Crafting a Dynamic & Effective Court Security Curriculum

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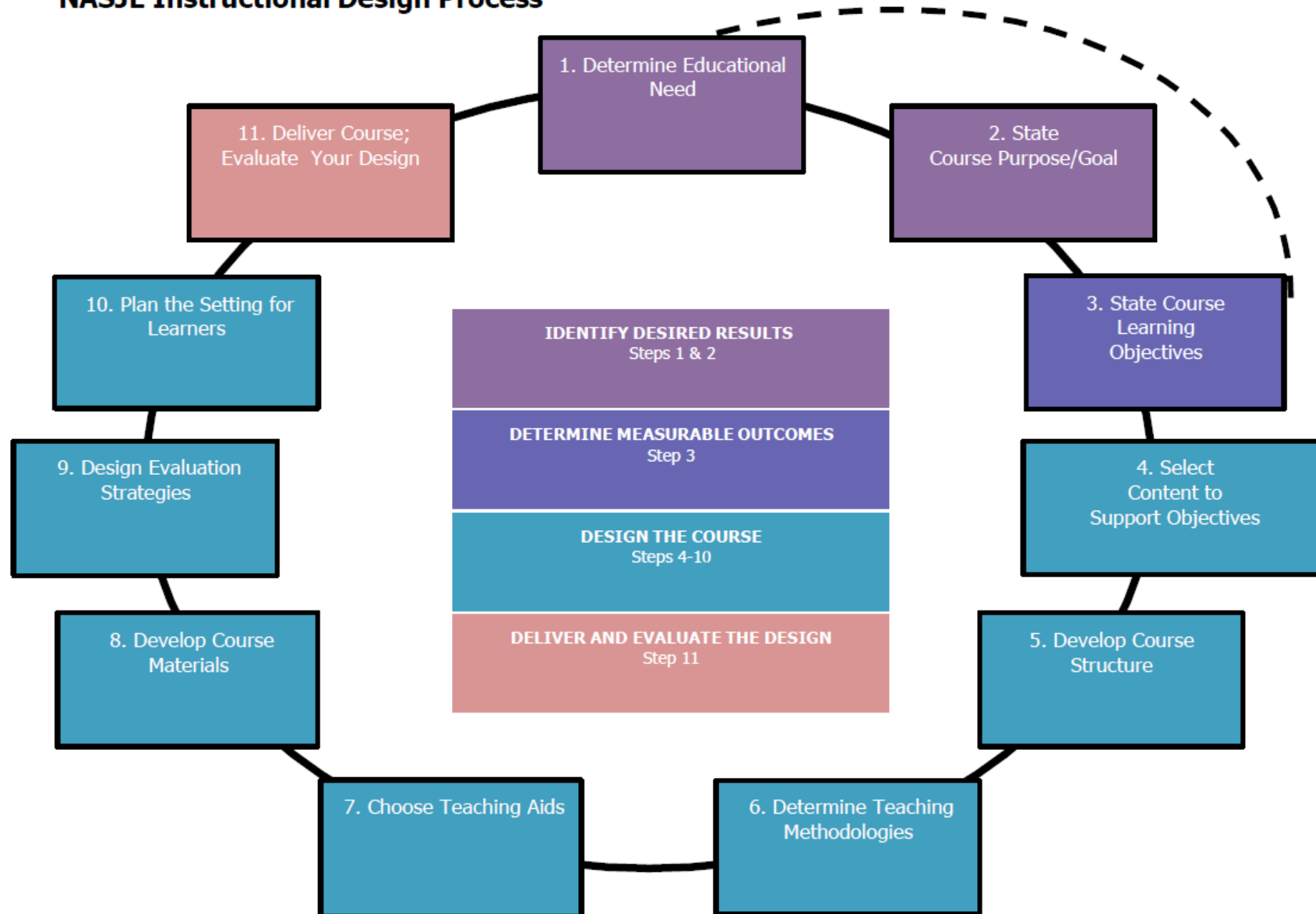*NASJE Midwestern Regional Director*

Instructional Design Process

Systematic & intentional – like the architectural drawings for a building.

NASJE Instructional Design Process

1. Determine Educational Need
2. State Course Purpose/Goal
3. State Course Learning Objectives
4. Select Content to Support Objectives
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6. Determine Teaching Methodologies
7. Choose Teaching Aids
8. Develop Course Materials
9. Design Evaluation Strategies
10. Plan the Setting for Learners
11. Deliver Course; Evaluate Your Design

IDENTIFY DESIRED RESULTS
Steps 1 & 2

DETERMINE MEASURABLE OUTCOMES
Step 3

DESIGN THE COURSE
Steps 4-10

DELIVER AND EVALUATE THE DESIGN
Step 11

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Identify Desired Results

*One of the most important and
most commonly skipped steps!*

Determining Educational Need

What can trigger educational need?

- New legislation

- Leadership changes

- Changing practices and/or technology

- New threats

- Media scrutiny

- Liability (Failure to train)

What about now?

- Virtual hearings

- Rising anti-government sentiment

Who is your audience?

- Virtual hearings

- Rising anti-government sentiment

Stated Versus the Revealed

Need the data to tell a particular story

Quantitative: Court security incident reports

Qualitative: Interviews, Formal committee process

Example: Your curriculum is entirely focused on the courtroom, but data shows most incidents happen outside.

Example: Your curriculum emphasizes data trends and incident reports, but neglects to include action items.

No Need to Reinvent the Wheel!

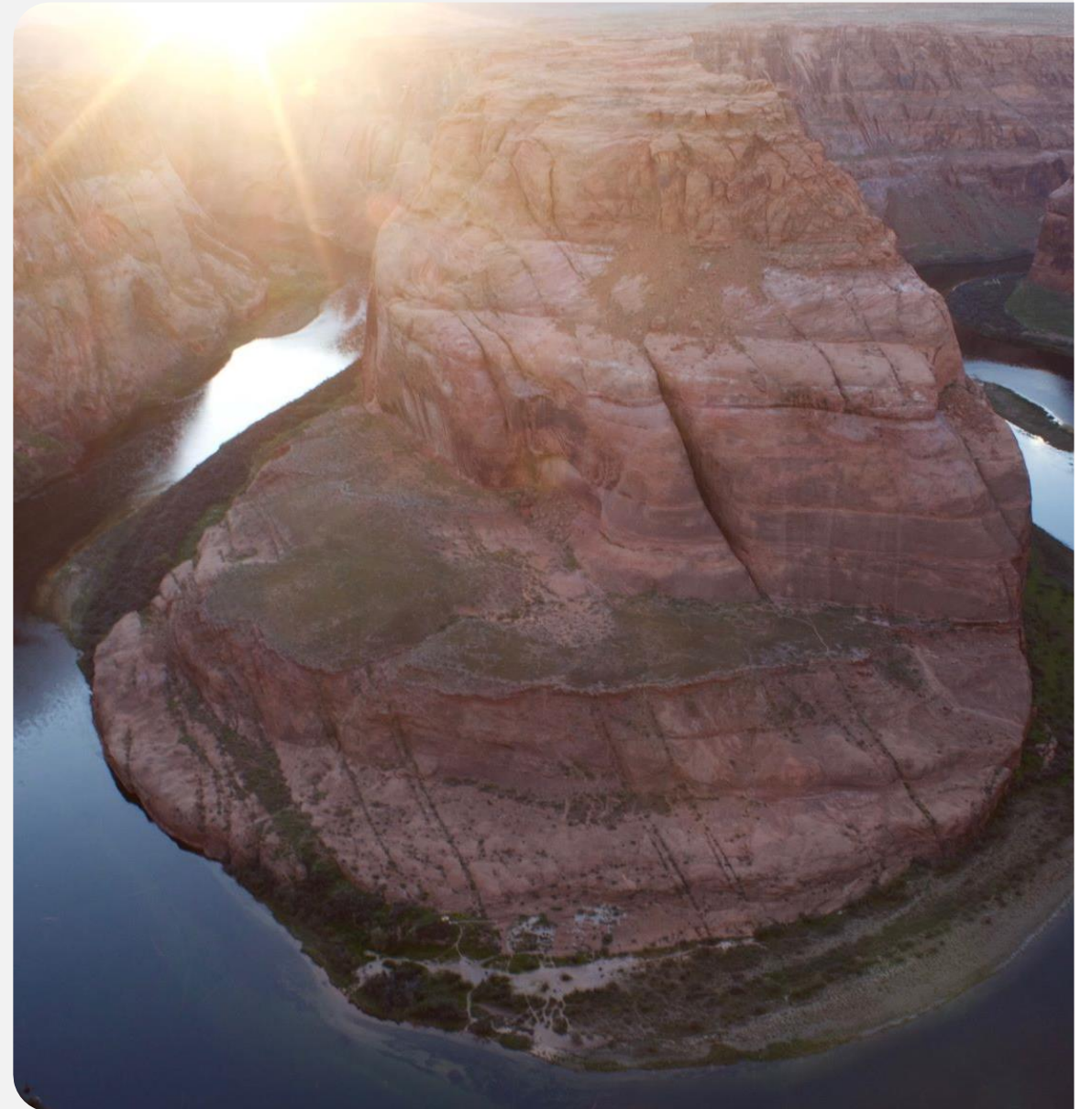What are other states doing?

Other entities?

Determining Educational Need: Spotlight on Arizona

How?
-Participant feedback
-Needs assessment – especially in court security – is not a static thing

What?

-First amendment auditing
-Court policies and procedures

Determining Educational Need

Spotlight on Texas

- Quantitative data
  - *Texas Court Security Incident Reports from the Office of Court Administration*
- Qualitative data
  - *Interviews with Judges who have experienced issues*
- Talk to a wide range of stakeholders
  - *Consider urban, suburban, and rural*

Texas current needs
  - Judicial information redactions
  - Virtual hearings
  - Building upgrades to historical buildings
  - Leadership/working with other entities

What do you think the educational need is for your state?

What type of curriculum might you need?

A brainstorm!

- Judicial information redactions
- Virtual hearings
- Building upgrades to historical buildings
- Leadership/working with other entities
- First amendment auditing
- Court policies
- Dealing with difficult people/customer service
- De-escalation
- Persons experiencing Mental Illness
- Social media/website best practices
- Demeanor
- Access to justice

State Course
Purpose & Goal

State Course Purpose/Goal
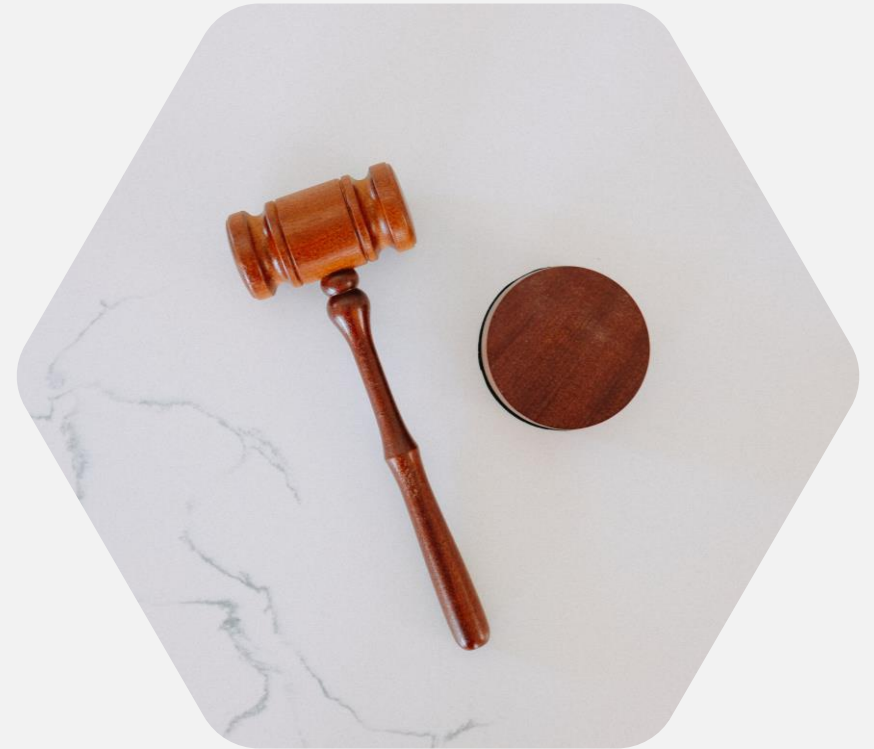
Must involve stakeholders in this step!

- Education committees
- Content experts

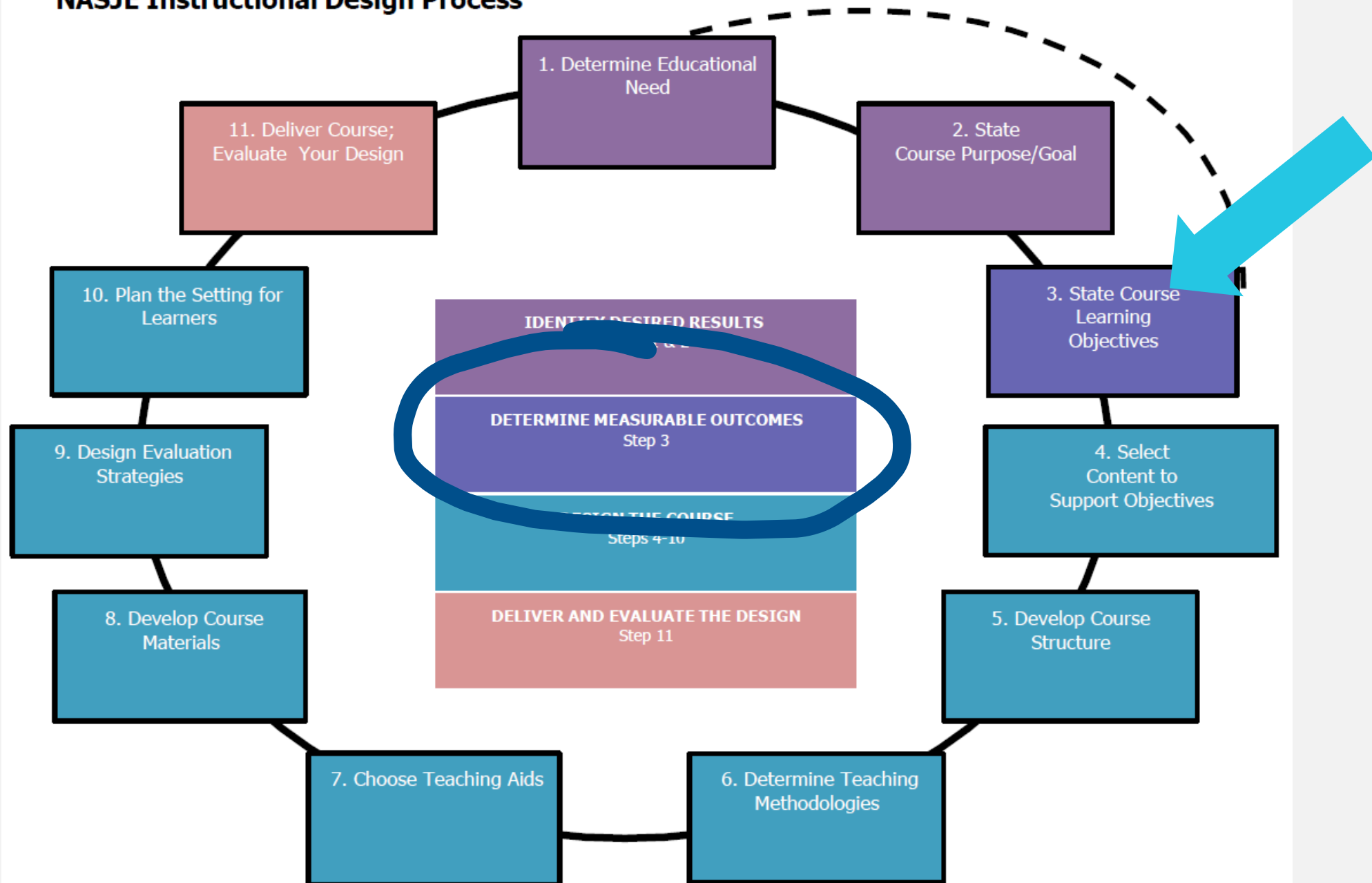Your educational need may feed into several courses over time.

- Don't be overly broad

Consider the different options you have

- Is this one class? An entire program? An ongoing curriculum? Online? In-person?

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Determine Measurable Outcomes

What are learning objectives? What are measurable outcomes?
Why do they matter?

ROI: Is the time you are spending resulting in the outcomes you want? Measurable outcomes provide a line of sight between your intentions and your results.

Supporting overall vision, mission, and strategy. If you are strategic about employing education as a part of a larger change process, you can see big impact.

How to write effective learning objectives
https://academiceffectiveness.gatech.edu/assessment-toolkit/developing-student-learning-outcome-statements/#

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Select Content to Support Objectives

Select Content to Support Objectives

Resources

- National Center for State Courts
  - **https://www.ncsc.org/topics/courthouse-facilities/court-security/resource-guide**
- Steps to Best Practices for Court Building Security by Nathan Hall
  - **https://cdm16501.contentdm.oclc.org/digital/collection/facilities/id/170**
- National Sheriff's Association
  - **https://www.sheriffs.org/gcps/court-security/addl-resources**
- CCJ/COSCA Court Security Handbook
  - **https://ncsc.contentdm.oclc.org/digital/collection/facilities/id/165**
- US Marshals National Center for Judicial Security
  - **https://www.usmarshals.gov/judicial/**

Experts

What kind of curriculum are you developing?

Develop Course Structure

Develop Course Structure

The course structure refers to the choice of topics and the organization and sequencing of course content. Remember that the choice of topics and their organization should always support the learning objectives for the course.

> -   *The Eberly Center at Carnegie Mellon University*

- Is this going to be online, in-person, or both?
- Is this a one-off program or a continual program?
- One course? Multiple courses together? A workshop?

https://www.cmu.edu/teaching/designteach/design/contentschedule.html

	Faculty and Learners Engaged at Same Time	**Faculty and Learners Engaged at Different Times**
Faculty and Learners in the Same Place	**In-Person Delivery** Face-to-Face Sessions (e.g., Seminars or Workshops) Field Trips One-to-One Instruction	**Individual Work** Observations Independent Study (e.g., Directed Reading, Research)
Faculty and Learners in Different Places	**Synchronous Electronic Delivery** Webcast Virtual Classroom Chat Room Messaging Online Activities	**Asynchronous Electronic Delivery** Web-Based Course Bulletin Boards Threaded Discussion Recordings Job Aids

Example Agendas

See Reference Material

- *Arizona CSO Academy*
- *Texas Court Security Officer 16-Hour Training*
- *Texas self-paced modules for justices of the peace and court staff*

For more info about adult education, see handouts.

Determine Teaching Methodologies

Experiential Learning

What is experiential learning?

Examples of experiential learning for court security

- Drills
- Defensive tactics and firearms
- Screening (X-ray and wanding)
- Builds skills (practice in a safe environment)

Collaboration (Discussion)

What is collaborative learning?

Project Based Learning

- *What is project based learning?*

- AZ report writing class. Instructors act out a scene without warning, and students must write a report. They pair with another participant to critique reports and then revise with feedback.

- SOP writing workshop for court security

Determine Teaching Methodologies

- Large or small group discussion
- Think/Pair/Share
- Responders or question and answer
- Self-Reflection activities
- Gallery walk
- Demonstrations
- Panel discussions
- Case studies

For more examples of teaching methodologies, see handouts.

Faculty Development

Determine Teaching Methodologies

Remember to be equitable during your faculty selection

Faculty development
- Prepare faculty on content, teaching methodologies, course goals
- Make sure faculty is equipped to handle difficult conversations

NASJE Curriculum: The Journey Toward Diversity, Fairness, and Access Through Education. See handout.

Arizona Teaching Methodologies

- Pre-course assignments
- Practical skill-building courses

Texas Teaching Methodologies

- Case Studies
- Panels
- Self-Reflection activities in self-paced courses

Choose Teaching Aids

Choose Teaching Aids

- Use visuals from actual courtrooms for activities
- Videos
  - First amendment auditors
  - Examples of courts
- Diagrams

- Role play
  - Example: Handcuffing

Texas State University's Fair Use help page and checklist

https://guides.library.txstate.edu/c.php?g=184026&p=1216224

https://guides.library.txstate.edu/ld.php?content_id=6998217

Develop Course Materials

Develop Course Materials

- Good, simple design and resources work.
- Crucial for policies to be included
- Should support and enhance learning objectives

Physical handouts
- Workbook – interacting with the materials
- Supplemental resources
    - Checklists
    - https://www.ncsc.org/__data/assets/pdf_file/0028/18883/06272013-home-security-audit.pdf
    - National Sheriff's checklist

Consider accessibility

http://aem.cast.org/creating/designing-for-accessibility-pour.html

**Design
Evaluation
Strategies**

Design Evaluation Strategies

- What can loop back to determine educational need?
- Focus group or verbal debrief after program
- Stated vs revealed
  - i. A "smile sheet" will give you what the participants feel like at the end of a program
  - ii. Higher levels of evaluation take more time, but can be purer as they are based on "revealed" outcomes and data
    1. Discussing performance of a participant with a supervisor before and after the training
    2. Are there fewer complaints from the public after you teach a customer service program (also CourtTools customer satisfaction survey)

Plan the Setting for Learners

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Meeting planning
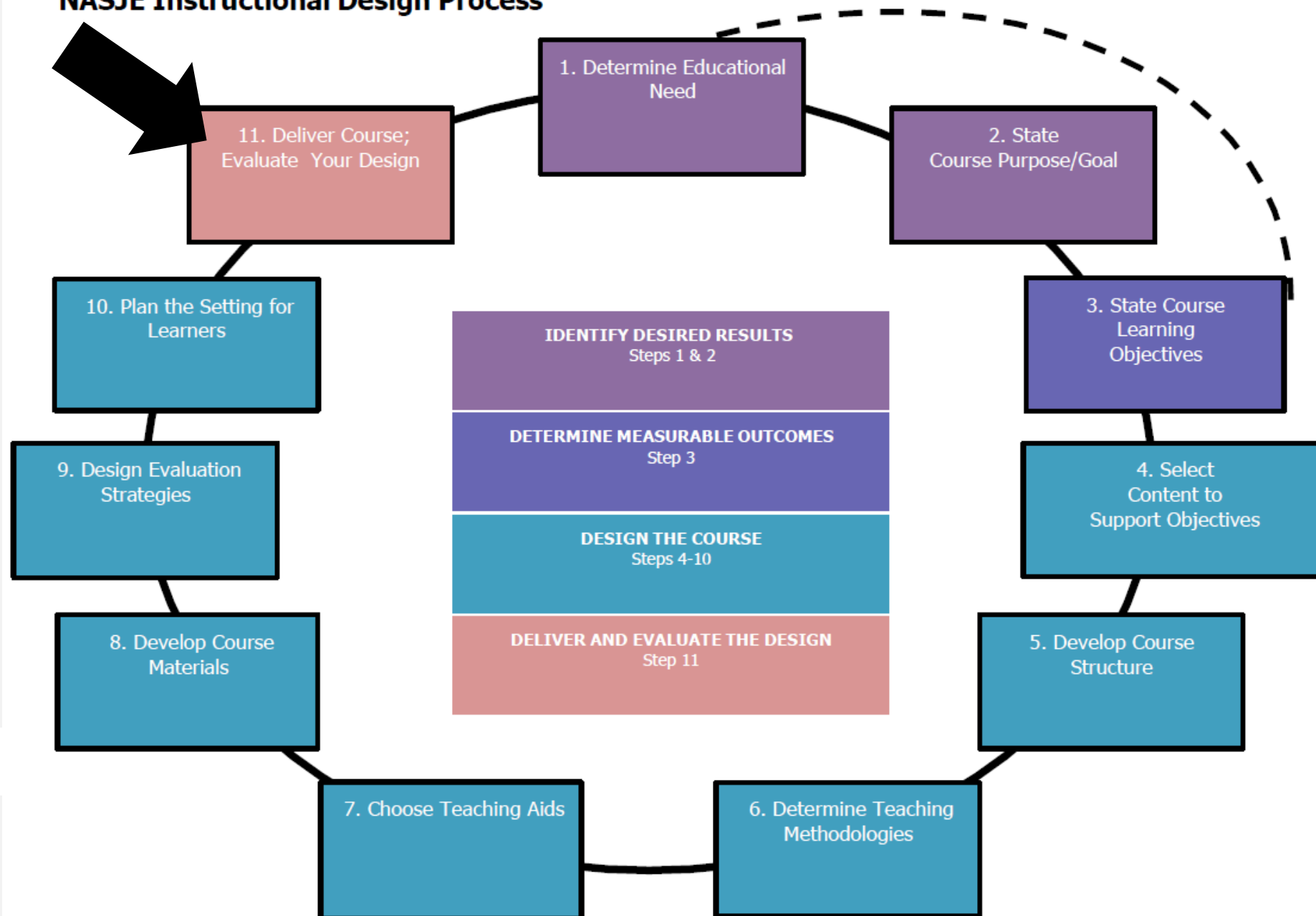
- Breaks

- Classroom setup

Tech

- Access to computers when delivering online
- To mobile, or not to mobile? Allow participants to use phones to complete online classes?

Recordkeeping

- Issues with liability

NASJE Instructional Design Process

Central legend:

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Process steps:

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Deliver course. Evaluate your design.

Evaluate Your Design

- Post-op: Meeting with staff, instructor, and monitor to discuss what can be improved upon.

- Impact analysis – expensive and time consuming but may importantly quantify return on investment and secure access to funding

Thank You

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