

Outside Resource Persons in the Classroom: A Strategy That Works... with Training

Law-related/civic educators have far-reaching and multiple goals. Thus, choosing approaches that are known to help achieve those goals is critical. Using well-prepared outside resource persons (ORPs)—attorneys, judges, legislators and other elected officials, people involved in administering public programs, community organizers and activists, police officers, and many more—is one such strategy.

The early research on law-related education clearly showed that multiple opportunities to interact with well-prepared ORPs had a positive effect on students’ learning and on the development of positive attitudes toward the law and legal institutions. ORPs also serve as positive role models for students; these role models’ interest in and interaction with students helps develop bonds between students and community, an important factor in preventing antisocial behavior. In addition, *The Civic Mission of Schools* report noted that the most effective civic education programs occur in schools that, among other factors, “collaborate with the community and local institutions to provide civic learning opportunities”; use of ORPs in the classroom is certainly an aspect of community collaboration.

However, inviting a lawyer or police officer into the classroom does not guarantee success. The early LRE research also showed that a poorly prepared resource person or one whose presentation lacked balance could have negative effects on students. Because preparation is key to successful use of ORPs, we have chosen in this issue of *Youth for Justice Trainers Times* to focus on preparing teachers and ORPs to work together in the classroom.



The list of ORPs with content knowledge and life experience relevant to civic/law-related education is long. In this issue of *Trainers Times*, we focus on two groups—police officers, specifically school resource officers, and attorneys—providing reflections and advice from program directors who have experience preparing these professionals and teachers to work together. Undoubtedly, many of their observations would apply to other ORPs.

This *Trainers Times* focuses on training ORPs; two resources that look more broadly at the topic of ORPs and law-related education are available at the American Bar Association’s website:

- *Police Officers and Law-Related Education: Building a Winning Strategy for Youth Education Programs*, by Deborah L. Williamson, Technical Assistance Bulletin No. 21 (Chicago: American Bar Association, 2002). www.abanet.org/publiced/tab21.pdf.
- *The Role of the Resource Person in Law-Related Education*, by Katie Fraser, Technical Assistance Bulletin No. 22 (Chicago: American Bar Association, 2004). www.abanet.org/publiced/tab22.pdf.

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Preparing School Resource Officers as LRE Classroom Partners

By Lena Morreale Scott, Street Law, Inc.; Joannie Delgado Collins, Arizona Foundation for Legal Services and Education; and Keri Doggett, Constitutional Rights Foundation

If you had asked me 10 years ago if I would enjoy School Resource Officer work, I would have told you I **never would get involved in it**. If you had asked me 5 years ago, I would have told you **it is real important** to get into the classroom. Ask me today, I will tell you that it is the **most important thing** that we can do. The children need our life leadership examples.

—Officer Michael Paul, Towamencin Township Police Department, Montgomery County, PA

School Resource Officers (SROs) are the frontline of community policing in schools. They are called on to balance their work as police security, counselors, and educators. While many SROs find that their supervisors and other school personnel prefer that they spend their time providing security, Officer Don Bridges reports that Baltimore County Schools and Police Departments have found that service calls from schools decrease significantly when SROs spend more time teaching.

To prepare SROs for the parts of their job not generally covered in Police Academy training, Youth for Justice has for several years supported seminars in law-related education for SROs. Street Law and the Constitutional Rights Foundation have collaborated to provide this training for SROs nationwide.

Even more intensive training is provided by the LRE Academy of the Arizona Foundation for Legal Service and Education. With a grant from the Arizona Department of Education's School Safety Program, the Academy provides "basic training" for SROs, as well as up to 30 one-, two-, and three-day courses covering specific law-related and civic education topics and curricula. Among the roster of workshops on the schedule for the 2005-2006 school year are the Center for Civic Education's Project Citizen, sexual harassment, educating youth on Internet

safety, forensic science, bullying, and much more.

In planning professional development in LRE for SROs, a number of elements are key. One goal is to familiarize SROs with what good law-related education looks like and the benefits it can have for students and schools. Achieving this goal involves not only introducing the best practices in law-related education, but demonstrating lessons that embody those best practices and providing time for participants to analyze lessons, determining what best practices are represented. Asking officers to participate in a model lesson from beginning to end provides them with an understanding of how a lesson should be conducted and sets the standard of having officers engage students versus lecturing.

We should not expect police officers to have the same level of expertise in teaching or learning as credentialed teachers. However, they are resources with special content expertise in law enforcement. Encouraging them to "facilitate" rather than teach is less intimidating and will allow officers to feel much more at ease with their role in the classroom. Often times, officer misperceive the idea of teaching as "lecture"; we know from research in LRE and civic education that the lecture format is not as effective as interactive teaching strategies that ensure opportunities for students to truly engage; this is particularly true if a lecture is delivered by a person in a traditionally authoritative role. Thus, emphasizing facilitation—what Officer Michael Paul calls "class leadership"—not only eases officers into the process, it encourages them to use best practices.

Trainers should be aware that some aspects of good law-related education are challenging for police officers. One of these is maintaining a balanced perspective when dealing with issues related to public safety. Police officers have very strong views on such issues, especially some of the specific issues related to youth, such as gangs. Officers need to understand why acknowledging multiple perspectives is more effective than a



Youth for Justice is the national coordinated law-related education program supported by the Office of Juvenile Justice and Delinquency Prevention of the United States Department of Justice and is a collaboration of the American Bar Association, the Center for Civic Education, the Constitutional Rights Foundation, the Phi Alpha Delta Public Service Center, and Street Law, Inc. Youth for Justice provides national leadership for sustainable, high quality LRE programs for at-risk youth and their communities. It provides program models, materials, training and technical assistance to educators, students, and parents in schools and in community and juvenile justice settings. Youth for Justice delivers these services in cooperation with its national network of State LRE Centers.



“scared straight” approach or editorializing on one position. They also need to see modeled methods for ensuring that multiple perspectives are considered.

Another key element of training for SROs is modeling co-facilitating. Many SROs—and in fact many teachers—have never seen a team-taught lesson and have little understanding of how to collaborate with someone in presenting a lesson. Yet team work is important; as Officer Paul has noticed in his classroom work, “The classroom needs the teacher’s active approval and discussion.” Modeling how teams can divide the teaching roles, with officers taking a lead in helping students clearly understand the law-related content and teachers handling classroom management and pacing, is one example of how teaming can be an effective model. Taking part in a co-facilitated lesson and then debriefing the way in which the presenters worked together is thus a good workshop experience for teachers and SROs.

Introducing excellent curriculum materials is another critical aspect of training for SROs. Most SROs do not have the time or the pedagogical expertise needed to write lessons. Thus, providing engaging, interactive, and student-centered lesson plans that are flexible and easy to follow is paramount, as is time to explore the materials and select those lessons most likely to meet local needs. Among the materials shared with participants in the Youth for Justice seminars are *Street Law for School Resource Officers* and *Homicide: Life on the Street—Lessons in Law* from Street Law and *Police Patrol* and *Youth and the Police* from the Constitutional Rights Foundation. The lessons give officers confidence. According to Officer Julie Brooks, former SRO at Golden (CO) High School, “With these lesson plans, I know exactly what to do and I feel prepared. The kids . . . actually look forward to me coming into the classroom to teach.”

Correlating the lessons with national standards in civics or other subject areas is also important; such correlations

demonstrate that the lessons being used by resource officers will help students meet or exceed national standards. With such correlations in hand, SROs find they are more likely to be welcomed by teachers facing serious time pressures. With excellent lessons that clearly support the curriculum, officers are seen as a resource by the teacher, not a drain on precious time.

Of course, providing lessons correlated with standards is only one strategy in developing collaborative relationships

among SROs, classroom teachers, and school administrators. Engaging teachers and/or administrators in training with their SROs may well be the optimal method of developing such relationships. Teachers frequently do not realize the value an officer can bring to the classroom nor immediately recognize how what officers are teaching aligns with their state standards. The Arizona Foundation for Legal Services and Education encourages officers to bring teachers with them to the LRE Academy and provides teachers with scholarships to attend training.

CONTINUED on next page.

Tips for Building Collaborations

The following are tried-and-true tips for building collaborative relationships with teachers and administrators. Such relationships are critical in getting SROs into classrooms. Officers can:

1. Facilitate an LRE lesson during teacher inservice trainings.
2. Create a schedule and list of topics officers are able to facilitate.
3. Design a newsletter for teachers with safety tips.
4. Attend staff meetings.
5. Explain to teachers that the lessons officers can facilitate align with state standards.
6. Provide teachers with a list of resources.
7. Be available to teachers.
8. Ask the administrator to be assigned to a specific department in order to work with a few select teachers.
9. Become part of the school staff.

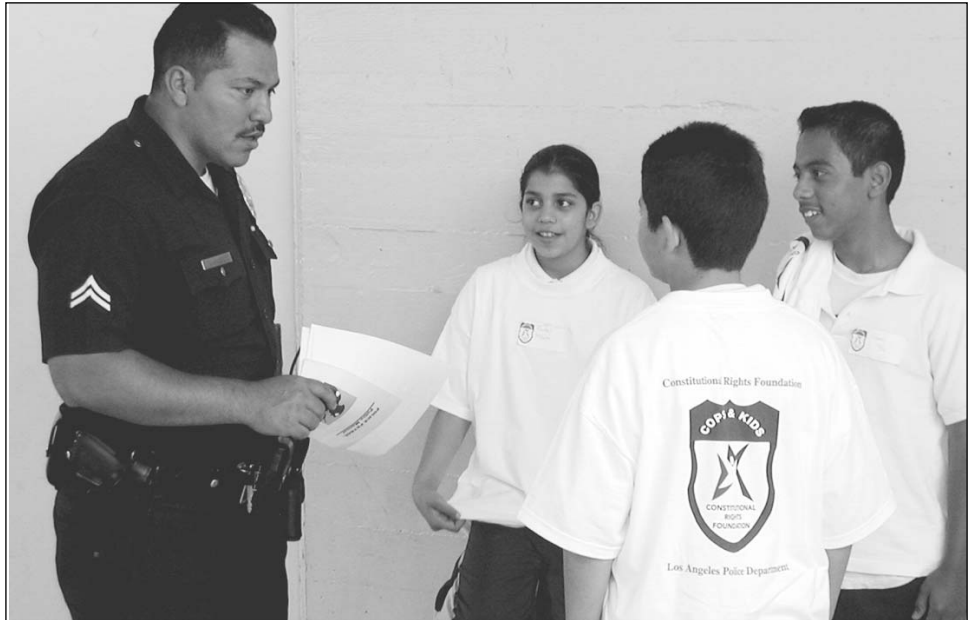
From the Arizona Foundation for Legal Services and Education.

Furthermore, the Academy offers courses that allow teachers to reach out to educators outside of social studies and civics; for example, the Forensic Science Academy trains officer/science teacher teams in Crime Scene Investigations. Attending the Academy as a team has increased the effectiveness of officers' LRE programs and also allows teachers to become invested in the program.

For SROs who attend training on their own, it is important to share ideas for successful building of collaborations (see "Tips for Building Collaboration" on page 3). One of the most important partnerships in assisting officers to be successful in the classroom is between the officer and school administrators. School administrators play a crucial role and have an impact on how the teachers and staff see the officer in terms of the teaching aspect of their position. Administrators can encourage teachers to utilize their officer and incorporate officers into staff meetings as well as teacher inservices.

A final critical element of the Youth for Justice seminars for SROs is called the "Teach Back." In this segment of the agenda, participants prepare and team-teach a mini-lesson, with feedback provided by their peers and seminar faculty. Participants found this activity particularly useful; as one SRO remarked on the seminar evaluation, "This was an excellent learning experience. I liked getting feedback from my peers and learned from watching others." Training faculty should remember, however, that teach backs can be intimidating for officers new to teaching; facilitators should be careful to create a comfortable environment in which officers feel safe conducting a lesson in front of their peers.

To encourage SROs to reflect on the lessons they implement in the classroom, CRF and Street Law provide a reflection form identifying a number of criteria for evaluating the teaching experience (see "Lesson Reflection Form for SROs" on page 5). By completing the reflection form, SROs are reminded of the description of what good LRE looks like, a positive reinforcement of what they learned at the LRE seminar.



For More Information

For more information about Youth for Justice seminars for school resource officers, contact:

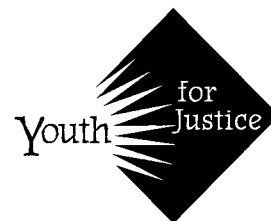
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For general information about Youth For Justice, see:
www.youthforjustice.org

For information on the Arizona LRE Academy, contact:
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For information about the professional organization for
SROs, contact: National Association of School
Resource Officers, www.nasro.org/home.asp



www.youthforjustice.org

Lesson Reflection Form for SROs

TITLE OF LESSON : _____

1. What essential legal knowledge and skills do you think the students gained as a result of participation in this lesson? What outcomes of the lesson seemed most important to you?
2. Describe what the students do or could do that show that they achieved the desired outcomes.

Rate each item that was represented in the lesson -1 (low) to 5 (high).

CONTENT KNOWLEDGE:

1. ____ Did the lesson convey important information about democracy, human rights, law or public policy?
2. ____ Was the lesson relevant to students (connected to life experience/concerns of students)?
3. ____ Was there enough information in the lesson to give students more depth of understanding?
4. ____ Did the lesson cause students to use critical thinking skills?

Additional comments about content knowledge:

CONTROVERSY AND BALANCE:

1. ____ Did the material/instruction present issues and value conflicts from multiple perspectives?
2. ____ Was the topic/issue presented with a balanced view of legal/judicial procedure or policy? (The good and the bad)
4. ____ Did the lesson contain information to support more than one right answer?
5. ____ Did the lesson prompt students to make their own decisions or reach their own conclusions?

Additional comments about controversy and balance:

INTERACTIVE METHODS

1. ____ Did the students appear to be engaged in the lesson?
2. ____ Did student-to-student interaction occur?
3. ____ Did you give students enough time to answer questions?
4. ____ Did you use open-ended questions that called for critical thinking, interpretation, evaluation, and reflection?
5. ____ Did the activity support understanding of the topic/concept/issue of the lesson?

Additional comments about interactive methods:

YOUR ROLE AS A COMMUNITY RESOURCE PERSON:

1. ____ As a resource person, were you prepared and integrated into the interactive lesson?
2. ____ Is the content you presented part of the course requirements?
3. ____ Did you clarify the law and procedures that directly arise from the lesson?

Additional comments about community resource person:

Lawyers in the Classroom: Two Case Studies

Helping students analyze a law, playing the devil's advocate as students consider what rights they might give up when an alien takes over the United States, preparing students for a classroom mock trial or moot court...these are just a few of the ways in which lawyers can interact with students in the classroom. But lawyers do not necessarily think of these interactive strategies when asked to visit a classroom, nor are they instantly comfortable using them. Thus, providing professional development and materials is key to success.

Many state law-related education centers and state bar associations sponsor Lawyer in the Classroom programs. In this article, we feature the experiences of two of those programs: (1) the Chicago Lawyers in the Classroom program of the Constitutional Rights Foundation Chicago, which has been operational for several years, and (2) the Idaho Lawyers in the Classroom: Partners in Education project, which the Idaho Bar Foundation's Law-Related Education Program revitalized last year with the help of a Youth for Justice exemplary/innovative grant.

Chicago Lawyers in the Classroom

The Chicago Lawyers in the Classroom program partners attorneys with elementary (grades 2-8) classes to help students understand the U.S. Constitution and our legal system. A unique feature of the program is that its sponsor, the Constitutional Rights Foundation Chicago (CRFC), works to pair classrooms with teams of two or three attorneys who work together at a firm or agency. In the 2004-2005 school year more than 200 attorneys worked with over 40 Chicago Public Schools through the program. Once an attorney team is paired with a classroom, they visit the class a minimum of three times during the school year to lead engaging activities on our system of government. Attorney volunteers provide students with knowledge based on real life experiences, help develop their critical thinking skills, and offer young people an opportunity to have a variety of positive adult role models.

Training

CRFC offers a half-day workshop for participating attorneys. At the workshop, CRFC staff demonstrate LRE lessons that attorneys can use with students in grades 2-8. They model strategies for leading discussions, engaging students in activities, and for working with small groups within the larger class. At the training, attorneys gain strategies for drawing parallels between concepts of law and government and students' experiences and learn techniques for introducing and debriefing lessons.

Time is also devoted to discussing the kinds of issues or questions that can arise when attorneys visit the classroom. Often, students bring up negative experiences that



they have had with the law or police. Attorneys are encouraged not to dismiss these experiences and pretend that the legal system is perfect. If attorneys can acknowledge that there are individuals in any job that don't always do the right thing, they can validate the students' experiences and at the same time take the opportunity to talk with students about the overall goals of a police department or criminal justice system. Positive interactions with attorneys in the classroom can help students to feel more positive in general about those who work in the legal system.

One of the training goals is to prepare attorneys with at least three lessons that they can teach to students in grades 2-8, depending on with whom they are paired. According to program director Jessica Chethik, "By demonstrating lessons and pointing out helpful techniques for working with students, we hope to make the attorneys feel comfortable in leading interactive lessons with students. Although it is appropriate for attorneys to answer questions, we strongly recommend that Q and A be confined to five or ten minutes and stress that the bulk of the time should be used for the activity." CRFC staff also make sure that attorneys know that it is the teacher's role to discipline and handle student problems, not theirs. Finally, staff want attorneys to leave the training knowing a little bit about the school system and the actual school they will be working with, including how to contact teachers to schedule visits, what to bring, and procedures for entering a school building.

Teachers receive information and training regarding the program if they attend various CRFC institutes and workshops offered during the summer and on Saturdays during the school year. However, some teachers do participate in the program without receiving specific training on working with the attorney partners. In preparing teachers, CRFC emphasizes that it is crucial that teachers be actively involved in the lesson when attorneys come to visit. As Jessica explains the points stressed with teachers, "Teachers must be in the room at all times and, of course, handle any discipline problem that arises. Since attorneys usually have

minimal information about the students' abilities and backgrounds before they visit, it is the teacher's role to help with grouping of students, to intervene in order to clarify and explain complex concepts that arise, and to oversee the needs of students with special needs and special situations. We encourage teachers to talk with the attorneys ahead of visits—about the school schedule, students' knowledge of our system of government, students special needs, etc. The more information attorneys have about the class, the more successfully they can structure the activities for that particular class."

CRFC also emphasizes the importance of preparing students for the visits by providing information about the attorneys, why they are coming, and how their visit is connected to their day-to-day learning. Staff also recommends having students prepare name plates for their desks. Such preparation makes the attorneys' job in leading a lesson easier and allows them to better connect with the students and tie the activity back to the general curriculum. When teachers have students create a thank you card for their attorney partners after the visits and arrange for the principal or students to greet and welcome the attorneys when they arrive at school, it can help foster a positive relationship as well.

Reflections

According to program staff, successful partnerships occur when the attorneys make three or more visits to the same classroom over the course of the school year and establish a positive relationship with the students and teacher. In successful visits, isolated lessons are not led by "someone else." Instead, the teacher and attorneys are able to show students how these activities fit into their learning about the U.S. government; as a result, students develop a deeper understanding of our legal system.

Successful partnerships can lead to more than three visits. Attorneys sometimes help students to do a culminating project like a mock trial or a legislative simulation. Other times, attorneys and teachers work together to plan and create lessons that address a need, interest, or concern of a particular group of students or a school. Successful partnerships can even lead to a formal "adoption" of the school by the firm. Firms that adopt a school can provide resources and funding.

In successful relationships, students can relate to the attorneys and may begin to see them as role models. Jessica reports that it is especially helpful (though not absolutely necessary) if minority students can have at least one minority attorney working with them.

Unsuccessful partnerships occur when the attorneys say they will come back and don't, or when they repeatedly cancel at the last minute due to other commitments. Having a small team of attorneys can help with this issue, because if one attorney has to cancel, another member of the team can usually still make it. Another problem the

Chicago Lawyers in the Classroom has occasionally encountered is attorneys who go to a class and spend the entire time telling students about what their job entails or lecturing them on the legal system. More significantly, problems arise when teachers simply leave the classroom or are unprepared when the attorney comes to visit. Jessica observes classrooms when attorneys are presenting and asks for feedback from both teachers and attorneys to determine if there are lawyers who should not be sent back to classrooms or attorney-teacher pairings that are not working. Teachers receive professional development credits for completing their reflections.

Program Benefits

Even though attorney visits are sometimes more than a month apart, Jessica reports that students remember the activities that they do with attorneys from visit to visit and can talk about what they did and learned during the last visit. Attorneys bring a fresh perspective and real-life experiences into the classroom, which makes students excited to learn what they teach and helps them retain what they learned.

The following comments from fifth-grade students at Swift and Carpenter Schools are representative of many students' responses:

- I felt really lucky because so many lawyers came to our school and gave up their time to give us something and show us something.
- I really loved being involved in this process. Before this whole mock trial process began, I didn't know anything about law. I learned lots of new terms like prosecutor and defense attorney, etc. It made Friday afternoons go by fast. I'm looking forward to being a part of this process again next year.
- I think the Lawyer in the Classroom Program is great. I feel this way because I learned many things from the people from John Marshall Law School and (attorney) Ms. Cesario. She gave us a different perspective on things that many of us would never have thought of.

Teachers readily see the benefits of the program, as noted by Barry Elementary teacher Marlene Stanley, who has worked with attorney Sonya Naar for many years: "With lawyers in the classroom, children have a chance to ask questions to somebody who actually lives and breathes our legal system on a daily basis. This really makes the lesson come to life." Suzi Gantz at Bell Elementary agrees. "The students showed a respect for each other by listening and responding to each other's comments," she said. "Eighty percent of the class spoke, and some (students) who never participate, did."

Attorneys also find the program rewarding. Attorney Willie Miller of the LaSalle Bank spoke for many in say-

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ing, “The children were bright, witty, and extremely engaging. There were some points during the discussion when I wasn’t sure who was the teacher and who was the student!” Bob Markowski of Jenner and Block reflected, “The kids are amazingly insightful. The process by which they struggle to understand and apply the concepts and values embodied in the Bill of Rights to the problems we present to them is a wonderful thing to see.”

Attorney Sonya Naar’s reflection highlights potential long-term benefits to schools:

My experience with Lawyer in the Classroom at Barry Elementary has been incredibly rewarding for me on a personal level and enriched my life because I feel I am helping to provide a positive educational experience to the kids and encourage them to strive to be the best citizens and people they can be. My involvement in Lawyer in the Classroom also has led to DLA Piper Rudnick Gray Cary US LLP establishing a formal partnership with the school. We now have attorneys who teach in each of the fifth- and sixth-grade classes, provide after-school tutoring, conduct a career fair for older students, and a literacy night for younger students.

Idaho Lawyers in the Classroom: Partners in Education

Using a Youth for Justice exemplary/innovative grant in 2004-2005, the Idaho Law Related Education Program was able to begin revitalization of its *Lawyers in the Classroom: Partners in Education* project. Planning for the project began in September of 2004 with a subcommittee of seven lawyers and educators. The subcommittee met eight times from September to June to develop a thoughtful three-year plan that consisted of the following activities:

- A public awareness campaign that would emphasize what lawyers can offer to teachers and students.
- A June 2005 lawyer/teacher conference that would create networks between lawyers and teachers.
- Creation of a proposal for lawyers to get CLE credits for LRE Presentations
- Sponsorship of four “teach-in” days during the 2005-06 school year when lawyers will collaborate with teachers to pick one day in a specified week when they will present a law-related lesson in their partner classroom. The weeks identified are:

September 12-16, 2005 (commemorating Constitution Day)

December 12-16, 2005 (commemorating Bill of Rights Day on Dec. 15)

February 6-10, 2005 (either Civil Rights Day or President’s Day)

May 1-5, 2006 (Law Day)

The plan for “teach-in” days includes a professional development seminar for participants.

- A recognition program for lawyers and teachers who participate.
- Development of written materials for school career centers and creation of a high quality job shadow program.
- An adopt a school program for law firms.

Training

With YFJ funds, the Idaho LRE Program was able to conduct a three-day workshop on June 15-17, 2005. In conducting the workshop, the LRE Program collaborated with the Continuing Legal Education (CLE) Program of the Idaho Law Foundation, the Idaho Supreme Court, the U.S. Court for the District of Idaho, the U.S. Attorney for the District of Idaho, the State Department of Education, two local school districts, and numerous other teachers and lawyers.

Workshop content comprised law-related topics based on the U.S. or Idaho Constitutions; topics were selected that were current, were a good fit for Idaho Social Studies Standards, and would lend themselves to lawyer-teacher collaboration. Written materials and lesson plans provided were examined for balance, content correctness, and relevance to standards. As program director Becky Jensen notes, “We took as much time selecting what written materials to use as we did selecting our speakers. Because we were dealing with some issues that were controversial, we wanted to ensure that we presented appropriate balance. We also emphasized to the teachers that it was their responsibility to ensure balance when working with a resource person.”

The workshop agenda was set up so that a content session was followed by a lesson application session. The topics included:

- Natural Resources in Idaho—Who Should Decide? (Focus on the history of water law and rights and a recently mediated agreement with the Nez Perce Indians—issues of federal v. state control were also discussed)
- A Balanced Approach to Natural Resource Management (interactive lesson plan)
- Individual Rights and Security: What Is the Balance? (A structured debate about the USA PATRIOT Act and other relevant legislation)
- What Rights Should Non-Citizens of the U.S. Have? (an interactive lesson plan)
- Native American Sovereignty—Historical Origins and Present-day controversies
- The Rights and Controversies of Native Americans in Idaho (a lesson plan development workshop)
- States’ Rights and Federalism
- An Overview of Significant Supreme Court Cases (from the past term—a short summary of six cases dealing with marijuana and federalism, water issues, and Native American rights by three lawyers).
- A moot court simulation (based on *Van Orden v. Perry* and *McCreary County v. ACLU*—Ten Commandments Cases—presented by a Street Law teacher and four lawyers)
- Appointing Federal Judges (discussion of the process and the politics)
- From *Marbury v. Madison* to current-day controversies: What Role Should Courts Play in Society? (a panel discussion)
- Using an Outside Resource Person (interactive lesson activity)
- The Children’s Internet Protection Act—AKA Technology and the Law
- The First Amendment and Rights in School
- The Child Protection Act

Faculty for the workshop included an Idaho Supreme Court Justice, the Idaho Attorney General, both the current and former U.S. Attorneys for the District of Idaho, the Idaho Bar President, a dynamic law professor, and three judges. In total, 17 lawyers and/or judges presented during the workshop.

Twenty-five teachers and ten lawyers from throughout Idaho attended. Participants represented ten school districts and six (out of seven) judicial districts throughout the state. Teachers were given time during the workshop to examine their curriculum and point out where they might use a lawyer resource person in their classroom. Both lawyers and teachers were given the opportunity to sign up to partner for the four “teach- in” days mentioned above. Participant evaluations were extremely positive. Comments included notes of appreciation for the caliber of presenters and content presented, as well as the written

materials, which included carefully selected lesson plans and relevant articles.

As a result of the workshop and other public awareness activities to date, 120 lawyers and teachers will be participating in the 2005-06 “teach-in.” The Idaho LRE Program has received a YFJ grant to follow through with support of these lawyers and teachers and expand both the number of participants and activities for three years.

Reflections

As the first teach-in date approaches, Becky reflects on the experience to date in reviving the Lawyers in the Classroom project: “Our June 2005 workshop for teachers and lawyers was one of the best professional development experiences we have offered. We spent a lot of time collaborating with teachers and lawyers to plan the workshop. The caliber of speakers was so amazing! We were fortunate to work with our Continuing Legal Education partners, who pointed us to the most informed and dynamic lawyer presenters. We were also fortunate that the topics we had chosen were amazingly timely and teachers could easily see how the information presented would fit into the curriculum outlines and standards.”

Despite the success of the workshop, Becky is considering some of the challenges they faced as she plans for future professional development: “One of the challenges we experienced was figuring out how to train lawyers and teachers together. Our teachers met for two days and then the lawyers joined them for a half day on the workshop’s final day. Because we offered CLE credit for lawyers to attend, we were somewhat limited in the topics we could choose for that half day. We also felt like there were different preparation and information needs for each group. For the future, we have chosen to train teachers and lawyers separately. We have also decided at the current time not to offer CLE credit to lawyers who attend. We will, however, continue to invite individual lawyers and teachers to attend the other group’s professional development experiences as presenters or facilitators. We think it is important to help each group understand the needs, motivations, and limitations of the other group. We hope collaboration and networking that we think is important will take place as the lawyer and teacher partnerships plan for classroom presentations.”

For More Information

For more information about the Chicago Lawyers in the classroom program, contact Jessica Chethik, Constitutional Rights Foundation Chicago at chethik@crfc.org or see: www.crfc.org/lic.html

For more information about the Idaho Lawyers in the Classroom: Partners in Education project, contact Becky Jensen, Idaho Law Related Education Program, Idaho Law Foundation, at bjensen@isb.state.id.us or see: www2.state.id.us/isb/gen/lre_lawyers_classroom.htm

Best Practices in Civic/Law-Related Education: What Does “Good” Look Like?

Prepared by the Center for Education in Law and Democracy for Youth for Justice

The national evaluation of law-related education (LRE) conducted in the early 1980s identified six best practices (then called “prescriptions” or “essential elements”), which have been updated and expanded to reflect more recent research in teaching and learning, prevention, civic education, and professional development. Particularly influential in revising these best practices for the 21st century was the 2003 *Civic Mission of Schools* (CMS) report and the research on which it rests. While best practices are always evolving, current research suggests the following are key elements of powerful civic/law-related education programs:

- **Deliberate focus on civic/law-related student outcomes.** In order to achieve outcomes related to greater student engagement in civic and political life, educators must explicitly emphasize these outcomes as part of their teaching. *The CMS report noted that effective programs explicitly encourage students to be civically and politically engaged.*
- **Focus on essential civic/law-related knowledge and skills.** This knowledge includes legal literacy focusing on civil, criminal, and constitutional themes; practical information about the law and public policy; and concepts underlying our constitutional democracy. LRE skills include critical thinking (e.g., decision making, problem solving) and social participation (e.g., communication, cooperation, and empathy). *This practice relates directly to the CMS recommended practice of providing instruction in government, history, law, and democracy.*
- **Judicious selection and presentation of issues and materials.** Materials should be selected so that they provide a balanced view of the judicial system and other aspects of our political system. Controversy is also important, as it motivates student interest. *A key teaching approach recommended in the CMS report as a best practice is open and balanced classroom discussion of current controversial issues.* Finally, treatment of legal and constitutional issues should be characterized by depth of analysis.
- **Use of hands-on, active teaching strategies, particularly strategies that foster true student interaction and provide opportunities to share and develop respect for different points of view.** *The CMS report strongly recommends participation in simulated democratic processes, which give the school curriculum a “real-life” connection.* Other characteristics of sound instruction (sharing objectives with students, drawing on students' existing knowledge and linking that knowledge to new information, multiple opportunities to practice skills, etc.) are also important.
- **Repeated opportunities for students to interact with the community.** This interaction can be provided through working with community resource persons who have been well prepared for constructive interaction with students. *As recommended by the CMS, connections to the community can also be provided through service learning, which, when it deliberately addresses civic outcomes and links to the curriculum, can contribute to development of engaged citizens.*
- **Sufficient quantity of instruction.** Quantity of instruction has two dimensions: (1) the duration and intensity of an educational experience provided to students at any particular stage in their education and (2) the provision of instruction over the course of the student's life. Programs where LRE is a semester course or is carefully integrated into a year-long course represent the quantity the early LRE research suggests is needed. Particularly intense programs of shorter duration may also meet this criterion. Programs that begin early in a student's school career and provide ongoing reinforcement are more likely to be effective than programs where civic/law-related education is concentrated in one course. *Indeed, the CMS report recommends that civic education be a part “of every student's school experience at every grade level.”*
- **Active involvement of administrators.** Administrators are involved in providing classroom resources, facilitating field experiences, and dealing with concerns voiced by other teachers or members of the community. *Involvement of administrators is also key to helping students understand how their schools are governed and how they can have input in school governance; the CMS report identified student participation in school governance as a promising approach to civic education.* In addition, administrative support is critical in ensuring that civic education programs are designed for all students, especially those who might otherwise be disengaged. *The CMS report states that the most effective civic education programs consciously promote civic engagement by all students.*
- **Professional development and support networks for teachers.** Ongoing professional development in which teachers have a voice is also critical to successful civic/law-related education. Research has identified characteristics of successful professional development programs, including content focus, active learning, adequate duration, collective participation, promoting coherence, and appropriate form to provide the previous characteristics. *According to the CMS report, the most effective civic education programs provide teachers with access to professional development in civic education, foster collaboration and networking, and recognize teachers who are doing good work in this area.*

Criminal Justice in America

(New 2005 Edition)

Grades: 9-12

Criminal Justice in America is the most comprehensive secondary text available on the subjects of criminal law, procedure, and criminology. It can serve as a text for an entire law-related education course or as a supplement for civics, government, or contemporary-issues courses.

Its extensive readings are supported by: directed discussions; role plays; mock trials; cooperative and interactive exercises; activities to involve outside resource experts; and research activities for students to use the library or Internet.

The Student Edition is divided into six units:

Crime includes sections on victim rights, history of crime, methods for measuring crime, white-collar crime, cyber-crime, violent crime, property crime, youth gangs, elements of crimes, and legal defenses to crime.

Police includes sections on history of law enforcement, criminal investigations, crime labs, search and seizure, interrogations and confessions, the exclusionary rule, the use of force, racial profiling, corruption, and police-community relations.

The Criminal Case explores a hypothetical criminal case from arrest through trial. It includes all the key steps of the criminal trial process. It also has sections on judges, judicial independence, the court system, defense attorneys and prosecutors, and the rights of criminal defendants.

Corrections includes sections on theories of punishment, history of corrections, sentencing, alternatives to incarceration, prison conditions, parole, recidivism, capital punishment, and current debates on corrections such as whether too many people are behind bars.

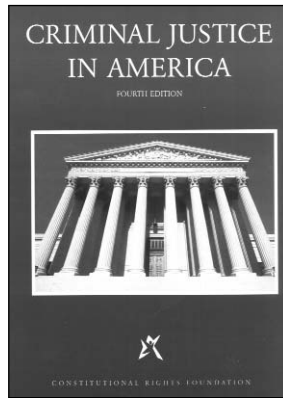
Juvenile Justice includes sections on the history of the juvenile system, delinquency, status offenses, steps in a juvenile case, rights of juveniles, juvenile corrections, transfer to the adult system, and death penalty for juveniles.

Solutions includes sections on the debates over the cause of crime, racism in the justice system, history of vigilantism, policy options to reduce crime and make the criminal justice system fairer, and options for individual citizens.

The Teacher's Edition, a comprehensive guide, provides detailed descriptions of teaching strategies, activity masters, chapter and final tests, background readings, and extra resources to supplement the text.

Criminal Justice in America

#10120	Student Edition, 360 pp.	\$19.95 ea.
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Active Citizenship Today (ACT)

2nd Edition

Grades: 6-12

For more than a decade, CRF's Active Citizenship Today (ACT) program has offered an exciting approach to civic education through service learning. The newly revised ACT curriculum helps students develop citizenship skills and knowledge while they plan and implement service-learning projects. This newly updated ACT curriculum consists of two components:

The *ACT Handbook for Teachers*

features new lesson plans, reproducible worksheets, and a complete explanation of ACT's structure, goals, and teaching methods. It now includes a section on implementing ACT throughout a school or district.

The *ACT Field Guide* is a lively, full-color, user-friendly student handbook full of tips, methods, and profiles. This practical guide is designed to support ACT lessons and provide students with resources for all stages of a service-learning project. A final section features skills that students may need to develop during a project, e.g., how to conduct interviews, persuade others, speak in public, conduct opinion polls, raise funds, run meetings, and much more.

The ACT curriculum takes students through five units of study:

1: Exploring Your Community takes students on a quick tour of their community looking for its resources and problems. They do a brief community search. They go on the Internet and create a statistical profile of the community.

2: Choosing and Researching a Problem lets students select a problem and research it. Students find out what government, business, media, and non-profit organizations are doing about the problem.

3: Evaluating Policy introduces students to the world of policy. They look at policies addressing the problem and learn simple ways to analyze policy.

4: Examining Options offers students a variety of project ideas and ways to gain support in the community for any project they do.

5: Taking Action provides students with instructions and information vital for a service project. Following these instructions, students build a plan, put the plan into action, and keep track of their progress.

ACT Handbook for Teachers

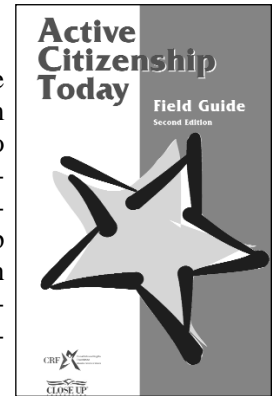
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For more information on ordering *Criminal Justice in America* and *Active Citizenship Today (ACT)*, please contact Constitutional Rights Foundation at 1-800-488-4273 or visit the web site at www.crf-usa.org.





24th National LRE Leadership Conference Separation of Powers: Principles and Conflicts

January 26–28, 2006 Phoenix, Arizona Sheraton Phoenix Airport Hotel

OVERVIEW

Please join us for the 24th National Law-Related Education Leadership Conference, January 26–28, 2006, in Phoenix, Arizona.

Hosted by the American Bar Association Division for Public Education on a biennial basis, the National LRE Leadership Conference serves as the principal, national professional development and networking conference for leaders in the LRE field.

CONFERENCE THEME

All Americans should understand what the Founders intended and accomplished in creating a government of separate powers. The Founders were concerned that (1) the government they established not have all its powers concentrated in the hands of a few officials; and (2) the powers granted to one branch would be balanced by powers granted to others. This system of checks and balances ensures that each branch serves as a constraint on, and is constrained by, the powers of the other branches.

Conference participants will examine the Constitutional principles and powers behind each of the three branches of the U.S. government, and the conflicts that arise as these branches work together for the common good:

Legislative powers (e.g., impeachment; filibuster; judicial nominee confirmations; advise and consent)

Executive powers (e.g., war powers; judicial nominations; terrorism and homeland security; executive privilege)

Judicial powers (e.g., judicial review; judicial activism; judicial independence; recent controversial rulings)

CONTACT

To make a reservation or for more details, visit the conference web site at www.abanet.org/publiced/conference/lre06.html

For more information, contact: Craig W. Johnson, (312) 988-5720



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