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ABSTRACT

This pamphlet is designed to aid students of law enforcement as they participate in the "Street Law" seminar that pairs students of law enforcement with residents of correctional institutions. The clinical program allows future law enforcement workers to apply their legal knowledge and skills in confronting legal issues and problems in the correctional facilities. This handbook provides clinical requirements and other information to help guide the year long program. Sections include: (1) "Introduction: A Word of Welcome"; (2) "Program Goals for Law Students"; (3) "Course Requirements"; (4) "Evaluations and Grading"; and (5) "Program Goals for Residents of Correctional Facilities." (EH)

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TEACHING STREET LAW IN CORRECTIONS

Clinical Program Handbook

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## INTRODUCTION: A WORD OF WELCOME

Welcome to the Street Law program. As a participant in the Corrections Clinic you are entering an exciting field in which lawyers and educators combine their talents to educate people about the law that affects their daily lives.

This semester you will be learning about, and in turn teaching about, the law that affects the daily lives of residents of correctional institutions. This clinical program will challenge you to apply your legal knowledge and skills to new methods of confronting legal issues and resolving legal problems. As a result we hope you will find that your legal education is significantly enriched by new perspectives and skills. We hope that you will also gain satisfaction from the contributions you will make to the education of others in the District of Columbia.

This booklet is designed as a handbook of information for your work in the clinic. We hope that you will find it useful. Please keep it and refer to it throughout the year.

The clinical faculty is here to help you realize the goals and objectives of the Street Law Clinic both for your inmate students and for yourselves. We will be in frequent contact with you and we hope that you will communicate with us openly and often.

We are looking forward to an exciting program this semester.

Richard L. Roe  
Justin P. Brooks

GEORGETOWN UNIVERSITY LAW CENTER

STREET LAW: CORRECTIONS

Program Goals for Law Students

PREMISE: One of the best ways to learn is through teaching.

- GOALS:
1. To provide law students with the legal knowledge necessary to address the practical legal concerns of the residents.
  2. To educate the law students in the practical application of legal knowledge.
  3. To provide law students with an opportunity to develop the lawyering skills of client communication, public speaking, planning, research, and thinking on your feet.
  4. To provide constructive feedback and support to the law students throughout the program.

OBJECTIVES: After taking the Street Law Clinic, law students should be able to:

1. Articulate the substantive law related to the practical legal concerns of the residents.
2. Explain how to use various legal procedures available in the correctional system, the courts, the legislatures, and other administrative bodies.
3. Analyze legal issues in terms of underlying problems, policy alternatives, legal standards and available remedies.
4. Effectively communicate the law, legal procedures, and legal remedies to non-lawyers.
5. Present legal issues in a balanced manner.
6. Synthesize a variety of legal authorities--the Constitution, federal and local statutes, court decisions, regulations and internal departmental orders--in conducting legal analysis.
7. Confidently plan, prepare and make presentations on legal matters in the classroom.

8. Develop an approach of self-assessment in clinic and subsequent lawyering activities.

VALUE:

In addition to legal knowledge and skills, the Street Law Clinic should provide the law student with:

1. An understanding of the nature of confinement in correctional institutions.
2. An opportunity to see firsthand how residents of correctional facilities view the legal system.
3. An understanding of the competing interests the legal system is faced with resolving.
4. An opportunity to interact with and understand the social and legal concerns of citizens of correctional facilities, many of whom are minorities.
5. An exposure to alternative or supplementary legal careers.

## COURSE REQUIREMENTS

The work which law students must accomplish for credit in the clinic is divided into three phases: field component, planning and preparation to teach, and seminar.

Each week, law students will spend approximately three hours in teaching and two hours in seminar. Law students should also spend two to three hours in planning and preparation for every hour of teaching. Your performance as a teacher (and later as a lawyer) will be directly related to your preparation.

The following briefly describes the components of the clinic:

### 1. Field Component

The Field Component entails "Teaching Activities," "Administrative Responsibilities," and "Field Observations and Conferences."

#### a. Teaching Activities

All law students are required to teach three hours a week excluding vacation periods. Law students are assigned to D.C. correctional facilities by clinic faculty based on law students' schedules, availability of transportation, and other factors including student preferences. The clinic faculty will make every effort to take into account student interests and work schedules. Due to the difficulty of matching law students' schedules with teaching hours available at the correctional facilities, law students' course schedules will be the overriding consideration.

If at any time the law student is unable to meet with the class, or will be late, he or she must notify both the institution and the Street Law office as soon as possible and no later than one hour prior to class. When calling the institution, every effort should be made to speak directly to the contact person (see "administrative responsibilities," below). Missed classes should be rescheduled.

In the classroom, the law student must establish an environment for learning through readings, lectures, strategies that encourage class participation, and appropriate assignments.

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

As part of the general requirements of teaching activities, each law student team is also required to prepare a mock parole revocation hearing for the last week of class. In April, law students will begin to train inmates for these activities. This training may require the scheduling of extra sessions in the institutions.

The Street Law Clinic accomplishes its mission of services to our clients, the residents of the D.C. Department of Corrections, through the teaching activities of the law students in the clinic. Excellent, responsible client service through teaching is the highest priority of this program. Law student instructors are held to strict standards for responsible teaching performance. Accordingly, failure to teach and failure to act responsibly within clinic guidelines may seriously jeopardize a law student's successful completion of this clinic.

Teaching Street Law involves a law student in dispensing general legal information to non-lawyers. The Street Law Clinic is not a student practice clinic and law student instructors cannot give specific legal advice. To do so may constitute unauthorized practice of law. For this reason, law students are required to inform their students that they are not lawyers and cannot give legal advice.

#### b. Administrative Responsibilities

Each law student is expected to coordinate teaching and administrative efforts through a "contact person" at the correctional institution. This contact person is usually the principal of the institution's school or other administrative personnel.

The main administrative duties are as follows: (1) maintain accurate attendance records of students; (2) adapt to the particular policies and procedures of each institution, in regard to guest speakers, searches, contraband, dress codes, etc.; and (3) submit proper documentation to the correctional officials on inmates' success in the course.

At the end of each month, each law student team is required to complete a "monthly report". The reports will summarize the topics covered, tests and assignments given, resources used, innovative materials created, teaching methods employed, teaching difficulties, and teaching achievements. Lesson plans for the month must be attached, along with any innovative materials adapted or created by the law students. Also, a photocopy of the course attendance sheet for the month must be attached. Law students may make additional comments on the report form as appropriate. Monthly report forms will be distributed at the seminar and are available at the clinic office.



### c. Field Observations and Conferences

The clinic faculty will observe each inmate class at least four times during the semester for the dual purposes of providing supervisory assistance and assessing law student performance. The observations will be graded according to criteria listed below. Law students will meet with the clinic supervisor immediately following the classroom observation or at the soonest mutually convenient time to review the law students' presentation. Clinic supervisors view these conferences as opportunities for positive, constructive dialogues to enhance the law students' experience. Law students are welcomed to request additional conferences. Law students are expected to maintain frequent communication with clinic supervisors and to consult with them on problems as they arise.

### 2. Planning and Preparation

Planning and preparation includes: (a) preparing lesson plans for each class; (b) creating instructional materials as necessary or desired and (c) keeping a journal.

#### a. Lesson Plans

As preparation to teach each class, law student teachers must describe in writing the objectives, strategies and evaluations planned for that class. (See "Teaching Street Law in a Nutshell".) These should include the concepts to be taught, legal substance and authorities, teaching methods to be employed, and assignments.

Lesson plans are essential in the preparation process. These plans are designed for law student use and also for submission to the clinic faculty. A copy of all lesson plans for each month must be submitted with each team's "monthly report" (see above). Faculty supervisors will ask to see the lesson plans during their classroom observations and conferences with instructors. As a rule, the more effort the law students invest in the lesson plan, the more effective will be their teaching.

#### b. Material Development

The clinic faculty provides a number of teaching strategies and sample materials. Law student teachers are encouraged to develop their own materials as well or adapt existing strategies to the needs of the particular students. These include tests, assignments, readings, roleplays, charts, handouts and group activities. Law students should submit such teaching materials to clinic faculty with their monthly reports for consideration as part of their overall evaluation.

### c. Journal

Each law student is required to keep a journal describing his or her experiences in the clinic. Such experiences include but are not limited to:

- personal goals attained and not attained
- successes in teaching presentations
- dissappointments
- reflections about prison
- reflections about law and the legal process
- reflections about education
- other thoughts and ideas

The journal should consist of entries made in any legible format. We recommend frequent entries made close to the experience described. Each entry must be dated with the actual date of entry. Journals will be collected with the monthly reports. Journals should be kept in loose-leaf notebooks so each section can be turned in or on a computer.

The journal should be viewed as: (1) a means of expressing feelings and thoughts, (2) a tool for self-evaluation promoting periodical reflection upon goals and accomplishments, (3) a tool for evaluation by the clinic faculty--it provides a broader picture of your clinic accomplishments.

### 3. Seminar

#### a. Attendance and participation

The seminar is designed to provide the vital foundation material for the law students' clinical work. Law students are required to attend all seminars unless excused by clinic faculty. Law students are also required to complete all reading assignments and prepare for and take part in all seminar discussions and activities, including roleplays, simulations, and mock trials.

#### b. Demonstration teaching

A major component of the seminar involves "demonstration teaching," or peer teaching, by law students. Over the course of the semester, each of the eighteen law students in the clinic will be responsible for teaching a portion of the seminar. This seminar component will operate as follows: In nine of the substantive seminars, the final hour will be assigned to a pair of law students who will conduct that portion of the seminar. The presentation by the law students should treat both the substantive legal topic of the seminar as well as demonstrate appropriate participatory educational methods. For these

demonstration teaching presentations, law students will be paired with their teaching partners for the semester. Law students will sign up for their demonstration teaching sessions after they are assigned teaching. See the course outline for the seminar topics and dates to be devoted to demonstration teaching.

Law students' preparation for the demonstration teaching sessions will be supervised by Prof. Roe and Justin Brooks. Two weeks prior to each pair's presentation, each pair of law students will meet with Prof. Roe to review recommended course materials and suggested teaching methods. Law students will be expected to cover certain key substantive points in each substantive area and to utilize cases and materials assigned for that seminar. Law students will be given considerable independence, however, to amplify and supplement the basic materials and to design innovative presentations.

Each law student pair will prepare a lesson plan and substantive abstract for their demonstration teaching presentation. The lesson plan should include learning objectives, educational methods, references to substantive issues, authorities, and evaluation techniques. The abstract should be limited to not more than three pages and should outline the substantive concepts, describe the legal issues, and briefly analyze and assess the supporting legal and other authorities used in the presentation.

Following the presentations, the clinic faculty will lead a discussion to critique the presentations. At this time, the lesson plans and abstracts will be distributed to the other clinic students.

The demonstration teaching sessions are intended to meet several goals of the clinic. First, they maximize opportunities for law student participation in the seminar by giving them greater responsibility for its operation. Second, they develop skills important in the clinic and legal profession (issue analysis, research, planning and preparation, articulation of the law, speaking and listening ability, questioning ability, and judgment, to name a few). Third, they provide fellow clinic students with substantive information and innovative lesson ideas, which can be used or adapted as needed. Fourth, they provide an opportunity for evaluation and critique in a supportive environment.

The demonstration teaching sessions will be evaluated by the clinic faculty according to the following criteria:

- 1) teaching performance -- the extent to which the presentation demonstrates effective teaching methods, learner-centered instruction, and creativity;

2) planning and preparation -- the quality of preparation and lesson plans;

3) substantive legal content -- appropriateness and accuracy of legal content (i.e, what the law is);

4) policy considerations -- attention to rationales, interests, and policy matters (i.e., what different parties want the law to be and why);

5) practical applications and implications -- attention to the practical consequences of the matter.

## EVALUATIONS AND GRADING

### 1. Criteria for Grading

For grading purposes, a law student's participation in the clinic is divided as follows: Field Component -- 50%; Planning and Preparation to Teach -- 30%; Seminar Participation -- 20%.

The evaluation process requires interaction between each law student and the clinical faculty in a variety of forms, depending on the phase of the work being evaluated.

The following criteria guides faculty and identifies factors to be considered in the grading process:

A. <u>Field Component</u>	B. <u>Planning and Preparation to Teach</u>	C. <u>Seminar</u>
-use of lesson plans	-written lesson plans	-attendance tardiness and absence
-presentation of substantive law	-substantive content of written lesson plans	-participation in seminar activities
-appropriateness and use of diverse teaching methods	-planned use of materials and methods (variety; appropriate to student needs and subject matter)	-practice teaching performance
-probative value of class (extent class promotes critical thinking, intellectual rigor and challenging issues)	-teamwork and supervision (quality of collaborative planning and response to supervision)	-demonstration teaching
-rapport, sensitivity and general communication skills	-journal	
-evaluation of residents' learning		
-administration and attendance.		

## 2. Process of Evaluation

### a. Field Component

The field evaluation activities of the clinic faculty primarily involve classroom observation and individual conferences.

Prior to the first observation, each law student is required to list three personal goals or benefits which he or she would like to gain from his or her participation in the clinic. The clinic faculty will help the law students work towards these personal goals during the course of the semester. The clinic faculty will evaluate progress toward these goals during observations and seminars.

Clinic faculty visit each classroom at least four times during the semester. After each classroom visit, the law student meets with the clinic faculty to discuss the law student's goals and progress towards those goals, to review strengths and weaknesses of the law student's preparation and presentation, and to develop means to achieve instructional and personal objectives.

The clinic faculty conducts observations both to determine grades and to provide assistance to law students. Law students should view these observations as opportunities for candid feedback and suggestions for improvement. Faculty comments and recommendations will be made in the most positive way. The general approach will be to ask the law student to assess his or her own presentation in terms of his or her objectives and plan.

Apart from post-classroom visit meetings, faculty may request law students to meet with them for general progress discussions. Clinic supervisors also welcome law students to initiate conferences when they so desire.

### b. Planning and Preparation to Teach

The degree to which teachers have prepared for their teaching activities is, of course, evident in both written plans and in the classroom. Classroom visits reveal the quality of preparation for class to a high degree. Lesson plans should be designed for their usefulness in the classroom. This does not mean that high quality presentations do not depart from plans, but that without sound planning presentations tend to be less effective.

Clinic faculty will review lesson plans and any supplementary materials law students create or use in the clinic during conferences with law students and otherwise as necessary.

All materials turned in are maintained on file in the Street Law office.

c. Seminar Component

Clinic faculty evaluates the seminar performance of law students through observation of the extent and quality of the students' participation in the seminar. The law students' performance in this phase of clinical work is also discussed at the periodic individual meetings.

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STREET LAW: CORRECTIONS

Program Goals for Residents of Correctional Facilities

**PREMISE:** The legal system makes sense; it is logical, understandable, and works (most of the time). The legal system is not out to 'get' the resident.

- GOALS:**
1. To provide residents with practical legal knowledge they can use in their daily lives.
  2. To broaden the residents' perspective so they can see all sides of a legal problem.
  3. To encourage residents to use legal means to bring about changes in law and policy.

**OBJECTIVES:** After completing Street Law, residents should be able to:

1. Explain the legal system: how the legislative, executive and judicial branches work.
2. Identify a legal problem in their daily lives.
3. Analyze a legal problem from more than one perspective.
4. Appropriately communicate a legal problem.
5. Lay out alternative courses of action and evaluate their appropriateness.

**VALUE:** In addition to legal knowledge and skill, Street Law should provide the resident with:

1. An encounter with the law that is not adversarial.
2. A positive educational experience.
3. An opportunity to develop analytical and critical thinking skills.
4. An opportunity to practice communication skills.
5. An opportunity to improve literacy skills.





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