

## Is it possible to go from Zero to 60?

### An evaluation of one effort to build Belief, Capacity, and Community in Street Law

#### Instructors in One Weekend

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#### Abstract

*“From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend”,<sup>2</sup> offered guidance in how to prepare law students to teach Street Law through an annotated step-by-step outline of a unique weekend orientation program developed and field-tested by the seminal Georgetown Street Law program and delivered in partnership with the Law Societies of Ireland and Scotland. Although this seminal paper provided scholars and practitioners with invaluable resources, recommendations, and insights, readers left this original paper with a critical unanswered question: Does this orientation program actually work?*

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<sup>2</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241

*In the present paper, we strongly answer that question in the affirmative. We briefly revisit our original paper as context and then present, share, and discuss both quantitative and qualitative data gathered to evaluate how effectively the orientation program accomplished its stated goals of building belief, capacity, and community in Street Law instructors in one weekend. The results derived from the data collected in both Ireland and Scotland evidence a series of powerful outcomes that support the orientation program's efficacy and impact. We hope that the transformative change in attitudes and student growth measured over the course of the weekend will act as a catalyst to practitioners seeking to prepare the next generation of Street Lawyers and launch the next wave of Street Law programs.*

## **I. Introduction**

In *"From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend,"* we presented and described our Street Law training program in a manner that would enable practitioners around the globe to review our approach, understand why it works, and adopt any potentially helpful aspects.<sup>3</sup> We introduced readers to Street Law and the Street Law methodology and explained how our teaching methodology and three-day orientation are grounded in research and exemplify best practices in teaching and learning at the intersection of civic education, learner-centered education, intensive teacher preparation, and community building. We provided practitioners with a step-by-step description of each of the weekend training activities and explained how these activities play out in practice. We also demonstrated that central to our orientation program is a consistent commitment to ensuring that each session in our program aligns with the steps of the broader Street Law learning trajectory and reinforces our core goals of building *belief, capacity, and community* amongst the participant in our orientation.

We closed *"From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend,"* with suggestions for further research, and included a preview of this paper, where we will explore the impact and efficacy of the Street Law Orientation program and positively answer the question "Does it work?"<sup>4</sup> Although we as authors are dedicated proponents of the Street Law methodology and can share a host of stories and anecdotal evidence around the powerful impact Street Law can have on both participants and trainees, we are also very aware of the importance of empirical proof of concept, especially when trying to gather support for a novel program.

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<sup>3</sup> *Id.*

<sup>4</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

As educators and program developers, we recognize that formal assessment and evaluation are essential aspects of measuring program success and critical to determining whether our program achieves its stated objectives. Furthermore, the feedback gathered through both qualitative and quantitative measures helps inform both how to revise our present model and how to improve future efforts. Accordingly, and with the goal of moving beyond anecdotal evidence and trainee enthusiasm, we designed and administered the first quantitative and qualitative evaluations of the Street Law Orientation weekend during the 2015 trainings in Dublin and Edinburgh. We implemented a pre- and post-test model that all trainees completed before the Orientation weekend and immediately upon completion of the weekend. The results of this evaluation indicate that the Orientation weekend was markedly successful in changing trainee attitudes around their belief in learner-centered education, their capacity to deliver these lessons, and the value of community in the classroom.

This paper takes the results of our evaluation and answers the question “Does it work?” and is written as a companion paper to “*From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend.*”<sup>5</sup> Our goals in this companion paper are threefold: (1) to present the data we collected over the course of our orientations in Dublin, Ireland, and Edinburgh, Scotland; (2) to provide an in-depth discussion of our results; and (3) to address practical considerations around length and scope of the Orientation weekend. Consistent with our training objectives, our evaluation of quantitative and qualitative data focused on measuring the growth in participants’ *belief* in the Street Law methodology, *capacity* to utilize that methodology to teach learner-centered law related lessons to their students, and belief in the importance the role *community* plays in Street Law programs.

We will first provide a review of the Street Law methodology, an overview of Paper A, “*From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend,*”<sup>6</sup> and a description of the three-day Street Law Orientation detailed by that paper. Then, we will explain the methods we used to measure the growth in participant’s *belief, capacity, and community*, and provide a detailed analysis of the results and feedback cycles. Finally, we will conclude and discuss the limitations of our data and offer recommendations for future study. At the outset, this paper purposely draws heavily on its predecessor so that readers without background knowledge of the Street Law program or Orientation can engage with this program as a stand-alone paper.

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<sup>5</sup> *Id.*

<sup>6</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

## II. A review of Street Law

Street Law, where law students or lawyers teach about the law in local school, correctional, and community settings, is the fastest growing and most popular type of legal clinic in the world.<sup>7</sup> One reason for this is that Street Law is an accessible and low-cost model that can be employed in almost any setting, with any population, and on any legal subject. Street Law does not require law student participants to follow local practice rules and does not threaten the income or livelihoods of local lawyers. In emphasizing legal education that is experiential in nature, the Street Law model appeals to law schools responding to the legal profession's demand for lawyers who can contribute quickly and learn on their feet. At the same time, Street Law helps satisfy the voracious desire of lay people to understand their rights and responsibilities in a world full of increasingly complex and obtuse legal systems, and satisfies that demand with a unique pedagogical approach that values the student, her voice, and her background.

The Street Law program that originated at Georgetown University Law Center in 1972 as a "course in practical law"<sup>8</sup> for high school students taught by law students for academic credit<sup>9</sup> has become far more than that today. Street Law programs now exist at more than 50 law schools in the United States, dozens of international law schools, and in a variety of community and non-profit partnerships.<sup>10</sup> From the outset, Street Law's appeal has been derived just as much from its relevant law-related content—"the law useful in people's daily lives, the legal processes, Constitutional principles and values on which these are based"<sup>11</sup>—as from the activity based, participatory teaching methodology it employs. Over forty plus years, Street Law programs have steadily improved this

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<sup>7</sup> Although Street Law began as a legal clinic at Georgetown in 1972, changes in the American Bar Association's definition of "legal clinic" led to its transformation into an experiential "practicum" at Georgetown starting in Fall 2016. The program operation and methodology described here has not changed. In many law schools around the world, it functions as clinical legal education. It is also conducted outside of law schools as an experiential or educational program.

<sup>8</sup> Newman, J., O'Brien, E.L., Arbetman, L.P., Cameron, L., McClymont, M., & McMahon, E. (1977). *Street Law: A Course in Practical Law*. St. Paul, MN: West Publishing Company.

<sup>9</sup> Roe, R. (2012). Law School-High School. In S.E. Redfield (Ed.), *The Education Pipeline to the Professions: Programs That Work to Increase Diversity* (pp. 135-144). Durham, NC: Carolina Academic Press.

<sup>10</sup> Robust international Street Law programs include those in South Africa ([www.streetlaw.org.za](http://www.streetlaw.org.za)), the Czech Republic (i.e., <http://streetlaw.eu>), the United Kingdom (i.e., <http://www.birmingham.ac.uk/schools/law/life/pro-bono/streetlaw.aspx>), Hong Kong (i.e., <https://disabilityrights.law.hku.hk/street-law/>), and Australia (i.e., [www.streetlaw.org.au](http://www.streetlaw.org.au)). Additionally, there are myriad examples of local bar associations, community organizations, state-related law organizations, regional global associations, private corporations, and even a dedicated non-profit, Street Law, Inc., providing community legal education around the world on a range of topics under the umbrella term, "street law," or related terms such as community legal education, justice education, and democracy education. Street Law, Inc. offers one compilation of global programs through their website. Street Law, Inc. (n.d.). *Program Locations*. Retrieved from [http://www.streetlaw.org/en/program\\_map](http://www.streetlaw.org/en/program_map).

<sup>11</sup> Newman, J., O'Brien, E.L., Arbetman, L.P., Cameron, L., McClymont, M., & McMahon, E. (1977). *Street Law: A Course in Practical Law*. St. Paul, MN: West Publishing Company.

learner-centered, democratic model of teaching and learning and its interactive and experiential methodology to not only teach about the law but also to create an experience of justice in the classroom.

Street Law accomplishes this by introducing learners to the law and legal systems while remaining grounded in the best practices in civic education that research shows help learners develop their cognitive, expressive, academic, and critical thinking abilities through the exploration of a variety of civic and law-related situations. Regardless of program or country, it has become known for its distinctive emphasis on learner-centeredness and corresponding de-emphasis on direct instruction. Street Law instruction is largely non-directive. It emphasizes the cognitive, expressive, and reflective work of the learners themselves. Essentially, the teacher serves not as a lecturer but as the facilitator who guides students through the components of each lesson.<sup>12</sup> The students do the talking and thinking; and they do the primary cognitive expressive work to create substantive meaning and connections to the law and legal theories. Using rich, thoughtfully structured lessons, this methodology draws from both the hands-on model of clinical legal education as well as the best practices for effective teaching and learning, as discussed *infra*. This student-centered approach is well suited both for the new instructors<sup>13</sup> and for the learners they teach,<sup>14</sup> from elementary and high school students<sup>15</sup> to adults.

Street Law programs are also characterized by the diversity of teaching and learning methods. Specific methods include case studies, role plays, hypotheticals, problems, mock trials, hearings and legislative activities, negotiations, small group discussions, news articles, video clips, guest participants, field trips, projects, and simulations. The wide range of topics includes current events and issues, negotiations and dispute resolution, human rights, criminal law and procedure, family, housing, liability, and many others. Embracing such a broad range of teaching methods and covering topics that are both ubiquitous and distinct to every community enables Street Law to have a wide-ranging effect because Street Law audiences are often very diverse. By drawing upon established best practices in civic education that promote increased tolerance, respect, and understanding of others, an appreciation for the importance of democratic debate, and a practical grounding in the complexities of implementing justice and human rights

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<sup>12</sup> For more on this approach of guided participation, see, e.g., Mascolo, M. F. (2009). Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation. *Pedagogy and the Human Sciences*, 1(1), 3-27.

<sup>13</sup> Roe, R. (2012). Law School-High School. In S.E. Redfield (Ed.), *The Education Pipeline to the Professions: Programs That Work to Increase Diversity* (pp. 135-144). Durham, NC: Carolina Academic Press.

<sup>14</sup> American Bar Association. (2003). *Essentials of Law-Related Education*. Chicago, IL.

<sup>15</sup> Arthurs, S. (2015). Street Law: Creating Tomorrow's Citizens Today. *Lewis & Clark Law Review*, 19(4), 925-961.

in real world settings, Street Law creates an environment for learners to truly experience and compare how the law and legal systems differ throughout communities across the world.

### **III. Paper A: “From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend”**

As we discussed in Paper A, “From Zero to Sixty: Building Belief, Capacity, and Community in Street Law Instructors in One Weekend,” there is an increased need for Street Law training that equips law students and new lawyers with the tools they need to successfully introduce and support the Street Law model in school, correctional, and community settings, as interest in Street Law grows across the globe.<sup>16</sup> These trainings must be meaningful and substantive for the law students, developed in a collaborative way that embeds skills and knowledge in Street Law practitioners and faculty, and be responsive to the local context where host institutions often face significant time and resource constraints. Paper A described one training approach that has been repeatedly successful in developing law student instructors who *believe* in the potential of Street Law’s unique learner-centered methodology, are *capable* of designing and executing lessons exemplifying this approach, and who are committed to building and valuing *community* in their classrooms.<sup>17</sup>

Over the last four years, past and present staff from the Street Law Program at Georgetown University Law Center, in collaboration with their Irish and Scottish colleagues, have conducted seven in-person, weekend-long Orientation programs in Dublin with the Law Society of Ireland and in Edinburgh with the Law Society of Scotland. Although the context and audience differed, the Orientations remained essentially identical in both sites. Between Friday evening’s introductions and Sunday afternoon’s demonstration teaching sessions, the Street Law facilitators help build belief in the Street Law methodology, instructional capacity in the future Street Law teachers, and community among the young lawyers and law students who attend the Orientation.

Paper A described the first step in the Street Law process—how to teach the law students, new lawyers, or trainees to be Street Law instructors,<sup>18</sup> with particular reference to the

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<sup>16</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

<sup>17</sup> *Id.*

<sup>18</sup> The Street Law program model in law schools involves a combination of training in the methodology and content of the course as well as highly supportive supervision of the law student instructors. These instructors typically receive academic credit, attend a multi-day orientation and weekly seminars, are given regular, supportive

weekend Orientations conducted for the recently qualified lawyers and lawyers-in-training in the Law Societies of Ireland and Scotland in 2013, 2014 and 2015.<sup>19</sup> One of the most powerful qualities of the learner-centered Street Law methodology is that it can be applied in multiple different settings, including in different legal settings, and with different groups of people. We recognize this can lead to some confusion in terms. In Paper A, for the purpose of ease of reading, we referred to the experienced Street Law faculty/trainers from Georgetown and the host sites as facilitators.<sup>20</sup> The facilitators are the ones who design and lead the weekend training sessions. We referred to the main audience of this weekend training, whether lawyers, law students, or community leaders as trainees. These trainees are the people who will be going into the schools or communities to lead interactive lessons. We referred to the ultimate consumers of these Street Law lessons, typically secondary school students or community members seeking to know more about the law, as students.<sup>21</sup> Again for ease of reading, and to remain consistent, we will utilize the same terminology.

#### **IV. Building Belief, Capacity and Community in the Orientation Weekend**

The goal of our Orientation program is that by the end of the weekend our trainees will develop (1) *belief* in the learner centered educational methodology, (2) the *capacity* to design engaging and stimulating lesson plans that tie concretely to legal substance, and (3) an understanding of the importance of *community*—both amongst the trainees themselves and the high school students in their classrooms.

##### **A) Building Belief: Learner-Centered Education**

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supervision through observations, feedback and consultations with faculty, engage in reflection through journals, lesson planning analysis, and portfolio assessment, and receive substantial administrative support for their placements in the school, corrections and community settings.

<sup>19</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

<sup>20</sup> *Id.*

<sup>21</sup> In Ireland, the trainees are at the start of their Professional Practice Course I (PPCI) at the Law Society and for most of them this is the beginning of their 2 year traineeship. The students are in their fourth year of secondary school, which is referred to as transition year (TY). In Scotland, the trainees are generally undergraduate LLB students (although occasionally are postgraduate students undertaking the vocational Diploma in Professional Legal Practice). The students are pupils in secondary school typically aged between 14 years old and 16 years old. A full explanation of the routes to qualification as a solicitor in both jurisdictions can be found in Section 7 of the Fair Access to the Legal Profession report. Marrs, R., & Meighan, D. (2014). Fair Access to the Legal Profession. The Law Society of Scotland. Retrieved from <https://www.lawscot.org.uk/media/295065/fair-access-for-publication-300114.pdf>.



Developing trainees' *belief* in the power and potency of learner-centered education is one of the three key goals of the Street Law Orientation weekend, because the heart of any Street Law lesson is the opportunity for students and trainees to think critically about the law, the societal context that gave rise to our legal system, and their own role within this legal system. Our goal is that trainees leave Orientation believing in the Street Law teaching methodology so that they will dedicate the time necessary to design innovative, engaging lesson plans for their high school students.

Learner-centered education rests on the premise that students need to be actively involved in their own learning and that students construct knowledge, develop deeper conceptual understanding, and are better able to transfer their learning to new situations when they are authentically involved in the learning process.<sup>22</sup> Learner-centered education is often contrasted with the more traditional top-down, teacher-centered approach known as instructionism that views students as empty vessels to be filled and teachers as the imparters and transmitters of everything students need to know.<sup>23</sup> With learner-centered education, students' prior knowledge is valued and the teacher's role is to help students build bridges between their current understandings and the new subject matter.<sup>24</sup>

Learner-centered classrooms are characterized by classroom activities that value student voice and participation.<sup>25</sup> Students in learner-centered environments are in control of the learning process and become creators of meaning.<sup>26</sup> As students actively integrate new information, experiences, relationships and perspectives into their preexisting structures and values, students develop new cognitive structures and build more complex understandings of both the present academic task and the different ways they can engage

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<sup>22</sup> Sawyer, R. K. (Ed.). (2005). *The Cambridge handbook of the learning sciences*. Cambridge University Press; Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, 93(3), 223-231; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press.

<sup>23</sup> Sawyer, R. K. (Ed.). (2005). *The Cambridge handbook of the learning sciences*. Cambridge University Press; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press.

<sup>24</sup> Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Toshalis, E., & Nakkula, M. J. (2012). Motivation, engagement, and student voice. *The Education Digest*, 78(1), 29.

<sup>25</sup> Mostrom, A. M., & Blumberg, P. (2012). Does learning-centered teaching promote grade improvement? *Innovative Higher Education*, 37(5), 397-405; Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, 1997(74), 5-12; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press.

<sup>26</sup> Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Toshalis, E., & Nakkula, M. J. (2012). Motivation, engagement, and student voice. *The Education Digest*, 78(1), 29; Mostrom, A. M., & Blumberg, P. (2012). Does learning-centered teaching promote grade improvement? *Innovative Higher Education*, 37(5), 397-405.

with challenging and unfamiliar topics.<sup>27</sup> Students are encouraged to use their reasoning skills, creativity, and strategic thinking abilities to approach and resolve problems that both have more than one right answer and more than one pathway to a final conclusion.<sup>28</sup> Group deliberation and group problem solving are hallmarks of effective learner-centered education as students learn from their peers and from the interaction between their own ideas and the ideas of their classmates.<sup>29</sup> The teacher is positioned as a co-creator of knowledge and a facilitator of student learning rather than a gatekeeper of information.<sup>30</sup> Through this process of independent discovery, discourse, dialogue, and reflection, students become meaning-makers and gain a sense of agency over their own learning.<sup>31</sup> This process of wrestling with new ideas and engaging in cognitive conflict, accompanied by student demonstrations of their learning and reflection on the learning process helps students become better critical thinkers and develop enhanced analytical and higher order thinking skills.<sup>32</sup>

The Street Law Orientation weekend is heavily learner-centered itself because in order to build and deliver lessons that will help students accomplish these tasks, trainees must first experience for themselves the effectiveness of the methodology. Through the process of firsthand engagement followed by debrief, reflection, and critique, trainees come to appreciate the powerful transformative power of learner-centered education and can

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<sup>27</sup> Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn. Washington, DC: National Academy Press; Cheang, K. I. (2009). Effect of Learner-Centered Teaching on Motivation and Learning Strategies in a Third-Year Pharmacotherapy course. *American journal of pharmaceutical education*, 73(3), 42; Crumly, C.

(2014). *Pedagogies for Student-Centered Learning: Online and On-Ground*. Augsburg Fortress Publishers.

<sup>28</sup> Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, 1997(74), 5-12; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn. Washington, DC: National Academy Press.

<sup>29</sup> Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, 1997(74), 5-12; Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, 93(3), 223-231.

<sup>30</sup> Crumly, C. (2014). *Pedagogies for Student-Centered Learning: Online and On-Ground*. Augsburg Fortress Publishers; Cheang, K. I. (2009). Effect of learner-centered teaching on motivation and learning strategies in a third-year pharmacotherapy course. *American journal of pharmaceutical education*, 73(3), 42.

<sup>31</sup> Toshalis, E., & Nakkula, M. J. (2012). Motivation, engagement, and student voice. *The Education Digest*, 78(1), 29; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn. Washington, DC: National Academy Press; Mitra, D. L. (2004). The Significance of Students: Can Increasing “Student Voice” in Schools Lead to Gains in Youth Development? *Teachers College Record*, 106(4), 651-688. doi:10.1111/j.1467-9620.2004.00354.x.

<sup>32</sup> Prince, M. (2004). Does active learning work? A review of the research. *Journal of engineering education*, 93(3), 223-231; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn. Washington, DC: National Academy Press; Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, 1997(74), 5-12; Toshalis, E., & Nakkula, M. J. (2012). Motivation, engagement, and student voice. *The Education Digest*, 78(1), 29; Magnussen, L., Ishida, D., & Itano, J. (2000, November). The Impact of the Use of Inquiry-Based Learning as a Teaching Methodology on the Development of Critical Thinking. *Journal of Nursing Education*, 39(8), 360-364.

then draw on their own experience to inform their understandings around the efficacy of this approach in promoting student engagement, motivation, and learning. This experiential approach enables trainees to develop their own belief in the potential of learner-centered education.

Over the course of the weekend, trainees are introduced to a variety of novel and creative scenarios and hypotheticals of increasing complexity, each requiring them to work collaboratively and construct meaning in a new learning framework. The diversity of interactive activities and the fun nature of these activities is intentional as research indicates that the “more unusual the learning action, the better it is remembered.”<sup>33</sup> In addition to the novelty and fun component of these activities, the emphasis on trainee voice, choice, and challenge leads to consistently high levels of engagement and motivation throughout the weekend.

In ‘Who Gets the Heart?’, for example, trainees work in small groups to select one of five deserving and needy candidates for the sole available heart transplant. Each candidate profile contains factors that trainees can interpret differently as counseling in favor (or against) each candidate’s application. As trainees weigh and evaluate the merits of each candidate in their small groups, the different values and importance each trainee assigns to these factors becomes evident. Trainees share their opinions, present arguments in support of different candidates and must eventually reconcile their divergent priorities and perspectives and decide on a final candidate. As with each of the weekend’s activities, trainees are authentically in charge of the decision-making process (including determining how they will reach a final decision, whether through voting or required consensus, for example) and are prompted to share their group’s reasoning and arguments with the broader group.

The cognitive conflict that inheres to this process of actively assimilating new and diverse opinions into present knowledge structures in order to achieve group consensus requires trainees to examine and reflect on their own belief systems and values. A group decision requires compromise, consideration of peer perspectives, and an opportunity to present and defend one’s opinions while accommodating the opinions of others. Through this process, trainees develop awareness around competing belief and value systems as well as a heightened sense of their own agency and the power of their individual voices in impacting a final decision.

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<sup>33</sup> Lowenstein, G. (1994) The Psychology of Curiosity; A Review and Reinterpretation *Psychological Bulletin* 116(1):75 – 98.

## B) Building Capacity: Teacher Preparation

In addition to developing trainees' beliefs in the merits of learner-centered education, the Street Law Orientation weekend also seeks to develop in trainees the *capacity* to design and deliver learner-centered lessons, because belief alone is not enough. Trainees must have the ability to design lessons on their own that stimulate high cognitive critical thinking skills, in order to carry the heart of Street Law into their classrooms. Developing and implementing engaging lesson plans is a skillset that is developed throughout the semester as trainees flex their muscles to create innovative lessons and the ability to reflect on and improve those first iterations. By first experiencing the weekend Orientation as learners themselves, the trainees come to understand the theory and pedagogy in order to then design and conduct their own high quality lessons.

We recognize that a comprehensive teacher preparation program involves years of study and practice. To help us meet the challenge of preparing the trainees to be successful teachers in just one weekend, we rely on four core best practices in teacher preparation to help us position the trainees to succeed in their field placements.

First, the Street Law facilitators model the methods, practices, and activities that trainees will later employ with their own students. Research on teacher preparation and development demonstrates that teachers first learn about effective teaching by observing how effective teachers teach.<sup>34</sup> Through observation of successful learner-centered techniques and pedagogical practices, new teachers gain an appreciation for what is possible and are more likely to replicate these techniques and practices in their own classrooms.<sup>35</sup> Additionally, through participation in lessons and activities as learners, novice teachers gain an understanding for how these lessons play out in practice and what to expect as their own students experience similar lessons.<sup>36</sup> Consistent modeling of learner-centered teaching techniques combined with first-hand involvement in learner-

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<sup>34</sup> Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and teacher education*, 22(8), 1020-1041; Stigler, J. W., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. New York, NY: Free Press; Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi delta kappan*, 92(6), 81-92; Grossman, P. (2011). Framework for teaching practice: A brief history of an idea. *Teachers College Record*, 113(12), 2836-2843.

<sup>35</sup> Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi delta kappan*, 92(6), 81-92; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn. Washington, DC: National Academy Press; Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102.

<sup>36</sup> Grossman, P. (2011). Framework for teaching practice: A brief history of an idea. *Teachers College Record*, 113(12), 2836-2843; Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102; Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn. Washington, DC: National Academy Press.

centered activities helps create in students both the desire and capacity to utilize these approaches in their own classrooms.<sup>37</sup>

Second, we deliberately guide the trainees in reflection and processing sessions in order to help them develop the capacity to integrate successful teaching techniques and methods into their own practices.<sup>38</sup> The best teachers often make teaching seem effortless and it is only through reflection and deliberate inquiry that the intentionality of their efforts and the connection between their teaching moves and the resultant student learning can be made visible.<sup>39</sup> Through a process of surfacing and reflecting on pedagogical intent and execution, new teachers develop the capacity and awareness to later incorporate similar (or better) methods into their own teaching.<sup>40</sup>

The third best practice of teacher preparation we rely on during the Orientation centers on the collaborative nature of teacher learning and development.<sup>41</sup> The benefits of sharing a learning experience around new methods, pedagogy, or content-specific instruction and then collectively discussing and reflecting on that experience are multiple and significant. This collaborative process generates a diversity of ideas, observations, and perspectives that help new teachers understand both the theoretical rationale and practical implications from multiple angles.<sup>42</sup> The group approach to lesson study and

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<sup>37</sup> Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Tabak, I., & Radinsky, J. (2015). Educators' coaches, peers, and practices: Revisiting how teachers learn. *Journal of the Learning Sciences*, 24(3), 343–346; Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102.

<sup>38</sup> Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. *Teaching as the learning profession: Handbook of policy and practice*, 3-22; Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102; Lieberman, Ann. (1995). Practices that support teacher development. *Phi delta kappan* 76(8), 591.

<sup>39</sup> Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102; Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945; Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382.

<sup>40</sup> Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn*. Washington, DC: National Academy Press; Tabak, I., & Radinsky, J. (2015). Educators' coaches, peers, and practices: Revisiting how teachers learn. *Journal of the Learning Sciences*, 24(3), 343–346; Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102.

<sup>41</sup> Easton, Lois Brown. (2008). From professional development to professional learning. *Phi delta kappan* 89(10), 755-761; Bush, Robert N. (1977). We know how to train teachers: Why not do so! *Journal of Teacher Education* 28(6), 5-9; Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record*, 111(9), 2055-2100; Papay, J. P., Taylor, E. S., Tyler, J. H., & Laski, M. (2016). *Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data* (No. w21986). National Bureau of Economic Research.

<sup>42</sup> Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi delta kappan*, 92(6), 81-92; Easton, Lois Brown. (2008). From professional development to professional learning. *Phi delta kappan* 89(10), 755-761.

the development of new skills and knowledge also creates communities of practice where the art and science of teaching is valued as both challenging and a continual improvement process.<sup>43</sup> Working in teams to engage with problems of practice and skill development is safer and more welcoming as critique and critical analysis are depersonalized and each member participates in order to elevate the collective learning.<sup>44</sup> The experience of contributing to collective improvement and problem solving in groups helps aspiring teachers realize the advantages of group work and understand how to structure effective groups within their own classrooms.<sup>45</sup>

Finally, we provide the trainees the opportunity to practice their teaching by designing and implementing their own lessons. Without question, the design and implementation of one's own lessons is the single most important component of teacher training.<sup>46</sup> Teachers, like students, learn through doing.<sup>47</sup> When teachers move from merely thinking about teaching or learning about theory into the process of preparing and delivering a lesson, they are challenged to think about how an idea would work in practice and the myriad different skills, techniques, and pedagogical moves required to execute that idea

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<sup>43</sup> Papay, J. P., Taylor, E. S., Tyler, J. H., & Laski, M. (2016). *Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data* (No. w21986). National Bureau of Economic Research; Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi delta kappan*, 92(6), 81-92; Bush, Robert N. (1977). We know how to train teachers: Why not do so! *Journal of Teacher Education* 28(6), 5-9.

<sup>44</sup> Bush, Robert N. (1977). We know how to train teachers: Why not do so! *Journal of Teacher Education* 28(6), 5-9; Easton, Lois Brown. (2008). From professional development to professional learning. *Phi delta kappan* 89(10), 755-761; Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record*, 111(9), 2055-2100.

<sup>45</sup> Berry, B., Daughtrey, A., & Wieder, A. (2010). Preparing to Lead an Effective Classroom: The Role of Teacher Training and Professional Development Programs. *Center For Teaching Quality*; Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.

<sup>46</sup> Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945; Grossman, P., & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45(1), 184-205; Grossman, P. (2011). Framework for teaching practice: A brief history of an idea. *Teachers College Record*, 113(12), 2836-2843; Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. *Teaching as the learning profession: Handbook of policy and practice*, 1, 3-22; Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382.

<sup>47</sup> Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn. Washington, DC: National Academy Press; Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and teacher education*, 22(8), 1020-1041; Mascolo, M. F. (2009). Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation. *Pedagogy and the Human Sciences*, 1(1), 3-27.

in a classroom.<sup>48</sup> Actually implementing and delivering that lesson then allows teachers to rehearse and apply those skills and provides immediate feedback and accountability on both what went well and what can be improved for the next iteration.<sup>49</sup> Through this practice-based approach, teachers construct their own new knowledge frames and develop an informed vision and understanding of what teaching entails that is both grounded in authentic work and adapted to fit their own teaching style and context.<sup>50</sup>

### C) Building Community

The final theme of the Street Law Orientation weekend focuses on the importance of building *community* in the classroom, between facilitators and trainees, and within the trainee group. Building this community is a central objective of the Orientation weekend and the Street Law approach is grounded in a well-documented body of research around best practices in teaching and learning broadly and in teacher training specifically. We define what we mean by community, discuss the benefits of community, and explain how community is created before turning to the specifics of the Street Law approach.

Within the education space, a community can be defined as a collection of individual learners with shared practices, beliefs, and understandings who collectively participate in the pursuit of a common goal.<sup>51</sup> A welcoming community, or positive learning environment, is characterized by mutual interdependence, meaningful caring and supportive relationships, and the creation of a safe space where individuals feel valued and heard.<sup>52</sup> Members of this group, classroom, or school community understand both

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<sup>48</sup> Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945; Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382; Easton, Lois Brown. (2008). From professional development to professional learning. *Phi delta kappan* 89(10), 755-761.

<sup>49</sup> Easton, Lois Brown. (2008). From professional development to professional learning. *Phi delta kappan* 89(10), 755-761; Grossman, P. (2011). Framework for teaching practice: A brief history of an idea. *Teachers College Record*, 113(12), 2836-2843.

<sup>50</sup> Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63(2), 92-102; Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382; Korthagen, F. A., & Kessels, J. P. (1999). Linking theory and practice: Changing the pedagogy of teacher education. *Educational researcher*, 28(4), 4-17.

<sup>51</sup> Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Educational psychologist*, 32(3), 137-151; Barab, S. A., & Duffy, T. (2000). From practice fields to communities of practice. *Theoretical foundations of learning environments*, 1(1), 25-55.

<sup>52</sup> Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Educational psychologist*, 32(3), 137-151; Flanagan, C., Stoppa, T., Syvertsen, A.K., & Stout, M. (2010). Schools and Social Trust. In L. Sherrod, J. Torney-Purta, & C. Flanagan (Eds.), *Handbook of Research on Civic Engagement in Youth* (307-330). Hoboken, NJ: John Wiley & Sons, Inc.

why the community exists and the purpose of this community.<sup>53</sup> Community formation occurs when individuals share an experience that creates and reinforces a group identity and provides feelings of connectedness and belonging to members of this learning community.<sup>54</sup>

Establishing and supporting a positive learning community or climate leads to significant and interconnected pro-social academic, behavioral, and social outcomes. Students who experience positive learning environments perform better academically, are more open to learning, and are more likely to trust the knowledge and information shared by the teacher.<sup>55</sup> Students who feel cared for and emotionally supported in their learning communities are more motivated, engaged, and enthusiastic.<sup>56</sup> These students put forth more effort, participate more frequently, and attend and persist in the learning process to a greater degree than students who don't share a sense of community.<sup>57</sup> The relationships and peer and teacher support that characterize supportive and safe learning communities create a sense of belonging that leads to less intragroup competitiveness,

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<sup>53</sup> Lave, J., and Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press; Barab, S. A., MaKinster, J., & Scheckler, R. (2004). Characterizing system dualities: Building online community. *Designing for virtual communities in the service of learning*, 53-90.

<sup>54</sup> Barab, S. A., & Duffy, T. (2000). From practice fields to communities of practice. *Theoretical foundations of learning environments*, 1(1), 25-55; Flanagan, C., Stoppa, T., Syvertsen, A.K., & Stout, M. (2010). Schools and Social Trust. In L. Sherrod, J. Torney-Purta, & C. Flanagan (Eds.), *Handbook of Research on Civic Engagement in Youth* (307-330). Hoboken, NJ: John Wiley & Sons, Inc.

<sup>55</sup> Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2016). A Research Synthesis of the Associations Between Socioeconomic Background, Inequality, School Climate, and Academic Achievement. *Review of Educational Research*, 0034654316669821; Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of educational psychology*, 95(1), 148; Bryk, A., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York, NY: Russell Sage Foundation; Raider-Roth, M. (2005). *Trusting What You Know: The High Stakes of Classroom Relationships*. Indianapolis, IN: Jossey-Bass; Olson, Kirke (2014). *The Invisible Classroom: Relationships, Neuroscience, & Mindfulness in School*. New York, NY: W.W. Norton & Company, Ltd.

<sup>56</sup> Tschannen-Moran, M. (2014). The interconnectivity of trust in schools. In Van Maele, D., Van Houtte, M., & Forsyth, P.B. (Eds.) *Trust and school life* (pp. 57-83). New York, NY: Springer; Urdan, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of school psychology*, 44(5), 331- 349.

<sup>57</sup> Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and Instruction*, 42, 95-103; Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of educational psychology*, 95(1), 148; Urdan, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of school psychology*, 44(5), 331- 349; Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of school health*, 74(7), 262-273.



heightened cooperation, increased willingness to take risks, and a more positive attitude towards school and learning.<sup>58</sup>

The value and importance of creating a positive and safe learning community also applies to the process of educating the individuals who bear primary responsibility for shaping this climate—teachers. Teachers who participate in positive learning communities during their teacher training also exhibit the impactful academic, behavioral, and social outcomes outlined above.<sup>59</sup> Additionally, teacher training models that intentionally create communities, or cohorts, of novice teachers produce more confident and effective teachers who are more likely to seek and share resources, more likely to feel a sense of collective responsibility, and more likely to continue to grow and develop as teachers even beyond the initial shared experience.<sup>60</sup> Significantly, the benefits of a teacher training model that encourages and promotes community don't end with the teacher training process. Teachers who learn in communities gain an appreciation for both the importance of learning communities and the steps needed to create these communities, a mindset and skillset that later translate into their own practices and the communities they will build in their own classrooms.<sup>61</sup>

Community does not happen by accident. Building a positive learning community involves intentionality around structure, relationships, and pedagogy. To form a community, there must first be a shared experience and a common purpose that give rise

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<sup>58</sup> Gillen-O'Neel, C., & Fuligni, A. (2013). A longitudinal study of school belonging and academic motivation across high school. *Child development, 84*(2), 678-692; Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of educational psychology, 95*(1), 148; Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of school health, 74*(7), 262-273; Tschannen-Moran, M. (2014). The interconnectivity of trust in schools. In Van Maele, D., Van Houtte, M., & Forsyth, P.B. (Eds.) *Trust and school life* (pp. 57-83). New York, NY: Springer; Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of educational psychology, 89*(3), 411.

<sup>59</sup> Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education, 17*(8), 925-948; Wenger, E., & Lave, J. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

<sup>60</sup> Wenger, E., & Lave, J. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press; Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education, 17*(8), 925-948; Hadar, L., & Brody, D. (2010). From isolation to symphonic harmony: Building a professional development community among teacher educators. *Teaching and Teacher Education, 26*(8), 1641-1651; Berry, B., Daughtrey, A., & Wieder, A. (2010). Preparing to Lead an Effective Classroom: The Role of Teacher Training and Professional Development Programs. *Center For Teaching Quality*.

<sup>61</sup> Catalano, R. F., Oesterle, S., Fleming, C. B., & Hawkins, J. D. (2004). The importance of bonding to school for healthy development: Findings from the Social Development Research Group. *Journal of School Health, 74*(7), 252-261; Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education, 17*(8), 925-948.

to a group identity.<sup>62</sup> Supportive and caring relationships are formed by respecting individual differences, demonstrating and practicing genuine care for the wellbeing of others, and allowing for the sharing of individual opinions and experiences.<sup>63</sup> Giving students the opportunity to get to know one another, to share about their own backgrounds, and to listen to the views and viewpoints of others are techniques that help build the trust and safe space elements of community.<sup>64</sup> Specific pedagogical practices that help build community include giving students autonomy and decision-making authority, structured problem-solving tasks that require cooperative and small group work, and providing multiple opportunities for interaction, discussion, and sharing.<sup>65</sup>

Over the course of the Street Law Orientation weekend, relationships are intentionally cultivated as trainees move through different groups and interact with each other over the course of the weekend. Each interactive activity throughout the Orientation is designed to give trainees the chance to discuss and make decisions and the opportunity to explain their views, both within their small groups and within the larger group. Trainees problem solve in teams and divergent views are encouraged and supported. A slideshow of pictures showing trainees talking, laughing, and interacting during the day's activities are shown at the beginning of the following day. Trainees work in pairs to design their practice teaching lesson and the feedback and support trainees receive during the ensuing peer debrief are intentionally structured to build confidence and highlight the positive elements of each practice lesson. The shared experience of coming together to spend a long weekend talking, learning, and interacting around a common

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<sup>62</sup> Barab, S. A., & Duffy, T. (2000). From practice fields to communities of practice. *Theoretical foundations of learning environments*, 1(1), 25-55.

<sup>63</sup> Flanagan, C., Stoppa, T., Syvertsen, A.K., & Stout, M. (2010). Schools and Social Trust. In L. Sherrod, J. Torney-Purta, & C. Flanagan (Eds.), *Handbook of Research on Civic Engagement in Youth* (307-330). Hoboken, NJ: John Wiley & Sons, Inc.; Arbaugh, J. B., & Garrison, D. R. (2007). Researching the community of inquiry framework: Review, issues and future directions. *The Internet and Higher Education*, 10, 157-172; Paloff, R., & Pratt, K. (2001). *Building learning communities in cyberspace: Effective strategies for the online classroom*. San Francisco: Jossey-Bass; Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of school health*, 74(7), 262-273; Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of educational psychology*, 89(3), 411

<sup>64</sup> Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of school health*, 74(7), 262-273; Hadar, L., & Brody, D. (2010). From isolation to symphonic harmony: Building a professional development community among teacher educators. *Teaching and Teacher Education*, 26(8), 1641-1651; Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the classroom assessment scoring system-secondary. *School Psychology Review*, 42(1), 76.

<sup>65</sup> Catalano, R. F., Oesterle, S., Fleming, C. B., & Hawkins, J. D. (2004). The importance of bonding to school for healthy development: Findings from the Social Development Research Group. *Journal of School Health*, 74(7), 252-261; Goodenow, C. (1993). Classroom belonging among early adolescent students' relationships to motivation and achievement. *The Journal of Early Adolescence*, 13(1), 21-43; Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and Instruction*, 42, 95-103.

purpose, forges a group identity and sense of belonging to a cohesive and supportive community of Street Law teachers marked by a sense of cooperation and connectedness. The closing Quaker reflection is the biggest testament to the community built during the Street Law Orientation weekend, however. Many trainees explicitly commented on the sense of trust, belonging, and connectedness they now feel as part of this group, and in both Ireland and Scotland, at least one trainee mentioned how they didn't think it was possible to build such a tight community in such a short time . . . but were proven wrong.

## **V. Methods**

Accordingly having defined the three stated aims of the training weekends, we designed and developed testing instruments to measure trainee growth over the course of the Orientation weekend in the three core areas of Belief, Capacity, and Community. Testing was by way of a pre- and post-test design, characterized as an experimental design, where two measurements are made of the same experimental unit—in our case, groups of trainees undertaking Street Law orientation training. The first measurement takes place prior to the administration of an intervention (the orientation training) and there is a distance in time between the collection of the post-test data from the pre-test<sup>66</sup>.

### *Data Collection*

Trainees in both Scotland and Ireland were asked to anonymously complete a pre-test, prior to the orientation weekend and a near-identical post-test in the week following their orientation weekend. Copies of these testing instruments can be found in the Appendices I and II.

In Scotland, as the trainees are not students of the LSS, they were asked to complete the pre-test on arrival at the LSS in advance of the opening session of their orientation. The questionnaire was distributed in paper format, with LSS staff subsequently entering the data into Survey Monkey. The post-test was also completed onsite at the LSS; with students asked to complete the post-test in paper format at a final debrief with LSS staff, following the conclusion of formal orientation activities. Again this data was subsequently entered into Survey Monkey by Law Society staff. The response rate was 90% of trainees who attended.

In Ireland, trainees are students at the Law Society and the pre-test was distributed electronically via Survey Monkey in the week preceding the Orientation. Students received the test via email and were simultaneously allowed to prioritize options for

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<sup>66</sup> Bonate, P.L (2000). Analysis of pretest-posttest designs. CRC Press.

school placements. The follow up post-test survey was distributed in the week following the Orientation, with students encouraged to complete the test to facilitate research into the training weekend to enable future improvements. There were 40 trainees participating in the Orientation weekend; 33 trainees (82.5%) completed the pre-test and 31(77.5%) trainees completed the post-test.

### *Data Analysis*

The trainee submissions from both Scotland and Ireland were independently compiled and scored to evaluate whether the training was successful in meeting the stated aims of building belief, community, and capacity in each site. The full results are displayed in the attached charts.<sup>67</sup> In the following sections, we take the reader through excerpts of the results from each of the four different sections of the pre and post-test. These results illustrate clear, and nearly identical, trends in both Scotland and Ireland that we believe reflect a strong endorsement of the Street Law methodology and the merits of the orientation weekend program. We highlight several measurements that reflect a seismic shift in attitudes amongst trainees and discuss how the results specifically support each of the stated aims.

After this sequential discussion of results as set forth in the pre- and post-tests, we next share a comparative *thematic* analysis of the results. We coded our questions to correspond to one of our three theme objectives—belief, capacity, and community—and discuss the change of trainee attitudes within each theme and between the Irish and Scottish participant groups.

## **VI. Evaluation: Does this Work?**

### A) Part I

In Part I, trainees were presented with six statements used to measure trainee attitudes around their excitement to teach, beliefs around different pedagogical methods, and the importance of personal connections in the classroom. A Likert Scale, which is a survey question that offers a scaled range of ore coded responses, was used. Trainees were asked to indicate their levels of agreement or disagreement by circling one of five pre-coded responses with the use of a neutral point neither agreeing nor disagreeing.

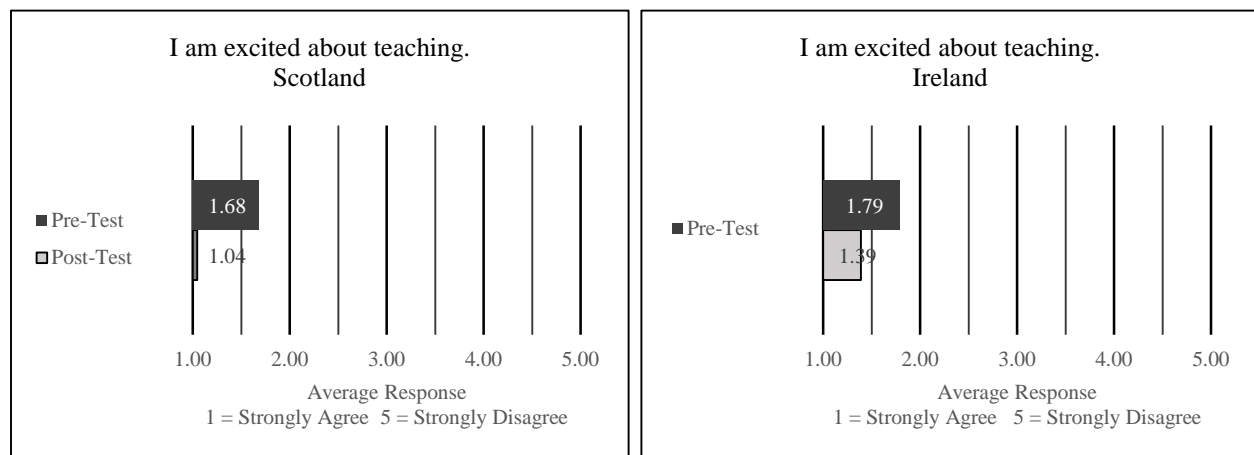
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<sup>67</sup> See Appendices III and IV.

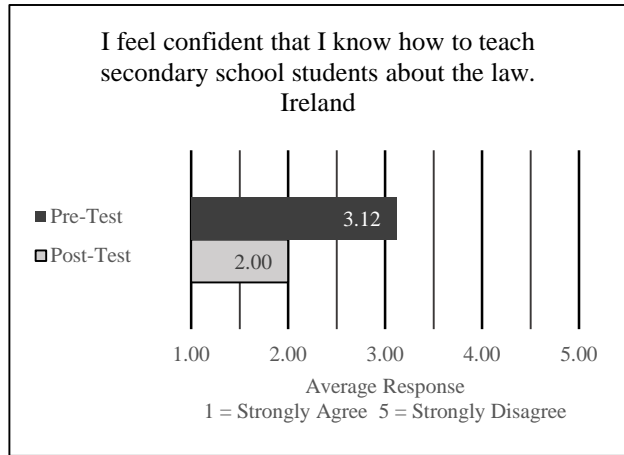
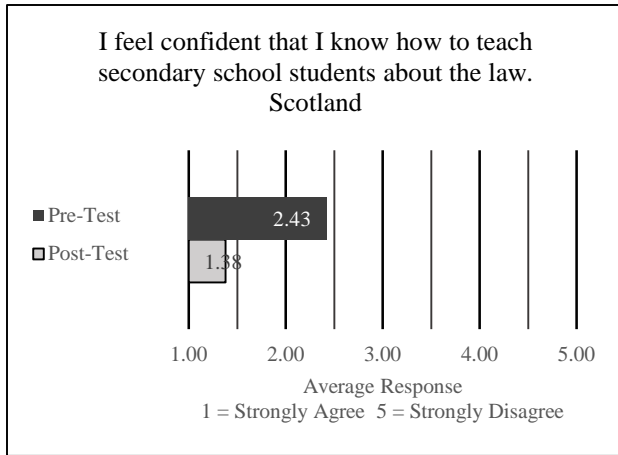
## Results Discussion

A cursory glance at quantitative data from the pre- and post-test results in this section evidences a demonstrable shift in attitudes amongst trainees. We highlight in the following charts some of the notable transformations.

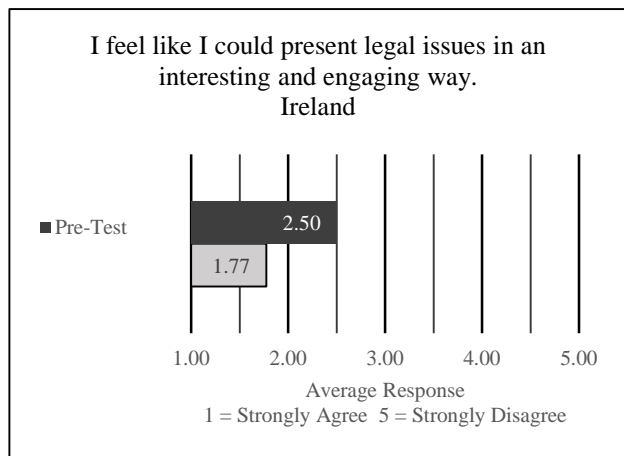
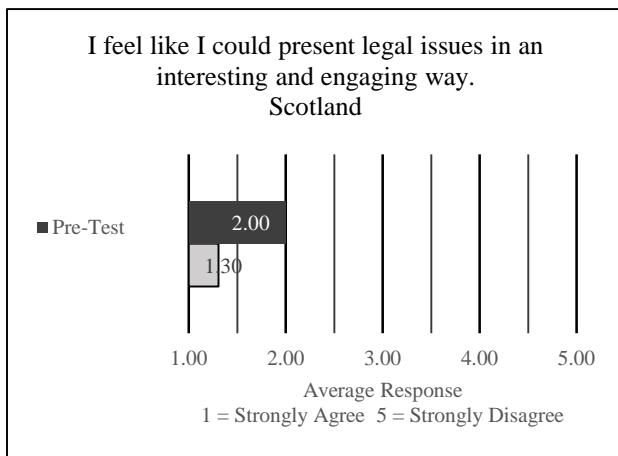
The responses to the opening question, *“I am excited about teaching”*, strikingly reflect this change. Trainee enthusiasm towards teaching increased significantly in both Ireland and Scotland. At the beginning of the weekend, the average response to *“I am excited about teaching”* for Scottish trainees was 1.68. By the end of the weekend almost all, 95.96%, of the Scottish trainees strongly agreed to being excited about teaching with an average response of 1.04, a 37.86% increase in enthusiasm. The Irish response pre-training averaged to 1.79. After the training, the average response regarding enthusiasm was 1.39, with 45.45% of Irish trainees strongly agreeing that they were excited about teaching. These responses represented a 22.42% increase in enthusiasm among the Irish trainees.



Juxtaposing this question with *“I feel confident that I know how to teach secondary school students about the law”* also reveals a significant increase in the trainees’ confidence in their ability to teach law. The Scottish trainees had a 43.20% increase in confidence and the Irish trainees had a 35.92% increase.



Another significant question in this section related to whether trainees could present legal issues in an interesting way. This issue goes to the heart of Street Law methodology and the importance placed on connecting with students to create engagement in the classroom. Prior to the training, Scottish trainees' average response was 2.00, or Agree. This response shifted 34.78% to an average response of 1.30, with 69.57% of responders answering Strongly Agree. The Scottish post-test saw 100% of trainees in the agree fields, with a noticeable shift to Strongly Agree from an original position of Agree. Pre-training, the Irish trainees' average response to whether they could "present legal issues in an interesting and engaging way" was 2.5, halfway between Agree and Neutral. After training, the average response dropped to 1.77, between Agree and Strongly Agree, a change of 29.03%.



This section is indicative of the interconnection between the goals of developing trainee belief in the potential of learner-centered education and building teaching capacity in trainees and enabling them to design and deliver learner - centered lessons. Pre-test data suggests that to volunteer for this project, trainees have a certain base level of confidence

in their own ability. The question for facilitators is how can this confidence and belief be fostered? We propose that the increased enthusiasm and confidence of trainees in the post test results is a result of their exposure to learner-centered methodology through an Orientation process that is itself heavily learner-centered.<sup>68</sup> Through their direct engagement with learner-centered pedagogy, trainees come to their own understanding of its transformative potential. Simultaneously, the movement in questions 3-6 indicates a new understanding among trainees of how to engage students in the classroom. They have gained in confidence, having developed their ability to design and teach a lesson, and are motivated by the potential of an engaging learner-centered lesson.

## B) Part II

Part II of the testing instrument offered students 10 statements to review and asked them to circle the statements they believed to be accurate. These statements generated quantitative data focused on trainees' confidence in designing and executing interactive, learner-centered lessons involving legal issues. The charts in the Appendix show the full results of section II of the Scottish and Irish evaluations.<sup>69</sup>

### *Results Discussion*

Linking directly to the aim of building trainee belief in the power of learner-centered education, the most transformational change in this section was the understanding of what learner-centered education is. In both Orientation locations trainees had very little understanding of this concept prior to their training. In Scotland, only 4.26% of trainees thought they understood the concept prior to their training, compared against 95.65% of trainees during our post-test phase. Similarly in Ireland, at the start of the weekend, only 15.15% of trainees thought they knew the meaning of learner-centered education. At the end of the weekend, this had risen to 83.87% of trainees.

The statement "*I know the difference between lower and higher level thinking*" saw a similar growth trend in positive responses off a low level of understanding in the pre-test questionnaire.

This trend suggests positive movement towards our goal of building capacity in trainees. A fundamental component of Street Law is to teach in a learner-centered manner which models to students an experience of justice and equality in the classroom. In order to teach students in a learner-centered way, trainees must understand the difference

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<sup>68</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 145-152. Page 145 -152

<sup>69</sup> See Appendix III.

between lower- and higher-level thinking. It is encouraging to see trainees building understanding of these pivotal concepts over the course of the Orientation weekend as a first step to implementing them in their future teaching placement. Further significant movement came in response to the statement *“I would be comfortable reaching out to 5 or more Law Society peers for resources and ideas”*. The percentage rose in both locations (in Scotland from 63.83% to 86.96% and in Ireland from 66.67% to 96.77%).

From these replies, we see evidence of a burgeoning community within the group. This is reinforced by the growth in positive responses to the statement *“I know how to create a welcoming and safe learning environment in a school classroom”*. Both these replies evidence support for the dual aspect of building community, both within the group of trainees and in the classroom.<sup>70</sup> We can infer from these results that they will take the community building elements of the training weekend that they have recognized and use them to create a positive and welcoming environment in their future classrooms.

Another indicator to highlight is the growth in positive response to the statement *“Teaching secondary school students aligns with many skills from the practice of law”*. Street Law programs and other civic education programs that place law students in schools and community settings to teach law have a concrete place in the growing field of experiential and clinical legal education throughout the world. From a faculty standpoint, we often tout the benefits of these programs and regularly connect the skills students gain to Marjorie Shultz’s and Sheldon Zedeck’s *“26 Lawyering Effectiveness Factors.”*<sup>71</sup> The positive growth within the trainee responses shows that trainees instinctively make the connection between their work as teachers and the skills they need to succeed as lawyers.

It should be noted that there was a negative finding in this section. In response to the statement *“Lecture is a more effective teaching method than discussion”*, there was an increase in trainees in Scotland (1 pre - 5 post) and Ireland (1 pre – 4 post) who in post-test chose that lecture is a more effective teaching method than discussion. We surmise that this incongruous finding is a result of the fact that unlike the other statements offered, this statement was framed with a negative response matching to the stated goals of the weekend and that a number of students do not take sufficient time to consider the questions and mark what they believe to be a positive finding. This issue will be discussed further in section VII *“Limitations and Future Research”*.

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<sup>70</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 161-168.

<sup>71</sup> Schultz, M.M., & Zedeck, S. (2009). Predicting Lawyer Effectiveness: A New Assessment for Use in Law School Admission Decisions. CELS 2009 4th Annual Conference on Empirical Legal Studies Paper.



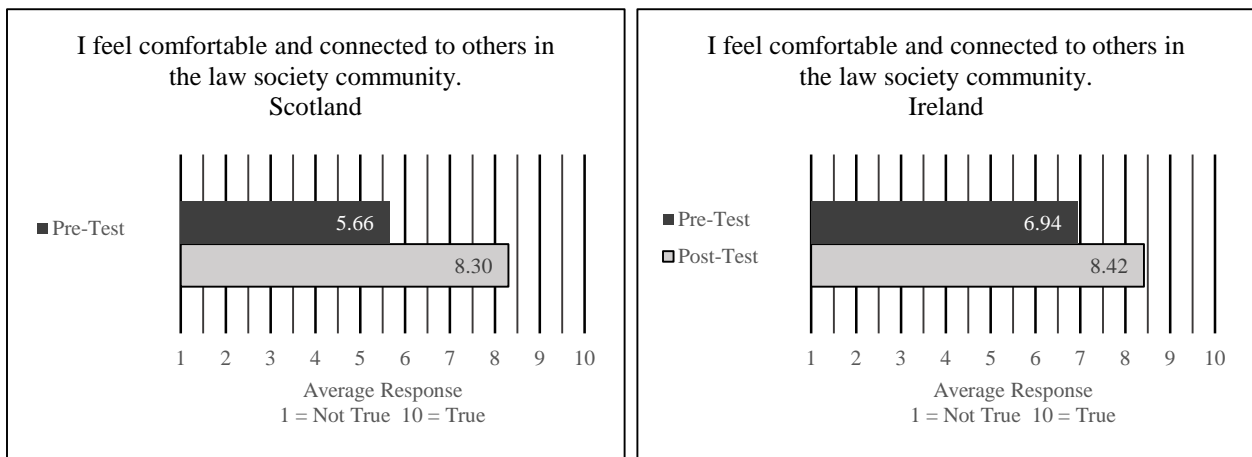
### C) Part III

Part III of the testing instrument asked trainees to circle a number from 1 to 10 to indicate their connection to the Law Society community, perspective on the legal profession, and whether they planned to teach law as they had been taught.

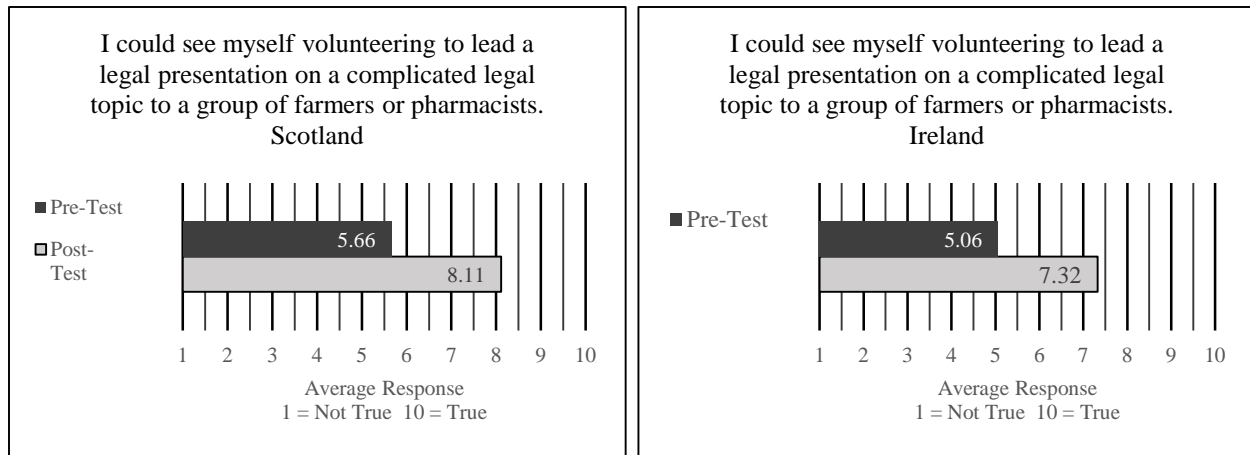
#### Results Discussion

As in Part I and Part II, we saw positive movement between the quantitative results from pre-test and post-test in Part III of the survey.

The first statement, *“I feel comfortable and connected to others in the Law Society Community”*, directly addressed the stated goal of building community. The responses in the chart below clearly demonstrated that the training contributed to building community amongst the trainee groups. Prior to the weekend, the average response was 5.66 in Scotland and 6.94 in Ireland. This changed, after the weekend, to 8.30 and 8.42, respectively. This supports the anecdotal evidence of facilitators from both Law Societies who have witnessed the strong friendships that have developed, team work involved, and strong camaraderie amongst previous Street Law cohorts.



The second statement – *“I could see myself volunteering to lead a presentation on a complicated legal topic to a group of farmers or pharmacists”* – saw positive movement that suggested success in building belief and capacity. Prior to the weekend, the average response was 5.66 in Scotland and 5.06 in Ireland. This changed after the weekend to 8.14 and 7.32, respectively.



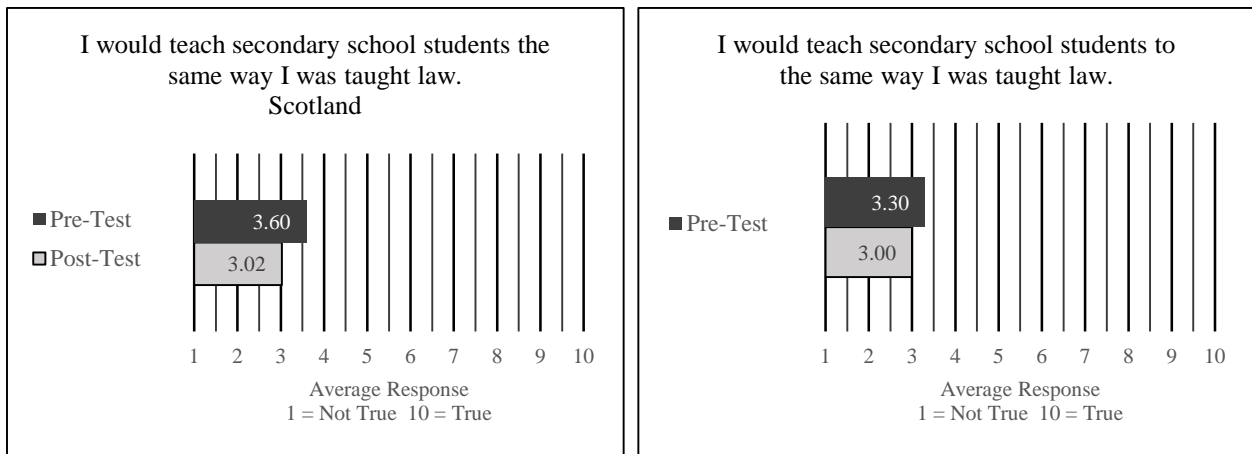
These responses have been supported by examples of volunteering by previous Street Law trainees in Ireland. The Street Law Clinic is moving into its fifth year and each year, veteran Street Lawyers are invited back to the Law Society to facilitate a number of programs. One example of this would be the Prison Law Program.<sup>72</sup> Between autumn 2016 and spring 2017, eleven former Street Law trainees (some of whom are now practicing solicitors) collaborated with Law Society staff in the induction of new trainees for the Prison Law strand of the Street Law clinic. Further, these former Street Law trainees accompany the neophyte Street Lawyers at each of the prison program sessions; further cementing a sense of community between different cohorts of Street Law trainees. In addition, whilst traditionally the Street Law program takes place during the first block of classes at the Law Society of Ireland (“LSI”) Professional Practice I, increasingly Street Law trainees are proactive in terms of making contact to get involved in projects during their second block onsite in their Professional Practice II. As an example, in 2017 eight trainees were involved in an initiative with local schools. The LSI has also developed a “solicitors of the future program” and is on the cusp of launching an initiative for “solicitors in the community”.<sup>73</sup> Once again, a number of trainees who have been through the Street Law Program have returned to be involved. This collaborative approach ensures sustainability and credibility for the program and supports the Street Law aims of capacity building, inclusion, and community.

<sup>72</sup> The Law Society of Ireland facilitates a Prison Law Program with detainees in Wheatfield Prison in partnership with the charity Solas and their Compass Program for prisoners. Solas HomePage (n.d.). Retrieved July 10, 2017, from <http://www1.solas.ie/>

<sup>73</sup> Details of the Solicitors of the Future Program can be found at <https://www.lawsociety.ie/Public/Transition-year-programmes/Solicitors-of-the-Future/> and the Solicitors in the community at <https://www.lawsociety.ie/globalassets/documents/education/diplomas/streetlaw/solicitors-in-the-community-street-law-programme.pdf> both retrieved August 03 2017.

The chart below illustrates responses to the third question which sought to ascertain whether trainees would “teach secondary school students the same way I was taught”. This statement was written to test whether Street Law is significantly different than the way in which law is taught in both Ireland and Scotland. Reverse scoring<sup>74</sup> was used to show this negative movement in order to parallel the other graphs in the section. We determine that the low bar of pre-test results to this question suggests that trainees aspire to teach in a different manner to the way they were educated. The negative movement in trainee responses further demonstrates that trainees see value in the Street Law methodology and recognize the differences it has with the traditional, teacher-directed method of teaching law.

It should again be noted that approximately three students in each jurisdiction indicated in post-testing that they would teach secondary school students in the same way that they were taught. Again, this finding is contrary to the overall findings of our testing and arises in a question that was framed with a negative response correlating to the research aims. This exposes a potential limitation of quantitative data gathering in a pre-test and post-test design and will be discussed further in the “limitations and future research” section below.



#### D) Part IV

Part IV of the testing instrument consisted of a short answer section. We asked four questions, set forth below, that were designed to explore trainees’ existing views on the

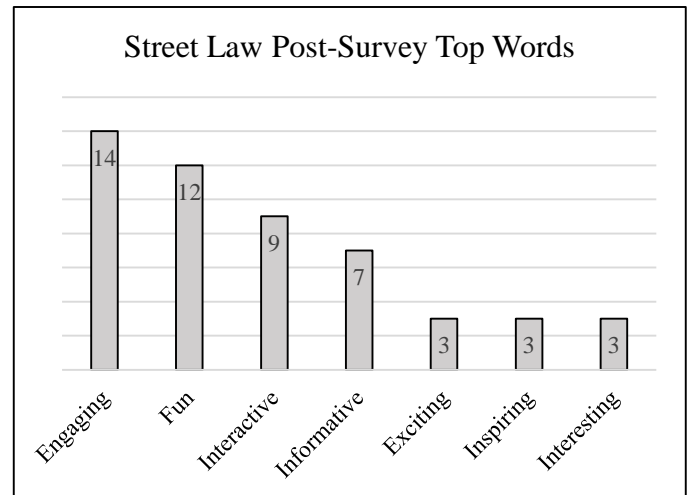
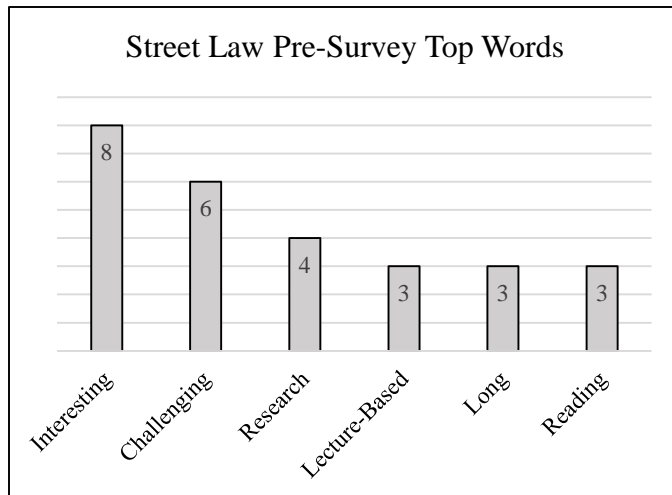
<sup>74</sup> See Appendix III.







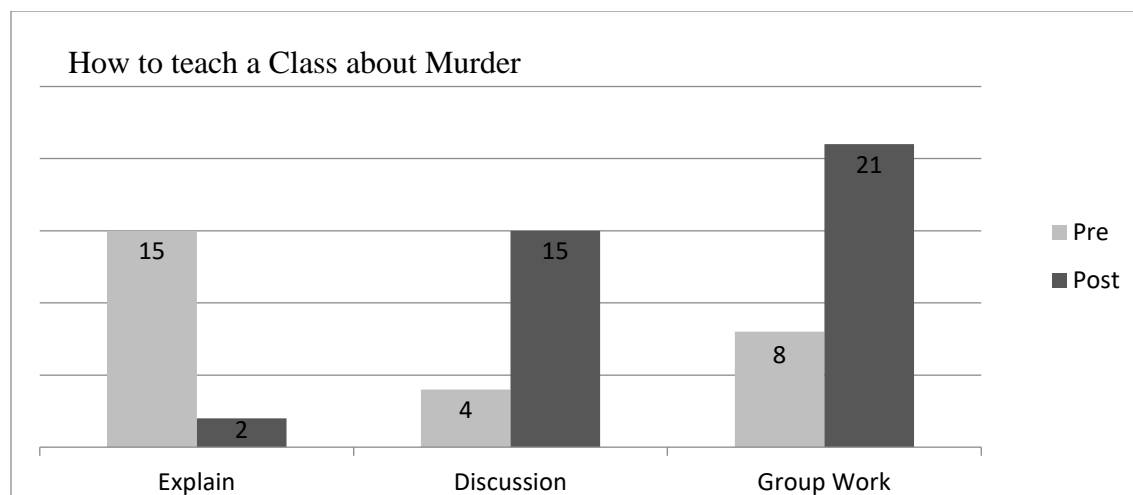




In Question 2, trainees responded to a query about how they would teach a class about different classes of murder. The responses provide further evidence of the increased capacity of students to teach in a learner-centered manner and reflect the opportunity trainees had at Orientation to practice their teaching by designing and implementing their own learner-centered lessons<sup>76</sup>, the most important component of teacher training.<sup>77</sup> In the pre-test, trainee responses largely focused on top-down instruction whereby the instructor would lecture or explain the relevant law; in post-test responses, trainees demonstrated a strong preference for interactive lessons that engage students on factual cases and are led by the student voice. This shift in preferred pedagogy from top-down instruction is evidenced in the chart below, which compares the citation of three terms (explain, discussion, and group work) in the Irish pre-test and post-test. These results are an indicator of how trainees moved away from lecture style pedagogy with its emphasis on explanation to a learner centered classroom with its emphasis on collaborative group work and discussion.

<sup>76</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 226-229.

<sup>77</sup> Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945; Grossman, P., & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45(1), 184-205; Grossman, P. (2011). Framework for teaching practice: A brief history of an idea. *Teachers College Record*, 113(12), 2836-2843; Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. *Teaching as the learning profession: Handbook of policy and practice*, 1, 3-22; Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382



Question 3 took the stated goal of community and looked at whether the Orientation weekend could help build a connection between the trainees and the organizing institution, by asking trainees about their most valuable connection with the Law Society to date.

Pre-test responses identified trainee skills modules and the social element of their time in the Law Society, such as meeting new people, as key connections to date, with some students even leaving this question blank. An immediate positive connection with the host institutions and a true validation of the weekend from the local perspective was that 100% of trainees identified the Street Law training weekend as their most valuable connection in the post-test. While we recognize the potential recency bias in this outcome<sup>78</sup>, nonetheless the responses illuminate an oft-overlooked benefit of Street Law trainings hosted by professional legal bodies or institutions; it helps establish strong relationships between members and their legal bodies, as well as establishing relationships within these bodies. The value of this collegiality is difficult to quantify at such an early stage in their careers although many law schools globally are considering how to encourage civility, collegiality and political fraternity<sup>79</sup> in their cohorts<sup>80</sup>. Jonathan Smasby, Executive Director for the Texas Center for Legal Ethics, who noted that there are many lawyers who would ‘like to do the right thing but don’t know what the right thing

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<sup>78</sup> Dickey, D., & Pearson, C. (2005). Recency effect in college student course evaluations. *Practical Assessment, Research and Evaluation*, 10(6), 1-10.

<sup>79</sup> Kronman, A. (1993) *The Lost Lawyer: Failing ideals of the legal profession*. 93-101. Harvard University Press.

<sup>80</sup> Linder, D., & Levit N. (2014) *The Good Lawyer: Seeking Quality in the Practice of Law*. Oxford University Press. (99-127).



is'<sup>81</sup>. Many have written about falling standards of civility and behavior in the legal professions globally. Carter notes that by "making the principal ethic merely one of victory" lawyers cede the field to those with the least concern that "we are, all of us, not lone drivers but fellow passengers"<sup>82</sup>. Street Law trainings offer a unique channel for reaching young legal professionals and forming positive early connections. This connection can assist with the development of a positive professional identity.

Anecdotally, we would suggest that this connection continues and can be supported by trainees returning in subsequent years and remaining involved in different capacities with the program.<sup>83</sup> This would be an interesting research question to revisit in a longitudinal study as we surmise that this strong connection will remain when their trainees have graduated to the professional ranks.

The final short answer question focused on what trainees believed to be the main goals of legal education for the public. There was a large degree of overlap in trainee responses to this question as they consistently recognized in pre- and post-test ideas such as "accessible" and "to create understanding" as goals of legal education. The major change in the post-test responses was the impact of Street Law in the increased reference to making legal education both relevant and engaging, concepts which had not been present at pre-test.

#### E) Thematic Results

Parts I, II, and III of the pre/ post-tests were also coded to indicate how they related to the themes of Belief, Capacity, and Community.<sup>84</sup> Each question was evaluated as to whether it spoke to Belief, Capacity, or Community. Those results were then combined by theme and analyzed for percent change pre to post-test. The coding of the questions allowed us to measure the percent change of each theme from before the training to after the training more clearly. By coding the questions and measuring percent change we were also able to compare changes in Ireland and Scotland to one another, despite the difference in the median numeric values of each question. We were excited to see that the numeric results backed our experience that all three themes increased over the course of the training.

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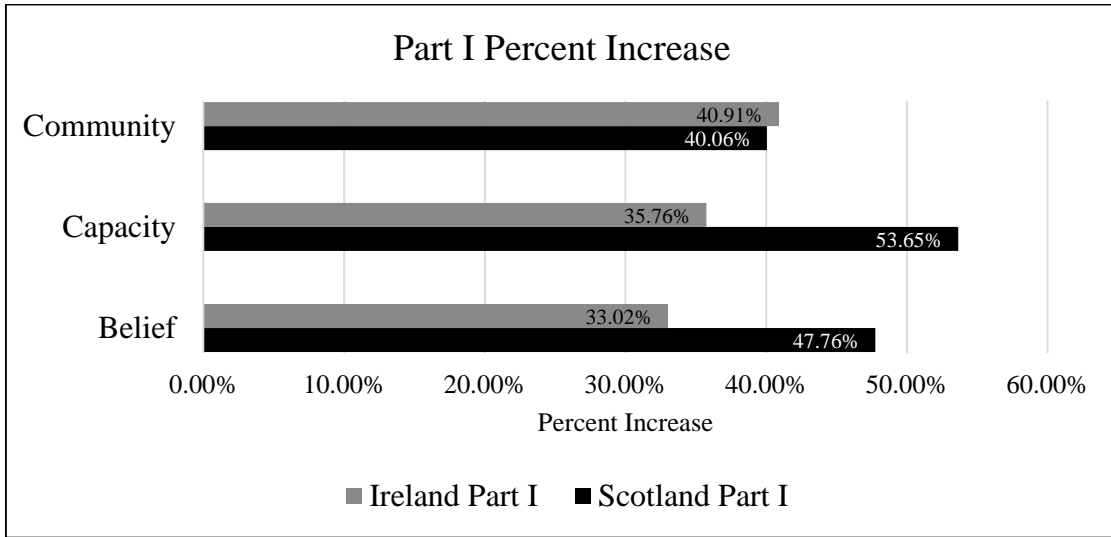
<sup>81</sup> Filisko, G.M. (2013) "You're out of order! Dealing with the costs of incivility in the legal profession. American Bar Association Journal January 2013 (33-37).

<sup>82</sup> Carter, SL (1998). *Civility, Manners, Morals, and the etiquette of modern democracy*. Yale University Press (286).

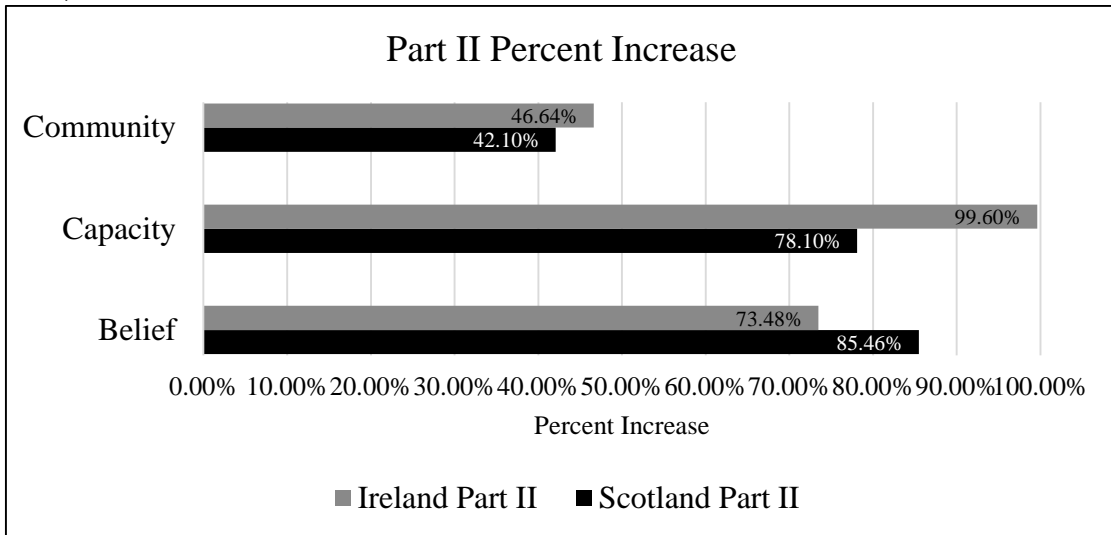
<sup>83</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 226-229.

<sup>84</sup> See Appendix V for coding of questions and statements.

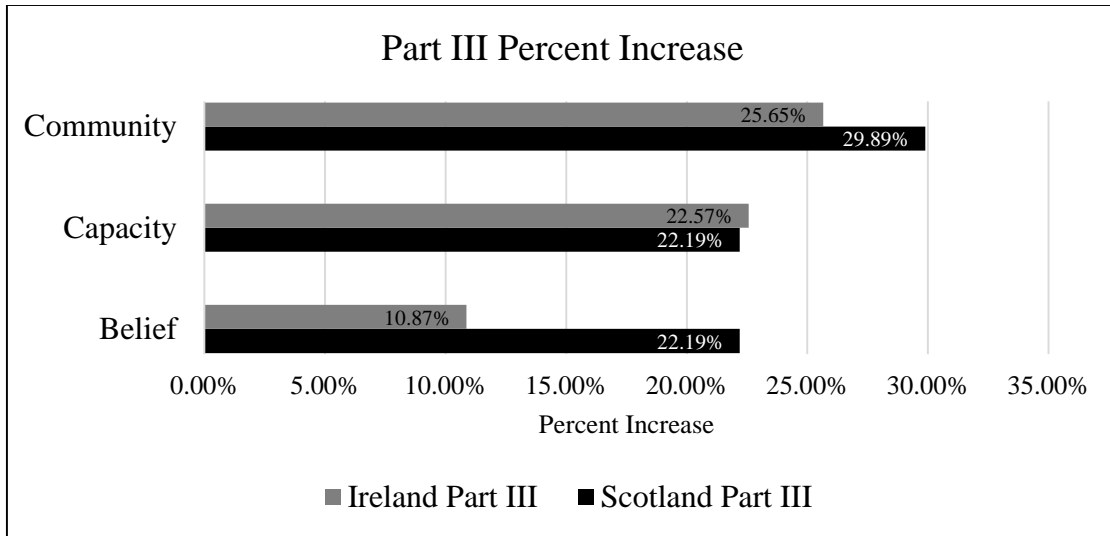
In Part I, Scotland and Ireland trainees both showed increases in Belief, Capacity, and Community.



In Part II, Scotland and Ireland trainees also showed increases in all three themes.



Lastly, Part III again showed increases in all three themes for trainees in both Scotland and Ireland.



Analysis of the results shows empirically that all three themes were increased over the training. Moreover, the attainment of the stated themes can be summarized in the following quote from a trainee on their Orientation experience: “I was not expecting to have my eyes opened to an entirely different method of teaching, one which I had never personally experienced before. The training weekend completely altered both my perspective on what way the Street Law model works and also my expectations for the six-week program ahead”.

## VII. Limitations and Future Research

This study aimed to provide an evaluation of the Street Law Orientation weekend during 2015 trainings in Dublin and Edinburgh. Specifically, the testing measured the immediate impact of the training weekend in meeting three stated objectives of building belief, capacity and community.

We acknowledge some inherent limitations within this study. First, the pre-test and post-test framework, where participants completed their post-test immediately after completing their orientation training, has the potential to result in recency bias<sup>85</sup> which sees responses to recent events weighted more positively. While open-ended questioning can be utilized to overcome potential issues around recency bias, we would suggest that researchers undertaking a similar study would conduct further testing to establish if trainee responses post-Orientation remain consistent through their teaching placement. Data could be gathered following trainees' completion of their Street Law program using the same pre-test and post-test instrument at sufficient remove from the Orientation weekend. Alternatively a more qualitative approach could be adopted through the use of structured interviews or focus group and a longitudinal study to establish student perceptions of the success of the facilitators in achieving the aims of Street Law Orientation.

Within the paper we have also highlighted a number of incongruous results. We determined that these arose from the tendency of respondents to agree with questions. These respondents are known as "yea-sayers".<sup>86</sup> A suggested recommendation to this potential limitation of closed questioning in survey questionnaires is to frame questions in the negative.<sup>87</sup> Our use of negatively phrased questions indicated that a small number of trainees (three or four) in each location displayed "yea-saying" tendencies. The addition of the open-ended questions at Part IV is a further method of overcoming this limitation. A further recommendation for more comprehensive and nuanced evaluation in future iterations would be the use of an independent third party evaluation.

While this study had a narrow focus, we also propose a number of areas of future research to provide further evidence that Street Law works. These potential areas of research include;

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<sup>85</sup> Dickey, D., & Pearson, C. (2005). Recency effect in college student course evaluations. *Practical Assessment, Research and Evaluation*, 10(6), 1-10.

<sup>86</sup> Mitchell, R.C., & Carson, R.T. (1989) Using surveys to value public goods the contingent valuation method. *Resources for the Future*.

<sup>87</sup> Boynton, P. M., & Greenhalgh, T. (2004). Selecting, designing, and developing your questionnaire. *Bmj*, 328(7451), 1312-1315.

- To what extent their Street Law experience helped develop trainees legal skills
- The impact of Street Law on trainees' professional identity and commitment to pro bono work
- Discovering the impact a Street Law program facilitated by trainees has on the critical thinking skills, active citizenship, and educational aspirations of the secondary school students taking the program
- Making the law accessible - how Street Law programs advance and compliment the goals of Law Societies / public bodies/ universities

## VIII. Conclusion

There is a reason why Street Law programs are the fastest-growing and most popular legal education programs in the world. Street Law programs are relatively easy to implement, offer young lawyers and law students the chance to work within their communities while gaining invaluable practical and legal skills, and are unique in both the scale and scope of their outreach to the general public. Despite the prevalence of these programs across the globe, however, the research and literature base around Street Law remains scant. In our initial paper, *From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend*, we presented the research and methodology behind the critical initial training of Street Law trainees.<sup>88</sup> We also explained how we facilitate this initial training and included a step-by-step guide for interested practitioners. The question left unanswered in our initial paper was whether these trainings are effective. In this paper, we set forth both the qualitative and quantitative data that permits us to answer this question with a definitive yes.

The universal spirit of collaboration and cooperation in Street Law has been evident in the experiences of the Law Societies of Scotland and Ireland in launching their own successful Street Law initiatives in collaboration with the Georgetown Street Law program. We all believe deeply in the transformative power of the Street Law methodology and want to help make the law more relevant, more accessible, and more understandable to as many people as possible. This paper, read in conjunction with the companion paper *From Zero to Sixty: Building Belief, Capacity, and Community in Street Law*

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<sup>88</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

*Instructors in One Weekend*<sup>89</sup>, provides both a practical annotated step-by-step guide to our successful weekend orientation program and evidence of the powerful outcomes that can result. We hope that this data can help inspire and support practitioners interested in starting or improving their own Street Law programs.

All three of the partners involved here – the Georgetown Street Law program, the Law Society of Ireland, and the Law Society of Scotland – are true learning organizations and would welcome further inquiry as well as visits during orientation weekends.<sup>90</sup> We are very cognizant that while we have described one successful orientation approach, we have by no means described the only approach that can work. Practitioners will need to take into account their own site, resource, and context-specific factors, as well as their own preferences and capacities in developing their own programming. Indeed, we are constantly refining and iterating on our own model and hope that practitioners will share their insights and experiences with us.

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<sup>89</sup> Arthurs, S., Cooperman, M., Gallagher, J., Grealy, F., Lunney, J., Marrs, R., & Roe, R. (2017). From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend. *International Journal of Clinical Legal Education*, 24(2), 118-241.

<sup>90</sup> Representatives from the following institutions have attended the most recent orientation weekends held at the Law Society of Ireland – University of Ulster Jordanstown, Northumbria University, NUI Galway, CEPLER-University of Birmingham, Middlesex University, Letterkenny IT, Trinity College Dublin.

## **IV. Appendices**

**Appendix I: Pre-Test**

**Appendix II: Post-Test**

**Appendix III: Law Society of Scotland Pre and Post Test Results**

**Appendix IV: Law Society of Ireland Pre and Post Test Results**

**Appendix V: Coding of Questions and Statements**

## Appendix I: Pre-Test

Autumn 2015 Street Law: What I know now

Instructions: This is not a test. This is a tool for us to get a sense of what you now know and how you think about certain topics. This is anonymous so please answer honestly- it will help us make the training better!

### **Part I: Circle a number from 1 to 5 to indicate how much you agree or disagree**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			
	1	2	3	4	5			
1. I am excited about teaching				1	2	3	4	5
2. I feel confident that I know how to teach secondary school students about the law.				1	2	3	4	5
3. I think using discussion in classrooms is an essential tool for learning				1	2	3	4	5
4. I feel like I could present legal issues in an interesting and engaging way				1	2	3	4	5
5. One of the most effective things a teacher can do is make personal connections with his/her students				1	2	3	4	5
6. A good Street Law lesson will impact most Students in the same way, no matter what school or class				1	2	3	4	5

### **Part II: Please circle the statements you think are accurate now**

I know how to create a welcoming and safe learning environment in a school classroom

I know the difference between lower level thinking and higher level thinking



I feel like I could work with a partner to create an interactive legal education session

I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me

I know what learner centered education is

I am looking forward to teaching the secondary school/transition year students

I would be comfortable reaching out to 5 or more law society peers for resources and ideas

Lecture is a more effective teaching method than discussion

Teaching secondary school students aligns with many skills from the practice of law

Working in a small group is a productive use of time

**Part III: Circle a number from 1-10 depending on how true you think the statement is**

1. I feel comfortable and connected to others in the law society community

Not True										True
1	2	3	4	5	6	7	8	9	10	

2. I could see myself volunteering to lead a legal presentation on a complicated legal topic to a group of farmers or pharmacists

Not True										True
1	2	3	4	5	6	7	8	9	10	

3. I would teach secondary school students the same way I was taught law

Not True										True
1	2	3	4	5	6	7	8	9	10	

4. I have an understanding of the positive role solicitors/lawyers can play in the community

Not True										True
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1 2 3 4 5 6 7 8 9 10

**Part IV: Short Response**

1. Based on your experience/situation, list 3 words describing your educational experience of law to date:

2. If you had to go into a secondary school classroom tomorrow and teach the class about the different types of murder, how do you think you would do it? Please explain briefly.

3. What has been your most valuable experience or connection with the Law Society so far?

4. Two main goals of law education for the public should be:

## Appendix II: Post-Test

Autumn 2015 Street Law: What I know now

Instructions: This is not a test. This is a tool for us to get a sense of what you now know and how you think about certain topics. This is anonymous so please answer honestly- it will help us make the training better!

### **Part I: Circle a number from 1 to 5 to indicate how much you agree or disagree**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			
	1	2	3	4	5			
1. I am excited about teaching				1	2	3	4	5
2. I feel confident that I know how to teach secondary school students about the law.				1	2	3	4	5
3. I think using discussion in classrooms is an essential tool for learning				1	2	3	4	5
4. I feel like I could present legal issues in an interesting and engaging way				1	2	3	4	5
5. One of the most effective things a teacher can do is make personal connections with his/her students				1	2	3	4	5
6. A good Street Law lesson will impact most students in the same way, no matter what school or class				1	2	3	4	5

### **Part II: Please circle the statements you think are accurate now**

I know how to create a welcoming and safe learning environment in a school classroom

I know the difference between lower level thinking and higher level thinking

I feel like I could work with a partner to create an interactive legal education session

I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me

I know what learner centered education is

I am looking forward to teaching the secondary school/transition year students

I would be comfortable reaching out to 5 or more law society peers for resources and ideas

Lecture is a more effective teaching method than discussion

Teaching secondary school students aligns with many skills from the practice of law

Working in a small group is a productive use of time

**Part III: Circle a number from 1-10 depending on how true you think the statement is**

1. I feel comfortable and connected to others in the law society community

Not True										True
1	2	3	4	5	6	7	8	9	10	

2. I could see myself volunteering to lead a legal presentation on a complicated legal topic to a group of farmers or pharmacists

Not True										True
1	2	3	4	5	6	7	8	9	10	

3. I would teach secondary school students the same way I was taught law

Not True										True
1	2	3	4	5	6	7	8	9	10	

4. I have an understanding of the positive role solicitors/lawyers can play in the community

Not True										True
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1 2 3 4 5 6 7 8 9 10

**Part IV: Short Response**

1. List 3 words describing your educational experience with law from Street Law orientation weekend:

2. If you had to go into a secondary school classroom tomorrow and teach the class about the different types of murder, how do you think you would do it? Please explain briefly.

3. What has been your most valuable experience or connection with the Law Society so far?

4. Two main goals of law education for the public should be:

### Appendix III: Law Society of Scotland Pre and Post Test Results

#### Pre-Test - Circle a number from 1 to 5 to indicate how much you agree or disagree

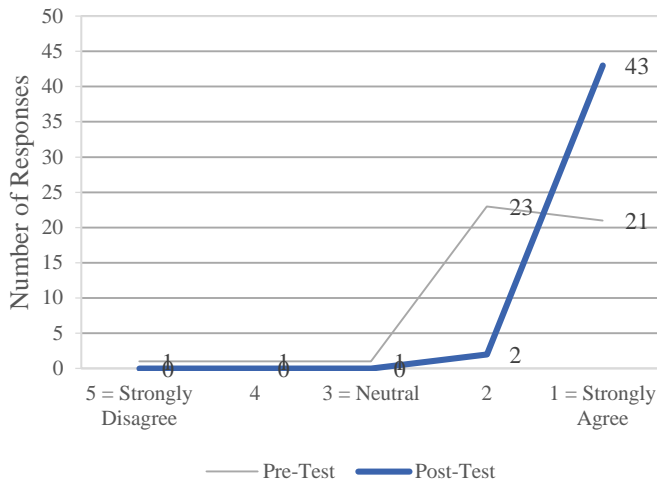
Pre-Test	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Total	Weighted Average
I am excited about teaching.	48.94% 23	44.68% 21	2.13% 1	2.13% 1	2.13% 1	47	1.64
I feel confident that I know how to teach secondary school students about the law.	14.89% 7	34.04% 16	44.68% 21	6.38% 3	0.00% 0	47	2.43
I think using discussions in classrooms is an essential tool for learning.	72.34% 34	19.15% 9	4.26% 2	2.13% 1	2.13% 1	47	1.43
I feel like I could present legal issues in an interesting and engaging way.	21.28% 10	59.57% 28	17.02% 8	2.13% 1	0.00% 0	47	2.00
One of the most effective things a teacher can do is make personal connections with his/her students.	44.68% 21	36.17% 17	17.02% 8	2.13% 1	0.00% 0	47	1.77
A good Street Law lesson will impact most students in the same way, no matter what school or class.	29.79% 14	38.30% 18	17.02% 8	12.77% 6	2.13% 1	47	2.19

#### Post-Test - Please circle the statements you think are accurate now

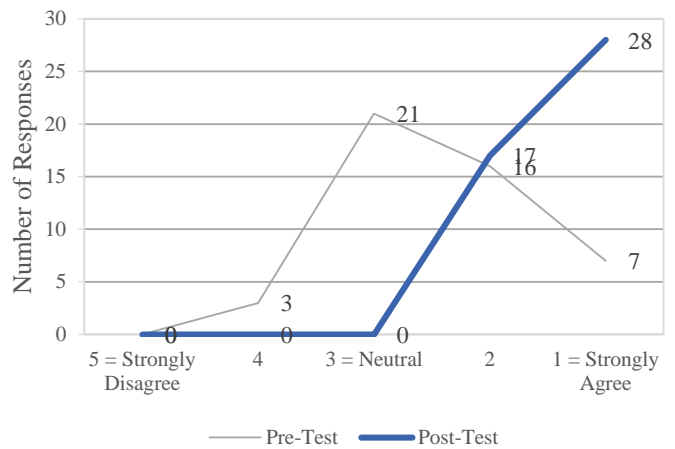
Post-Test	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Total	Weighted Average
I am excited about teaching.	95.56% 43	4.44% 2	0.00% 0	0.00% 0	0.00% 0	45	1.04
I feel confident that I know how to teach secondary school students about the law.	62.22% 28	37.78% 17	0.00% 0	0.00% 0	0.00% 0	45	1.38
I think using discussions in classrooms is an essential tool for learning.	93.48% 43	6.52% 3	0.00% 0	0.00% 0	0.00% 0	46	1.07

I feel like I could present legal issues in an interesting and engaging way.	69.57% 32	30.43% 14	0.00% 0	0.00% 0	0.00% 0	46	1.30
One of the most effective things a teacher can do is make personal connections with his/her students.	76.09% 35	21.74% 10	2.17% 1	0.00% 0	0.00% 0	46	1.26
A good Street Law lesson will impact most students in the same way, no matter what school or class.	60.87% 28	21.74% 10	10.87% 5	2.17% 1	4.35% 2	46	1.67

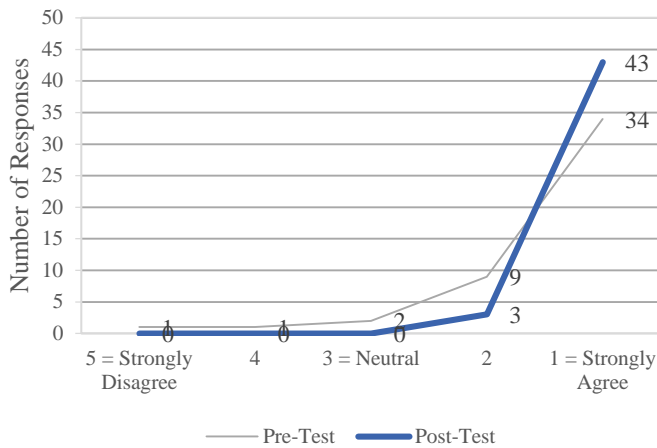
I am excited about teaching.



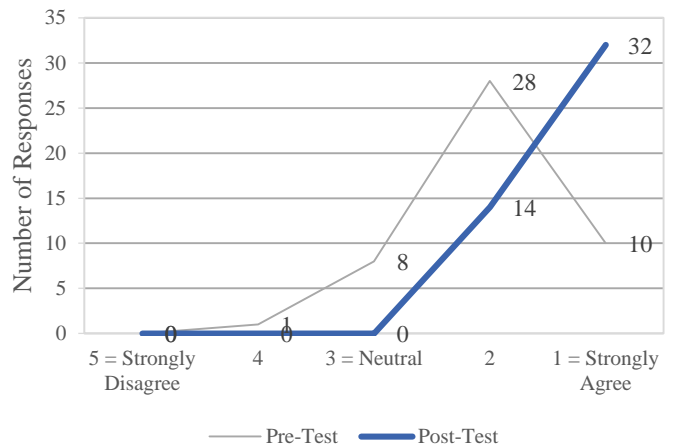
I feel confident that I know how to teach secondary school students about the law.



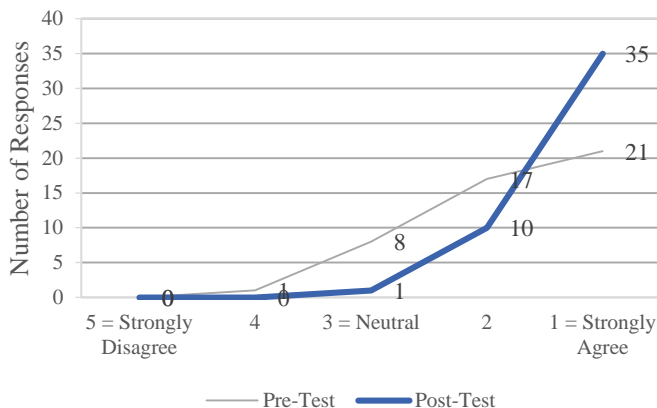
I think using discussions in classrooms is an essential tool for learning.



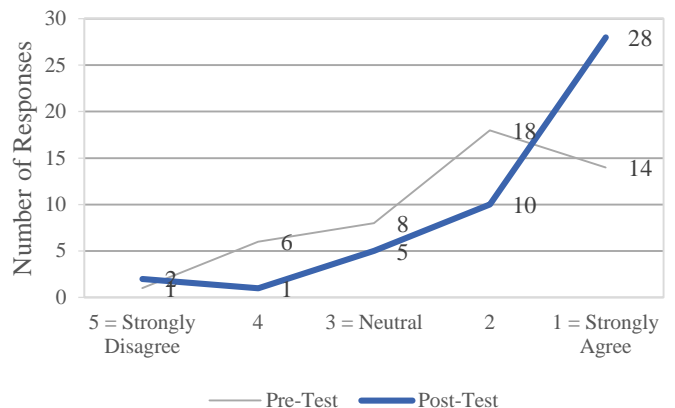
I feel like I could present legal issues in an interesting and engaging way.



One of the most effective things a teacher can do is make personal connections with his/her students.



A good Street Law lesson will impact most students in the same way, no matter what school or class.





**Pre-Test. Please choose the statements you think are accurate now.**

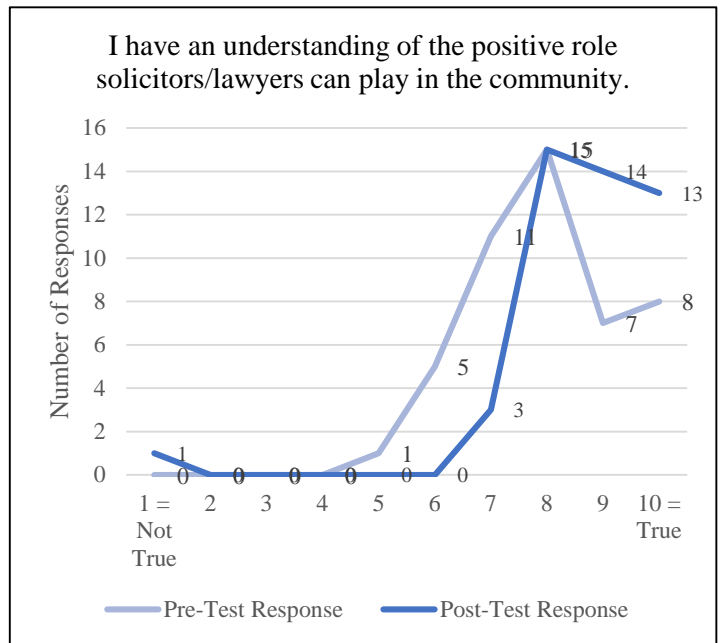
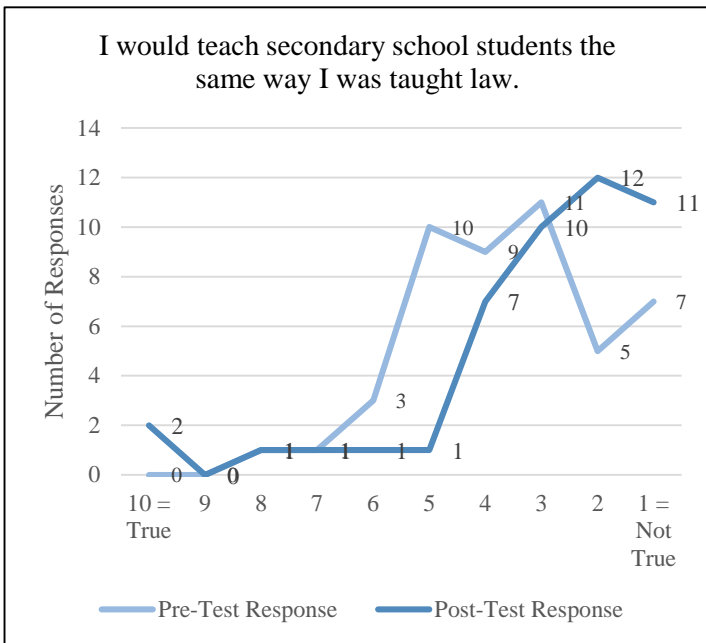
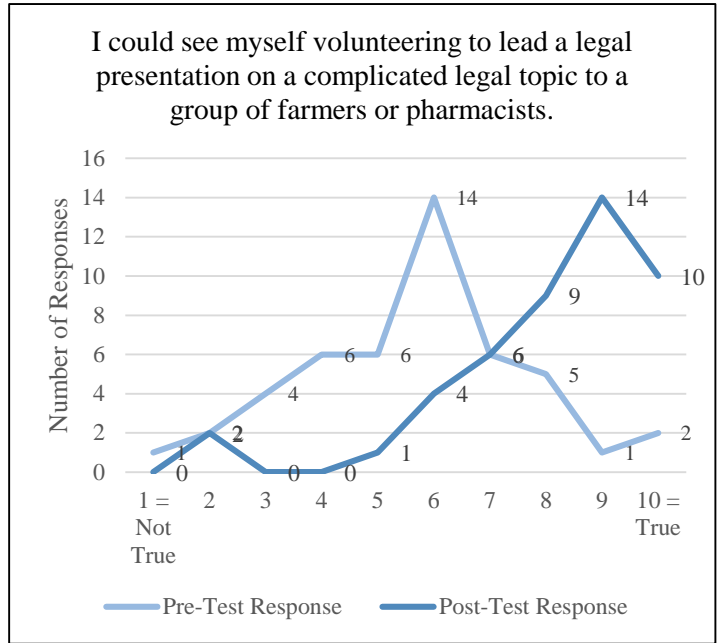
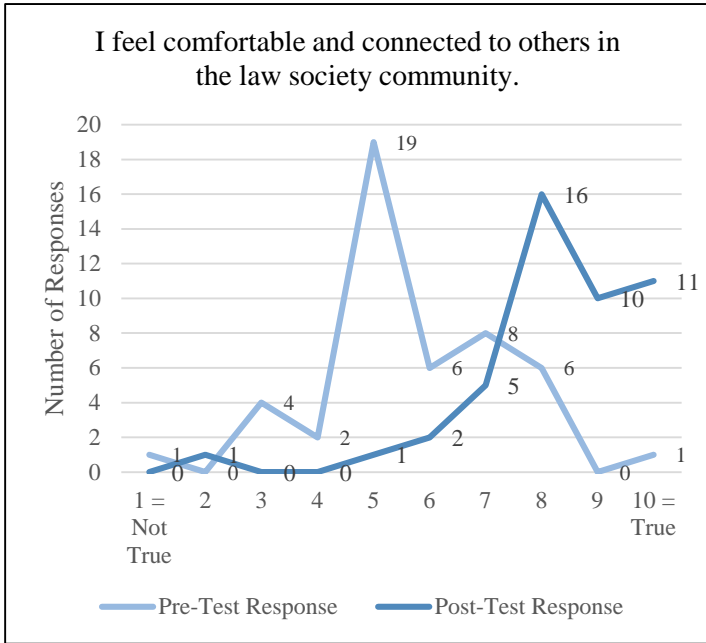
<b>Answer Choices</b>	<b>Response Number</b>	<b>Response Percentage of Total (47)</b>
I know how to create a welcoming and safe learning environment in a school classroom	21	44.68%
I know the difference between lower level thinking and higher level thinking.	8	17.02%
I feel like I could work with a partner to create an interactive legal education session.	40	85.11%
I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me.	11	23.40%
I know what learner-centered education is.	2	4.26%
I am looking forward to teaching the secondary school/transition year students.	45	95.74%
I would be comfortable reaching out to 5 or more law society peers for resources and ideas.	30	63.83%
Lecture is a more effective teaching method than discussion.	1	2.13%
Teaching secondary school students aligns with many skills from the practice of law.	27	57.45%
Working in a small group is a productive use of time.	33	70.21%

**Post-Test. Please choose the statements you think are accurate now.**

<b>Answer Choices</b>	<b>Response Number</b>	<b>Response Percentage of Total (46)</b>
I know how to create a welcoming and safe learning environment in a school classroom.	45	97.83%
I know the difference between lower level thinking and higher level thinking.	35	76.09%

I feel like I could work with a partner to create an interactive legal education session.	44	95.65%
I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me.	41	89.13%
I know what learner-centered education is.	44	95.65%
I am looking forward to teaching the secondary school/transition year students.	45	97.83%
I would be comfortable reaching out to 5 or more law society peers for resources and ideas.	40	86.96%
Lecture is a more effective teaching method than discussion.	5	10.87%
Teaching secondary school students aligns with many skills from the practice of law.	39	84.78%
Working in a small group is a productive use of time.	42	91.30%

Circle a number from 1-10 depending on how true you think the statement is (1=not true, 10=true)





words including 'amazing', 'belief', 'beneficial', 'broadens perspectives', 'confidence', 'educational', 'enlightening', 'exciting'.

## Appendix IV. Law Society of Ireland Pre and Post Test Results

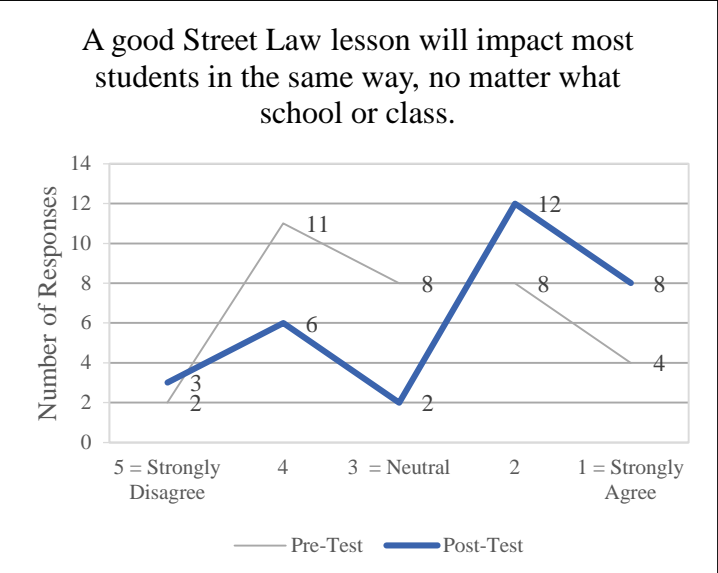
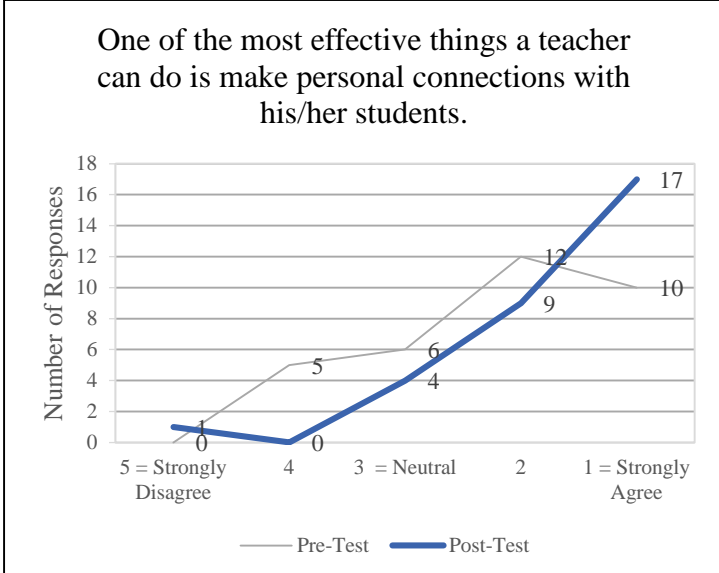
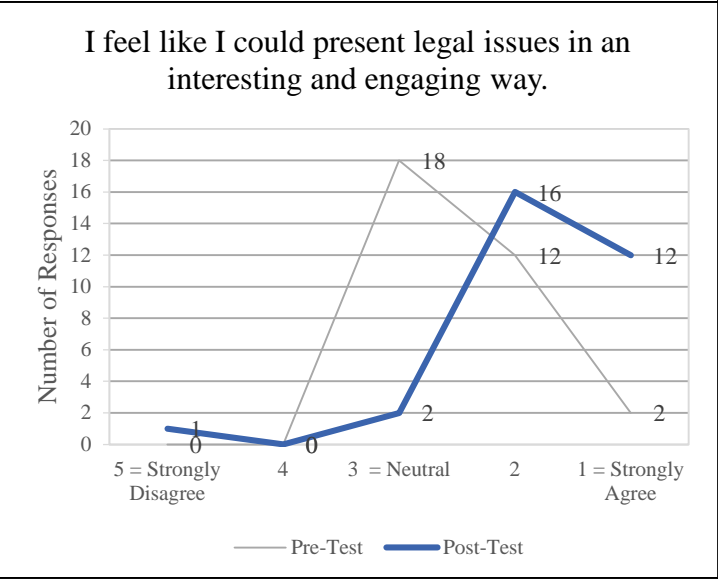
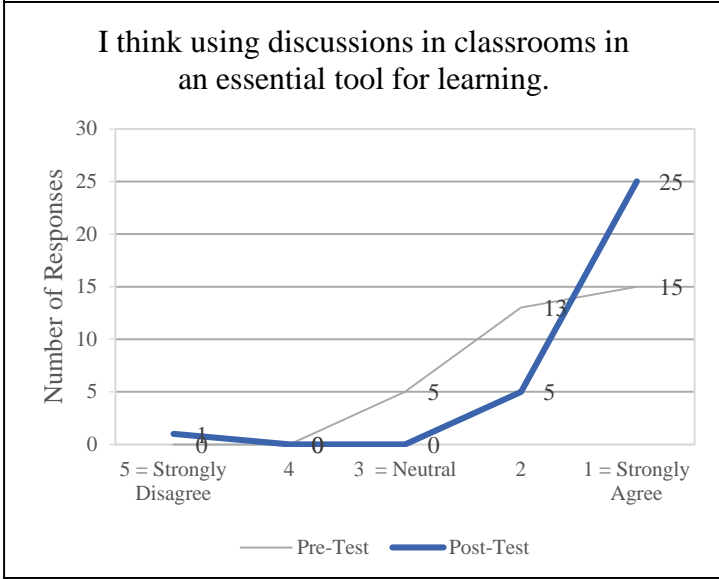
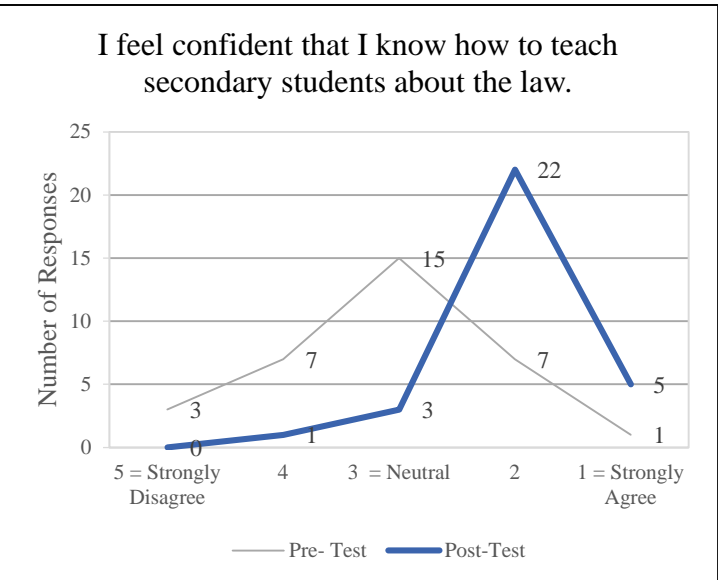
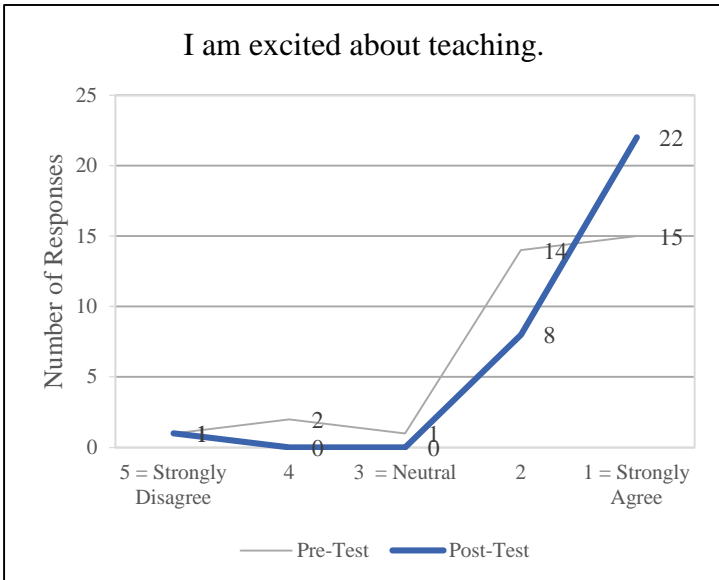
**Pre-Test. Circle a number from 1 to 5 to indicate how much you agree or disagree.**

Pre-Test	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Total	Weighted Average
I am excited about teaching.	45.45% 15	42.42% 14	3.03% 1	6.06% 2	3.03% 1	33	1.79
I feel confident that I know how to teach secondary school students about the law.	3.03% 1	21.21% 7	45.45% 15	21.21% 7	9.09% 3	33	3.12
I think using discussions in classrooms is an essential tool for learning.	45.45% 15	39.39% 13	15.15% 5	0.00% 0	0.00% 0	33	1.70
I feel like I could present legal issues in an interesting and engaging way.	6.25% 2	37.50% 12	56.25% 18	0.00% 0	0.00% 0	32	2.50
One of the most effective things a teacher can do is make personal connections with his/her students.	30.30% 10	36.36% 12	18.18% 6	15.15% 5	0.00% 0	33	2.18
A good Street Law lesson will impact most students in the same way, no matter what school or class.	12.12% 4	24.24% 8	24.24% 8	33.33% 11	6.06% 2	33	2.97

**Post-Test. Please circle the statements you think are accurate now.**

Post-Test	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Total	Weighted Average
I am excited about teaching.	70.97% 22	25.81% 8	0.00% 0	0.00% 0	3.23% 1	31	1.39
I feel confident that I know how to teach secondary school students about the law.	16.13% 5	70.97% 22	9.68% 3	3.23% 1	0.00% 0	31	2.00

I think using discussions in classrooms is an essential tool for learning.	80.65% 25	16.13% 5	0.00% 0	0.00% 0	3.23% 1	31	1.29
I feel like I could present legal issues in an interesting and engaging way.	38.71% 12	51.61% 16	6.45% 2	0.00% 0	3.23% 1	31	1.77
One of the most effective things a teacher can do is make personal connections with his/her students.	54.84% 17	29.03% 9	12.90% 4	0.00% 0	3.23% 1	31	1.68
A good Street Law lesson will impact most students in the same way, no matter what school or class.	25.81% 8	38.71% 12	6.45% 2	19.35% 6	9.68% 3	31	2.48





**Pre-Test. Please choose the statements you think are accurate now.**

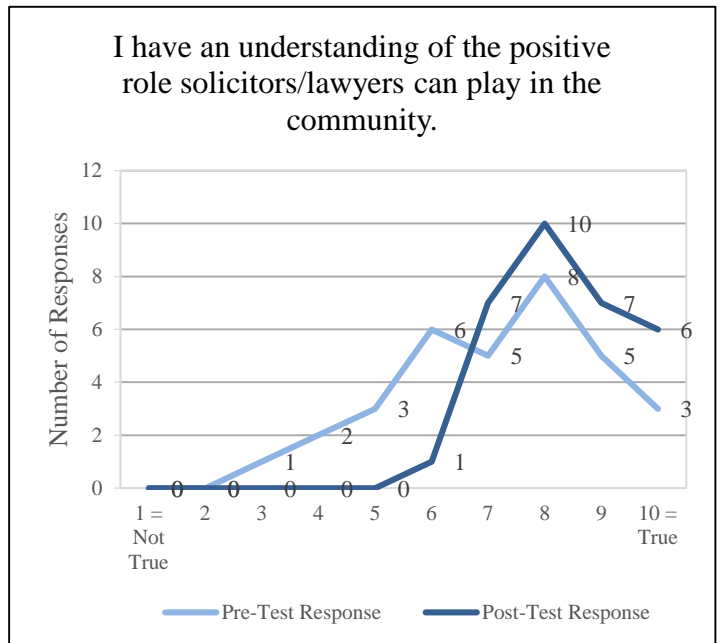
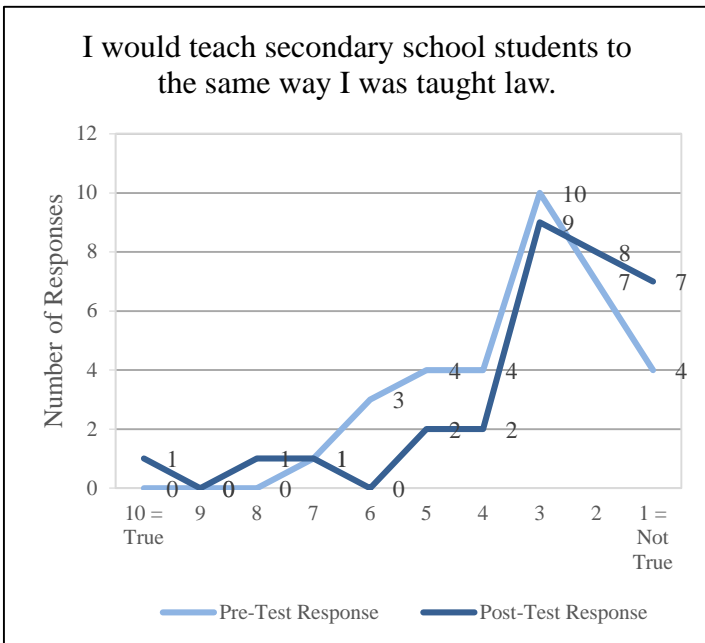
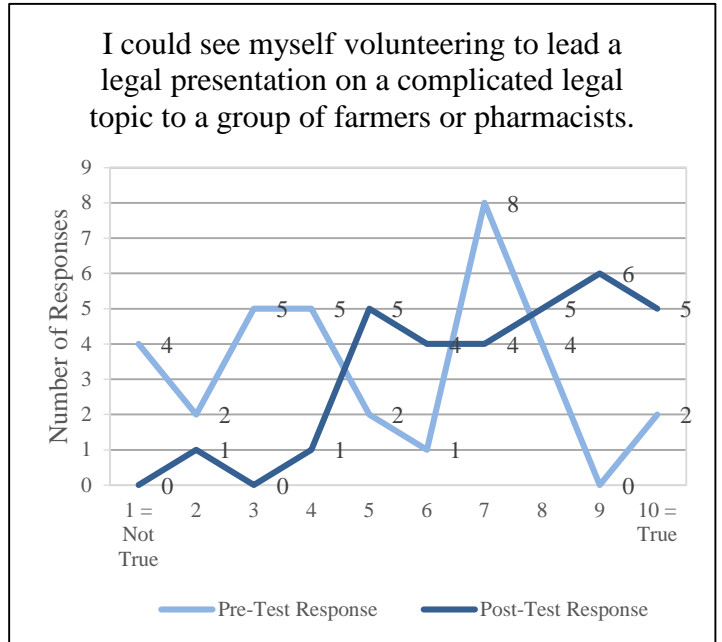
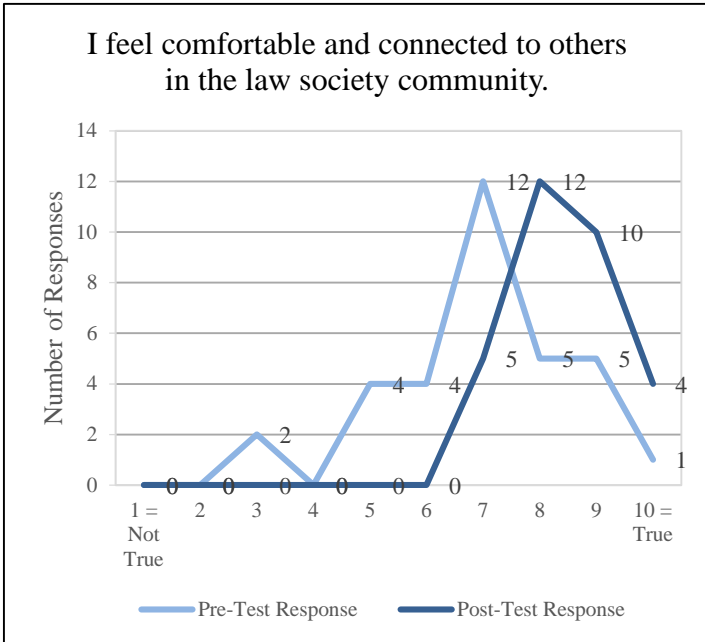
<b>Answer Choices</b>	<b>Response Number</b>	<b>Response Percentage of Total (33)</b>
I know how to create a welcoming and safe learning environment in a school classroom	6	18.18%
I know the difference between lower level thinking and higher level thinking.	5	15.15%
I feel like I could work with a partner to create an interactive legal education session.	30	90.91%
I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me.	8	24.24%
I know what learner-centered education is.	5	15.15%
I am looking forward to teaching the secondary school/transition year students.	27	81.82%
I would be comfortable reaching out to 5 or more law society peers for resources and ideas.	22	66.67%
Lecture is a more effective teaching method than discussion.	1	3.03%
Teaching secondary school students aligns with many skills from the practice of law.	14	42.42%
Working in a small group is a productive use of time.	26	78.79%

**Post-Test. Please choose the statements you think are accurate now.**

<b>Answer Choices</b>	<b>Response Number</b>	<b>Response Percentage of Total (31)</b>
I know how to create a welcoming and safe learning environment in a school classroom.	28	90.32%
I know the difference between lower level thinking and higher level thinking.	22	70.97%

I feel like I could work with a partner to create an interactive legal education session.	31	100.00%
I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me.	25	80.65%
I know what learner-centered education is.	26	83.87%
I am looking forward to teaching the secondary school/transition year students.	30	96.77%
I would be comfortable reaching out to 5 or more law society peers for resources and ideas.	29	93.55%
Lecture is a more effective teaching method than discussion.	4	12.90%
Teaching secondary school students aligns with many skills from the practice of law.	19	61.29%
Working in a small group is a productive use of time.	28	90.32%

Circle a number from 1-10 depending on how true you think the statement is (1=not true, 10=true)





## Appendix V. Coding of Questions and Statements

	Belief	Capacity	Community
I am excited about teaching.	X	X	
I feel confident that I know how to teach secondary school students about the law.	X	X	
I think using discussion in classrooms is an essential tool for learning.	X		
I feel like I could present legal issues in an interesting and engaging way.		X	
One of the most effective things a teacher can do is make personal connections with his/her students.	X		X
A good Street Law lesson will impact most students in the same way, no matter what school or class.	X	X	

I know how to create a welcoming and safe learning environment in a school classroom.		X	X
I know the difference between lower level thinking and higher level thinking.		X	
I feel like I could work with a partner to create an interactive legal education session.		X	X
I think I will teach the secondary school students in a more engaging and interactive way than my teachers did with me.	X	X	
I know what learner-centered education is.	X	X	

I am looking forward to teaching the secondary school/transition year students.	X	X	
I would be comfortable reaching out to 5 or more law society peers for resources and ideas.		X	X
Lecture is a more effective teaching method than discussion.	X	X	
Teaching secondary school students aligns with many skills from the practice of law.	X		X
Working in a small group is a productive use of time.	X		X

I feel comfortable and connected to others in the law society community.			X
I could see myself volunteering to lead a legal presentation on a complicated legal topic to a group of farmers or pharmacists.	X	X	X
I would teach secondary school students in the same way I was taught law.	X	X	
I have an understanding of the positive role solicitors/lawyers can play in the community.	X	X	X

Based on your experience/situation, list 3 words describing your educational experience of law to date.	X	X	X
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<p>If you had to go into a secondary school classroom tomorrow and teach the class about the different types of murder, how do you think you would do it? Please explain briefly.</p>		<p>X</p>	
<p>What has been your most valuable experience or connection with the Law Society so far?</p>			<p>X</p>
<p>Two main goals of law education for the public should be:</p>	<p>X</p>	<p>X</p>	