



Street Law's Rule of Law for All program –
Implementation and Classroom Experiences

August 2022

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Preface

The Street Law Rule of Law for All program is an inquiry-based approach to developing students' understanding of the key tenets of the Rule of Law (ROL), ROL's import to the health of U.S. democracy, its threats at the local, state, and national levels, and how individuals can support ROL and act to counter those threats. Developed with funding from the Annenberg Foundation, the ROL for All program includes curriculum, instructional materials, and professional development supports for teachers. Street Law asked the University of Southern California's Center for Applied Research in Education to conduct a formative evaluation of the ROL for All program. This technical report describes the study background, research methods, context, results, and implications.

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Executive Summary

Background. The *rule of law* (ROL) prevails when fair law is applied equally to every member of society. Though historically strong in the U.S. and other democracies, over the past few years ROL in the U.S. has been devolving for all groups, including those for whom historically ROL was stronger (World Justice Project, 2021; Institute of Politics, 2022). Public education is the primary means to develop students' capacities and inclinations to function effectively as citizens. Over the past 50 years, Street Law has been offering school- and community-based programs designed to educate students, teachers, and community members about their legal rights, and to develop their legal and civic skills. Street Law began adapting its international ROL for All program to the U.S. context in 2021. This pilot ROL program includes curriculum with aligned professional learning supports for teachers. The program's goal is to develop students' understanding of the key tenets of ROL, ROL's import to the health of U.S. democracy, its threats at the local, state, and national levels, and how individuals can support ROL and act to counter those threats.

Research Design. Our research team at the Center for Applied Research in Education at the University of Southern California designed a study focusing on student experiences and teacher feedback. Street Law implemented the ROL for All program with two groups of teachers: one group from a Virginia-area school district (referred to hereafter as the VA group), recruited with district involvement; and a second group of teachers from across 15 different districts and three private schools in the District of Columbia, Maryland and Virginia (referred to hereafter as the DMV group), recruited without district involvement. Teachers in both groups taught middle or high school Social Studies courses. Classroom implementation occurred in spring 2022, with data collected through May 2022. Students in the VA school districts participated in baseline and end of year surveys, and teachers submitted samples of student work. Teachers in both groups completed feedback surveys. This study does not include a comparison group of students in social studies classes that do not use ROL for All curriculum or professional development. Results from this study are descriptive and formative in nature. We designed this study to help improve materials and professional development, and to inform Street Law's next steps.

Participating Teachers and Classrooms. Street Law successfully recruited 48 teachers to participate in the pilot study. Of those who participated, 14 taught middle school grades and 30 taught high school grades - one teacher taught across both grade levels. Participating classes included US History I and II, Virginia and US History, World History, Civics and Economics, US Government, AP Us History, AP US Government, and Introduction to Law. Participating teachers were highly experienced: almost half had been teaching for more than 15 years (50% of the VA group, 48% of the DMV group). Only

two teachers in each group had five or fewer years of teaching experience. A large percentage also had advanced degrees, with two-thirds (73%) having at least a master's degree (three teachers had a JD).

The 16 teachers participating in research activities reported a total of 1,319 students enrolled across 57 sections of participating classrooms. Over 1,000 students completed the baseline survey in 54 classrooms and 750 completed the end-of-year survey in 49 classrooms. Our team randomly selected one classroom per teacher for collecting student work samples. We collected 66 student work samples from 14 classrooms. Based on completed student surveys, students enrolled in participating teachers' classrooms were racially diverse: 42% identified as White, approximately 22% as multiple races, 20% as Black or African American, and approximately 10% as Asian. Almost all student survey participants (90%) reported English is the primary language spoken in their homes. Almost 80% reported they either "probably" or "definitely" will go to college after high school.

Results: Implementation. Most teachers implemented four of the eight available lessons. Fitting the Rule of Law materials into existing curriculum was "pretty easy" or "very easy" for 80% of teachers. Fitting materials into curriculum was more challenging for middle school teachers than high school teachers: 42% of middle school teachers reported it was "a little hard" to make it fit, compared to 11% of high school teachers. Overall, two-thirds of teachers indicated there wasn't enough time for more lessons and approximately one-third said there were too many other requirements to allow for additional lessons. Some teachers (7 overall, 17%) reported they were unsure how to integrate lessons into the curriculum. Only middle school teachers reported that the lessons were not grade-level appropriate or that the lessons were too challenging.

Results: Students' Experiences. Teachers reported that some positive student behaviors (e.g., making connections between content and their own lives, seeming engaged, discussing actions they can take to improve their communities) were somewhat or more prevalent than in typical classes when implementing ROL for All lessons. Others mostly the same, such as expressing their opinions freely and taking notes. Teachers did perceive that students were positively impacted by the ROL content, almost exclusively using the 3 (some) or 4 (a lot) point response options on a four-point scale across all impacts queried (e.g., understanding other people's opinions, learning to form their own opinions, etc.).

Results: Student Learning. At baseline, almost one-quarter of students taking the survey did not answer one ROL question correctly, while 3% achieved five correct items. By the end of the year the distribution had slightly shifted in the positive direction – fewer students answered zero or one

question correctly, while more students answered three, four or five answers correctly.¹ However, even by the end of the year, few students were performing well on the knowledge assessment questions with 7% answering all five questions correctly. Further, student work samples and answers to open-ended essay-type questions did not reflect high levels of student knowledge or comprehension about key ROL concepts, though high school students, particularly those in Advanced Placement classes, did score higher than middle school students on demonstrations of knowledge. Despite these instances of objectively scoring student work, students themselves reported that they learned quite a bit, generally agreeing with all statements posed reflecting understanding of ROL (e.g., I understand how ROL applies to my life; I know some ways I can address ROL challenges in my community). The majority of students, almost 60%, reported that they understand almost all of the ROL principals, and almost 20% reported that they understand the concepts so well they could teach a given concept to others.

Results: Areas of Strength. Teacher feedback about the quality of Rule of Law for All materials was overwhelmingly positive. Over 70% of teachers rated the lessons and the professional learning program “excellent.” Open-ended feedback clustered into four main categories of praise: 1) relevance of materials and activities to students’ real lives, 2) the engaging nature of the activities, 3) the adaptability of the content; and 4) the high quality of the materials. While each of those four types of responses were common, a less common theme, but clearly articulated by three teachers, was related to the positive impact of the lessons on their students.

Results: Areas for Improvement. The most room for improvement was around the lesson extensions – 22 teachers reported using lesson extensions and most (59%) rated the quality as “good.” Most suggestions for improvement were about a specific lesson or material, though some themes did emerge, including modifying content, or scaffolding material, for use with younger students. Notably, eleven teachers responded that nothing should be changed.

¹Observed differences between baseline and end-of-year survey results may be attributable to differences in the sample of students who took the survey at each timepoint.

Introduction

Background

The *rule of law* (ROL) prevails when fair law is applied equally to every member of society. Historically, ROL has been strong in the U.S. and other democracies—at least for white, male, and economically advantaged citizens (less so for other groups). When ROL is strong, laws are transparent, well known, equally applicable to and enforced for all. People trust the judicial system to address transgressions and grievances.

Over the past few years, ROL in the U.S. has been devolving for all groups, including those for whom historically ROL was stronger (World Justice Project, 2021; Institute of Politics, 2022). Two-thirds of U.S. adults believe U.S. democracy is in crisis and in danger of failing (NPR/Ipsos, 2022), and fewer than one-third of youth believe living in a democracy is essential (Foa & Mounk, 2016).

Historically, public education has served as the primary means to develop ROL, including students' capacities and inclinations to function effectively as citizens. Classroom and school climates that promote open discussion, foster mutual respect, and rely on democratic pedagogy can build students' engagement with political issue and elections, respect for diverse opinions, and propensity to engage in future community-based action. However, teachers need support to teach about ROL, through effective pedagogy and with examples relevant to their students' current lived experiences.

Curriculum and Professional Development

Over the past 50 years, Street Law has been offering school- and community-based programs designed to educate students, teachers, and community members about their legal rights, and to develop their legal and civic skills. Though Street Law has a rich history of providing ROL curriculum internationally, demand has been low in the U.S. until recently.

Starting in 2021, Street Law began to adapt its international ROL for All program to the U.S. context. The pilot U.S. ROL program includes curriculum with aligned professional learning supports for teachers. The program's goal is to develop students' understanding of the key tenets of ROL, ROL's import to the health of U.S. democracy, its threats at the local, state, and national levels, and how individuals can support ROL and act to counter those threats.

Teachers first participate in a day-long workshop to introduce the curriculum, engage in lesson demonstrations and debriefs, and collaboratively plan for instruction. As teachers implement lessons in their classrooms over the course of a semester, Street Law staff support teachers with small group planning and troubleshooting, individual meetings, and observation when possible. After teaching the Street Law convene for a workshop to reflect on instruction, give additional feedback, and plan for the culminating event.

Research Study

In response to Street Law’s Request for Proposal to study ROL for All curriculum and professional development implementation among a small group of participating teachers and their students, our research team designed a study focusing on student experiences and teacher feedback. Street Law implemented the ROL for All program with two groups of teachers: 1) A participating group of teachers from one Virginia-area school district (referred to hereafter as the VA group), recruited with the district’s involvement; and 2) a group of teachers from 15 different districts and three private schools across the District of Columbia, Maryland and Virginia (referred to hereafter as the DMV group) recruited without their district’s involvement. Teachers in both groups taught middle or high school Social Studies courses. While both groups of teachers implemented the curriculum under the same programmatic conditions, only the students in VA classrooms were invited to participate in the research study (i.e., invited to participate in the pre-post survey and were eligible for submission of student work samples).²

Through pre- and post- surveys of students, collection of student work samples, and teacher end-of-year surveys, we addressed the following research questions:

Teacher Experiences

1. To what degree do teachers implement ROL for All project lessons as intended?
2. According to teacher reports, how do students/classrooms experience ROL for All lessons?
3. What do teachers report are the primary strengths of the ROL for All curriculum and professional development and in what areas can the program be improved?

Student Experiences

4. To what extent did students change on the following dimensions after experiencing ROL for All curriculum and instruction?
 - a. Their understanding of ROL concepts?
 - b. Their civic attitudes?

² This design was based exclusively on the real-world challenges associated with obtaining district, school, and parent permissions for students to participate in research studies. Time requirements to obtain consent from over fifteen districts would have exceeded project resources. All teachers in both groups participated in the teacher feedback portion of the research study.

5. To what extent can students analyze strengths and weaknesses of rule of law in the U.S. after participating in ROL for All?
6. After participating in the ROL for All project, to what degree can participating students formulate a plan for addressing a rule of law challenge in their community?

Teachers participated in professional development and received program resources in January of 2022. Classroom implementation occurred in spring 2022, with all research activities occurring in classrooms during the months of February to May 2022. Notably, this study does not include a comparison group of students in social studies classes that did not use ROL for All curriculum or professional development. Results from this study are descriptive and intended to be formative. We designed this study to help improve materials and professional development, and to inform Street Law's next steps.

Methodology

To address the research questions, we worked closely with Street Law Inc. to collect data from both VA teachers and their students, and from the DMV teachers. Street Law Inc. recruited teachers – though initially Street Law intended to target high school teachers, a high level of interest among middle school teachers resulted in expanding the study’s eligibility criteria to include middle and high school social studies teachers.

Street Law ultimately recruited 16 VA teachers and 32 DMV teachers. Street Law provided a professional development workshop for the DMV group on January 8, 2022 and for the VA group on February 12, 2022. DMV teachers were permitted to implement classroom activities immediately following the professional development. We asked VA teachers to first collect parent consent for students to participate in research activities and then administer the baseline survey prior to initiating lessons. For most teachers, the consent process and collection of baseline student survey data occurred immediately following the professional development (within approximately two weeks). Teachers were free to implement the lessons at any point during the spring semester after that. Street Law asked all teachers to wrap up lessons and the student culminating activity prior to the end of May. However, a few teachers requested and were granted extensions, particularly high school teachers of Advanced Placement courses.

In VA classrooms, we administered student pre- and post- surveys, a teacher post- survey, and modified an existing rubric to review and score student work samples. We administered the teacher post-survey to DMV teachers. In the sections below we describe participating teachers and their classrooms and describe each of our data collection instruments.

Data Collection Instruments

Teacher end-of year survey

We developed an end-of-year teacher survey to collect feedback about teachers’ beliefs about ROL (e.g., “To what extent do you believe that Rule of Law education matters for students?”), feedback about their implementation of ROL for All curriculum (e.g., “Which of the following lessons did you implement in part, or fully,” “To what extent did you use lesson extensions”), feedback on instructional materials (e.g., ‘How would you rate the quality of Street Law’s rule of law lessons,” “How would you rate the quality of Street Law’s professional learning program”), and their perceptions of how the curriculum may have impacted students (e.g., To what extent do you think the Rule of Law lessons helped students learn to form their own opinions about an issue,” “...develop a

reasonable plan of action when the best path is not necessarily clear”). We include a complete copy of the administered survey in Appendix A.

Student pre-post survey

We developed a student survey posing the same questions at two-time points: after professional development but before implementing ROL for All activities (in February); and after all lessons were completed (in April or May). This allowed us to measure student knowledge of ROL concepts at baseline and again after the intervention. The pre- and post- surveys included five “knowledge-check” test-like questions - each with a ‘correct’ answer - such as “Select the answer that has the best definition of the Rule of Law:” and “Which one of the answers below is one of the six factors of the Rule of Law?” In addition to knowledge items, the pre-post survey included questions about student’s civic attitudes and beliefs (e.g., “I believe people like me can make a difference in the community” And “I am interested in social/political issues”).

To complement our teacher survey questions asking about classroom experiences, we also asked students’ perspectives of their own typical classroom behaviors and engagement level (e.g., “How often do you participate in this class”) and questions about their classroom context (e.g., ‘My teacher encourages our class to express our opinions,” “How often did you read research articles or news articles during class,” “I feel free to openly disagree with opinions expressed during class discussion”).

We added to the post-survey two additional open-ended questions to measure how well students could describe a strength and a weakness of ROL in the United States using an example from their lives. On the post-survey, we also asked several questions of students about the curriculum and learning directly (e.g., “How interesting were lessons in this class about Rule of Law compared to other lessons in this class,” How much did you learn about fundamental rights [in this class]”).

Finally, students answered demographic questions about themselves, such as their race/ethnicity, their mother’s level of education, the primary language spoken in their home, the types of grades they typically receive in school, and their post-high school plans. We include a complete copy of the administered survey in Appendix B.

Student Work Samples and Scoring Rubric

As part of the Rule of Law for All curriculum, Street Law asked teachers to use a Street Law-designed ‘culminating activity’ with their students. Teachers had latitude on how they implemented the culminating activity (e.g., passing out a worksheet and asking students to complete it in class or at home, individually or with others, or through class discussion). Ideally, the culminating activity should have produced student work reflecting students’ understanding of ROL, challenges to ROL, and impacts of challenges on local, state, and national communities. Student work should also reflect

students’ ability to plan to address challenges to ROL, including supports needed, barriers, and strategies for addressing barriers. We followed Street Law’s scoring rubric to summarize the degree to which participating students can formulate a plan for addressing a rule of law challenge in their community.

We randomly selected five students from each teachers’ participating classroom (if they were using Street Law’s materials in multiple classrooms we randomly selected one classroom first) and asked their teachers to upload the culminating activity from those students. We designed our random selection process to obtain a sampling of ‘typical’ work in a classroom – we did not want teachers selecting their ‘best students’ work or selecting the ‘most comprehensive’ examples. We used this approach to collect variation in the types of assignments that students submit after teachers participate in, and implement, ROL for All.

Fourteen VA teachers—7 middle school and 7 high school—each submitted between three and five samples of student work. Eleven teachers submitted five samples, two teachers submitted four samples, and one teacher submitted three samples for a total of 66 student work samples. Two VA teachers did not submit any student work samples.

Participating Teachers and Classrooms

Across both the VA and the DMV teacher groups, Street Law recruited 48 teachers to participate in the ROL for All study. All 48 attended professional development, and 44 implemented at least one lesson. Fourteen of the 16 VA teachers participated in research activities and 27 of the DMV teachers completed the teacher survey (Table 1).

Table 1. Teacher participation

	VA	DMV	Total
Recruited	16	32	48
Attended professional development	16	32	48
Implemented lessons	15	29	44
Participated in research	16 ^a	27	43

^a All VA teachers participated to some degree, but three did not participate in all research activities (one did not collect student baseline surveys, one did not collect student end of year surveys, two did not submit student work samples, and two did not complete the teacher survey).

Participating teachers taught both middle and high school classrooms, ranging from 6th to 12th grades (Table 2). Across the full teacher sample, 14 taught middle school and 30 taught high school. One teacher taught grades across both middle and high school levels. Participating classes included US

History I and II, Virginia and US History, World History, Civics and Economics, US Government, AP Us History, AP US Government, and Introduction to Law.

Table 2. Participating teachers' classrooms

	VA	DMV	Total
Middle School	8	6	14
High School	8	22	30
Both Middle and High school	--	1	1
Total	16	29	45

Teachers

A total of 41 teachers (14 from VA; 27 from the DMV group) responded to the teacher survey and answered questions about their professional backgrounds. Participating teachers were highly experienced: almost half had been teaching for more than 15 years (50% of the VA group, 48% of the DMV group). Only two teachers in each group had five or fewer years of teaching experience. A large percentage also had advanced degrees, with two-thirds (73%) having at least a master's degree (three teachers had a JD). This level of education was comparable across the two groups of teachers. Across teachers responding to the survey, the most common course taught was Government/Civics (26%) followed by US History II and US History I (15% and 12%) and AP US Government and Politics (9%).

When considering the generalizability of results from this study to other middle and high school social studies contexts, notably this participating group of teachers were strong believers in the importance of understanding ROL. Almost all teachers who responded to the survey (38 of 41) reported that it is "very important" or "important" that students understand the meaning of ROL and all 41 reported it is "important" or "very important" for students to understand how Rule of Law applies to their real lives. When asked whether Rule of Law matters for students, almost two-thirds (63%) reported "it is essential" and another 29% that it matters "quite a bit." Three teachers responded that it matters "a little."

Teachers' Classrooms of Students

The 16 VA teachers reported a total of 1,319 students enrolled across 57 sections of the classes in which they planned to implement ROL for All. Only those students whose parents did not object to participating in research activities were eligible to participate in the student survey (all were exposed to the lessons). Across participating teachers' 57 class sections, 1,027 students completed the baseline survey in 54 of the VA teachers' classrooms and 750 students completed the end-of-year survey in 49

classrooms. Table 3 shows the percent of responses at both baseline and end of year from students at each grade level, showing similar grade-level representation at both time points

Table 3. Student survey completions by grade

	Baseline (n= 936)	End of year (n=739)
6 th grade	15%	14%
7 th grade	3%	4%
8 th grade	21%	20%
9 th grade	19%	17%
10 th grade	8%	10%
11 th grade	7%	3%
12 th grade	26%	31%

Because student surveys were anonymous, we do not know the extent to which the two student survey samples overlap. That is, we do not know what percent of surveys were completed by the same students at baseline and end-of-year. While the majority of teachers' classrooms participated at both baseline and end of year (50 of 57 classrooms), one teacher who administered the baseline student survey did not administer the end of year survey in any of his/her classrooms. Four other classrooms participated at baseline but had no contributing end of year data, and one classroom had end of year survey data, but no baseline data. In addition, some students could have been absent during either (or both) survey administrations. Consequently, observed differences between baseline and end-of-year survey results may be attributable to differences in the sample of students who took the survey at any given timepoint.

Tables 4 and 5 provide descriptive statistics on the composition of the baseline and end-of-year survey samples based on students' self-reported survey data. The majority of survey respondents were White (42%) while 22-23% identified as multiple races. Twenty percent identified as Black or African American and 8% (10% at end of year) as Asian.

Table 4. Race/ethnicity from students who completed the baseline or end-of-year survey

	Baseline (n= 934)	End of year (n=737)
American Indian or Alaska Native	<1%	<1%
Asian	8%	10%
Black or African American	20%	20%
Hispanic	6%	5%

	Baseline (n= 934)	End of year (n=737)
White	42%	42%
Multiple races	23%	22%

We asked students to report their mother’s education level as a proxy students’ socio-economic status.³ However, more than one-quarter of student respondents reported that they did not know. Of the remaining students, approximately 44% reported their mother had a 4-year college degree or higher, while 30% reported less than a four-year college degree (Table 5). Almost all student survey participants (90%) reported English is the primary language spoken in their homes. Almost 80% reported they either “probably” or “definitely” will go to college after high school.

Table 5. Maternal education level of students who completed the baseline or end-of-year survey

	Baseline (n= 925)	End of year (n=738)
Some high school, did not finish	5%	5%
Some college, did not finish	18%	18%
2-year degree	7%	7%
4-year college or university degree	21%	23%
Post-graduate degree (Master’s, PhD, JD, etc.)	23%	21%
I don’t know	27%	26%

From the population of 57 classrooms, our team randomly selected one section from each teacher from which to collect five student work samples each. We received 66 student work samples from 14 classrooms.

Analysis

Student surveys

As noted, student surveys were anonymous, and therefore could not be linked within-person from the baseline survey to the end-of year survey.⁴ However, our method of survey data collection assigned

³ This is a common approach used in research when extant data about socio-economic status is not available.

⁴ We attempted to link students anonymously by including three questions that, when concatenated, formed what might be a unique identifier, allowing us to link while maintaining anonymity (i.e., first two numbers of street address, first letter of street address, last letter of last name). However, the approach failed to uniquely identify students – using this derived variable there were 108 “duplicates” at baseline, and 54 “duplicates” in the end of year file.

unique identifiers at the *classroom* level. Since we could not examine change over time within students, this method allowed us to examine change over time within classrooms.

Given the high number of individual items included in the survey, we created summary scores for each of the primary constructs of interest. For knowledge of ROL, we summed the number of questions students answered correctly out of the five questions posed. For Understanding of ROL and Civic Attitudes, we conducted principal components factor analysis to check that the individual items were measuring one underlying construct of interest. We then calculated means across all items in the scale. Chronbach's alphas (a common measure of internal reliability) were sufficiently high at baseline and at end of year for all scaled constructs.⁵

We then examined change from baseline to end of year using these summary measures for the primary constructs of interest. We calculated means scores for all students using classroom level averages. This approach equally weights each classroom, regardless of the number of students who completed the survey in that classroom. We calculated mean scores on the various constructs overall, and by various subgroups of interest (e.g., for middle school grades, for high school grades; for the VA group, for the DMV group). We also provide descriptive statistics for other survey items that were not part of the change analysis and for which we did not analyze using scale scores. *Critically, change results should be interpreted with caution, since some unknown proportion of the sample at each time point is non-overlapping. Therefore, it is unknown to what extent the observed change is due to compositional differences between the two survey samples.*

Teacher survey

We analyzed teacher survey responses using descriptive statistics (i.e., means, frequencies), aggregating across all responses. We also disaggregated responses by whether the teacher was a middle or high school teacher, and whether the teacher was in the VA or DMV groups.

Student work samples

We scored the student work samples following the Street Law's rubric for assessing students' ability to a) select a ROL challenge in their community and b) address a ROL challenge. The rubric specifies for teachers the characteristics of student work for each of these two domains of knowledge and understanding at four levels: 1) Exemplary (rated 3); 2) Accomplished (rated 2); Developing (rated 1) and Incomplete (rated 0). For example, an exemplary score in the domain of selecting a ROL challenge would be applied to student work that identifies a challenge "in detail," demonstrates "detailed" understanding of ROL, and shows a "clear connection" to community impact. A student who receives

⁵ Understanding of ROL $\alpha=0.84$ (baseline), $\alpha=0.90$ (end of year); civic attitudes ($\alpha=0.91$ (baseline), $\alpha=0.94$ (end of year)). Internal reliability over 0.7 is considered satisfactory.

a developing score demonstrates ‘some’ understanding of the ROL and makes an “unclear” connection to the community. The full rubric is included as Appendix C.

We harnessed this teacher resource to score student work samples while being cognizant of learning development differences between younger and older students given the wide range of participating grade levels. To do so, we identified each work sample by the grade level of the classroom, while keeping the student anonymous to the scorer. The rater then scored all middle school samples together and then high school samples together to help the rater keep age-appropriate expectations top-of-mind. The rater assigned two scores to each student’s work, one for the first skill/knowledge set (identify a ROL challenge), one for the second (address a ROL challenge).

Results

Teacher Experiences

Research Question 1: To what degree do teachers implement “Rule of Law for All” project lessons as intended?

Overall, most teachers (78%) implemented four of the eight available lessons, though four implemented three lessons and five implemented more than four (Table 6). One teacher implemented six, but none of the teachers implemented all 8. This pattern was mostly consistent whether looking by the teachers’ school level, or by their implementation group. One notable pattern was that none of the teachers in the VA group implemented more than four lessons, while all the teachers implementing more than four lessons were in the DMV group. It is possible that teachers across the two groups heard different messaging about the program’s requirements, particularly given that VA leadership was involved in recruiting their own teachers while the DMV group all responded to a flier and communicated only directly with Street Law staff. Also, the five teachers who implemented more than four lessons were high school teachers.

Table 6. Number of lessons implemented, overall and by school level and teacher group

	Overall (n=41)	Middle (n=12)	High (n=28)	VA (n=14)	DMV (n=27)
1 lesson	0	0	0	0	0
2 lessons	0	0	0	0	0
3 lessons	4 (10%)	3 (25%)	1 (4%)	1 (7%)	3 (11%)
4 lessons	32 (78%)	9 (75%)	22 (79%)	13 (93%)	19 (70%)
5 lessons	4 (10%)	0	4 (14%)	0	4 (15%)
6 or more lessons	1 (2%)	0	1 (4%)	0	1 (4%)

Note. One teacher taught both middle and high school grades and is not represented in the breakdown by school level. This teacher is included in the overall and in the breakdown by VA/DMV group.

While all teachers implemented the Introduction to the Rule of Law lesson, and almost all implemented the Culminating Activity (both of which were described as required), the next most common lesson implemented was Fundamental rights (61% overall). For all other lessons, the choice to implement appears to be influenced by the teachers’ school level, with more high school teachers implementing Controlling Corruption and the Abuse of Power (46% among high school teachers compared to 8% of middle school teacher) and more middle school teachers implementing Peace and Stability (58% of middle school teachers) compared to 18% of high school teachers. Table 7 shows

which lessons participating teachers implemented overall and broken down by school level and by implementation group.

Table 7. Implementation of specific lessons, overall and by school level and teacher group

	Overall (n=41)	Middle (n=12)	High (n=28)	VA (n=14)	DMV (n=27)
Introduction to the Rule of Law	41 (100%)	12 (100%)	28 (100%)	14 (100%)	27 (100%)
Culminating Activity: Addressing a Rule of Law Challenge in My Community	39 (95%)	10 (83%)	28 (100%)	13 (93%)	26 (96%)
Fundamental Rights	25 (61%)	7 (58%)	17 (61%)	6 (43%)	19 (70%)
Fair and Effective Court System	15 (37%)	2 (17%)	12 (43%)	3 (21%)	12 (44%)
Controlling Corruption and the Abuse of Power	14 (34%)	1 (8%)	13 (46%)	5 (36%)	9 (33%)
Limiting and Balancing Government Power	12 (29%)	4 (33%)	8 (28%)	6 (43%)	6 (22%)
Peace and Stability	12 (29%)	7 (58%)	5 (18%)	4 (29%)	8 (30%)
Open and Transparent Government	8 (20%)	2 (17%)	6 (21%)	4 (29%)	4 (15%)

Note. One teacher taught both middle and high school grades and is not represented in the breakdown by school level. This teacher is included in the overall and in the breakdown by VA/DMV group.

For most teachers, fitting the Rule of Law materials into their existing curriculum was “pretty easy” (46%) or “very easy” (34%). Notably, fitting materials into curriculum was more challenging for middle school teachers than high school teachers: though on average 20% indicated it was “a little hard” to make it fit, this percentage was 42% among middle school teachers compared to 11% of high school teachers. This may help to explain the implementation patterns observed, with middle school teachers implementing fewer lessons on average.

When asked for the reasons why they did not implement more lessons (Table 8), two-thirds (66%) indicated there wasn’t enough time and approximately one-third (37%) said there were too many other requirements. Some teachers (7 overall, 17%) reported they were unsure how to integrate lessons into the curriculum, and five felt the topic was already sufficiently covered in existing curriculum (12%). Fewer than 10% of respondents selected the remaining presented reasons, including that the content was not grade-level appropriate (4 teachers), the lessons were too challenging (2 teachers), or the students were not interested (1 teacher). None of the teachers reported that the lessons were not challenging enough or that they were unprepared. A few teachers used the “other” option, with most

explaining they did what was required such as “did what was asked,” “I was asked to teach the intro, two lessons, and the culminating activity,” or that teaching all lessons was “not a requirement.”

There were some notable differences in reasons for not implementing more lessons by the teacher’s school level. First, only high school teachers reported that some of lessons were already sufficiently covered – none of the middle school teachers reported that reason for not implementing more lessons. Conversely, only middle school teachers reported that the lessons were not grade-level appropriate (4 of the 11 middle school teachers answering the question) or that the lessons were too challenging (2 of the 11 middle school teachers).

Table 8. Reasons for not implementing more lessons, overall and by school level and teacher group

	Overall (n=40)	Middle (n=11)	High (n=28)	VA (n=13)	DMV (n=27)
Not enough time	27 (66%)	8 (67%)	19 (68%)	7 (50%)	20 (74%)
Too many other requirements	15 (37%)	4 (33%)	10 (36%)	5 (36%)	10 (37%)
Unsure how to integrate into curriculum	7 (17%)	3 (25%)	4 (14%)	3 (21%)	4 (15%)
Topic sufficiently covered	5 (12%)	0	5 (18%)	1 (7%)	4 (15%)
Not grade-level appropriate	4 (10%)	4 (33%)	0	2 (14%)	2 (7%)
Lessons too challenging	2 (5%)	2 (17%)	0	1 (7%)	1 (4%)
Students not interested	1 (2%)	0	1 (4%)	1 (7%)	1 (4%)
Lessons not challenging enough	0	0	0	0	0
I felt unprepared	0	0	0	0	0

Research Question 2: According to teacher reports, how do students/classrooms experience the Rule of Law for all lessons?

Overall, teachers reported that some positive student behaviors in their classes were somewhat or more prevalent than in typical (i.e., non-ROL for All) classes when implementing ROL for All lessons, while others were about the same (Table 9). A majority reported students were more likely to make connections between content and their own experiences (51% somewhat more, 20% much more), to be engaged (41% somewhat more, 20% much more), and to discuss actions they can take to improve their communities (44% somewhat more, 17% much more). For expressing opinions freely, 61% reported students did this ‘about the same’ as in their other classes, and 56% said students disagree openly about political and social issues similarly to other classes in which they are not implementing

ROL for All. Eighteen percent indicated students took fewer notes in Rule of Law classes, and two-thirds said it was about the same.

Table 9. Student behaviors in Rule of Law classes

	Much less or somewhat less (1 or 2)	About the same (3)	Somewhat or much more (4 or 5)
Make connections between the content and their own lives/communities	--	29%	71%
Seem engaged	5%	34%	61%
Discuss actions they can take to improve their communities	2%	37%	61%
Discuss current political events	2%	49%	49%
Express their opinions freely	--	61%	39%
Disagree openly about political and social issues	10%	56%	34%
Take notes	18%	68%	16%

Table 10 shows the average response on these same student behavior items, overall and disaggregated by school level and whether the teacher was in the VA or DMV groups. Descriptively, there were some differences by school level (e.g., middle school teachers averaged a rating of 4.2 on “discuss actions they can take to improve their communities” while high school teachers averaged a rating of 3.5 on this item.) However, we did not test differences for statistical significance, so results should be interpreted with caution.

Table 10. Student behaviors in Rule of Law classes, means overall and by school level and teacher group

	Mean	Middle (n=12)	High (n=28)	VA (n=14)	DMV (n=27)
Make connections between the content and their own lives/communities	3.9	4.2	3.8	3.9	3.9
Seem engaged	3.7	3.8	3.8	3.7	3.8
Discuss actions they can take to improve their communities	3.7	4.2	3.5	4.0	3.6
Discuss current political events	3.6	3.6	3.6	3.6	3.6
Express their opinions freely	3.5	3.6	3.5	3.5	3.6
Disagree openly about political and social issues	3.3	3.3	3.3	3.2	3.3

	Mean	Middle (n=12)	High (n=28)	VA (n=14)	DMV (n=27)
Take notes	3.0	3.1	3.0	3.1	3.0

We asked teachers their perspectives on whether students were positively impacted by the ROL for All lessons and indirectly, through the professional development and coaching the teachers received. Overall, teachers reported that students were positively impacted, almost exclusively using the 3 (some) or 4 (a lot) point response options on a four-point scale (Table 11). Creating a mean score across these items, teachers rated students being most impacted in terms of helping students learn to form their own opinions (mean = 3.32) and making sense of complex situations that they may not have a ‘right’ answer to (mean = 3.32). Even the lowest mean item (mean = 3.02), empathizing with experiences of people from different backgrounds, was above the “some” label on the four-point scale. Only one teacher gave a rating to “not at all” on one of the items.

Table 11. Perceived impacts on students

	Not at all (1)	A little (2)	Some (3)	A lot (4)
Helping students learn to form their own opinions about an issue.	--	10%	49%	42%
Make sense of a complex situation that may not have a ‘right’ answer	--	10%	49%	41%
Develop a reasonable plan of action when the best path is not necessarily clear	--	10%	63%	27%
Understand other people’s opinions	--	17%	56%	27%
Empathize with the experiences of people from different backgrounds	2%	15%	61%	22%

Teachers’ perspectives on the impact of the ROL for All curriculum was mostly similar across school level and across the two implementing groups (Table 12).

Table 12. Perceived impacts on students, means overall and by school level and teacher group

	Mean	Middle (n=12)	High (n=28)	VA (n=14)	DMV (n=27)
Helping students learn to form their own opinions about an issue.	3.3	3.3	3.3	3.4	3.3
Make sense of a complex situation that may not have a ‘right’ answer	3.3	3.3	3.3	3.5	3.2
Develop a reasonable plan of action when the best path is not necessarily clear	3.2	3.0	3.25	3.3	3.1
Understand other people’s opinions	3.1	3.2	3.1	3.3	3.0

	Mean	Middle (n=12)	High (n=28)	VA (n=14)	DMV (n=27)
Empathize with the experiences of people from different backgrounds	3.0	2.9	3.1	3.1	3.0

Research Question 3: What do teachers report are the primary strengths of the Rule of Law for All curriculum and professional development and in what areas can the program be improved?

Teacher feedback about the quality of Rule of Law for All materials was overwhelmingly positive. Over 70% of teachers rated the lessons and the professional learning program “excellent” – the highest point on the rating scale (Table 13). More than half rated the instructional coaching and support as “excellent.” The most room for improvement was around the lesson extensions – 22 teachers reported using lesson extensions and most (59%) rated the quality as “good.”

Table 13. Quality of materials, frequencies

	Number of teachers using	Poor (1)	Fair (2)	Good (3)	Excellent (4)
Rule of Law lessons	41	--	2%	27%	71%
Professional learning program	41	--	2%	24%	73%
Instructional coaching and support	39	--	5%	38%	56%
Lesson extensions	22	--	9%	59%	32%

Average reports by school level and teacher group are displayed in Table 14. Descriptively, the patterns were similar across the two groups on most items.

Table 14. Quality of materials, means overall and by school level and teacher group

	Number of teachers using	Mean	Middle (mean/n)	High (mean/n)	VA (mean/n)	DMV (mean/n)
Rule of Law lessons	41	3.7	3.5 (12)	3.8 (28)	3.6 (14)	3.7 (27)
Professional learning program	41	3.7	3.7 (12)	3.7 (28)	3.6 (14)	3.7 (27)
Instructional coaching and support	39	3.5	3.5 (11)	3.5 (27)	3.7 (12)	3.4 (27)
Lesson extensions	22	3.2	3.1 (7)	3.3 (14)	3.2 (5)	3.2 (17)

Student Experiences:

Research Question 4: To what extent did students change on the following dimensions after experiencing Rule of Law For All curriculum and instruction?

Using the five assessment-like questions in the baseline and end of year student surveys, we examined how much students learned after their ROL lessons were complete. Table 15 shows the number and percentage of students correctly answering 0, 1, 2 or more questions at each time point, across the full sample. At baseline, almost one-quarter of students taking the survey (24%) did not answer one ROL question correctly, while 3% achieved five correct items (Table 15). By the end of the year the distribution had slightly shifted in the positive direction – that is, fewer students answered zero or one question correctly, while more students answered three, four or five answers correctly. However, even by the end of the year, few students were performing well on the knowledge assessment questions. Only 7% of the sample taking the end of year survey answered all five questions correctly and still 15% did not provide one correct answer.

Table 15. Number of correct items at baseline and end of year

	Baseline (n= 991)	End of year (n=747)	Difference ⁺ in percentage points (pp)
0 correct	240 (24%)	114 (15%)	-9 pp
1 correct	205 (21%)	127 (17%)	-4 pp
2 correct	231 (23%)	163 (22%)	-1 pp
3 correct	173 (17%)	161 (22%)	+5 pp
4 correct	111 (11%)	133 (18%)	+7 pp
5 correct	31 (3%)	49 (7%)	+4 pp

⁺ Interpret with caution, as differences may be driven by compositional differences between the two survey samples

Table 16 shows which questions students answered correctly and incorrectly at each timepoint. On average, students made the most progress identifying one of the six factors of ROL.

Table 16. Percent correct per question at baseline and end of year

	Baseline % correct	End of year % correct	Difference ⁺ in percentage points (pp)
Best definition of ROL	35%	41%	+6 pp
Identify one of the six factors of ROL	37%	64%	+27 pp

	Baseline % correct	End of year % correct	Difference ⁺ in percentage points (pp)
Difference between rule and a law	31%	38%	+7 pp
T/F: Scenario 1 - example of ROL working the way it should	27%	28%	+1 pp
T/F: Scenario 2 - example of ROL working the way it should	52%	60%	+8 pp

⁺ Interpret with caution, as differences may be driven by compositional differences between the two survey samples

Collapsing student performance at the classroom level reveals the extent to which classrooms improved in their mean knowledge from the baseline assessment to the end of year assessment (keeping in mind there was some non-overlap in the sample of students taking the assessment within the classroom at each timepoint). With 54 participating classrooms, the average number of correct items at baseline was 1.79 compared to 2.32 at the end of the year. Performance was higher on average at the high school level compared to middle school, with high school classrooms improving from an average of 1.99 at baseline to 2.58 at the end of the year, compared to 1.51 and 1.89 for middle school students (Table 17). Though classrooms demonstrated some improvement, there is still room for more improvement, with classrooms correctly answering fewer than three of the questions, on average.

Table 17. Knowledge construct, overall and by school level

	Baseline	End of year	Difference ⁺
Overall	1.79 (n=54)	2.32 (n=49)	+ .53
Middle school	1.51 (n=22)	1.89 (n=19)	+ .38
High school	1.99 (n=32)	2.58 (n=30)	+ .59

⁺ Interpret with caution, as differences may be driven by compositional differences between the two survey samples

While the knowledge construct tested students' knowledge objectively, another way of assessing progress in student knowledge was through students self-reporting the extent to which they felt they understood concepts central to ROL. We asked students at baseline and at the end of the year to rate the extent to which they felt they understood ROL five concepts, including, "I know a good deal about ROL," "I understand how ROL applies to my life," and "I know some ways I can address ROL challenges in my community." Students rated their agreement with these statements on a scale of 1 (Strongly disagree) to 4 (Strongly agree). On average, student agreement with these statements was 2.81 at baseline (2.77 for middle school students, 2.83 for high school students). Notably, this average score places the respondent between Disagree and Agree points on the response scale. At the end of

year, average responses were slightly higher – 2.99 overall, essentially expressing agreement, composed of an average of 2.91 among middle schoolers and 3.04 among high schoolers (Table 18).

Table 18. Self-reported understanding of ROL concepts at baseline and end of year

	Baseline	End of year	Difference ⁺
Overall	2.81 (n=54)	2.99 (n=49)	+ .18
Middle school	2.77 (n=22)	2.91 (n=19)	+ .14
High school	2.83 (n=32)	3.04 (n=30)	+ .21

⁺ Interpret with caution, as differences may be driven by compositional differences between the two survey samples

We also directly asked students how much they learned about numerous ROL principles (Table 19). Their self-reports reflect a perception that they understood almost all of the aspects of ROL. The majority of students, almost 60%, reported that they understand almost all of the principals, and almost 20% reported that they understand the concepts so well they could teach it to others. This result is inconsistent with results on the knowledge assessment, where only 25% of the sample answered four or five of the five items correctly.

Table 19. Student self-reported understanding, end of year

	We did not learn about this	A little – it was introduced	A good deal – I understand it	A lot – I could teach it to others
The definition of Rule of Law and its six factors	5%	25%	58%	12%
A fair and effective court system	4%	15%	62%	19%
Fundamental rights	3%	18%	59%	21%
Open and transparent government	4%	19%	60%	17%
Peace and stability	3%	14%	62%	21%
Controlling corruption and the abuse of power	4%	17%	60%	19%
Limiting and balancing government power	3%	14%	61%	22%
Addressing rule of law challenges in your community	5%	22%	57%	16%
How Rule of Law may be experienced differently by different groups	7%	20%	56%	17%

We also examined students’ civic attitudes, asking the extent to which they agree or disagree with various positions like “I believe people like me can make a difference in the community,” “Once I am legally able to vote, I will vote regularly,” and “I think it is important to get involved in improving my community.” Students responded on a scale of 1 (Strongly Disagree) to 4 (Strongly Agree). Overall, the average student response to the civic attitudes questions was 2.91 at baseline (2.75 among middle school students and 3.03 among high school students). There was not much change from baseline to end of year for either group of students (Table 20).

Table 20. Civic attitudes scale scores, baseline and end of year

	Baseline	End of year	Difference ⁺
Overall	2.91 (n=54)	2.94 (n=49)	0.03
Middle school	2.75 (n=22)	2.84 (n=19)	0.09
High school	3.03 (n=32)	3.01 (n=30)	0.02

⁺ Interpret with caution, as differences may be driven by compositional differences between the two survey samples

Research Question 5: To what extent can students analyze strengths and weaknesses of rule of law in the U.S. after participating in Rule of Law For All?

In the end-of-year student survey, we included two open-ended questions designed to examine the extent to which students could analyze strengths (a) and weaknesses (b) of ROL. Question prompts read:

- a. Based on what you know about the Rule of Law (ROL) and its factors, describe one strength of the ROL in the United States using an example from your local community, your state, or the national level. Explain why the example demonstrates a strength of ROL in the setting you chose.
- b. Based on what you know about the Rule of Law (ROL) and its factors, describe one weakness of the ROL in the United States using an example from your local community, your state, or the national level. Explain why the example demonstrates a weakness of ROL in the setting you chose.

Though over 750 students completed the end-of-year survey, between 44% (a) and 48% (b) of responses were either blank, “I don’t know” or contained a nonsense response (e.g., “lol”, “yes”; “thank you”). This high level of invalid response suggests that students were not motivated to answer these questions with care. That is, students who might be capable of describing strengths and weaknesses of ROL chose not to do so. Given this reality, coding student responses to report the percent who demonstrated skill in this area (or who did/did not learn how to analyze strengths and weakness of ROL) would likely under-estimate student learning in these classrooms. Further, with no

comparison group of students in classrooms with teachers who did not participate in ROL for All, we cannot benchmark results against a classroom that was not exposed to Street Law's lessons (which would help account for the tendency of teenagers to not take such assessments seriously).

Given these constraints, we instead provide examples of student responses from different grade levels and courses that exemplify both higher and lower quality responses. We do not attempt to summarize student learning across the sample in these areas based on survey responses.

Strength of ROL

Many respondents across both middle and high school grade levels provided answers that demonstrated little or no evidence of skill. Example responses included, "Most people follow it," "to be nice to your friends," "ROL applies to everyone," "A strength of the ROL includes how honest and upfront they're supposed to be with the citizens," and "Our rule of law is strong."

Responses demonstrating some evidence that students understand ROL and its strengths included a correct statement about ROL but failed to either use an example from their local community, or to explain why the example demonstrates a strength of ROL. Examples include:

Middle School:

- "One rule I think is a strength in my state is to protect the people because there are many hate crimes but there are very few hate crimes because they will go to jail if caught doing a hate crime."
- "They make laws and when they make laws you have to abide by them and if you dont and you break the law then you might go to jail or prison"
- "It is fair meaning that everyone, including officials are chargeable. This makes it so there is as little corruption as possible."

High School:

- "A strength in the rule of law is Fundamental right protected for states because you dont see many cases about people having there rights in jeprody." [sic]
- "One of its strengths is it's ability to affect anyone such as in the johnny depp v amber heard case it allows even famous people to not escape punishment by law."
- "The exercising of fair and effective laws that apply to everyone."

Responses with strong evidence that students have a deep understanding of ROL and how it applies to their lives can explain a core concept of ROL, provide an example from their community, and

explain why that example was chosen. These responses were present at both Middle and High school levels. Examples include:

Middle School:

- “Rule of Law gives people the freedom of religion. This means that people in my community can choose any religion and/or place of worship that they wish, and the government cannot intervene unless there are extenuating circumstances. This is a strength because it is a right of the people in this country to choose their religion, and they must be treated equally with this right.”
- “In the United States, Rule Of Law makes sure everyone is treated and follows laws fairly. For example, all students and teachers must follow school rules or consequences can be made. If the rules are not followed you have the opportunity to go to court and go through that process. But, the process is mainly the same whether you are a student or a teacher.”

High School:

- “Rule of Law protects the integrity of the government, and is used to prevent them from being corrupt. For example, the Watergate Scandal involving President Nixon led to him being impeached then resigning. This proved that the president wasn't above the law, and would be impeached if need be.”
- “In the national government there are sometimes corrupt representatives and congresspeople that break the laws set by the government for their own benefit and personal gain. I think that rule of law does a great way to enforce the laws and keep our government safe and clean rather than what it would be without it.”

Weakness of ROL (a)

Similarly, some responses across both middle and high school respondents failed to provide any evidence of having learned about ROL. Responses included “A weakness is that even though ROL is a thing some people still don’t follow ROL,” “I don’t think theres any weaknesses,” “that it can

change,” “Cops should be checked more but its okay I guess,” and “You cant always keep track of everything and then it hard to make decisions as a group.”

Responses demonstrating some evidence that students learned about weaknesses of ROL, but couldn't quite comprehensively answer the question include:

- “Some people don't follow the rules. In a no skating area people will still skate”
- “Sometimes it isn't always enforced because there is corruption.”
- “One weakness of the rule of law is how sometimes people who have more power have a little more authority on situations that they are involved in compared to the citizens.”

High School

- “Peace and Stability in the country because to this day, people are still being discriminated such as women's rights.”
- “A weakness is that the government doesn't always follow it, Roe v Wade is currently in the process of being overturned which isn't fair toward woman.”

Responses showing comprehensive understanding of the limits of ROL also appeared at both the middle and high school level, though were rare:

Middle School:

- “Rule of Law promises equal trials for all people, but this is not seen sometimes. Due to race, sexuality, socioeconomic status, and gender, people may not be able to have fair trials or good lawyers. There are biases everywhere, but we can do more to help all citizens of our nation.”
- “Rule of Law doesn't give much detail on ways to address problems to the government, meaning solutions can be harder to find.”
- “One weakness of rule of law is that the factor of absence of corruption doesn't always work out. Although corrupt politicians are able to be impeached, they still exist and sometimes aren't as obvious as others, which allows for corruption to occur without being known.”

High School

- “Critics of a strictly formal conception of the rule of law argue that too much attention to the legal process generates significant vices of its own in the form of exaggerated legalism and neglect of the political or real world dimensions of legal conflicts.”
- “On a national level, I feel that not all rights are protected. I feel that the rights and feelings of minorities and the impoverished are sometimes ignored or discredited. The worst part is

that in the current system I feel like this will continue to happen and this is an example of a failure of rule of law in the united states.”

- “A weakness in rule of law is peace and stability, which is probably one of the hardest to maintain. Peace and stability is something that we haven't learned to attain at the local level, state level, or national level. It's not as much the government as it is the people. Rule of law says that all people are bound by the law, but unfortunately some citizens feel the need to break that code. Many citizens are going around killing each other, hurting each other, throwing riots, and it's not fair to this country. Then there are some anomalies of police officers that have also fallen into this group of uncivilized civilians. We need to work towards the goal to ensure that all people are maintaining the peace and stability of our country. For, we should not allow one another to disrespect the country that gave us shelter.”

Research Question 6: After participating in the “Rule of Law for All” project, to what degree can participating students formulate a plan for addressing a rule of law challenge in their community?

To address our third research question, we collected representative work samples from the ROL for All culminating activity. Collected work represented 66 students across the 14 VA teachers’ classrooms - 7 middle school (n=34 students) and 7 high school (n=32 students). We assessed students’ written work products following a Street Law-created rubric with two dimensions. The first dimension addressed students’ ability to select a ROL Law Challenge, describe the challenge in detail, demonstrate clear understanding of ROL, and clearly connect the challenge to community impact (referred to hereafter as “Select a ROL challenge.”) The second assessed their ability to detail a specific plan of actions to take to address the challenge, describe the supports necessary to carry out the plan, and consider multiple realistic barriers and realistic ways to address the barriers (referred to hereafter as “Address a ROL challenge.”) We applied scores of 0 (Incomplete) to 3 (Exemplary) separately on each of the two dimensions as instructed by the rubric (we include the scoring rubric in Appendix C).

Table 21 shows the results of scoring overall, by school level, and the range for individual teachers’ classrooms. On average, students’ understanding of ROL was between developing and accomplished on both dimensions scored, with average scores of 1.68 and 1.60 across the two dimensions. High school scores on average were higher than middle school; 1.95 on both dimensions, compared to 1.4 for Select a ROL challenge and 1.26 for Address a ROL challenge for middle schoolers. These averages place high school students closer to the accomplished rating for the two dimensions.

There was meaningful variation across teachers’ classrooms, with the average score per classroom ranging from 0.0 to 3.0. Notably, the highest mean scores were in Advanced Placement high school

courses. These teacher-level means should be interpreted with caution since they are based on only a handful of students' work in only one of their classes.

Table 21. Student work samples, overall and by school level

	n	Select a ROL challenge (Mean)	Address a ROL challenge (Mean)
Middle school	34 students 7 classrooms	1.40	1.26
High school	32 students 7 classrooms	1.95	1.95
Teacher-level range	14 teachers	1.0 to 3.0 ^a	0.0 to 2.8 ^b
Overall	66 students 14 classrooms	1.68	1.60

^a Mean of 1.0 observed in three middle school classrooms; Mean of 3.0 observed in one AP US History classroom.

^b Mean of 0.0 observed in one 7th grade classroom; Mean of 2.8 observed in one AP US History classroom.

Of the 66 students, 50 received the same score on both dimensions (select a challenge and address a challenge). Among the 16 with different scores for the first and second dimensions, 11 (69%) scored higher on the first dimension than the second, indicating they were more able to identify a challenge to ROL than to propose a recourse plan. This result should be interpreted with caution, as anecdotally via their teachers, some students expressed frustration when reaching the second essay-type question in the survey and may have given less effort to the second of the two.

Most challenges students selected fell into one of three broad categories, violence (n=26), racism and/or discrimination (n=26), and corruption (n=7). Other topics, generally written about by students demonstrating less developed grasps of ROL, included pollution, wish for longer weekends from school, curvy streets, revving engines as a community disturbance, limited input into school decisions, and texting while driving.

Work assigned a score a “0” was missing one or more parts of the assignment (one student received a score of 0 on both dimensions; seven others received a score of 0 on one of the two dimensions). Students receiving a “0” score for the first dimension did not select a challenge or did not select a challenge and/or make any connection to community impact (one student). For the second dimension, students scoring “0” did not explain how to address the challenge (seven students).

Select a ROL challenge

Students scoring “Developing” (1) on Select a ROL challenge (n=32) identified a challenge to ROL but their response did not demonstrate full understanding of ROL nor a clear connection to the community. Example middle school developing responses (n=20 of 34) included, “The fundamental

rights are protected,” “Governments powers are limited,” and “Taxes are to strict” [SIC]. Example “Developing” high school responses (n=12 of 32) included, “Peace and stability, America is very unstable and great amounts of individuals suffer when they don’t have to,” and “I would like to address neighborhood as my rule of law challenge.”

In comparison, students scoring “Exemplary” on the first dimension (n=12) detailed their selected challenge in a way that made clear their understanding of ROL and how this challenge impacts their community. Two middle school students provided exemplary responses on Select a ROL challenge:

- [Fundamental rights are not protected] “because there are people in the world getting discriminated and even killed because of their race, gender, sexual orientation, and even color... this has been a problem not only here but all around the world.” [This challenge is affecting my community by] “Making some people scared to do certain things or even show themselves because they are afraid of how people will treat them.”
- “There have been more shootings more frequently at the oceanfront an in Norfolk... people don’t feel safe anymore especially at night, and innocent people who were in the wrong place at the wrong time.”

Ten high school students received exemplary scores on Select a ROL challenge (five were students of one teacher). Example responses receiving an exemplary score included:

- “Black communities are disproportionately filled with poverty and violence. This is a result of systematic issues like the prisoner clause in the 13th amendment.”
- “Government powers are limited because police always get the leeway because of the authority they carry. Even with this power they have they still fail to be held accountable for their wrong doings. I want to address this challenge because police brutality intertwined with racial injustice has increased steadily between the years of 2021- 2022. The city has failed with enforcing the laws and regulations as well as the guidelines the cops should be taking accountability for.”

Address a ROL challenge

Students scoring “Developing” (1) on Address a ROL challenge (n=21) identified a plan to address their identified challenge but the actions to be taken were unclear, the student provided few details about support needed to carry out the plan, or the student did not fully think through barriers and how to address them. As an example of a middle school developing response, one student wrote:

“Government powers are limited. They have surveniance [SIC] on us and have too much power. [This challenge is affecting my community by] Lack of privacy. [Some ways I might address this challenge are] talk to a local government. [To address this challenge, I need support from the following people or groups... I will gain this support by] I will have the respect and help of my neighborhood. [As I

address this challenge, I anticipate the following barriers... I can try and overcome these barriers by] having a compelling argument? [SIC]

An example developing high school response was, “I would like to address neighborhood as my rule of law challenge. I want to address this challenge in order to have a positive community. This challenge can affect my community with positivity. I would address it with peace and stability. I will need support from neighbors within my community. I will gain support by being respectful and open-minded. I can try to overcome barriers by opening up to members within my community.”

In contrast, three middle school student work samples received exemplary scores on Address a ROL challenge, providing a detailed plan of action, description of supports, consideration of barriers and ways to address the barriers. One student articulated:

- “Multiple shootings at the ocean front the past years...causes the beach to not be safe. If more shootings continue to happen on busy days, less people will go there, damaging the economy. Calling the city council and speaking in meetings will allow officials to be aware of the challenge. To add on, creating petition allows the city council know that other [area] residents want to solve this challenge. I need support from the residents of the city, the city council, and possibly police and security. Showing all the bad events and negatives of beach shootings will make others more aware about the issue. People who support guns and some police officers don’t want a gun ban. They might be overcome if there are restrictions instead of a ban.”

At the high school level, seven students (four from one teacher’s class) received exemplary scores, including this exemplar response (the comprehensiveness exhibited by this response was rare):

- “Although segregation is declining, inequalities in communities still persist. Its legacy has resulted in the confinement of Black communities to be overlooked and underserved by the government which has resulted in the racial wealth gap today. It is not fair for a group of people to be treated poorly by the government solely due to the color of their skin. African Americans should not be forced to live in fear.

Peaceful organizers of the BLM movement scheduled a peaceful protest at the Oceanfront in order to honor the two lives that were taken by bullet on March 26th. Multiple shootings have been reported the week before. A police officer was ID to be the killer, but was not turned in for unknown reasons.

A few ways to be proactive and address this issue include protests, political engagement, and using the media to spread awareness. Protesting allows the public and government to know how many people care about the issue. Fundraising for the cause can also be an effective use of civil engagement. We

can also write to our elected officials to push for new laws, protections, and guarantees that help serve the Black community and push for equity.

To address this problem we would need support from the general public to force the government to take action. After that we would need to convince/encourage enough government officials to make policies to prevent such things from happening. We could also run campaigns and join protests in order to help spread word and educate people about what is happening in the community.

As we address this challenge, we anticipate the following barriers: critique; limited support for certain aspects of the movement (“ACAB,” “Defund the Police,” “Police Reforms”); racism; adversaries of critical race theory I can try and overcome these barriers by doing my part in educating those around me; Advocating for issues; Promoting growth and learning; Highlighting important issues facing the community.”

Overall, students’ work samples showed considerable variability in the extent to which students could demonstrate their understanding of key course concepts, with average work exceeding the developing standard but not demonstrating accomplished grasp of course material. As would be expected, high school students, on average, demonstrated more sophisticated understanding than middle school. Notably, students of one teacher high school teacher contributed five of the ten exemplar ratings in the area of Select a ROL Challenge, and four of the seven exemplar ratings on Address a ROL challenge. These results indicate that while students of volunteering teachers gained from the course, there is room for improvement.

Other implementation feedback

We collected additional data through teacher and student surveys that provide important feedback about ROL for All, but that are not in direct response to stated research questions. About two-thirds of participating teachers (66%) reported that Rule of Law was not sufficiently covered in prior teaching materials in their social studies courses, and three teachers reported it was not covered at all. The remaining one-quarter reported that their coursework sufficiently covered Rule of Law prior to participating in Street Law’s Rule of Law for all.

Teachers - Greatest Strength?

When asked in an open-ended format, what is the greatest strength of ROL for All, teachers provided extremely positive feedback (six teachers did not write a response). Responses clustered into four main categories: 1) relevance of materials and activities to students’ real lives, 2) the engaging nature of the activities, 3) the adaptability of the content; and 4) the high quality of the materials. While each of

those four types of responses were common, a less common theme, but clearly articulated by three teachers, was related to the positive impact of the lessons on their students.

Relevance: Many teachers referenced the materials' relevance to students' lives using phrases to describe curriculum including, "real-world connections," "applicable to real life situations/scenarios," "relates to current interests," and "students are encouraged to use their experiences as a springboard for the concepts being delivered and as a touch stone to relate to the concepts." One teacher wrote, "The lessons are extremely relevant to students' own lives and compel them to consider other perspectives." Another teacher articulated these sentiments concisely, "I believe the greatest strength of the rule of law lessons were the scenarios and real-life examples. These were things that kids could easily interact with and grasp the concepts, be at how complex, in an understandable way."

Engaging: Many teachers remarked that the greatest strength of the ROL for All lessons was in how engaging the materials and activities were. They used terms like "engaging," "practical," "hands-on," "interactive," and "relatable." One teacher explained that the engaging nature of the activities enabled students to "connect the material they had learned about first semester to their current lives." Another wrote, "Activities were fun, very well thought out, and engaging" and another reported that the "variety of activities increased student engagement."

Adaptable. Many teachers remarked on the flexibility of the materials in that they could be adapted for different age levels, ability levels within a classroom, and for different courses. Teachers appreciated being "encouraged" to adapt, that the materials "made it easy" to adapt, and as one teacher expanded, for the "many different needs of students in a given class or different sections/levels of student ability." Multiple teachers remarked on the flexibility of the materials across courses, as one explained: "The lessons are malleable – I can adjust them as necessary to fit US History content or to fit government curriculum, and I imagine they could even be applicable to some extent in other social studies courses like economics, sociology or even psychology." Another appreciated the flexibility of the content: "If your time does not allow for all aspects of the lesson, you can easily modify to fit or chunk into separate class periods."

High-quality. The high-quality nature of Street Law's materials was also central to teachers' positive feedback. Teachers commented on the clarity of the lessons, the availability of staff for support, the organization and comprehensiveness of the lessons, that the lessons were "extremely specific" with "easy to follow directions." One teacher described the lessons as containing "everything I needed." One teacher complimented the curriculum in this way: "The content was structured in such a way that a seasoned expert or a new teacher could implement easily" and another explained that the materials "go beyond the typical explanation of ROL offered by the curriculum." One teacher wrote, "It is easy

to tell that the SL staff has experience in not only writing strong lessons, but how they will be implemented and received in the classroom.”

Impact on students. Three teachers pointed to the impact of the curriculum on their students and their students’ learning. One commented on students’ retention of knowledge, “I found that my students remembered much more about Fundamental Rights than students who did not use the Street Law lessons. My students retained their understanding of Rule of Law and Fundamental Rights even at the end of the curriculum and more than any other concept we covered.” Another described their students as having, “a much more complete understanding of Rule of Law as a concept.” A third teacher explained that the lessons, “open my student's eyes to understanding topics/events in today's news beyond what the media presents. They are able to understand the "law" behind decisions and can form their own opinions.”

Concrete examples of what teachers liked. Some teachers gave specific examples of materials and activities they liked or appreciated. These included:

- “The WJP data to compare the US to other countries around the world.”
- “Open and Transparent lesson – information for each council member and each group provided was great; not having to create the materials is a huge timesaver.”
- “Culminating Lesson. Wow! Some of the communities and reasons to focus on those communities were eye opening!”
- “They loved the alien invasion activity as well as the hexagon activity.”
- “They enjoyed the chance to debate and tackle serious/controversial topics/express their own opinions.”
- “A lot of our focus tends to be on the national government; however, this course allowed students to really dive into local issues.”
- I appreciate that these lessons are intentionally open-ended. There is no “right” answer; in fact the “right” answer is to continue asking questions.

One teacher commented on the value of the materials in today’s educational climate:

“The open ended-ness is also helpful in the tense climate of education today. I constantly live in fear of being "reported" for teaching something deemed "too controversial." This structure allows for lots of flexibility and application on all ends of the spectrum, so I think it is a good way to encourage critical thinking without teaching something deemed arbitrarily "inappropriate.”

Teachers - What Would you Change?

We also provided teachers with an opportunity to describe something about Street Law’s ROL for All lessons that they would change. Most suggestions were idiosyncratic, often about a specific lesson or

material, though some themes did emerge, which we present below. Notably, 11 teachers responded that nothing should be changed, or “not a lot,” or that barely anything needed to be changed, “not much to add” or that the changes could be made by the implementing teacher, such as “I made my own changes.” In addition to these 11 who explicitly noted they wouldn’t change much, nine others did not provide a response.

Among all the suggestions provided, the most coherent theme that emerged had to do with modifying the content or scaffolding the material for younger grade levels. Teachers commented that they would appreciate “accessibility for middle schoolers,” that they would have liked “instructional slides for the students and more examples (for middle school),” feeling that the “lessons could be designed better for middle school age,” and that “having more visuals would be appropriate” at the lower grade levels.

One middle school teacher felt that “all of these lessons were way too advanced for students of this age group.” And one commented that the content “would definitely be suitable for an APGOV class,” suggesting it was too advanced for their students.

There were a few logistical suggestions, such as “house all documents for one lesson in one google file” and “improving the availability and accessibility of the lesson extensions” (this teacher noted “there was nowhere to find them and use them with the lesson. That was beyond frustrating.”). A few teachers commented on improving the timings suggested (“timings were off. I always took longer than the lesson timing said I would.” One teacher tempered his/her feedback: “I think the only thing I would change is to allot more time to the activities. However, I should add that my unfamiliarity with the lessons probably added to the need for more time.” One teacher suggested creating “open office zooms” so teachers could discuss any issues with their coach “in-person.”

Three teachers provided suggested improvements that were specific to the class they were teaching, and not necessarily generalizable to the lessons more generally. One noted that their AP students did not find the lessons as engaging as they are used to. This teacher went on to explain “More graphics, visuals, videos, and interaction would have been helpful... I think that because my AP students are accustomed to higher level thinking, these lessons were not necessarily super engaging for them.” And two US History teachers would have appreciated more content aligned to their course. One would change the materials so that “the hook activities and extension activities would all be related to US History.” This teacher provided more context:

“For instance, I appreciated the extension about the Watergate scandal because I could directly tie it to my curriculum. I had to get a bit creative in how to tie in some of these activities to US History, but fortunately (or unfortunately?) there are plenty of examples of a violation of each element of the Rule of Law in US History, so I was able to parallel it better. I think if I could do this over again, I would incorporate the Rule of Law more consistently throughout the entire year. It would be most

meaningful to use the elements of the Rule of Law to introduce or to end each unit and then do the culminating activity. Hopefully I can do this next year!”

Another US history teacher, “struggled implementing some of the lessons into the US history course, even with the extension. It was a good discussion amongst students why these topics are important and prepared them for government their senior year. However, I think my students and myself would have benefitted from a more variety of US history topics tie ins.”

Two teachers noted that the materials would benefit from more examples, such as, “For the culminating activity it was hard for some kids to see a challenge in their community. More examples would be helpful for those who struggle” and “I would add examples that impact them directly- like to look up rules/laws that their local jurisdictions or school system might have that could be different than the broad examples proceeded by these lessons.”

Only one teacher provided feedback suggesting the materials were not engaging enough. This teacher wrote that “Doing them all would be redundant. Students lost interest after doing a couple of lessons- had to change topics and draw in other concepts before continuing the lessons.” The remaining suggestions were specific to individual lessons. We provide them here verbatim as useful formative feedback:

- In my opinion, the Fair and Effective Court lesson needs to be modified and simplified. I spent a great deal of time preparing the materials for that one and it just was too difficult for my students. I wish I had anticipated this. I think I was channeling my inner (former) APGOV teacher self.
- The hexagon activity was great, but in a couple of my classes, a couple students found it challenging not to "mess" with other team's slides. Also, the culminating activity was a challenge for some of the students. I felt like some of the students needed a lot of guidance.
- I would like to change the introduction to the rule of law hexagonal thinking activity into something more electronically friendly. That took quite a deal of time with a cutting and pasting and the complex directions. My students eventually got it but it was a bit time consuming.
- I did not love the hexagonal activity in the introductory lesson, as some students were confused.
- With the fundamental rights, I would have liked to have more specific info about the civil rights movement. I ended up adding some sources to make it work for me.
- I don't think that students needed to complete all of the other lessons in order to complete the culminating activity. I would make the culminating activity just another lesson. In fact, I think the students could have completed it after the Introductory lesson and that it might have even fit in better at that point when they had first completed going over the six key

factors. To be honest, I did not use the peace and stability lesson because I did not feel like student dress code was a good example of this factor and did not think that my students would buy into the idea that dress codes would create peace and stability. I did think the extension concerning the government's response to 9/11 was a better example and I would use that as the main lesson. I did not have time in the curriculum to complete this lesson, but that is the way I would have done it if I had.

- I plan to make the octagonn pieces bigger because my kids took notes on the backside. I used them after each activity. Everyone cut out a set for themselves. The kids loved the hands-on activity.

Students – Other Feedback

We posed a few additional questions to students on the end-of-year survey asking them to reflect on their learning experiences during ROL for All lessons. About half of responding students thought the ROL lessons were as interesting as other non-ROL lessons in the same class – one quarter thought they were less interesting and one-quarter though they were more interesting (Table 22). The average scale response on this item was 2.9 for middle school students and 3.0 for high school students.

Table 22. How interesting were lessons, overall and by school level

	Much less or somewhat less interesting (1 o 2)	About the same (3)	Somewhat or much more interesting (4 or 5)
Overall	26%	49%	25%
Middle school	27%	52%	21%
High school	26%	47%	27%

Two-thirds felt the classroom experiences was “a little different” when discussing ROL compared to other concepts discussed in the class, and approximately 20% felt that class wasn’t any different at all. Only a small percentage of respondents felt that the classroom experience was “very different” when discussing ROL (Table 23). The average response was 1.9 for middle school students and 2.0 for high school students.

Table 23. How different was class when discussing ROL, overall and by school level

	Not at all different	A little different	Very different
Overall	20%	67%	13%
Middle school	22%	68%	9%
High school	18%	67%	15%

Finally, most students reported that ROL assignments were either “somewhat” or “very much” central to their understanding of ROL concepts, answering that those assignments helped them understand the concepts (Table 24). About one-quarter of students reported the assignments were “not at all” or only “a little” helpful. Both middle and high school students averaged a response of 2.9 on this item.

Table 24. How helpful were ROL assignments, overall and by school level

	Not at all	A little	Somewhat	Very much
Overall	6%	20%	52%	23%
Middle school	6%	19%	54%	21%
High school	6%	20%	50%	24%

Discussion

We designed our evaluation of Street Law’s pilot United States ROL for All curriculum and aligned professional development program with the overall objectives of contributing to program improvement, and more generally informing Street Law’s ROL for All next steps. This study does not include a comparison group of teachers and their students who did not participate in ROL for All activities. Results from this study are descriptive and meant to be formative; observed changes over time cannot be attributed to ROL for All, as the study was not designed or implemented in a way that allows for causal inference.

Teacher Feedback was Overwhelmingly Positive

Overall, we found teachers’ participation in the ROL for All program was a positive experience for them and their students. All teachers reported using the introductory lesson, almost all used the culminating lesson and accompanying activity, and over 60% used the “Fundamental Rights” lesson. Approximately three-quarters of the implementing group of teachers used four of the available lessons, though some tried five or six lessons. Teachers reported adaptability as a key strength of ROL for All pedagogy, describing fitting Rule of Law for All materials into their existing curriculum was “pretty easy” (46%) or “very easy” (34%). Other key strengths included relevance of materials and activities to students’ real lives, the engaging nature of learning activities, and the high quality of included materials.

Teachers perceived several positive behaviors occurring more frequently in their classrooms when implementing ROL for All lessons, compared to what they described as ‘typical’ for their classes. . For example, a majority reported students were more likely to make connections between content and their own experiences (51% somewhat more, 20% much more), to be engaged (41% somewhat more, 20% much more), and to discuss actions they can take to improve their communities (44% somewhat more, 17% much more).

Teachers also perceived that ROL for All positively impacted their students in several skill domains, almost exclusively using the 3 (some) or 4 (a lot) point response options on a four-point scale. The most positive areas of skill development included helping students learn to form their own opinions (mean = 3.32) and making sense of complex situations that they may not have a ‘right’ answer to (mean = 3.32). Even the lowest mean item (mean = 3.02), empathizing with experiences of people from different backgrounds, was above the “some” label on the four-point scale. Only one teacher gave a rating to “not at all” on one of the items.

Aligned with their feedback about ROL for All’s strengths and positive impacts for students, teacher feedback about program components was overwhelmingly positive. Over 70% of teachers rated the lessons and the professional learning program “excellent” – the highest point on the rating scale. More than half rated the instructional coaching and support as “excellent.” The pattern of responses was descriptively similar for teachers in middle and high school, and for teachers in the VA or the DMV groups.

Middle school teachers reported less ROL for All use, more challenges

Though our research design did not allow for exploring differences between groups statistically, clear patterns emerged descriptively highlighting that middle and high school teachers experienced different challenges. While teacher satisfaction with ROL for All was comparably high across the two school levels, the content of the lessons and the ROL for All materials were more challenging for middle school teachers to implement successfully. Among middle school teachers, 42% reported ROL for All was “a little hard” to integrate with their existing curriculum compared to 11% of high school teachers. Aligned with this feedback, of the five teachers implementing more than four lessons, all five were high school teachers. And, when asked for an improvement they might recommend, the most cohesive theme to emerge from open-ended responses was that the materials could be better modified for younger grade levels. And, student scores in all domains were lower among middle school students compared to high school students, though this might be developmentally appropriate.

Disconnect between teacher praise and student demonstrations of understanding

Survey results demonstrated that, on average, students knew little about ROL when they started their ROL for All lessons—a strong impetus for program expansion in the U.S., especially given deterioration of ROL in the U.S. over the past decade. Before their ROL coursework, almost one-quarter of students taking the survey (24%) did not answer one ROL question correctly. In response to questions asking students to agree or disagree with five statements fundamental to ROL concepts (e.g., I understand how ROL applies to my life” and “I know some ways I can address ROL challenges in my community), an average mean of 2.8 placed students between Disagree and Agree points on the response scale.

End of year survey responses were higher. Student performance on the ROL knowledge items was better, with a higher proportion of students answering a greater number of questions correctly, and fewer students answering zero or one question correctly. However, the total proportion of students answering correctly was still quite low, given the alignment of questions to the Rule of Law lessons, indicating room for improvement. The average classroom-level knowledge score in high school at the end of the year (2.58) was higher than the average classroom-level middle school knowledge score (1.89).

Students’ ability to 1) define a ROL challenge and 2) propose a plan to address the challenge, evidenced through a review of submitted student work samples, also indicated room for improvement. Overall, students’ work samples showed considerable variability in the extent to which students could demonstrate their understanding of key course concepts, with average work exceeding the developing standard (i.e., 1 on a scale of 0 to 3) but not demonstrating accomplished (i.e., 2 on the scale) grasp of course material. On average, high school student work samples illustrated more sophisticated understanding of ROL than middle school students, with mean scores of 1.95 on both measured dimensions compared to 1.40 and 1.26 for middle school student work samples.

There are several possible ways to reconcile a potential disconnect between teachers’ high praise for ROL for All and students’ demonstrated grasp of key ROL knowledge and skills. For example,

teachers may have more highly prioritized different knowledge and skills from those we focus on above. Teachers also reported that ROL for All helped students learn to form their own opinions, make sense of complex situations, and empathize with experiences of people from different backgrounds. These are each valuable skills and teachers' appreciation of their students' development of these skills is noteworthy. In addition, by the end of the year, students themselves reported understanding almost all key ROL concepts. In their survey responses, teachers may also have overestimated the extent to which their students had mastered course material. There may be other reasons for the potential disconnect, and the topic is worthy of future research.

Next steps

Results shed light on U.S. middle and high school students' limited understanding of ROL and teachers' positive valuation of the program as a way to meet this need. They also suggest several ways to improve the program. Research next steps might include an outcomes study that includes a comparison group implementing business-as-usual curriculum in similar classes. This type of research design would enable comparison of changes in ROL for All classrooms to changes observed in similar classrooms not implementing ROL for All. Such a research design would allow for more direct attribution of observed changes to the ROL curriculum, lesson materials, coaching, and professional development.

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Appendix A. Teacher Survey

Thank you for attending Street Law’s professional development and using their Rule of Law lessons with your students. This survey is designed to learn about your experiences with the lessons in your classrooms, and your opinions of the materials and professional development. Street Law has hired an external evaluation partner from the University of Southern California to conduct this research. Your responses are confidential and will not be provided to the Street Law team. Please think carefully about the questions and provide honest, candid feedback – this is the feedback that will be most useful and actionable. Below we provide a few commonly asked questions about the survey along with brief answers. When you are ready to begin the survey, please scroll to the bottom of this page and click on the “next” button.

How long will this survey take? The survey will take approximately 20 minutes to complete.

What is the purpose of this survey? The purpose of this survey is to learn about your experiences with and opinions about the Rule of Law lesson materials and professional learning program.

Why should I participate in this survey? Completing this survey gives you the opportunity to reflect on your teaching experiences. The answers you provide will help to inform Street Law’s Rule of Law program in the hopes of improving civic education for students.

Why am I being asked to complete this survey? We are inviting you to respond to our survey because you participated in Street Law’s professional learning program in January or February, and were asked to teach using the Street Law lessons in spring 2022.

Do I have to participate? Your participation is completely voluntary. You can decide not to participate or to discontinue your participation at any time. You may skip any questions you do not want to answer.

Are my responses confidential? Yes. The research team will keep all of the information you provide completely confidential and only use the information you provide for the purposes of the study. Survey results will not be used to evaluate individuals or schools. We will not share individual survey responses with anyone at your school, district, Street Law, or anyone else outside of the research team.

How will results be reported? Responses you provide will be combined with responses provided by other participating teachers and compiled into statistical report summaries. No individually identifiable data will be included in the reports.

Questions? If you have questions, contact the Principal Investigator, Amie Rapaport (greenrap@usc.edu). If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the USC IRB at irb@usc.edu.

Thank you for your time and input! Clicking on the ‘Next’ button indicates that you have read and understood this information about your participation in this survey.

Teaching Background

1. For how many years have you been teaching?

2. What is the highest degree you've earned?
 - Bachelor's degree
 - Master's degree
 - Ph.D.
 - Other (please specify) _____

3. Which of the following courses do you typically teach?
 - US History I
 - US History II
 - Government/Civics
 - World History
 - AP US History
 - AP US Government & Politics
 - AP Comparative Government
 - AP World History
 - Economics
 - Law
 - Other (please specify) _____

Rule of Law Curriculum and Instruction

4. How important are each of the following?

	Not at all important	A little important	Important	Very important
For students to understand the meaning of Rule of Law?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For students to understand how Rule of Law applies to their real lives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To what extent do you believe that Rule of Law education matters for students?
- It doesn't matter at all
 - It matters a little
 - It matters quite a bit
 - It is essential
6. To what extent did the classes you teach address Rule of Law prior to your participation in this project?
- Not at all
 - Some coverage but insufficient
 - Covered sufficiently
7. Which of the following lessons did you implement in part, or fully: (select all that apply)
- Introduction to the Rule of Law
 - Fundamental Rights
 - Controlling Corruption and the Abuse of Power
 - Limiting and Balancing Government Power
 - Peace and Stability
 - Open and Transparent Government
 - Fair and Effective Court System
 - Culminating Activity: Addressing a Rule of Law Challenge in My Community
 - I did not implement any lessons

Display This Question: If q6) = I did not implement any lessons And q6 SelectedChoicesCount Is Equal to 1

8. Please explain why you did not implement any Street Law lessons this semester.

Display This Question: If Q6 SelectedChoicesCount Is Not Equal to 8

9. For which of the following reason(s) did you not implement all eight of the Rule of Law lessons? (select all that apply)
- Not enough time
 - Felt topic was sufficiently covered
 - Students were not interested
 - Too many other requirements
 - Unsure how to integrate lessons into my existing curriculum
 - Content was not grade-level appropriate
 - Lessons were too challenging
 - Lessons were not challenging enough
 - I felt unprepared to teach the lessons
 - Other (please explain) _____

10. To what extent did the Rule of Law lessons fit alongside your existing curriculum and/or state standards?

- It was very hard to make it fit
- It was a little hard to make it fit
- It was pretty easy to make it fit
- It was very easy to make it fit

11. What challenges did you experience implementing Rule of Law lessons? (select all that apply)

- Lessons too long/ran out of time
- Lessons too short/not enough material for class period
- Students not engaged in material
- Lessons too challenging or complicated
- Lessons not challenging enough
- Lessons not interactive enough
- Lessons not grade level appropriate
- None of the above
- Other (please explain) _____

12. To what extent did you use lesson extensions?

- I never used any
- I used at least one
- I used a few
- I used many

Display This Question: If Q11 = I used at least one, OR Q11 = I used a few, OR Q11 = I used many

13. Which lesson extensions were most valuable to you, and why?

Student Experience with Rule of Law Curriculum

14. The following questions are about how students behaved or interacted during the Rule of Law lessons compared to how they behaved or interacted prior to implementing Rule of Law lessons. To what extent did students:

	Much less than typical	Somewhat less than typical	About the same	Somewhat more than typical	Much more than typical
Disagree openly about political and social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss current political events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express their opinions freely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make connections between the content and their own lives/communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss actions they can take to improve their communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seem engaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. To what extent do you think the Rule of Law lessons positively impacted students in the following ways:

	Not at all	A little	Some	A lot
Helping students learn to form their own opinions about an issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand other people's opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathize with the experiences of people from different backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make sense of a complex situation that may not have a 'right' answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a reasonable plan of action when the best path is not necessarily clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Street Law's Materials, Curriculum, and Professional Development

16. How would you rate the quality of Street Law's:

	Did not use/receive	Poor	Fair	Good	Excellent
Rule of Law lessons?	<input type="radio"/>				
Lesson extensions?	<input type="radio"/>				
Professional learning program you attended (in Jan. or Feb.)	<input type="radio"/>				
Instructional coaching and support provided by Street Law since the initial professional learning session	<input type="radio"/>				

17. What do you believe is the greatest strength of Street Law's Rule of Law lessons? (please be as specific as possible and use examples as appropriate).

18. What one element of Street Law's Rule of Law lessons would you change? (please be as specific as possible and use examples as appropriate).

Appendix B. Student Survey

Street Law Student Survey

How long will this survey take? The survey will take approximately 20 minutes to complete.

What is the purpose of this survey? The purpose of this survey is to learn about your experiences with and opinions about instruction and lesson materials used in your classroom.

Why should I participate in this survey? Completing this survey helps our team understand how well students learn from the materials developed to teach certain topics. You are not being evaluated. Your teacher is not being evaluated. Your participation will not affect your grade in any way. Your participation will help curriculum developers strengthen their programs and how they help support teachers.

Why am I being asked to complete this survey? You are being asked to participate because you are in a classroom with a teacher who is participating in a specific program. The developers of that program are interested in student feedback.

Do I have to participate? Your participation is completely voluntary. You can decide not to participate or to discontinue your participation at any time. You may skip any questions you do not want to answer. We hope that you will choose to participate because we value your feedback.

Are my responses confidential? Yes. The research team will keep all of the information you provide completely confidential and only use the information you provide for the purposes of the study. Your teacher will not know how you responded, nor will your classmates, or principal or anyone else at your school or district. Survey results will not be used to evaluate students, teachers or schools.

How will results be used? Responses you provide will be combined with responses provided by other participating students and compiled into statistical report summaries. For example, we might report that 70% of responding students thought that a particular lesson was engaging.

Questions? If you have questions, contact the Principal Investigator, Amie Rapaport (greenrap@usc.edu, 512-638-6504). If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the USC IRB at oprs@usc.edu.

Thank you for your time and input! Please click on the "Next" button to continue to the survey, indicating your assent to participate. Thank you for your time!

About Your Class

1. Think about the class in which you are taking this survey. How much do you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Agree	Strongly Agree
I feel free to openly disagree with opinions expressed during class discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to make up my own mind about issues we discuss.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher encourages our class to express our opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher emphasizes learning facts or definitions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable expressing my opinions in class even when my opinion is different from most of the other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher presents several different positions when discussing an issue in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students regularly raise current events for discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memorizing facts is the best way to get a good grade for this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher spends a lot of class time lecturing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How much do you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Agree	Strongly Agree
I know a good deal about Rule of Law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how Rule of Law applies to my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for young people to understand Rule of Law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know some ways that I can address Rule of Law challenges in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will work to strengthen the Rule of Law in the US during my lifetime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How often do you participate in this class?

- Never
- Rarely
- Sometimes
- Often

4. How much do you like this class?

- Not at all
- A little
- Somewhat
- Very much

5. How often did you do the following in this class over the last few months?

	Never	Rarely	Sometimes	Often
Listen to the teacher lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a textbook during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read research articles or news articles during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss current and/or controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct oral presentations, in groups or individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critique my classmates' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain my reasoning or thinking process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze data to make inferences or draw conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with classmates on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulate the way government works (like a mock election, moot court, Congressional hearing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use new vocabulary terms in assignments and discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Knowledge Check

For the following questions, if you do not know the answer, please select "I don't know". Do not guess - we are only trying to measure what you already know or have already been taught. You are not being graded on these questions.

6. Select the answer that has the best definition of the Rule of Law: *(select "I don't know" if you do not know the correct answer)*
 - A mixed, multi-factor system of government that allows people to live peacefully in their communities and as global citizens.
 - A collection of rules and laws developed by the legislative branch of the government that are meant to keep people safe, protect fundamental rights, and keep the government from becoming too powerful
 - The idea that people should be able to protect their life, liberty, and property with the help of the government
 - A principle that requires all people and institutions know the laws and are accountable to them, where laws are equally and fairly enforced, where fundamental rights are protected, and the government's power is balanced.
 - I don't know

7. Which one of the answers below is one of the six factors of the Rule of Law? *(select "I don't know" if you do not know the correct answer)*
 - There Are Three Levels of Government
 - Fair and Effective Court System
 - We Honor the Past
 - Defending the Nation
 - I don't know

8. What is the difference between a rule and a law? *(select "I don't know" if you do not know the correct answer)*
 - Rules are made by a person in charge and are applicable for only that place. Laws are made by a government and apply to everyone.
 - Rules and laws are the same thing. The terms are synonymous.
 - Rules are developed by “the people” and they are enforced by everyone. Laws are made by the legislative branch and enforced by the executive branch.
 - Both rules and laws help society function safely and fairly. However, laws are different from rules because laws are written down and enforceable.
 - I don't know

9. True or False: The following scenario is an example of the Rule of Law working the way that it should: *(select "I don't know" if you do not know the correct answer)* *A department in the executive branch of the federal*

government monitors and regulates print, television, and radio news reporting. The department requires that these media companies submit their reports for review prior to publication.

- True
- False
- I don't know

10. True or False: The following scenario is an example of the Rule of Law working the way that it should: *(select "I don't know" if you do not know the correct answer) An elected official is accused of accepting bribes from a local business in exchange proposing legislation that would benefit the business. After a government investigation, the official is charged and tried in the court system. He is found guilty and is forced to resign and serve time in prison.*

- True
- False
- I don't know

11. Based on what you know about the Rule of Law (ROL) and its factors, describe one strength of the ROL in the United States using an example from your local community, your state, or the national level. Explain why the example demonstrates a strength of ROL in the setting you chose. (POST ONLY)

12. Based on what you know about the Rule of Law (ROL) and its factors, describe one weakness of the ROL in the United States using an example from your local community, your state, or the national level. Explain why the example demonstrates a weakness of ROL in the setting you chose. (POST ONLY)

13. How interesting were lessons in this class about Rule of Law compared to other lessons in this class? (POST ONLY)

- Much less interesting
- Less interesting
- About the same
- More interesting
- Much more interesting

14. How different was the classroom experience when discussing Rule of Law concepts, compared to other concepts discussed in this class? (POST ONLY)

- Not at all different
- A little different
- Very different

15. How much did the assignments you completed during the Rule of Law unit help you understand more about Rule of Law? (POST ONLY)

- Not at all
- A little bit
- Somewhat
- Very much

16. How much did you learn about each of the following topics in this class? (POST ONLY)

	We did not learn about this	A little - it was introduced	A good deal - I understand it	A lot - I could teach it to others
The definition of Rule of Law and its six factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A fair and effective court system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundamental rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open and transparent government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peace and stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Controlling corruption and the abuse of power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limiting and balancing government power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing rule of law challenges in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How Rule of Law may be experienced differently by different groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About You

17. Rate your skills in the following areas:

	Very weak	Weak	Strong	Very strong
Forming and expressing my opinion about an issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding multiple sides of an issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making sense of a complex situation that has no right answer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a reasonable plan of action when the best plan is not clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying problems or challenges in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning solutions to challenges in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Which of the following best describes the types of grades you typically earn on your report cards:

- Mostly As
- Mostly As and Bs
- Mostly Bs
- Mostly Bs and Cs
- Mostly Cs
- Mostly Cs and Ds

19. How much do you agree or disagree with each of the following:

	Strongly disagree	Disagree	Agree	Strongly agree
I can learn a lot from people with backgrounds and experiences that are different from mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it's important to hear others' ideas even if I find their ideas very different from mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe people like me can make a difference in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People like me and my family can influence political decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can influence political and social issues through political activities (e.g., petitions, email campaigns, communicating with an elected representative, encouraging people to vote for certain candidates.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once I am legally able to vote, I will vote regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being concerned with social and/or political is an important responsibility for everybody.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone should be involved in working with community organizations and government on issues that affect the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it is important to get involved in improving my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being actively involved in state and local issues is my responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in social/political issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy talking about social/political issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be willing to give up some free time for a political or community cause.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable expressing my opinions about social and political issues in public places outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can enact positive local change in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel I can balance environmental, social, and economic needs when making a decision.



20. Select your school from the drop-down list. If you do not see your school listed, select "Other" at the bottom of the list.

21. In which class are you completing this survey?

- US/American History I
 - US/American History II
 - World History
 - AP US History
 - AP US Government
 - Civics
 - Introduction to Law
 - Government
 - Other (please tell us the name of your class)
-

22. Is this an advanced class, such as Honors, AP or IB?

- Yes
- No
- I don't know

23. What grade are you in?

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

24. What is your gender?

- Male
- Female
- Non-binary / third gender
- Prefer not to say

25. With which of the following races do you identify? (select all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- Hispanic
- White

26. How likely is it that you will go to a 4-year college or university after high school?

- Definitely won't
- Probably won't
- Probably will
- Definitely will
- Not sure/don't know yet

27. What is the highest level of school or highest degree that your mother completed?

- Some high school, but did not finish
- Graduated high school
- Some college, but did not finish
- 2-year degree (like an Associate's degree or a technical program degree)
- 4-year college or university degree (like a BA or a BS)
- Master's degree
- PhD, MD (doctor), JD (lawyer), etc.
- I don't know

28. Is English the primary language spoken in your home?

- Yes
- No

Appendix C. Scoring Rubric

Addressing a Rule of Law Challenge in My Community – RUBRIC

	Exemplary (3)	Accomplished (2)	Developing (1)	Incomplete (0)
Selected Rule of Law Challenge and Community Impact	<ul style="list-style-type: none"> Identifies challenge in detail Demonstrates detailed understanding of the rule of law Has a clear connection to community impact 	<ul style="list-style-type: none"> Identifies challenge Demonstrates understanding of the rule of law Has a clear connection to community impact 	<ul style="list-style-type: none"> Identifies challenge Demonstrates some understanding of the rule of law Unclear connection to the community 	<ul style="list-style-type: none"> Missing one or more parts of the assignment
Addressing Rule of Law Challenge	<ul style="list-style-type: none"> Identifies a detailed, specific plan with description of actions to be taken Describes in detail support needed in carrying out plan Considers multiple realistic barriers in plan and realistic ways to address barriers 	<ul style="list-style-type: none"> Identifies a specific plan with description of actions to be taken Describes support needed in carrying out plan Considers realistic barriers in plan and realistic ways to address barriers 	<ul style="list-style-type: none"> Identifies plan but actions to be taken are unclear Provides few details about support needed to carry out plan Barriers considered are unrealistic or are not completely thought out Does not consider ways to address barriers 	<ul style="list-style-type: none"> Missing one or more parts of the assignment