

DOCUMENT RESUME

ED 242 731

TM 830 630

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TITLE Elementary Law-Related Education Program: 1981-82
Evaluation Report.
INSTITUTION Cleveland Public Schools, Ohio. Dept. of Research,
Development and Evaluation.
SPONS AGENCY Cleveland Foundation, Ohio.; Department of Education,
Washington, DC.
PUB DATE Oct 82
NOTE 74p.
PUB TYPE Tests/Evaluation Instruments (160) -- Reports -
Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Achievement Tests; Analysis of Covariance; Attitude
Measures; *Citizenship Education; *Civics; Courts;
Intermediate Grades; Knowledge Level; Laws; *Legal
Education; *Program Evaluation; Student Attitudes;
Test Construction
IDENTIFIERS *Cleveland Public Schools OH; *Elementary Law Related
Education Program

ABSTRACT

The Cleveland School District developed the Elementary Law-Related Education Program (ELRE) for students in grades three to six. The plan was designed to educate students in citizenship, the law, and the courts. It was implemented in the 1981-82 school year. The aims of the project were to develop student knowledge and attitude evaluation instruments, and to measure the impact of the program on students. A 30-item multiple choice test of knowledge and a 15-item attitude survey were developed for each ELRE Resource Guide unit. The units were Rules and Responsibilities, Origins of Law, Law and Influence in America, and the Court System. This evaluation report determined that the ELRE Program has succeeded in attaining virtually all of the objectives proposed. Recommendations are made to refine the program. The appendices include the instruments developed to measure knowledge and attitude of students at each grade level, as well as teacher workshop ratings. Summaries of analysis of covariance for knowledge tests and attitude surveys are also included. (DWH)

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ELEMENTARY LAW-RELATED EDUCATION PROGRAM
1981-82 Evaluation Report

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CLEVELAND PUBLIC SCHOOLS

DEPARTMENT OF RESEARCH, DEVELOPMENT AND EVALUATION

October, 1982

ELEMENTARY LAW-RELATED EDUCATION PROGRAM

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CLEVELAND CITY SCHOOL DISTRICT
ELEMENTARY LAW-RELATED EDUCATION PROGRAM
1981-1982

I. INTRODUCTION

A plan was initiated by the Cleveland School District in 1979 to develop a law-related educational program for the elementary grades. This plan was designed to address the crucial need identified on the local, as well as national level, for youngsters to become educated in citizenship, the law and the courts. Through a grant from The Cleveland Foundation, the Division of Social Studies, Cleveland Public Schools, was able to initiate the development of the innovative Elementary Law-Related Education Program (ELRE) during the (1979-80) school year.

Resulting from this developmental phase of the program was the ELRE Resource Guide. The guide contains directed lessons, strategies and learning activities for use by teachers and students in grades 3-6. Lessons included in the guide focus on the following topics:

- . Grade 3: Rules and Responsibilities
- . Grade 4: Origins of Law
- . Grade 5: Law and Influence in America
- . Grade 6: The Court System

During the 1980-81 school year, 48 elementary teachers field-tested the materials and approaches of ELRE Resource Guide. Suggestions for revisions made by the field-test teachers were incorporated into the ELRE Resource Guide. The development of student knowledge tests and attitudinal surveys to accompany each unit was initiated during this phase of the program. Pilot testing of the student evaluation instruments pointed out the need to revise and refine the

instruments. These test and attitude survey revisions were conducted during first semester of the 1981-82 school year. The revised instruments were used to assess the impact of the program on students.

In order to insure that law-related education would become an integral part of the Grade 3-6 elementary social studies curriculum, Cleveland's Division of Elementary Social Studies has created a permanent Center for Elementary Law-Related Education at Emile B. de Saueze Elementary School. A grant from the U.S. Department of Education provided funding for the establishment of the ELRE Center.

The goals of the Elementary Law-Related Education Program for the 1981-82 school year are listed below.

- . Diffuse the ELRE Program to approximately 200 classrooms of grades 3-6 in order to maximize the use of project developed materials.
- . Provide grade 3-6 teachers from public and non-public schools with the training that will enable them to successfully incorporate elementary law-related education learning strategies contained within Cleveland's Resource Guide into their existing social studies classroom instruction.
- . Offer grade 3-6 public and non-public teachers the opportunity to obtain a variety of creative locally constructed and commercially published law-related curriculum materials as well as audio-visual aids that can be used to enhance their classroom instructional presentations.
- . Assist local legal representatives who have little contact with grade 3-6 student groups to work comfortably within the classroom in order to insure that students can profit from their unique expertise and experiences.
- . Coordinate field trip experiences that will allow participating grade 3-6 public and non-public students the opportunity to view the efforts of institutions that have been charged with responsibility of maintaining various law-related functions within the Cleveland community.
- . Promote the acquisition of increased knowledge regarding law-related educational concerns among grade 3-6 public/non-public students as well as adults.

- Refine cognitive and affective measurement instruments in order to gather additional data regarding the effect of the project impact on students.

This evaluation report will document the extent of attainment of the proposed performance objectives and the process employed to implement the 1981-82 program goals.

II. PROGRAM OUTCOMES

The Center For Elementary Law-Related Education proposed two performance objectives. Three process objectives were proposed to implement the 1981-82 program. The extent of attainment of each of the process and performance objectives, based on examination of project records, analysis of student performance and survey data from teachers, and interviews with Beverly S. Clark, project manager, follows:

Process Objective 1

A process of implementing the Elementary Law-Related Education Project produced materials will be developed. The process will focus on involving 200 classroom teachers of grades three through six in 20 to 25 randomly selected schools from the seven clusters. A control group of approximately 10 schools will be selected in a like manner. Because of the varying grade structure of schools in the district (1-3, 4-6, and 1-6) attempts will be made to equalize the number of participating classes over the range of grades served.

Activities. Letters were sent by the project manager to principals of 34 public elementary schools in the seven clusters, inviting their schools to participate in the ELRE. Officials of the Lutheran Schools and the Catholic Diocese of Cleveland who had pledged involvement in the project, were asked to select schools to be in the nonpublic project participating schools.

Schools agreeing to participate in the project submitted lists of the teachers of grades 3-6. From these lists teachers were randomly assigned to experimental and control groups at each grade level. Participating teachers received a letter from the project manager outlining the nature and scope of their involvement.

Results and Conclusions. Thirty-four public and four nonpublic elementary schools were identified for project participation. From these schools a sample of 189 teachers of grades 3-6 were randomly

selected to implement the ELRE materials and strategies in their classrooms. Included in this number were 168 teachers new to the project and 21 former field-test teachers. Students of 65 teachers in 17 public and 2 nonpublic schools served as the control group for comparative analysis.

Table 1, page 5, summarizes the distribution of public and nonpublic teachers in the experimental and control groups by grade. The number of students receiving ELRE instruction is summarized by grade in Table 2, page 5. A list of the 1981-82 participating schools is found in Appendix A.

Process objective 1 was attained.

Process Objective 2

Two days of pre-service instruction will be provided to the approximately 200 teachers of grades three through six who will implement the Elementary Law-Related Program. Orientation to the nature of and rationale for law-related education as well as "hands-on" experience in using the curriculum guide will be given the first day. The second day will provide visitation to anticipated class field-trip sites.

Activities. Preservice workshops for participating teachers at each grade level were scheduled by the project manager. Notices of the workshop arrangements were sent to the teachers and their principals. Included in the arrangements were procedures for obtaining substitute teacher coverage for classes of the participating teachers.

The agenda developed for the initial day of preservice by the project manager included an overview of the ELRE Program, familiarization with the ELRE Resource Guide, involvement in specific classroom activities and an explanation of the evaluation procedures. The agenda for the second day of preservice featured teacher visitations to grade-level field-trip sites and the ELRE Center.

Results and Conclusions. Project records document that two days of preservice instruction were provided for each project teacher new to the project. The initial day of preservice, a workshop conducted by the project manager with the assistance of the ELRE Resource Guide writing team, followed this schedule:

- . November 24, 1981: Third Grade Teachers
- . December 3, 1981: Fourth Grade Teachers
- . December 5, 1981: Nonpublic Teachers
- . December 8, 1981: Fifth Grade Teachers
- . December 10, 1981: Sixth Grade Teachers

TABLE 1

Number of Public and Nonpublic Teachers Participating in
the Center for Elementary Law-Related Program
by Treatment and Grade, 1981-82

<u>Grade</u>	<u>Experimental</u>			<u>Control</u>		
	<u>Public</u>	<u>Nonpublic</u>	<u>Total</u>	<u>Public</u>	<u>Nonpublic</u>	<u>Total</u>
3	39	2	41	14	1	15
4	44	3	47	16	2	18
5	50	3	53	16	2	18
6	45	3	48	13	1	14
Total	178	11	187	59	6	65

TABLE 2

Number of Public and Nonpublic Grades 3-6
Student Receiving Instruction in Elementary
Law-Related Education, 1981-82

<u>Grade</u>	<u>Public</u>	<u>Nonpublic</u>	<u>Total</u>
3	1204	52	1256
4	1377	111	1488
5	1508	119	1627
6	1122	92	1214
Total	5211	374	5585

A total of 164 of the 168 teachers new to the project (98%) attended the initial day of preservice. The teachers rated the quality of the workshop by completing a reaction form. Summaries of teachers' responses will be included with the discussion of Performance Objective 1.

A second day of preservice was arranged for each teacher to visit a field-trip site and the ELRE Center. The schedule for the preservice follows:

- . January 23, 1982: Third Grade Teachers
- . February 8, 1982: Sixth Grade Teachers
- . February 18, 1982: Fifth Grade Teachers
- . February 23, 1982: Fourth Grade Teachers

All project teachers visited at least one of the field-trip sites.

An additional inservice workshop was held for principals of participating schools to inform them of project goals and accomplishments. This workshop was held March 24, 1982.

Process objective 2 was attained.

Process Objective 3

Tests and attitudinal scales will be developed and/or revised for each grade served by the project. Test reliability and validity will be determined.

Activities. A 30-item multiple-choice test of knowledge and a 15-item attitudinal survey was developed to accompany each of the four units of study contained in the ELRE Resource Guide.

The following procedure describes the process used to develop valid items for each of the four 30-item multiple-choice tests.

1. A test-specification chart was designed to serve as a framework for items written to correspond to objectives included in each of the four units of study. (See Appendix B for test-specification charts.)
2. A pool of 4-response multiple-choice test items was written by the project director and the writing team. Technical assistance in item writing was given by the project evaluator.
3. The items were reviewed, and edited by the project evaluator, then compiled into four test documents.
4. The tests were administered to a sample of nonproject classes. An item analysis was conducted by inspection. Faulty items were rewritten.

5. The revised tests were administered to teachers participating in the project inservice workshop. Teacher input regarding test-item revisions and test administration was incorporated into the final test drafts.

Four 15-item attitude surveys were developed in a similar manner. They were designed as self-reporting inventories to measure the extent to which the pupils had feelings of agreement or disagreement toward statements relating to topics included in each of the four units of study.

The process to develop the attitude surveys follows:

1. A series of statements express ranges of opinion toward topics in the units were written and/or compiled by the project manager. Responses were Agree, Not Sure or Disagree.
2. The statements for each unit were reviewed and edited by the project evaluator. (Inappropriate items were discarded or rewritten.) The number of statements was narrowed to approximately 20 per unit.
3. The statements were reviewed by the project writing team. The project manager selected 15-items per unit.
4. The statements were compiled into the four attitude survey documents.

The project-developed knowledge and attitude instruments were administered on a pre/post basis to participating students in grades 3-6 to determine the impact of the ELRE Program. Results obtained from the administration of these instruments are presented in the discussion Performance Objective 2.

Results and Conclusions. A 30-item multiple-choice test of knowledge and a 15-item three-response attitude survey were developed for each of these ELRE Resource Guide units:

- . Rules and Responsibilities
- . Origins of Law
- . Law and Influence In America
- . The Court System

Copies of the four tests may be found in Appendix C. Attitude Surveys are found in Appendix D.

To demonstrate that the knowledge tests possessed content validity, that is, they measured a representative sample of the subject-matter content, test specification charts were used to guide the development of individual items. The charts listed all the objectives of a unit along one side of a grid and then items were constructed to correspond to the objectives. Test items were written at both the knowledge and application level of cognition.

The following factors were additionally addressed by the test developers to help insure that the tests were valid:

1. Clear direction and two examples were printed on the face of each test.
2. Teachers were instructed to read test items aloud to students to decrease the influence of pupils' reading skills on test results. Test administration instructions are included in Appendix E.
3. Test item construction was guided by rules for writing multiple-choice questions contained in the Classroom Test Skills *program.
4. The tests were designed to be of sufficient length to sample all objectives in each unit (30 items).
5. Items were arranged randomly on each test to avoid patterns of difficulty level.
6. The four responses for the multiple-choice items were arranged in alphabetical order to avoid placing the correct answer in an identifiable pattern of responses.

The reliability coefficient was calculated for each test to determine how consistent the scores would be from one measurement to another. The split-half method was used on the post-test scores. This method correlated the scores on one half of the test items to the other half. A high correlation (1.0 being the maximum possible value) between scores on the two halves of a test denotes the equivalence of the two halves and consequently the adequacy of the sampling of items. To assist in computation, the RELIABILITY subprogram of the SPSS Statistical Computer Software Package was used to calculate the Spearman-Brown Split-Half Reliability Coefficient.

The split-half reliability coefficients resulting for the four 30-item multiple-choice ELRE tests were:

Rules and Responsibilities	.78
Origins of Law	.76
Law and Influence In America	.80
The Court System	.85

Teacher made-tests commonly have reliabilities somewhere between .60 and .85. Because all of the coefficients calculated for the four tests fall in the high half of this range of scores, the tests may be judged to be reliable.

Process objective 3 was attained.

*A locally developed Title IV-C inservice program to assist teachers in the preparation, use and analysis of classroom tests.

Performance Objective 1

Following the completion of the Center's orientation training program, participating grade 3-6 teachers will indicate a 4.00 mean rating, based on a one to five rating scale, for all items included on a locally constructed rating questionnaire developed to measure the effectiveness of the training activities.

Activities. The rating instrument developed to measure the effectiveness of the 1980-81 preservice training sessions for field-test teachers was used to measure the attainment of this objective. (A copy of the workshop rating sheet may be found in Appendix F.) This instrument listed ten items regarding the quality, purpose and style of the workshop. Teachers were asked to indicate their impression of the inservice workshop by responding to the 10 items on a 1-5 rating scale, 5 representing the most positive rating. They were additionally asked to list commendable points, recommendations for improvement and other comments regarding the workshop sessions.

Because there were workshops held for teachers of each grade-level, third through sixth, and non-public participating teachers, the instrument was administered and tallied separately for each of the five groups.

Results and Conclusions. A total of 156 teachers completed the rating sheet at the conclusion of the five inservice workshops. For each of the 5 workshops all items received mean ratings exceeding the 4.0 minimum specified for objective attainment. The average rating by the 156 teachers across all ten items was 4.68. Appendix F includes summaries of the mean ratings for each of the five workshops as well as the total ratings of all teachers. Additionally, the responses to the open-ended questions regarding commendable points and recommendations are given for a 20% random sample of teachers for each workshop group. These responses were generally favorable and reflected positive contributions from the teacher participants.

Performance objective 1 was attained.

Performance Objective 2

After having participated in the ELRE Center's classroom instructional program, randomly selected samples of grade 3-6 students will evidence significantly great knowledge of law-related information ($p \leq .05$) and attitude toward law-related concepts ($p \leq .05$), than that demonstrated by randomly selected samples of grade 3-6 control students who did not participate in any of the Center's instructional activities during the 1981-82 school year.

Activities. The four project-developed tests and attitude surveys were administered on a pre-post basis to all students at each grade level receiving service from the ELRE program. The tests and surveys were additionally administered to a random sample of classes not participating in the project who served as the control group. All pre tests were administered by classroom teachers in January, 1982. Post testing took place in May, 1982. Tests and surveys were submitted to the project evaluator for processing, scoring and analysis.

Results and Conclusions. For analysis purposes, pre and post scores on the knowledge tests and attitude surveys were selected for students at each grade level whose 7-digit pupil identification number ended in the numbers 5 and 7. This selection process provided a random sample of approximately 20% of the total number of project participants who were present for the administration of both the pre and post measurement instruments.

Pre/post knowledge and attitude results were analyzed at each grade level by comparing year-end total scores of the experimental and control groups to determine whether the treatment had a differential effect on the group. The basic statistic used to analyze the data was the analysis of covariance (ANCOVA). This technique analyzed the group differences on the dependent variable, post scores, by using the pre scores as the covariate to adjust for initial group differences. To assist in computation, the SPSS Statistical Computer Software Package was used for the analysis of covariance.

Table 3, page 11, presents a summary of the pre and post mean scores for the 30-item tests of knowledge by grade and treatment. The significance of the ANCOVA is given by grade. Also indicated on this table are the deviations from the predicted post scores based on the pre scores. A discussion of the test results by grade follows:

Third Grade Test: "Rules and Responsibilities." The post test mean score of the experimental group (22.64) was significantly higher ($p < .001$) than that (20.41) of the control group based on a one way analysis of covariance design. (See Appendix G for the ANCOVA table.) The estimated F value of 20.626 ($df=1,199$) indicates that the treatment, project participation, had an impact on students' scores on the "Rules and Responsibilities" test. Examination of the deviation from the predicted post score based on the pre score, shows that the experimental group mean score increased by .60, while the control group decreased by 2.70. This is further evidence that the treatment had an impact.

Fourth Grade Test: "Origins of Law." The post test mean score of the experimental group (17.36) was significantly higher ($p < .001$) than that (12.91) of the control group based on a one way analysis of covariance design (see Appendix H). The estimated F value of 48.073 ($df=1,230$) indicates that treatment had an impact on students' scores on the "Origins of Law" test. This impact is further reinforced by the experimental group's increase of 1.15 from the predicted post score mean while the control group decreased 3.59.

TABLE 3

30-ITEM TEST OF KNOWLEDGE

ANALYSIS OF COVARIANCE

Grade	Treatment	N	Pre Score \bar{X}	Post Score \bar{X}	Deviation from Predicted Post Score	F-value	p (significant)
3	Experimental	165	17.81	22.64	0.60	20.626	0.001
	Control	37	19.78	20.41	-2.70		
4	Experimental	177	10.93	17.36	1.13	48.073	0.001
	Control	56	11.91	12.91	-3.59		
5	Experimental	221	12.81	17.11	0.28	8.212	0.005
	Control	22	14.73	15.05	-2.84		
6	Experimental	193	11.36	16.97	0.86	38.008	0.001
	Control	42	12.00	12.79	-3.94		

Fifth Grade Test: "Law and Influence in America." The post test mean score of the experimental group (17.11) was significantly higher ($p < .005$) than that (15.05) of the control group based on a one way analysis of covariance design (see Appendix I). The estimated F value of 8.212 ($df=1,240$) indicates that the treatment had an impact on students' scores on the "Law and Influence in America" test. Additionally, the post score mean for the experimental group was .28 higher than predicted, while it was 2.84 lower for the control group.

Sixth Grade Test: "The Court System." The post test mean score for the experimental group (16.97) was significantly higher ($p < .001$) than that (12.79) of the control group based on a one way analysis of covariance design (see Appendix J). The estimated F value of 38.008 ($df=1,232$) indicates that the treatment had an impact on students' scores on "The Court System" test. As with the preceding grades, the post score mean was higher (.86) than the predicted, while the control group was lower (-3.94).

Table 4, page, 13, presents a summary of the pre and post mean scores for the 15-item attitude surveys by grade and treatment. The significance of the ANCOVA is given by grade. Additionally, the deviations from the predicted post scores, based on the pre scores, are indicated on Table 4. It is important to note when examining scores on this table that the preferred pre-to-post trend on the attitude survey, to signify increased agreement, is a decrease in mean score. This is because the responses on the attitudinal scale were weighted: Agree = 1; Not Sure = 2; Disagree = 3.

A discussion of the survey results by grade follows.

Third Grade Survey: "Rules and Responsibilities." The post survey mean score of the experimental group (18.59) was significantly lower ($p < .019$) than that (20.03) of the control group based on a one way analysis of covariance design. (See Appendix K for the ANCOVA table.) The estimated F value of 5.639 ($df=1,123$) indicates that the treatment had an impact on students' scores on the "Rules and Responsibilities" attitude survey. Examination of the deviation from the predicted post score, based on the pre score, shows that the experimental group mean score decreased by .41, while the control group increased by 1.20. This is further evidence that the treatment had an impact.

Fourth Grade Survey: "Origins of Law." The post survey mean score of the experimental group (23.04) was not significantly lower than that (24.33) of the control group based on a one way analysis of covariance design (see Appendix L). The estimated F value of 1.688 ($df=1,199$) indicates that project participation did not have a significant ($p < .005$) impact on students' scores on the "Origins of Law" attitude survey. Examination of the deviation from the predicted post score, however, reveals that the mean score of the experimental group decreased by .17, while the control group increased by .60. This trend in the scores indicated that the treatment had an impact, but not enough to be significant at the specified level of statistical significance.

TABLE 4

15-ITEM SURVEY OF ATTITUDE

ANALYSIS OF COVARIANCE

Grade	Treatment	N	Pre Score \bar{X}	Post Score \bar{X}	Deviation from Predicted Post Score	F-value	P (significant)
3	Experimental	94	21.01	18.59	-0.41	5.639	0.019
	Control	32	20.66	20.03	1.20		
4	Experimental	157	24.55	23.04	-0.17	1.688	0.195*
	Control	45	25.56	24.33	0.60		
5	Experimental	164	22.92	21.04	-0.14	1.846	0.176*
	Control	42	23.45	22.02	0.55		
6	Experimental	153	25.28	23.64	-0.20	4.316	0.039
	Control	38	24.89	24.47	0.80		

*Non-significant

Fifth Grade Survey: "Law and Influence in America." The post survey mean score of the experimental group (21.04) was not significantly ($p \geq .005$) lower than that (22.02) of the control group based on a one way analysis of covariance design (see Appendix M). The estimated F value of 1.846 ($df=1,203$) indicates that project participation did not have a significant impact on students' scores on the "Law and Influence in America" attitude survey. As true of grade four, the deviation from the predicted post score decreased (-.14) for the experimental group while it increased (.55) for the control group. Again, this trend indicated that the treatment had an impact, but not enough to be significant at the specified level of statistical significance.

Sixth Grade Survey: "The Court System." The post survey mean score of the experimental group (23.64) was significantly ($p > .039$) lower than that (24.47) of the control group based on a one way analysis of covariance design (see Appendix N). The estimated F value of 4.316 ($df=1,188$) indicates that the treatment had an impact on students' scores on "The Court System" attitude survey. This impact is reinforced by the decrease (-.70) of the experimental group and increase (.80) of the control group on this deviation from predicted post scores.

Performance objective 2 was attained for the 30-item knowledge tests in grades 3,4,5 and 6 for the 15-item attitude surveys in 3 and 6. The objective was not attained for the attitude surveys in grades 4 and 5.

III. SUPPLEMENTAL FINDINGS

In addition to conducting the activities necessary to accomplish the proposed objectives, the project staff implemented several other activities which enhanced the program services. Included among these activities were the initiation of the "Adopt-A-Class Program," the preparation of a model lesson on video tape and reconvening of the ELRE Advisory Board. A brief discussion of each of these services follows.

Adopt-A-Class Program. The "Adopt-A-Class Program" was a collaborative effort of the Bar Association of Greater Cleveland and the ELRE Program to develop liaison between persons in the legal profession and elementary school staff. The program aimed to identify attorneys who would volunteer to visit classes and serve as resource persons to classroom teachers. An initial meeting was conducted in March, 1982 to give the 51 participating lawyers and teachers the opportunity to meet and match areas of interest that would best serve the ELRE program. (See Appendix for a list of lawyers and teachers in the program.) The meeting was hosted by the Greater Cleveland Bar Association. The "Adopt-A-Class Program" will be continued during the 1982-83 school year.

Model Lesson Video Tape. To demonstrate types of activities that can emanate from follow-up lessons included in the ELRE Resource Guide, a video tape was prepared to illustrate one approach. This was a representation of the "mock civil trial" suggested in lesson 4 of the sixth grade unit, The Court System. The class of Elizabeth McLeroy, Gordon Element y School, developed scripts for the key participants

in a trial and then acted out the parts. Prior to the video tape preparation, the class presented the mock trial for parent groups at the school districts's Parent Awareness Center. This video tape is available for use by other sixth grade classes in conjunction with The Court System Unit.

Advisory Board. The ELRE Program continued to have the broad-based support of an advisory board representing social agencies, law enforcers, the legal profession and the courts. Membership on the ELRE Advisory Board includes:

The Bar Association of Greater Cleveland
 The Department of Youth Services
 The Woman's Auxiliary of the Greater Cleveland
 Bar Association
 The Cleveland Police Department--Community
 Relation Division
 The Cuyahoga County Juvenile Court--Citizens'
 Advisory Board
 The Municipal Courts

The board met in October 1981, to review ELRE accomplishments and plans for the ensuing school year. The ELRE Advisory Board has pledged to continue its support to the program. (A list of members is found in Appendix D.)

IV. SUMMARY AND RECOMMENDATIONS

The general aims of the project for the project for the 1981-82 school year were to implement the ELRE Program in 200 classrooms of grades 3-6, to develop student knowledge and attitude evaluation instruments and to measure the impact of the program on students based on a pretest-posttest experimental-control group design. To achieve these aims, three process objectives and two product objectives were proposed. Responsibility for implementing the ELRE program rested with the project manager assisted by a part-time clerk.

Major achievements of the Elementary Law-Related Education Program resulting from the attainment of objectives included the following:

- . A total of 5,585 pupils from grades 3,4,5 and 6 received classrooms instruction in elementary law-related education.
- 5,211 pupils from the Cleveland Public Schools
- 374 pupils from non-public schools in Cleveland
- . All pupils participated in a field-trip to a site selected to enhance their classroom instruction in law-related education

- . A total of 189 teachers implemented the ELRE Program in their classrooms.
 - 168 teachers new to the project
 - 21 teachers participating for a second year
- . Inservice workshops were provided for all teachers new to the project.
- . A valid and reliable 30-item test was developed for each of the four units of educational materials.
- . Pupils in grades 3,4,5 and 6 demonstrated significant gains in scores on the knowledge tests after project participation.
- . A 15-item attitude survey was developed to accompany each unit of educational materials.
- . Pupils grades 3 and 6 demonstrated significant positive increases in scores on the attitude surveys after project participation.
- . A center for Elementary Law-Related Education was established at Emile B. DeSauze Elementary School.
- . A process for circulating supplementary educational materials housed at the ELRE Center was established and maintained.
- . The "Adopt-A-Lawyer" program was established in collaboration with the Bar Association of Greater Cleveland.
- . The ELRE Advisory Board was reconvened and met once during the school year.
- . A video tape demonstration lesson was prepared.
- . Proposals for additional program funding were developed.
- . Information regarding the project was disseminated at local and national Bar Association meetings and in a national education publication. (See Appendix Q.)

The ELRE Program has succeeded in attaining virtually all of the objectives proposed for the 1981-82 phase of the project. Several recommendations presented below could, however, serve to refine the program. Those recommendations to project staff are:

- . Placing the ELRE Center in a school more centrally located than Emile B. DeSauze to facilitate accessibility for teachers in all geographic areas of the school district.

- . Verifying that all terms in the ELRE Resource Guide lessons are defined in the accompanying unit glossary.
- . Developing a guide for legal professionals to use in adapting legal concepts and vocabulary to the appropriate interest level of elementary students.
- . Modifying the inservice program for teachers so that it can either be a self-instructional modular package or incorporated into existing time allocations, such as faculty meetings.
- . Increasing the number of educationally valid field-trip sites for each ELRE Resource Guide unit.
- . Exploring how the financial responsibility of the student field-trip program could be shared with other units of the school district, such as the Division of Cooperation with Business, Labor, Universities, and Cultural Institutions.
- . Expanding the awareness program for parents and community members in law-related education.

An additional recommendation to the Department of Curriculum and Instruction is to consider the ELRE Program for incorporation into the educational design of the school district.

On August 26, 1982, the Cleveland Board of Education adopted a policy describing the conditions under which an experimental or innovative program may be considered for adoption as a permanent component of the instructional program. (See Appendix R for a copy of the policy.) After nearly three years of developmental work, data document that the Elementary Law-Related Program fulfills at least four of the five conditions for adoption included in the policy. Those four met conditions are:

- . Clearly identified student needs have been addressed.
- . Evaluation procedures have shown the program produced positive results.
- . Appropriate personnel are available.
- . It has been determined that the program is replicable.

The one remaining unmet condition to be addressed in order for the ELRE Program to become a permanent component of the instructional program is:

- . It has been determined that any district resources (including time) necessary to support the program are available.

Consideration should be given by the school district to allocating funds so that the ELRE Program would be incorporated in to the educational design.

APPENDIX A
CLEVELAND SCHOOL DISTRICT
ELEMENTARY LAW-RELATED EDUCATION
1981-1982
Participating Schools

EXPERIMENTAL SCHOOLS

Adams/Rhodes Cluster

Mount Pleasant
William C. Bryant
William R. Harper
Woodland Hills

Collinwood Cluster

Euclid Park
Henry W. Longfellow
Kenneth W. Clement
O.H. Perry

East Cluster

Case
Daniel E. Morgan
Fundamental Education Center
Kentucky
Margaret Ireland
Wade Park

East Tech/South Cluster

Miles Park
Mound
Tremont
Warner

Glenville/Lincoln-West Cluster

Charles H. Lake
Chesterfield
Orchard
Stephen E. Howe
Walton

John Hay/West Tech Cluster

Almira
Gordon
Harvey Rice
Mary M. Bethune
Watterson-Lake

Kennedy/Marshall Cluster

Adlai Stevenson
Andrew J. Rickoff
Emile B. DeSauze
Gracemount
Moses Cleveland
Verda Brobst

Nonpublic

Luther Memorial
St. Catherine
St. Mark
Urban Community

CONTROL SCHOOLSAdams/Rhodes Cluster

Mount Pleasant
Paul Revere
Woodland Hills

Collinwood Cluster

Henry W. Longfellow
Iowa-Maple

East Cluster

Daniel E. Morgan
Wade Park

East Tech/South Cluster

Miles Park
Warner

Glenville/Lincoln-West Cluster

Charles H. Lake
Stephen E. Howe

John Hay/West Tech Cluster

Almira
Mary M. Bethune

Kennedy/Marshall Cluster

Adlai Stevenson
Brooklawn
Emile B. DeSauze
Verda Brobst

Nonpublic

Luther Memorial
Our Lady of Perpetual Help

APPENDIX B
Test Specification Chart

Grade <u>3</u>		Unit: <u>Rules and Responsibilities</u>	
<u>Lesson Objectives</u>	<u>Item Numbers</u>		<u>Total</u>
	<u>Knowledge</u>	<u>Application</u>	
1	15,19	17	3
2		16	1
3	1,13	26,27,29,30	6
4	11,12	8	3
5		6,23	2
6		10	1
7	3		1
8	9		1
9	28		1
10	4	5	2
11	2		1
12	7	20	2
13		21,22	2
14		24	1
15	14		1
16	18	25	2
	<hr/>	<hr/>	<hr/>
TOTAL NO. OF ITEMS	14	16	30

APPENDIX B (continued)

Test Specification Chart

Grade <u>4</u>		Unit: <u>Origins of Law</u>	
<u>Lesson Objectives</u>	<u>Item Numbers</u>		<u>Total</u>
	<u>Knowledge</u>	<u>Application</u>	
1	3,6,8,10,17	19	6
2		5	1
3	4,26	11	3
4	16,18,21,23,24,27		6
5	14	20	2
6	12	25,29	3
7	1,19,15,22		4
8	2,7,13,28	30	5
TOTAL NO. OF ITEMS	23	7	30

APPENDIX B (continued)
 Test Specification Chart

Grade <u>5</u>		Unit: <u>Law and Influence In America</u>	
<u>Lesson Objectives</u>	<u>Item Numbers</u>		<u>Total</u>
	<u>Knowledge</u>	<u>Application</u>	
1	4,10	19	3
2	1,25	8,26	4
3		9,13	2
4	16	28	2
5	7,24		2
6	2,14	17	3
7	21	30	2
8	3,12,29		3
9	6,23		2
10	5,11		2
11	5,18,20		3
12	27	22	2
	<hr/>	<hr/>	<hr/>
TOTAL NO. OF ITEMS	21	9	30

APPENDIX B (continued)

Test Specification Chart

Grade <u>6</u>		Unit: <u>The Court System</u>	
<u>Lesson Objectives</u>	<u>Item Numbers</u>		<u>Total</u>
	<u>Knowledge</u>	<u>Application</u>	
1	1,2,3,17,21		5
2	7,9	16	3
3	4,5,11,15,24		5
4	20	13,26	3
5	8,6,12		3
6	(No test items were prepared for this role-playing activity.)		
7	18,19,28,30		4
8	22	29	2
9		23	1
10	7,14		2
11	25,27		2
TOTAL NO. OF ITEMS	25	5	30

CLEVELAND PUBLIC SCHOOLS
DIVISION OF SOCIAL STUDIES

ELEMENTARY LAW-RELATED EDUCATION PROJECT

TEST OF

RULES AND RESPONSIBILITIES

SCORING INFORMATION

<u>Col. No.</u>	<u>Pupil's Name</u> _____	<u>Col. No.</u>
(1)	Grade <u>3</u> School I.D. NO. _____	(2-4)
(5-11)	Pupil I.D. No. _____ H.R. No. _____	(12-14)
(15)		(16)

TEST DIRECTIONS: Read each question carefully. From the choices listed below each questions, choose the one that is the best answer. Draw a circle around the answer.

Examples

1. What person is responsible for the health need of pupils?

- 1) assistant principal
- 2) clerk
- 3) safety patrol
- 4) school nurse

2. To require someone to obey a rule is to _____?

- 1) cooperate
- 2) decide
- 3) enforce
- 4) respect

Department of Research, Development and Evaluation

November, 1981

© 1981 Cleveland City School District

RULES AND RESPONSIBILITIES

DIRECTIONS: Read each question carefully. From the choices listed below each question, choose the one which is the best answer. Draw a circle around the answer.

1. What person makes rules for everyone in the school to follow?

- 1) Classroom teachers
- 2) Office Clerk
- 3) Principal
- 4) Students

5. What is another word for responsibility?

- 1) cooperation
- 2) duty
- 3) justice
- 4) respect

2. What does being responsible mean?

- 1) acting kindly
- 2) being friendly
- 3) doing whatever you choose
- 4) doing what you think is right

6. Many stores have a rule that everyone must wear shoes. Why is this a store rule?

- 1) People may cut their feet.
- 2) People will buy shoes.
- 3) The floors are cold.
- 4) The store will smell bad.

3. When should rules for a new game be given?

- 1) at recess
- 2) after the game
- 3) before the game
- 4) during the game

7. What is the power to enforce rules called?

- 1) attitude
- 2) authority
- 3) respect
- 4) responsibility

4. Which word means the way you feel about something?

- 1) attitude
- 2) decision
- 3) penalty
- 4) respect

8. What person on the school staff is responsible for maintaining the building?

- 1) clerk
- 2) custodian
- 3) principal
- 4) teacher

GO

9. What can be said about the following rule?

RULE: Everyone walk on the ceiling of the bus.

- 1) It is easy.
- 2) It is fair.
- 3) It is not possible.
- 4) It is a good rule.

10. Amy taught Sam a new game. Sam lost because Amy made a new rule in the middle of the game. Sam thinks he was treated unfairly. Why?

- 1) Amy is a better player.
- 2) Amy changed the rules.
- 3) Amy should let him win.
- 4) He is smaller than Amy.

11. It is the job of the school safety patrol to help the _____?

- 1) custodian
- 2) librarian
- 3) satellite cook
- 4) students

12. Which of the following people has the most authority in a school?

- 1) custodian
- 2) students
- 3) teacher
- 4) principal

13. Why do we have rules at school?

- 1) to help the principal
- 2) to protect everyone
- 3) to punish students
- 4) to satisfy teachers

14. What does it mean if you have a preference for doing something?

- 1) You like one thing better than something else.
- 2) You are afraid to do something.
- 3) You don't want to do anything.
- 4) You like doing two things. (33)

15. Another word for need is _____?

- 1) necessity
- 2) neglect
- 3) neutral
- 4) normal (34)

16. What is the best reason for this rule?

RULE: Go straight home after school.

- 1) to eat a snack
- 2) to keep parents from worrying
- 3) to have time to play
- 4) to watch T.V. (35)

17. Which of the following is the best reason for having rules?

- 1) to keep safe and get along with others
- 2) to help get good grades
- 3) to help us think about working
- 4) to tell us about other people (36)

18. To destroy property on purpose is to _____?

- 1) enforce
- 2) litter
- 3) violate
- 4) vandalize (37)

19. What are regulations for conduct called?

- 1) actions
- 2) games
- 3) habits
- 4) rules

20. Which of the following children is showing irresponsible behavior?

- 1) Art fed the dog before going to the park.
- 2) Bert hung up his clothes before going to bed.
- 3) Candy played the radio loudly while grandfather slept.
- 4) Darla washed her hands before eating.

21. Students were told by lunch-aides to follow this rule.

RULE: Remain in your seats.

A few students slipped out of their seats behind the lunch aides back.

What are these students doing?

- 1) cooperating with the rule
- 2) disobeying the rule
- 3) telling their friends the rule
- 4) understanding the rule

22. Jerry, Bill and Joe went out for Halloween. Jerry put soap on windows. Bill threw stones at a cat. What could Joe do to show he was a responsible person?

- 1) ask them to stop
- 2) eat all the candy
- 3) throw eggs at cars
- 4) tell his friends

23. Some shopping carts have been run over and broken in the parking lot of the supermarket. What is the best thing for the supermarket to do?

- 1) Buy more shopping carts.
- 2) Fix the broken shopping carts.
- 3) Get rid of the shopping carts.
- 4) Make it a rule that shopping carts cannot leave the store.

24. Sally is on the Safety Patrol. She never reports her friends who disobey rules to the teacher. What word describes Sally's actions?

- 1) friendly
- 2) irresponsible
- 3) responsible
- 4) safe

25. Which of the following is always an act of vandalism?

- 1) erasing the chalkboard
- 2) painting a chair
- 3) throwing stones at cars
- 4) washing the dog

26. Where are you most likely to hear this rule?
RULE: Step up in a single line and fill the rear seats first.

- 1) gym class
- 2) classroom
- 3) media center
- 4) school bus

GO

27. What person at a school may make this rule?

RULE: Books are to be returned on time.

- 1) class officer
- 2) gym teacher
- 3) media specialist
- 4) office clerk

(46)

28. In making a rule, it is important that the rule is enforceable and clearly understood. Choose another important ingredient of a good rule.

- 1) It must be followed.
- 2) It must be hard to follow.
- 3) It must be written in ink.
- 4) It must have a penalty for breaking it.

(47)

29. Bobby was shouting and yelling while working with his partner. What should Bobby do so he will not disturb others.

- 1) Go to another classroom.
- 2) Make his partner listen to him.
- 3) Move to the back of the class.
- 4) Use a quiet voice while talking.

(48)

30. The children in a reading group talked about several stories to read. They finally made up their minds to read The Cat in the Hat. What did the children do?

- 1) Bought new book.
- 2) Made a group decision.
- 3) Made a rule.
- 4) Read many books.

(49)

2 1 3

(50-52)

STOP

ORIGINS OF LAWS

Col. No.

DIRECTIONS: Read each question carefully. From the choices listed below each question, choose the one which is the best answer. Draw a circle around the answer.

1. What is a collection of laws called?

- 1) code
- 2) compact
- 3) rule
- 4) ward

(20)

2. Most laws in American today are based on _____ ? _____ law.

- 1) Coded
- 2) Common
- 3) Judicial
- 4) Supreme

(21)

3. Who makes laws?

- 1) books
- 2) government
- 3) lawyers
- 4) schools

(22)

4. What name was given to the Puritan laws which limited individuals' private lives?

- 1) Blue Laws
- 2) Canon Laws
- 3) Common Laws
- 4) Gray Laws

(23)

5. Why was the Iroquois Nation formed?

- 1) to build new homes for other tribes
- 2) to make war against other tribes
- 3) to perform ceremonies together
- 4) to settle disagreements among tribes

(24)

6. To require someone to obey a rule is to _____ ? _____.

- 1) cooperate
- 2) decide
- 3) enforce
- 4) respect

(25)

7. What type of law is Canon Law?

- 1) Civil
- 2) Federal
- 3) Religious
- 4) State

(26)

8. To change laws by addition or omission is to _____ ? _____.

- 1) amend
- 2) federate
- 3) repeal
- 4) rule

(27)

GO

9. In the year 1215, the king of England signed a document which limited his power as a King and gave certain guaranteed rights to the people. What was this document called?

- 1) Common Law
- 2) Declaration of Independence
- 3) Magna Carta
- 4) Mayflower Compact

(28)

10. What is another word for repeal?

- 1) accuse
- 2) dispute
- 3) purify
- 4) withdraw

(29)

11. What would have happened in a Puritan colony if a mother kissed her children on the Sabbath day?

- 1) She would be punished.
- 2) The children would return the kiss.
- 3) Townspeople would honor her.
- 4) Nothing would happen.

(30)

12. What is another word for conserve?

- 1) enforce
- 2) gain
- 3) save
- 4) support

(31)

13. What name was given to the first representative group established in America in 1619?

- 1) City Council
- 2) Congress
- 3) General Assembly
- 4) Supreme Court

(32)

14. Which words below gives the meaning of survival?

- 1) becoming older
- 2) gaining energy
- 3) remaining alive
- 4) remaining alert

(33)

15. Early Greeks believed that laws were made by _____?

- 1) a god
- 2) a group of gods
- 3) Hammurabi
- 4) men

(34)

16. Where did the Puritans settle?

- 1) Jamestown, Virginia
- 2) New York, New York
- 3) Salem, Massachusetts
- 4) Valley Forge, Pennsylvania

(35)

17. What is a belief handed down from generation to generation called?

- 1) agreement
- 2) law
- 3) rule
- 4) tradition

(36)

18. What is the finding or decision of a jury called?

- 1) accusation
- 2) guilt
- 3) law
- 4) verdict

(37)

GO

19. Which statement is a rule of conduct?

- 1) Closed on Sunday
- 2) No parking
- 3) Rubbish hauled
- 4) There will be no rain today

(38)

20. Explorers landed on the moon with enough food supplies to last 2 days. They learned it would be 5 days before the spaceship would come to take them home. What should the explorers do?

- 1) eat everything the first day
- 2) eat nothing until the spaceship arrive
- 3) make rules so that food supplies will last
- 4) radio earth for more supplies

(39)

21. What happened to persons living in the Puritan colony who were accused of practicing witchcraft?

- 1) They became doctors for the townspeople.
- 2) They were hanged or burned to death.
- 3) They were honored in the town square.
- 4) They had to pay a fine.

(40)

22. What term refers to the counting of time before Christ lived?

- 1) A.C.
- 2) A.D.
- 3) B.C.
- 4) B.D.

(41)

23. Who decided at witch trials if the accused was guilty or innocent?

- 1) accusers
- 2) judges
- 3) juries
- 4) victims

(42)

24. When did the witchcraft trials take place?

- 1) 1492
- 2) 1692
- 3) 1776
- 4) 1812

(43)

25. In the town of Greenville everyone watered their grass every day. The town was almost out of water because it had not rained for many days. As the leader of Greenville, what do you think would be the best thing for you to do?

- 1) ask the people to be patient
- 2) borrow water from the next town
- 3) make rules to save water
- 4) tell people to solve their own problems

(44)

26. What role of authority did women have in the Iroquois Tribal Councils?

- 1) nominated council members
- 2) made treaties
- 3) removed council members from office
- 4) served as council chiefs

GO

27. What made Puritan colonists think that people were practicing witchcraft?

- 1) Children were dying without reason.
- 2) People were unfriendly and cruel.
- 3) The King of England sent a message.
- 4) Townspeople were frightened on Halloween.

(46)

28. What name was given to the Pilgrims' agreement to make and obey laws?

- 1) Bill of Rights
- 2) Declaration of Independence
- 3) Magna Carta
- 4) Mayflower Compact

(47)

29. Which of the following gives an example of conserving energy?

- 1) borrowing a bicycle
- 2) playing the radio softly
- 3) turning off lights
- 4) watching television

(48)

30. Street Club members chose a person to go to a city council meeting to ask if a law could be passed to get rid of stray dogs. This is an example of what kind of democracy?

- 1) independent
- 2) judicial
- 3) legislative
- 4) representative

(49)

2 1 4

(50-52)

STOP

APPENDIX C (continued)

CLEVELAND PUBLIC SCHOOLS

DIVISION OF SOCIAL STUDIES

ELEMENTARY LAW-RELATED EDUCATION PROJECT

TEST OF

LAW AND INFLUENCE IN AMERICA

SCORING INFORMATION

<u>Col. No.</u>	Pupil's Name _____	<u>Col. No.</u>
(1)	Grade <u>5</u>	School I.D. NO. _____ (2-4)
(5-11)	Pupil I.D. No. _____	H.R. No. _____ (12-14)
(15)		(16)

TEST DIRECTIONS: Read each question carefully. From the choices listed below each question, choose the one that is the best answer. Draw a circle around the answer.

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- 1) assistant principal
- 2) clerk
- 3) safety patrol
- 4) school nurse

2. To require someone to obey a rule is to _____?

- 1) cooperate
- 2) decide
- 3) enforce
- 4) respect

Department of Research, Development and Evaluation

November, 1981

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LAW AND INFLUENCE IN AMERICA

DIRECTIONS: Read each question carefully. From the choices listed below each question, choose the one which is the best answer. Draw a circle around the answer.

1. Which of the words below means to make up your own mind?

- 1) choose
- 2) debate
- 3) decide
- 4) deliberate

2. If you wanted to know what your basic rights are under law, where would you look?

- 1) The Bill of Rights
- 2) Emancipation Proclamation
- 3) The Declaration of Independence
- 4) The Preamble

3. The senate is included in which branch of the government?

- 1) executive
- 2) judicial
- 3) legislative
- 4) secretarial

4. What is a political party platform?

- 1) a place to hold a convention
- 2) a sheet of paper for voting
- 3) a wooden stand for giving speeches
- 4) the party beliefs that become promises

5. For many years black people did not have the right to be seated on a train or bus in the same area with white people. What is this kind of treatment called?

- 1) conservation
- 2) equality
- 3) intergration
- 4) segregation

(24)

6. What is an addition to a law, bill, or constitution called?

- 1) amendment
- 2) compromise
- 3) petition
- 4) reform

(25)

7. Which of the following documents does the President take an oath to defend?

- 1) The Constitution
- 2) The Emancipation Proclamation
- 3) The Declaration of Independence
- 4) The Mayflower Compact

(26)

8. Ten children were elected by their schoolmates to serve on the student council. These representatives will make decisions and rules for the whole school. What kind of decisions will the representatives be making?

- 1) campaign
- 2) individual
- 3) popular
- 4) political

(27)

GO

9. Mrs. Cares decided to vote that money be spent on building houses for senior citizens. What does Mrs. Cares' vote tell about her?

- 1) She doesn't know how to vote.
- 2) She values housing for senior citizens.
- 3) She needs a place to live.
- 4) She is an elderly lady.

10. In a representative democracy, what should be citizens' attitude toward voting?

- 1) It is the duty of every citizen.
- 2) It is necessary only in presidential elections.
- 3) It is a waste of time.
- 4) It is necessary only for senior citizens.

11. What do we call the laws made after the civil war to keep black people from having full rights as citizens of the United States?

- 1) Anti-discrimination laws
- 2) Civil Rights laws
- 3) Jim Crow laws
- 4) Minority laws

12. Under which branch of government is the Supreme Court?

- 1) executive
- 2) judicial
- 3) legislative
- 4) secretarial

13. Johnny admitted that he accidentally broke the teacher's cup. He thought he would be punished; nevertheless he told the truth. Johnny showed that he valued _____?

- 1) beauty
- 2) education
- 3) honesty
- 4) rewards

(32)

14. What are the first ten amendments to the Constitution called?

- 1) The Bill of Rights
- 2) The Emancipation Proclamation
- 3) The Pledge of Allegiance
- 4) The Preamble

(33)

15. Dr. Martin Luther King was sometimes hit and called names as he led civil-rights marches. Why didn't Dr. King tell his marchers to fight back?

- 1) He thought he would go to jail.
- 2) He believed in nonviolence.
- 3) He was afraid of the people.
- 4) He was non-partisan.

(34)

16. The 13 colonies had many arguments and fights among themselves about how government should work. The colonies settled their arguments by each colony agreeing to give up some of the things they were fighting for. What is this called?

- 1) challenge
- 2) compromise
- 3) conflict
- 4) consequence

(35)

GO

17. John Doe was caught setting fire to a neighbor's house. Which document guarantees John Doe's right to a trial?

- 1) The Bill of Rights
- 2) Civil Rights Act
- 3) The Declaration of Independence
- 4) The Pledge of Allegiance

36)

18. Who said, "A person has a moral responsibility to disobey unjust laws"?

- 1) Abraham Lincoln
- 2) John F. Kennedy
- 3) Martin Luther King
- 4) Muhammad Ali

37)

19. Joe Smith promised the voters that the city's school and roads would be repaired and that taxes would be lowered. What do we call these promises?

- 1) campaign slogans
- 2) campaign platform
- 3) civil rights
- 4) due process

38)

20. One way of letting the community know that a business practice is unfair is by refusing to buy or use products made or sold by the business. What is this called?

- 1) ballot
- 2) boycott
- 3) compromise
- 4) conflict

9)

21. What right was guaranteed for U.S. citizens as a result of John Peter Zenger's trial?

- 1) assembly
- 2) press
- 3) religion
- 4) speech

0)

22. How can citizens best influence the actions of government leaders in a democracy?

- 1) following tradition
- 2) forming groups
- 3) saying nothing
- 4) working alone

(41)

23. Sue Jones wanted to vote. When she got to the voting place she was told she would have to pay a voting tax. This is a violation of which amendment?

- 1) 10th
- 2) 14th
- 3) 15th
- 4) 24th

(42)

24. What document provides that each state shall have two senators?

- 1) The Constitution
- 2) The Declaration of Independence
- 3) The Emancipation Proclamation
- 4) The Mayflower Compact

(43)

25. What is a political decision?

- 1) one made by representatives
- 2) one made by individuals
- 3) one that benefits politicians
- 4) one that benefits only voters

(44)

26. Kim made up her mind to do her homework instead of going swimming. What did Kim do?

- 1) had fun
- 2) made a decision
- 3) made a mistake
- 4) took a chance

(45)

27. Women were not allowed to vote in the U.S. until 1920. Who was the woman who led the struggle to gain voting rights for women?

- 1) Florence Nightingale
- 2) Harriet Tubman
- 3) Nancy Franks
- 4) Susan B. Anthony

46)

28. Sandra and Karen have \$3.00 to spend between themselves. Sandra wants to go to a movie. Karen wants to save the money. What is the best thing for them to do?

- 1) bear the consequences
- 2) make a compromise
- 3) save the money
- 4) seek alternatives

47)

29. The presidency is included under which branch of the government?

- 1) executive
- 2) judicial
- 3) legislative
- 4) secretarial

(48)

30. Which phrase best describes what freedom of the press means?

- 1) Anything may be printed.
- 2) Only the truth may be printed.
- 3) Newspapers may be sold.
- 4) Publishing companies may be formed.

(49)

2 1 5

(50-52)

STOP

CLEVELAND PUBLIC SCHOOLS
DIVISION OF SOCIAL STUDIES

ELEMENTARY LAW-RELATED EDUCATION PROJECT

TEST OF

THE COURT SYSTEM

SCORING INFORMATION

<u>Col. No.</u>	Pupil's Name _____	<u>Col. No.</u>
(1)	Grade <u>6</u>	School I.D. NO. <u> </u> <u> </u> <u> </u>
(5-11)	Pupil I.D. No. <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>	H.R. No. <u> </u> <u> </u> <u> </u>
(15)		

TEST DIRECTIONS: Read each question carefully. From the choices listed below each question, choose the one that is the best answer. Draw a circle around the answer.

Examples

1. What person is responsible for the health need of pupils?

- 1) assistant principal
- 2) clerk
- 3) safety patrol
- 4) school nurse

2. To require someone to obey a rule is to _____?

- 1) cooperate
- 2) decide
- 3) enforce
- 4) respect

Department of Research, Development and Evaluation

November, 1981

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THE COURT SYSTEM

DIRECTIONS: Read each question carefully. From the choices listed below each question, choose the one which is the best answer. Draw a circle around the answer.

- | | |
|---|---|
| <p>1. What is the highest court in the land?</p> <p>(20) 1) Federal
 2) Municipal
 3) State
 4) Supreme</p> <p>2. Which of our courts was started in the colonies?</p> <p>(21) 1) Appeals
 2) Federal
 3) Supreme
 4) State</p> <p>3. What are the two court systems in our country?</p> <p>(22) 1) Common Pleas and Municipal
 2) Constitution and Law
 3) Criminal and Appeal
 4) Federal and State</p> <p>4. Who is elected or appointed to decide questions of law in a court case?</p> <p>(23) 1) Bailiff
 2) Clerk
 3) Judge
 4) Lawyer</p> | <p>5. What is the person called who brings legal action against another person?</p> <p>(24) 1) lawyer
 2) plaintiff
 3) spectator
 4) witness</p> <p>6. What is done at an arraignment?</p> <p>(25) 1) bond is set
 2) indictment is read
 3) judge is assigned
 4) all of the above</p> <p>7. After running away from home, 12 year old T.J. was found by the police. To which court division would T.J. be taken?</p> <p>(26) 1) Criminal
 2) General
 3) Juvenile
 4) Traffic</p> <p>8. What is the decision called that is made by a judge or jury at the end of a trial?</p> <p>(27) 1) evidence
 2) testimony
 3) trial
 4) verdict</p> |
|---|---|

GO

9. To what court would a couple go to get a marriage license?

- 1) Civil
- 2) Housing
- 3) Juvenile
- 4) Probate

(28)

10. What is a testimony in a court trial?

- 1) decision made by a jury
- 2) evidence given under oath
- 3) negotiations made before trial
- 4) order issued to appear in court

(29)

11. How many persons usually serve on a jury in a Common Pleas Court?

- 1) 8
- 2) 10
- 3) 12
- 4) 14

30)

12. What are the facts which are presented in a case called?

- 1) defense
- 2) evidence
- 3) perjury
- 4) verdict

31)

13. I saw a man snatch Mrs. Toth's purse. I am going to appear in court today to tell what I saw. Who am I?

- 1) defendant
- 2) judge
- 3) lawyer
- 4) witness

32)

14. In which of the steps leading to a criminal trial would "plea bargaining" possibly take place?

- 1) Arraignment
- 2) Grand Jury Hearing
- 3) Police Station Booking
- 4) Pre-Trial Meeting

(33)

15. What is lying under oath called?

- 1) defense
- 2) due process
- 3) perjury
- 4) precedent

(34)

16. Which of the following crimes would be considered a misdemeanor?

- 1) driving through a red light
- 2) killing a store owner
- 3) robbing and beating an elderly person
- 4) setting fire to a warehouse

(35)

17. Which court system would settle disagreements between two states?

- 1) Colonial
- 2) Federal
- 3) Municipal
- 4) State

(36)

18. Which of the following is used to select names of possible jurors?

- 1) census lists
- 2) city directory
- 3) telephone book
- 4) voter registration

(37)

19. What is the jury-selection process called?

- 1) defacto
- 2) dejure
- 3) deja vu
- 4) voir dire

(38)

20. What court official assists the judge in keeping order in the court?

- 1) bailiff
- 2) clerk
- 3) foreman
- 4) lawyer

(39)

21. A request to a higher court to correct an error of a lower court is called _____?

- 1) an appeal
- 2) a claim
- 3) a statute
- 4) a verdict

(40)

22. Which kind of evidence should not be used alone, even though it may be true.

- 1) circumstantial
- 2) direct
- 3) material
- 4) perjury

(41)

23. Two policemen saw Bill take stolen property into his house. Before the police could go in and take the property, they had to go to a judge. What did the judge have to give them?

- 1) arrest warrant
- 2) indictment
- 3) preliminary hearing
- 4) search warrant

(42)

24. I am in court today because I have been accused of a crime. Who am I?

- 1) attorney
- 2) defendant
- 3) plaintiff
- 4) witness

(43)

25. What name is given to the money awarded a person as compensation for loss or injury?

- 1) bail
- 2) damages
- 3) ordinances
- 4) suit

(44)

26. My bicycle was stolen. I want the person who stole it to be put in jail. Who am I?

- 1) attorney
- 2) defendant
- 3) judge
- 4) plaintiff

(45)

27. The basic standard of fairness used to assure protection of individual rights is called _____?

- 1) civil service
- 2) cross examination
- 3) due process
- 4) plea bargaining

(46)

28. What is a subpoena?

- 1) a law to protect rights
- 2) a lie under oath
- 3) an order to appear in court
- 4) the authority to make legal decisions

(47)

GO

29. What are the two most reliable kinds of evidence?

- 1) circumstantial and direct
- 2) direct and material
- 3) material and circumstantial
- 4) perjury and circumstantial

48)

30. Who usually reads the jury's verdict to the court?

- 1) court reporter
- 2) foreman
- 3) judge
- 4) lawyer

(49)

STOP

ELEMENTARY LAW-RELATED PROJECT

Attitude Survey

"Rules and Responsibilities"

Name _____

(1) Grade 3 School I.D. No. _____ (2-4)
 (5-11) Pupil I.D. No. _____ H.R. No. _____ (12-14)

We would like to know how you feel about rules and responsibilities.
 Blacken in the circle with a pencil to show how you feel. Fill in
 only one circle for each question. Have Fun!

		<u>Agree</u>	<u>Not Sure</u>	<u>Disagree</u>
(15)	1. Families need rules.	1. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(16)	2. Rules are made to punish people.	2. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(17)	3. Games need rules.	3. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(18)	4. Rules help keep us safe at school.	4. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(19)	5. Responsible people follow rules.	5. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(20)	6. I wish we didn't have rules.	6. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(21)	7. Rules on buses keep us safe.	7. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(22)	8. Teachers should enforce school rules.	8. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(23)	9. We should help other people follow rules.	9. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(24)	10. People in authority don't have to follow rules.	10. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(25)	11. We should obey only the rules we like.	11. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(26)	12. We should respect people in authority.	12. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(27)	13. Parents make rules to help their children.	13. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(28)	14. Learning about rules is a waste of time.	14. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(29)	15. Teachers should enforce school rules.	15. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30-32) 2 2 3

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ELEMENTARY LAW-RELATED PROJECT

Attitude Survey

"Origins of Law"

Name _____

(1) Grade 4 School I.D. No. _____ (2-4)
 (5-11) Pupil I.D. No. _____ H.R. NO. _____ (12-14)

We would like to know how you feel about origins of law. Blacken in the circle with a pencil to show how you feel. Fill in only one circle for each question. Have Fun!

		Agree	Not Sure	Disagree
(5)	1. All laws are bad.	1. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(6)	2. Rules help people live together peacefully.	2. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7)	3. Everyone needs to understand why we have laws.	3. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8)	4. Laws should never be changed.	4. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(9)	5. Learning about early laws helps me understand today's laws.	5. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(10)	6. Rules are necessary for survival.	6. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(11)	7. Governments need laws.	7. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2)	8. Learning about laws is a waste of time.	8. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3)	9. Rules permit people to be treated fairly.	9. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4)	10. The Indian Tribal Councils were wise to include women.	10. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(5)	11. Rules can keep people from being wasteful.	11. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(6)	12. People should obey only printed rules.	12. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7)	13. Laws long ago were better than today's laws.	13. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8)	14. Rules help guide people's behavior.	14. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(9)	15. Ancient laws treated people more fairly than today's laws do.	15. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0-32) 2 2 4

ELEMENTARY LAW-RELATED PROJECT

Attitude Survey

"Laws and Influence In America"

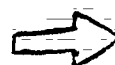
Name _____

(1) Grade 5 School I.D. No. (2-4)(5-11) Pupil I.D. No. H.R. No. (12-14)

We would like to know how you feel about laws and influence in America. Blacken in the circle with a pencil to show how you feel. Fill in only one circle for each question. Have Fun!

			Agree	Not	Sure	Disagree
(15)	1.	I understand why we have laws.	1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(16)	2.	No one should experience discrimination.	2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(17)	3.	Voting is a waste of time.	3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(18)	4.	Making decisions is easy.	4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(19)	5.	The best way to settle disagreements is to compromise.	5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(20)	6.	I can help change laws.	6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(21)	7.	People should <u>not</u> have to obey unfair laws.	7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(22)	8.	Newspapers should print only the truth.	8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(23)	9.	Everyone should be given fair treatment under the laws.	9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(24)	10.	People should vote only in presidential elections.	10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(25)	11.	It is best to vote by secret ballot.	11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(26)	12.	Only college graduates should run for political office.	12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(27)	13.	It's important to understand laws.	13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(28)	14.	Laws should never be changed.	14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(29)	15.	Equal rights should not be denied people because of their sex.	15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ELEMENTARY LAW-RELATED PROJECT



Attitude Survey

"The Court System"

Name _____

(1) Grade 6 School I.D. No. (2-4)(5-11) Pupil I.D. No. H.R. No. (12-14)

We would like to know how you feel about the court system. Blacken in the circle with a pencil to show how you feel. Fill in only one circle for each question. Have Fun!

		Agree	Not Sure	Disagree
(15)	1. Courts help people.	1. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(16)	2. It's <u>not</u> important to know about the different types of courts.	2. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(17)	3. Courts trials are scary.	3. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(18)	4. Courts are needed to settle disputes.	4. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(19)	5. Jurors should be responsible people.	5. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(20)	6. I would like to be a lawyer.	6. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(21)	7. Anyone can be a judge.	7. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(22)	8. I would like to serve on a jury.	8. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(23)	9. Witnesses should take an oath to tell the truth.	9. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(24)	10. A court trial is a waste of time.	10. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(25)	11. All citizens should know about "due process" under the law.	11. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(26)	12. I would like to be a judge.	12. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(27)	13. It is important to learn about our court system.	13. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(28)	14. All citizens should have the responsibility to see that the judicial system works fairly.	14. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(29)	15. I would <u>never</u> want to be a witness in a trial.	15. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ELEMENTARY LAW-RELATED EDUCATION

Enclosed: 30-item Multiple-Choice Test (35 copies)
15-item Attitude Survey (35 copies)

ADMINISTRATION OF TEST

When: Week of January 11, 1982

Procedure:

1. Distribute a test copy to each pupil.
2. Assist pupils in completing the Scoring Information (I.D., H.R., etc.)
3. Review examples and procedures for answering.
4. Read each test item (including responses) aloud to pupils. Allow time for student to respond before reading the next question. Administer entire test in one sitting.
5. Do not answer any questions regarding the test items. Do not give hints to the correct response.
6. Collect tests for return to the Department of Research, Development and Evaluation. Do not score tests.

ADMINISTRATION OF ATTITUDE SURVEY

When: Week of January 11, 1982 (Need not be administered on same day as test.)

Procedure:

1. Distribute a survey to each pupils.
2. Assist pupils in completing in Scoring Information (I.D., H.R., etc.)
3. Read directions to pupils. Be sure pupils understand that there are no right or wrong answers to these items.
4. If necessary, read each item to pupils.
5. Collect surveys for return to the Department of Research, Development and Evaluation.

RETURN OF TEST AND ATTITUDE SURVEY

*Return all completed and unused tests and attitude surveys by January 20, 1982 to:

Dr. Barbara Chambers, Room-600S
Cleveland Board of Education
1380 East Sixth Street
Cleveland, Ohio 44114

*Public school teachers by school mail;
Non-public School teachers by U.S. mail

THE ELEMENTARY LAW-RELATED EDUCATION PROJECT

Inservice Workshop
Emile B. deSauze School
November 24, 1981
3rd Grade Teachers (N=34)

Directions: Please give your impressions of today's session by circling the number along each continuum which most closely represents your feelings concerning each item. Note that a "5" represents the most positive response, while a "1" represents the most negative response.

MODE OF PRESENTATION WAS APPROPRIATE	5	(4.5)	3	2	1	MODE WAS NOT APPROPRIATE
SEQUENCE OF PRESENTATION WAS APPROPRIATE	5	(4.4)	3	2	1	SEQUENCE WAS NOT APPROPRIATE
PRESENTATION STIMULATING	5	(4.3)	3	2	1	PRESENTATION DULL
PURPOSES WERE CLEAR	5	(4.3)	3	2	1	PURPOSE WERE UNCLEAR
CONTENT UNDERSTANDABLE	5	(4.5)	3	2	1	CONTENT CONFUSING
TIME SUFFICIENT	5	(4.4)	3	2	1	INSUFFICIENT TIME
OPPORTUNITY TO INTERACT	5	(4.5)	3	2	1	NO OPPORTUNITY TO INTERACT
EFFECTIVE DISCUSSION	5	(4.2)	3	2	1	INEFFECTIVE DISCUSSION
NEW KNOWLEDGE ACQUIRED	5	(4.1)	3	2	1	NO NEW KNOWLEDGE ACQUIRED
SESSION BENEFICIAL	5	(4.4)	3	2	1	SESSION OF NO BENEFIT

Sample Responses (N=6)

List one-two commendable points of this workshop:

It was interesting; too many to list at this time; stimulating presentation;
opportunity to react; well organized; interaction of ideas; innovative session.

List recommendations to improve future workshops:

less talking; duplicate case studies rather than write on chalk board;
distribute curriculum guide first then do exercises.

COMMENTS:

A most enjoyable session.

THE ELEMENTARY LAW-RELATED EDUCATION PROJECT

Inservice Workshop
Emile B. deSauze School
December 3, 1981
4th Grade Teachers (N=39)

Directions: Please give your impressions of today's session by circling the number along each continuum which most closely represents your feelings concerning each item. Note that a "5" represents the most positive response, while a "1" represents the most negative response.

MODE OF PRESENTATION WAS APPROPRIATE	5	(4.9)	3	2	1	MODE WAS NOT APPROPRIATE
SEQUENCE OF PRESENTATION WAS APPROPRIATE	5	(4.9)	3	2	1	SEQUENCE WAS NOT APPROPRIATE
PRESENTATION STIMULATING	5	(4.8)	3	2	1	PRESENTATION DULL
PURPOSES WERE CLEAR	5	(4.8)	3	2	1	PURPOSE WERE UNCLEAR
CONTENT UNDERSTANDABLE	5	(4.8)	3	2	1	CONTENT CONFUSING
TIME SUFFICIENT	5	(4.8)	3	2	1	INSUFFICIENT TIME
OPPORTUNITY TO INTERACT	5	(4.9)	3	2	1	NO OP'ORTUNITY TO INTERACT
EFFECTIVE DISCUSSION	5	(4.7)	3	2	1	INEFFECTIVE DISCUSSION
NEW KNOWLEDGE ACQUIRED	5	(4.7)	3	2	1	NO NEW KNOWLEDGE ACQUIRED
SESSION BENEFICIAL	5	(4.8)	3	2	1	SESSION OF NO BENEFIT

Sample Responses (N=7)

- . List one-two commendable points of this workshop:

Need made clear; well co-ordinated; session was excellent and pupose was
clear; materials well organized; presentation well planned;

- . List recommendations to improve future workshops:

Introduce all teachers.

COMMENTS:

I enjoyed the workshop tremendously--I like how the group was able to in-
teract. Glad to be part of the project. I feel that the test is too dif-

THE ELEMENTARY LAW-RELATED EDUCATION PROJECT

Inservice Workshop
Emile B. deSauze School
December 8, 1981
5th Grade Teachers (N=39)

Directions: Please give your impressions of today's session by circling the number along each continuum which most closely represents your feelings concerning each item. Note that a "5" represents the most positive response, while a "1" represents the most negative response.

MODE OF PRESENTATION WAS APPROPRIATE	5	(4.6)	3	2	1	MODE WAS NOT APPROPRIATE
SEQUENCE OF PRESENTATION WAS APPROPRIATE	5	(4.7)	3	2	1	SEQUENCE WAS NOT APPROPRIATE
PRESENTATION STIMULATING	5	(4.7)	3	2	1	PRESENTATION DULL
PURPOSES WERE CLEAR	5	(4.7)	3	2	1	PURPOSE WERE UNCLEAR
CONTENT UNDERSTANDABLE	5	(4.7)	3	2	1	CONTENT CONFUSING
TIME SUFFICIENT	5	(4.7)	3	2	1	INSUFFICIENT TIME
OPPORTUNITY TO INTERACT	5	(4.8)	3	2	1	NO OPPORTUNITY TO INTERACT
EFFECTIVE DISCUSSION	5	(4.7)	3	2	1	INEFFECTIVE DISCUSSION
NEW KNOWLEDGE ACQUIRED	5	(4.5)	3	2	1	NO NEW KNOWLEDGE ACQUIRED
SESSION BENEFICIAL	5	(4.7)	3	2	1	SESSION OF NO BENEFIT

Sample Responses (N=7)

- . List one-two commendable points of this workshop:

Pleasant leaders; enjoyable; interesting activities; well paced; everyong participated; well organized; clear activities.

- . List recommendations to improve future workshops:

Smaller group size; less standing (on feet) activities.

COMMENTS:

Materials are well written, looking forward to teaching Law-Related Education

THE ELEMENTARY LAW-RELATED EDUCATION PROJECT

Inservice Workshop
Emile B. deSauze School
December 10, 1981
6th Grade Teachers (N=35)

Directions: Please give your impressions of today's session by circling the number along each continuum which most closely represents your feelings concerning each item. Note that a "5" represents the most positive response, while a "1" represents the most negative response.

MODE OF PRESENTATION WAS APPROPRIATE	5	(4.9)	3	2	1	MODE WAS NOT APPROPRIATE
SEQUENCE OF PRESENTATION WAS APPROPRIATE	5	(4.8)	3	2	1	SEQUENCE WAS NOT APPROPRIATE
PRESENTATION STIMULATING	5	(4.9)	3	2	1	PRESENTATION DULL
PURPOSES WERE CLEAR	5	(4.8)	3	2	1	PURPOSE WERE UNCLEAR
CONTENT UNDERSTANDABLE	5	(4.8)	3	2	1	CONTENT CONFUSING
TIME SUFFICIENT	5	(4.7)	3	2	1	INSUFFICIENT TIME
OPPORTUNITY TO INTERACT	5	(4.9)	3	2	1	NO OPPORTUNITY TO INTERACT
EFFECTIVE DISCUSSION	5	(4.8)	3	2	1	INEFFECTIVE DISCUSSION
NEW KNOWLEDGE ACQUIRED	5	(4.6)	3	2	1	NO NEW KNOWLEDGE ACQUIRED
SESSION BENEFICIAL	5	(4.8)	3	2	1	SESSION OF NO BENEFIT

Sample Responses (N=7)

- List one-two commendable points of this workshop:
 - Great, not stressful; small group session gave good opportunity for ques-
 - tions: games, simulations and film strips were good; games drawn from guide
 - were good opening: very intersting and informative; opportunity to ask questions;
 - morning speakers were concise.
- List recommendations to improve future workshops:
 - Hold workshops in more central location; alternate workshop site--east and
 - west: afternoon session was dull, poor presentation of resourve guide.

COMMENTS:

Loved every minute, children should feel the same. Thanks, good session!

THE ELEMENTARY LAW-RELATED EDUCATION PROJECT

Inservice Workshop
Emile B. deSauze School
December 5, 1981
Nonpublic Teachers (N=9)

Directions: Please give your impressions of today's session by circling the number along each continuum which most closely represents your feelings concerning each item. Note that a "5" represents the most positive response, while a "1" represents the most negative response.

MODE OF PRESENTATION WAS APPROPRIATE	(5)	4	3	2	1	MODE WAS NOT APPROPRIATE
SEQUENCE OF PRESENTATION WAS APPROPRIATE	5	(4.8)	3	2	1	SEQUENCE WAS NOT APPROPRIATE
PRESENTATION STIMULATING	(5)	4	3	2	1	PRESENTATION DULL
PURPOSES WERE CLEAR	(5)	4	3	2	1	PURPOSE WERE UNCLEAR
CONTENT UNDERSTANDABLE	(5)	4	3	2	1	CONTENT CONFUSING
TIME SUFFICIENT	(5)	4	3	2	1	INSUFFICIENT TIME
OPPORTUNITY TO INTERACT	(5)	4	3	2	1	NO OPPORTUNITY TO INTERACT
EFFECTIVE DISCUSSION	5	(4.7)	3	2	1	INEFFECTIVE DISCUSSION
NEW KNOWLEDGE ACQUIRED	5	(4.7)	3	2	1	NO NEW KNOWLEDGE ACQUIRED
SESSION BENEFICIAL	(5)	4	3	2	1	SESSION OF NO BENEFIT

Sample Responses (N=3)

. List one-two commendable points of this workshop:

Well organized--easy format; beneficial to include activities as part of work-
shop; very informative--presented in a manner enabling relaxation.

. List recommendations to improve future workshops:

COMMENTS:

Extremely worthwhile project! Great job--thoroughly enjoyed it.

THE ELEMENTARY LAW-RELATED EDUCATION PROJECT
Inservice Workshop
All Teachers (N=156)

Directions: Please give your impressions of today's session by circling the number along each continuum which most closely represents your feelings concerning each item. Note that a "5" represents the most positive response, while a "1" represents the most negative response.

MODE OF PRESENTATION WAS APPROPRIATE	5	(4.7)	3	2	1	MODE WAS NOT APPROPRIATE
SEQUENCE OF PRESENTATION WAS APPROPRIATE	5	(4.7)	3	2	1	SEQUENCE WAS NOT APPROPRIATE
PRESENTATION STIMULATING	5	(4.7)	3	2	1	PRESENTATION DULL
PURPOSES WERE CLEAR	5	(4.8)	3	2	1	PURPOSE WERE UNCLEAR
CONTENT UNDERSTANDABLE	5	(4.7)	3	2	1	CONTENT CONFUSING
TIME SUFFICIENT	5	(4.7)	3	2	1	INSUFFICIENT TIME
OPPORTUNITY TO INTERACT	5	(4.8)	3	2	1	NO OPPORTUNITY TO INTERACT
EFFECTIVE DISCUSSION	5	(4.6)	3	2	1	INEFFECTIVE DISCUSSION
NEW KNOWLEDGE ACQUIRED	5	(4.5)	3	2	1	NO NEW KNOWLEDGE ACQUIRED
SESSION BENEFICIAL	5	(4.7)	3	2	1	SESSION OF NO BENEFIT

List one-two commendable points of this workshop:

List recommendations to improve future workshops:

COMMENTS:

APPENDIX G

Summary of Analysis of Covariance of Knowledge Test for 3rd Grade Pupils

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	981.935	1	981.935	63.353	0.000
TOTAL	981.935	1	981.935	63.353	0.000
MAIN EFFECTS	319.695	1	319.695	20.626	0.000
TRT	319.695	1	319.695	20.626	0.000
EXPLAINED	1301.630	2	650.815	41.990	0.000
RESIDUAL	3084.374	199	15.499		
TOTAL	4386.004	201	21.821		

APPENDIX H

Summary of Analysis of Covariance of Knowledge Test for 4th Grade Pupils

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	84.180	1	84.180	4.343	0.038
TOTAL1	84.180	1	84.180	4.343	0.038
MAIN EFFECTS	931.783	1	931.783	48.073	0.000
TRT	931.783	1	931.783	48.073	0.000
EXPLAINED	1015.965	2	507.982	26.208	0.000
RESIDUAL	4458.059	230	19.383		
TOTAL	5474.023	232	23.595		

APPENDIX I

Summary of Analysis of Covariance of Knowledge Test for 5th Grade Pupils

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	907.563	1	907.563	39.111	0.000
TOTAL	907.563	1	907.563	39.111	0.000
MAIN EFFECTS	190.555	1	190.555	8.212	0.005
TRT	190.555	1	190.555	8.212	0.005
EXPLAINED	1098.121	2	549.061	23.661	0.000
RESIDUAL	5569.172	240	23.205		
TOTAL	6667.293	242	27.551		

APPENDIX J

Summary of Analysis of Covariance of Knowledge Test for 6th Grade Pupils

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	3164.977	1	3164.977	152.280	0.000
TOTAL	3164.977	1	3164.977	152.280	0.000
MAIN EFFECTS	789.947	1	789.947	38.008	0.000
TRT	789.947	1	789.947	38.008	0.000
EXPLAINED	3954.926	2	1977.463	95.144	0.000
RESIDUAL	4821.863	232	20.784		
TOTAL	8776.789	234	37.508		

APPENDIX K

Summary of Analysis of Covariance of Attitude Ratings for 3rd Grade Pupils

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	393.505	1	393.505	36.101	0.000
ATTOT1	393.505	1	393.505	36.101	0.000
MAIN EFFECTS	61.471	1	61.471	5.639	0.019
TRT	61.471	1	61.471	5.639	0.019
EXPLAINED	454.975	2	227.488	20.870	0.000
RESIDUAL	1340.726	123	10.900		
TOTAL	1795.701	125	14.366		

APPENDIX L

Summary of Analysis of Covariance of Attitude Ratings for 4th Grade Pupils

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	858.867	1	858.867	70.251	0.000
ATTOT1	858.867	1	858.867	70.251	0.000
MAIN EFFECTS	20.641	1	20.641	1.688	0.195
TRT	20.641	1	20.641	1.688	0.195
EXPLAINED	879.508	2	439.754	35.970	0.000
RESIDUAL	2432.904	199	12.226		
TOTAL	3312.412	201	16.480		

APPENDIX M

Summary of Analysis of Covariance of Attitude Ratings for 5th Grade Pupils

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	680.697	1	680.697	77.784	0.000
ATTOT1	680.697	1	680.697	77.784	0.000
MAIN EFFECTS	16.155	1	16.155	1.846	0.176
TRT	16.155	1	16.155	1.846	0.176
EXPLAINED	696.851	2	348.426	39.815	0.000
RESIDUAL	1776.470	203	8.751		
TOTAL	2473.321	205	12.065		

APPENDIX N

Summary of Analysis of Covariance of Attitude Ratings for 5th Grade Pupils

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	391.511	1	391.511	55.189	0.000
ATTOT1	391.511	1	391.511	55.189	0.000
MAIN EFFECTS	30.621	1	30.621	4.316	0.039
TRT	30.621	1	30.621	4.316	0.039
EXPLAINED	422.132	2	211.066	29.753	0.000
RESIDUAL	1333.682	188	7.094		
TOTAL	1755.815	190	9.241		

**ELEMENTARY LAW-RELATED EDUCATION
IN THE CLEVELAND PUBLIC SCHOOLS**

**"Adopt-A-Class Program"
Volunteer Attorneys & Judges**

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EDUCATION WEEK

© 1992 Educational Projects in Education

Volume I, Number 26, March 24, 1982

American Education's Newspaper of Record

SCHOOLS

WHAT WORKS

Tom Sawyer's ploy to coerce his friends into whitewashing a fence for him was not needed to lure about 400 students to paint Eastchester High School during their Christmas vacation.

Eastchester's principal, John F. Sullivan, simply suggested that the students choose colors they liked and repaint the peeling walls and ceilings of the school's corridors. Nearly half of the school's 870 students participated. The students chose a combination of blues for two of the floors and a coffee and beige scheme for the other two. And they saved the school approximately \$40,000 in painters' fees, according to Mr. Sullivan.

Some of the young painters said their vacations would have been boring without the activity. The job, they noted, let them be with their friends, and all said they were eager to improve the way the halls looked.

"In order to have kids do this, you have to demonstrate total confidence in them," Mr. Sullivan said. "If you're not prepared to run certain risks, there is no way it will be successful. In this case, the students chose the colors, organized the painting crews and schedules, and polished themselves."

Eastchester's students began donating their time and energy to the school in 1977 when Mr. Sullivan, then the new principal, challenged them to "quit griping" about the condition of the building and do something about it.

"I took the position that they had to stop waiting for handouts in life," Mr. Sullivan said. "In 1977, the kids wanted to demonstrate that—given the responsibility and the opportunity—they could handle it."

"As a result, over the five-year period since then, the students have raised at least \$20,000 to improve the school and have given a lot of their time. What we started in 1977 was a spirit of contributing to the school."

For further information, contact John F. Sullivan, Eastchester High School, Stewart Place, Eastchester, N. Y. 10707.

How does a rural school provide academic tutoring to students who must leave on a bus after the last class? Is there a way to make high-school students obey substitute teachers, who, because of their infrequent presence in the classroom, do not know the students?

Administrators at Ellington High School in Ellington, Conn., have devised a plan that, after one and one-half years of operation, appears to have answered both of these questions for the 600-student school.

Using money budgeted for substitute teachers, the school hired three paraprofessionals to handle non-instructional assignments—including monitoring the cafeteria, study hall, and corridors—previously assigned to the teaching staff.

In turn, the teachers, freed of these responsibilities, spend time in "resource rooms" where they tutor students who need special help. Each academic department has a resource room available at various times during the day. The students are sent to the resource room during study-hall periods by individual teachers.

By conducting the tutoring during the school day, no student misses the bus home because he or she needs help in a

subject. When a teacher is absent from a classroom, a teacher from one of the resource rooms serves in as a substitute. Because students know these teachers, they are less prone to misbehave, say school officials.

"No teaching is required or expected [of the substitute]," reports principal J. Robert Ford. "Students fully realize that the teacher covering the class will be in the building on the next school day. An improvement in classroom atmosphere is the inevitable result."

For further information, contact J. Robert Ford, Principal, Ellington High School, P.O. Box 127, Ellington, Conn. 06029.



Elementary-school children in Cleveland's public-school system and its two parochial systems will soon be learning about America's legal system as a part of their social-studies curricula.

One hundred and seventy-seven teachers have already been trained to present lessons in law-related topics to their 3rd-to-6th-grade students. The instruction is planned for 187 classrooms.

The city school system developed the Elementary Law-Related Education (E.L.R.E.) Resource Guide under a grant from the Cleveland Foundation.

Lesson plans are grouped around specific topics for each grade level: in grade 3, "rules and responsibilities"; in grade 4, "origins of law"; in grade 5, "law and influence in America"; and in grade 6, "the court system."

Besides studying the materials in the classroom and reading supplementary articles, the students will visit the police station, the city hall and court of appeals, the board of elections, and the justice center in Cleveland.

For further information, contact Beverly S. Clark, Program Manager, Center for Elementary Law-Related Education, Cleveland Public Schools, 1380 East Sixth St., Cleveland 44114.

—Tricia Furniss

Word of innovative, effective programs may be sent to **SCHOOLS: WHAT WORKS**, Education Week, 1333 New Hampshire Ave., N.W., #560, Washington, D.C. 20036. (When writing to others for more details, please include a self-addressed, stamped envelope.)

EXPERIMENTAL AND INNOVATIVE PROGRAMS

The design and implementation of experimental and innovative programs as a means of improving or enhancing existing curriculum or methods of instruction shall be encouraged.

Experimental and innovative programs shall be considered as those which constitute an extensive alteration in instructional content or approach.

A written plan which includes objectives, activities, and evaluation procedures shall be developed and shared with the chief administrator of the unit (e.g., district, department, cluster, school) prior to the implementation of any experimental or innovative program.

Such plans shall clearly demonstrate how the educational goals of the district will be advanced through implementation of the program.

An experimental or innovative program may be considered for adoption as a permanent component of the curricular/instructional program only after the following conditions have been met:

1. Clearly identified student needs have been addressed.
2. Evaluative procedures have shown the program produced significant positive results.
3. Appropriate personnel are available.
4. It has been determined that the program is replicable.
5. It has been determined that any district resources (including time) necessary to support the program are available.

Decentralized Regulation-Making Authority and Responsibility

- | | |
|--------------|---|
| HEADQUARTERS | o Makes all regulations for districtwide experimental and innovative programs |
| CLUSTER | o Makes all regulations for clusterwide experimental and innovative programs |
| SCHOOL | o Makes all regulations for school experimental and innovative programs |