



CORE[®]

National Association
for Court Management

Curriculum Design

Educational Development



Educational Development

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Use of Curriculum Design

Taken together, the curriculum designs in this series provide an overarching plan for the education of court managers; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for court managers.

The designs are based on the NACM Core®. Each of the curriculum designs, based on the competency areas, may be used either in its entirety or in segments to meet the needs of the individual circumstance or situation, the particular audience, and time constraints, among many other contextual factors.

Each curriculum design includes a series of learning objectives and educational content to support those learning objectives. Associated information for each curriculum design includes: (1) faculty resources, (2) participant activities, and (3) a bibliography. Each faculty resource and participant activity includes information explaining its use. Also included in each design is a section entitled “Special Notes to Faculty,” which provides important information to assist faculty in effectively preparing to design and deliver a course, and a section entitled “Target Audience,” which provides some guidance on which audiences are most appropriate for the curriculum design.

Participant Activities

Participant activities have been designed to measure whether the learning objectives have been achieved. Participant activities include many types of group and individual interaction. Information on participant activities includes how to use, direct, and manage each activity. Instructions may be modified for the audience and setting, but the highest goal is to integrate each activity into the learning process and the content of the course. Faculty should incorporate additional activities to ensure that participants remain actively engaged throughout the course. Additional activities may include asking participants questions about the content, engaging them in sharing their experiences with the content, encouraging them to ask questions, and more.

Faculty Resources

Faculty Resources provide written information and/or graphics that support certain content and may also be used as handouts for associated topics in the **Educational Content**. Faculty Resources are a combination of resources referenced within the Educational Content and recreations of those images embedded in the Educational Content as handouts and/or sample PowerPoint® slides. They may be used in any course, but their applicability and use need to be determined by faculty, based on the topics, length of the course, audience, and other factors. Faculty Resources often include examples of documentation and other data that are time-based. Faculty members are encouraged to update time-based material as well as use material that is specific to the presentation and/or audience. As with participant activities, faculty are encouraged to provide additional materials based on the needs of the participants.

Bibliography

While a bibliography may be viewed as optional by faculty, they are often important adult learning tools, foster reflection, and offer sources follow up research and study.

Needs Assessment

A needs assessment gathers information about the participants’ proficiency on the topic of the session. Without a needs assessment, you may provide content participants cannot or will not use, or already know, or that fails to satisfy their expectations.

Assessing needs enables you to choose and deliver content with much greater accuracy. Conducting a needs assessment before your presentation may include a written survey or focus group discussion; and/or at the beginning of your presentation, you may conduct an informal question and answer exercise or a short pre-test.

Using surveys or focus groups in advance of a course is preferred as it provides you the opportunity to adapt and adjust your presentation to your audience in advance of the actual course. However, it is also advisable to use some time at the beginning of your presentation to seek information about your audience.

Whether you are able to conduct a needs assessment prior to the day of the session or not, the goal is to determine the essential knowledge, skills, and abilities the court managers who will be attending the session must have to perform their duties competently. Two key areas to explore are as follows:

- What level of knowledge, skills, and abilities do the participants currently have about the topic?
- What gaps in their knowledge would they like to close?

Questions enable the faculty member to make necessary adjustments to meet learning needs. If you find out that participants are much more knowledgeable about your topic than you had thought, you can adapt your presentation to a higher-level discussion. If you find that they are less knowledgeable, you can adapt your presentation to be more basic.

NACM Core[®] Reference

Competency: Educational Development

Excellence in court performance starts with a court leader who fosters a culture that embraces education, training, and development and who actively leads judicial branch education.

A key function for the court leader is the assurance of excellent court performance by actively leading judicial branch education in their courts. Because judicial branch education helps courts maintain the balance between a continually evolving operational environment and the enduring principles and predictable processes of the court, it cannot be remedial and limited to training alone. Rather, educational development must be strategic and involve education, training, and development.

The effective court leader ensures that education, training, and development are recognized as essential and works to build a culture within the court to support it. This means excellence in programming; demonstrable results, both inside and outside

the courts; and reliable and consistent funding.

Learning Objectives

The following learning objectives are designed for a comprehensive course on educational management.

As a result of this education, court managers will be able to:

1. Describe the reasons education is relevant;
2. Compare and contrast approaches for evaluating education;
3. Apply the terms education, training, and development to educational needs;
4. Select the adult education principles least addressed in educational experiences;
5. Use instructional design tools to begin the process of developing a needed educational experience in their court;
6. Demonstrate decision-making ability regarding education as a tool for growth;
7. Evaluate available sources of support for education in the local court;
8. Assess the status of education in the local court; and
9. Develop personal strategies to actively lead education in the local court.

Target Audience

This curriculum design is suitable for developing a course or courses for court managers who have responsibility for directly or indirectly managing education in their courts.

Special Notes to Faculty

Court managers have varying roles regarding education in their respective courts. Some may have only tangential responsibility, some may have full responsibility, and many will have state judicial branch education

Curriculum Design Educational Development

departments that provide education for judges and court personnel. In addition, court managers may not readily recognize the important role they play in developing, implementing, and institutionalizing education in their local court. This curriculum design highlights many aspects of education while it underscores the relevancy and role of court managers. The design offers faculty options that include a high-level overview of education, a more detailed exploration of adult education's components, and a synopsis of what is included in a robust overall education system. Faculty will need to assess the educational needs of any specific group of learners in order to deliver a course that is relevant for them.

This curriculum design is not the basis for preparing court managers to serve as faculty. Developing court managers for faculty service on any topic would involve a more in-depth exploration of education, instructional design, teaching methodologies, evaluation of learning, and other relevant content. Instead, this curriculum design provides an overview of education in the courts with content that will prepare court managers to oversee education, manage educational efforts, and evaluate the effectiveness of their educational offerings in their respective courts.

Since this curriculum design is about adult education, faculty should model the educational principles presented in the content to demonstrate effective course design and delivery, including the effective use of adult education principles, such as:

- Establishing a learning environment that is informal and safe for learners;
- Providing an overview of the course, including learning objectives;
- Actively engaging participants in discussions and activities;
- Addressing content that has immediate application;
- Incorporating learners' different experiences and views;
- Encouraging learning both from the course content and from each other;
- Honoring different learning styles.

Effective use of an instructional design model that includes:

- Assessing learner needs
- Developing measurable learning objectives
- Basing course content on learning objectives
- Using a variety of teaching/learning methodologies
- Arranging seating that encourages participant interaction
- Evaluating learners' ability to achieve learning objectives

Faculty for a course based on this curriculum design should continually emphasize how education: (a) supports the court, its mission, vision, and strategic plan; (b) contributes to high quality public service and fosters public trust and confidence; (c) facilitates growth and development of individuals working in the court; and (d) supports organizational development.

An effective faculty team might include a judicial branch educator and a court manager; this combination will balance and combine the knowledge and expertise of these professions. The judicial branch educator has more in-depth expertise in education and the court manager has more in-depth expertise in court administration and all of its complexities. Content in this curriculum design is divided into four sections. The sections work together but may also be addressed separately if a series of courses is preferable to a lengthy session. Faculty may expand, compress, and/or rearrange sections if the needs of a particular group would benefit.

Topics in the content are not in the order used for courses for judicial branch educators, faculty, or others. Because court managers need to understand their role as administrators and leaders of education in their court, initial content stresses the role of the court manager. In addition, throughout the curriculum design, some topics may be introduced in one section and more fully explored in a subsequent section. This is to enable court managers to gradually shift their perspectives about their roles and prepare for a more in-depth exploration of educational issues.

Section 1 – Education in the Courts: Fundamentals lays the groundwork for the role of court managers in the administration of education in local courts. While court managers may recognize many areas of responsibility as integral to their role, education may not be among them. This section presents education as an investment (in change, money, and time) with various benefits (for individuals, the court, the public, and more) and emphasizes that education should be evaluated to ensure a return on the investment. [The introduction of evaluation in this section is about administration; evaluation is also part of the content on instructional design in Section 2.] In addition, content explores a few of the fundamental complexities of education so court managers begin to develop a perspective of what is involved in developing and maintaining an effective system of education.

Section 2 – Education’s Effective Implementation presents court managers with the underlying complexities of education for adults. Although court managers will have varying roles in administering a system of education in the local court, understanding the difference between simply delivering content and actually effecting change is important. In addition to providing information on adult education, this section also addresses instructional design, delivery mechanisms, and some sources for determining educational needs.

Section 3 - Education and the Court Culture explores education in a court setting and

offers several contextual suggestions for ensuring that education is robust and valued in the court’s culture. Content includes some ideas about what should be offered – or made available – by the court to address career-long learning for judges and court personnel. Content includes education as an expectation, an opportunity, a tool for intervention, and a means to achieve aspirations. Faculty unfamiliar with “learning organizations” may want to do some research to gain a greater understanding of the components and processes involved. This aspect of the content, if delivered clearly, provides court managers with a framework for meeting significant educational aspirations.

Section 4 – Resources for Education highlights how court managers may be creative in determining the array of resources involved in education and where to obtain those resources. Because budgeting and fiscal management are addressed in another curriculum design, that means of obtaining funding is not included here.

Section 5 – Court Managers as Leaders for Judicial Branch Education addresses the role of court managers as leaders for education in their courts. It is the culminating section and assumes court managers are familiar with content in previous sections. Although content in this section is brief, the activities are lengthy; they focus court managers on assessing the status of education in their respective courts and on what action they will take as a result of that assessment and this educational experience.

Educational Content

Section 1 – Education in the Courts: Fundamentals

Learning Objectives

As a result of this section, participants will be able to:

1. Describe the reasons education is relevant;
2. Compare and contrast approaches for evaluating education; and
3. Apply the terms education, training, and development to educational needs.

This section deals with the role court managers need to play in education in the local court. It focuses on education as an investment and offers strategies to evaluate that investment; it addresses education's scope and introduces some of the complexities of learning; and it includes an overview of the beneficiaries of education and importance of court managers as administrators and partners in educational efforts. This section is intended to establish a foundation for court managers regarding education and to highlight their important role in ensuring education results in desired change.

1.1 Introduction: Education as Networking

Introductions are often part of any educational experience. In smaller sessions, participants may introduce themselves to the entire group; in larger sessions, introductions in small groups may be the most efficient. Most participants treat introductions as casual and perfunctory, but they can be the beginning of a networking relationship that continues after the course concludes.

Activity One (a) – Education's Relevance – Networking: This is the first of a three-part activity to stimulate the thinking of court managers with regard to the reasons education is valuable in the court. This part of the activity may reveal to court managers how participants become learners early in an educational experience, including time spent with introductions.

1.2 Education and Administrative Oversight

Education is concerned with enhancing the intellectual capital of the courts to benefit individuals, the court as an organization, the public, and others. It involves judges and court personnel as well as court leadership (both judicial and administrative). In many courts, court managers have administrative responsibility only for education of court personnel; in others they have administrative responsibility for education of both judges and court personnel. While court managers may or may not have full responsibility for overseeing education, they need to understand why education is important, what is involved in its development and implementation, and how to determine if it is meeting expectations. As a course based on this curriculum design begins, court managers may benefit from recalling their own educational experiences in the court and why those experiences have been valuable.

Activity One (b) – Education's Relevance – Your Own Educational Experiences in the Court: This is the second of a three-part activity to stimulate the thinking of court managers with regard to the reasons education is valuable in the court. This part of the activity engages court managers in thinking about their own educational experiences in the court and how those experiences have benefitted them.

In addition to recalling their personal experience with education in the court, court managers will also benefit from expanding their perspective of education to the court as a whole, including judges, court personnel, and the public. This “bigger picture” of education will contribute to building understanding of the important administrative role of court managers.

Activity One (c) – Education’s Relevance – Education in the Courts: This is the third of a three-part activity to stimulate the thinking of court managers with regard to the reasons education is valuable in the court. This part of the activity engages court managers in thinking about education in their local court and the difference it makes to individuals and the court as an organization.

Education is a valuable resource for the courts. Administrative oversight ensures the potential of education is fully realized: if educational experiences are not well planned, if learners are not supported both to attend and to implement new ways of doing things, and if nothing is truly different after an educational experience, courts will waste resources and the value and impact of education will be diminished. The role of court managers is key.

NOTE: The content in this section, although lengthy in text, may be discussed with court managers in an efficient manner, using only the time needed to highlight the content. Court managers may be able to readily identify how education relates to change as well as the expenditures of money and time involved in educational efforts. The important point of this section is to have court managers recognize the role they should play in administration of education in their court. This recognition underpins the rest of the content in this curriculum design and is especially important for **Section 1.3, Education and Evaluation** which focuses on the need to evaluate education because it is such a significant investment and a potentially powerful influence.

- A. Education is an investment in change.
Education brings about desirable change for individuals, for the court, for the public, and more. Change may enhance individual job performance, contribute to implementation of court-wide practices, facilitate development of new attitudes, and so much more. Court managers play a key role in ensuring that desired change is the result of education.
 1. Change through education is the result of careful administrative oversight – court managers may identify issues and problems, recognize opportunities for improvement, and/or discover new approaches that would be beneficial. These situations may highlight the need for education, but that is only the beginning. Effective education involves a series of sequential steps, ongoing communication among many people, and effective implementation. Administrative oversight is crucial.
 2. Education affects and involves many people if change will be the outcome – court managers play an important role in leading and/or coordinating the planning process, communicating with an array of people, monitoring planning, and ensuring expectations are met. They have responsibility that affects many people:
 - Planners – Planners have a significant role that goes beyond securing faculty. They connect what court managers expect with what faculty delivers. The responsibility of court managers includes ensuring planners have information about the reason education is needed and clear direction about the expected outcomes; this is the only way planners can effectively fulfill their responsibilities. Planners may be individuals with ongoing responsibility for education or they may be involved in only one specific situation. Once they know the reason for education and the expected outcomes, they directly perform the tasks associated with planning and delivering the education. Planners may work on their own or with others, but their role always involves ongoing interaction with court managers about the planning process. NOTE: This is only the introduction of processes for planning education; more detailed information is in **Section 2, Education’s Effective Implementation**.
 - Faculty – Faculty may be limited in their knowledge of planning and delivering education for adults (even professional faculty), and they are generally unfamiliar with the specific needs and expected outcomes for a particular course in a particular situation. The responsibility of court managers includes ensuring faculty have initial information about the need and anticipated outcomes of education,

monitoring their work, and providing feedback, as necessary. Faculty members may be internal to the court or be invited from other courts or agencies, national providers, or the private sector. Whatever the affiliation, faculty members need guidance in order to be effective. Regardless of their affiliation, to be effective faculty need guidance. Regardless of whether the education is created specifically for the court or is a course developed for broader dissemination, faculty members benefit from direction in applying content to the specific court, the specific situation, and the specific group of learners.

- Beneficiaries – Beneficiaries of an educational experience include and go beyond individual learners. The responsibilities of court managers include identifying the beneficiaries of an educational experience, determining the value of the desired change, identifying how the change will be implemented, and assessing the extent of the needed education. **NOTE:** This is only an introduction to beneficiaries of education; more detailed information is in **Section 1.5, Education’s Role**. Beneficiaries include:
 - Individual learners – Through education, learners expand their knowledge, skills, and abilities; they broaden their understanding of issues, as well as evaluate and enhance their attitudes and values. The changes they implement will have an effect on many other people.
 - The court as an organization – Through education, the court implements new ways of serving the public and administering justice; the court becomes more effective and efficient, as well as more successful in developing and maintaining public trust and confidence.
 - Other governmental entities and justice system partners – Education in the courts benefits groups and individuals who interact with the court. For example, other branches of government experience greater accuracy and accountability for budgetary processes; justice system partners, like treatment providers, experience more consistent processes and procedures.
 - Court users – As the result of education, court users experience improvements in the court such as: more equitable procedures and processes, enhanced abilities and attitudes of judges and court personnel, as well as improved fairness, consistency, and timely assistance.
- Court-sponsored education – Education developed and delivered in the court is often intended to facilitate a specific change based on a specific problem, issue, or aspiration. For these educational experiences, administrative oversight spans a wide array of activities, including: identifying the desired change and the need for education; determining who needs to participate; ensuring the planning process yields an effective course; and overseeing implementation of the change after the educational experience.
- Education sponsored outside the court – Many national providers, court-related associations, and private-sector organizations offer education for judges and court personnel. Administrative oversight is more limited in these situations but is still necessary to assess whether desired change will result from participation. Outside providers may be invited to deliver education in the court, or they may offer education on a regional or national basis with individuals from a variety of courts attending. Decisions about engaging with an outside provider include:
 - The topic/content and its relevance to desired change – Many topics are available to judges and court personnel. Some are relevant to the court, some are relevant to an individual’s work or progression, but some may need careful consideration. Court managers need to review promotional materials, talk with others who have attended similar courses, etc. before determining whether

participation is justified, suitable for those who will attend, and will result in desirable change.

- Faculty and their ability to facilitate change – If court managers conclude that a course is suitable, they need to ensure that faculty are effective. For courses offered regionally or nationally, court managers may not be able to directly influence what faculty will deliver. Careful review of promotional materials and/or discussions with others who have attended a similar course will help court managers determine if faculty are effective and are delivering content that will result in desirable change for the local court and the learners.
- How the new content will be shared to ensure change – If the education is at a distant location, courts are generally not financially able to send large numbers of judges or court personnel. So, if change is the desired result of participation, court managers need to develop strategies for having those who do attend share the content with others. And they need to ensure those attending understand that responsibility. For example, learners who attend may serve as coaches for others, offer a summary of the education in a meeting, or serve as local faculty for their peers.

B. Education is an investment of money.

Education involves some expenditures and some costs that are not readily perceptible. The costs of education should always be balanced with the value of the outcomes. In order to ensure that fiscal resources are used wisely, court managers need to identify what is being invested (how public funds are used) and whether the investment is warranted. Potential costs may include:

1. For internally produced courses
 - Wages and salaries for planners, including court personnel, committee members, focus groups, etc.
 - Honorarium for faculty to develop and deliver education
 - Reproduction costs for course materials
 - Rental costs for a site
 - Rent or purchase of necessary equipment
2. For externally produced courses
 - Registration fees
 - Travel expenses
 - Per diem
 - Lodging costs
3. For both externally and internally produced courses
 - Wages and salaries for learners while they attend
 - In some situations, there is also the cost of a temporary or substitute judge or a temporary employee.

C. Education is an investment of time.

Education requires a time commitment from many people. For education developed and delivered within the court, the time involved may be significant. In order to ensure the time invested is well-spent, court managers need to ensure the time devoted is justified with regard to the potential number of learners and the importance of the desired change:

1. Individuals and their time

- Individuals in the local court who invest time for courses developed and delivered internally include:
 - Court managers – Time guiding and leading the process.
 - Planners – Time working with court managers, committee members, faculty, learners, and others.
 - Committee members – Time attending meetings, assisting with planning, etc.
 - Faculty (if internal to the court) – Time planning and delivering the course. Some conservative estimates are that it takes three hours to plan a one-hour course. Depending on a number of variables, the process may take a much longer time.
 - Learners – Time participating in the course and time trying out new content and implementing changes.
 - Individuals in the local court who invest their time for courses developed and delivered externally include:
 - Learners – Time traveling and time participating in the course, time sharing new content with others, and time trying out new content and implementing changes.
 - Coworkers – Time filling-in and supporting the work of those attending.
2. Education and time – Education is the result of processes that require sufficient time for thoughtful implementation.
- Before the education – Court managers need to ensure planning starts well before the expected date of course delivery.
 - Determining the need for education and identifying the desired outcome(s) of an educational experience involves time on the part of court managers and others.
 - Planning requires sufficient time for personnel, faculty, and others to design an effective experience.
 - If the course has been taught before, time is needed to review feedback with faculty and edit the course as needed.
 - During the education – Learners need to take time from their regular duties to participate. **NOTE:** Learning may be diminished if learners are preoccupied about what is happening in their absence. Court managers can ensure learners do not experience negative consequences as a result of their participation in education (e.g., required to stay to complete unfinished work, are overburdened from accumulation of time-bound tasks, etc.)
 - After the education – Learners will need time to effectively and efficiently implement their newly acquired knowledge, skills, abilities, and attitudes. In some instances, if only one individual participates in education, change will be slower because others in the court will hold to the status quo. Court managers can ensure learners have adequate time to share their new knowledge, skills, abilities, and attitudes; in addition, court managers need to take the time to openly support any changes resulting from the education.

1.3 Education and Evaluation

Because education is an investment of many resources, and because it has such far-reaching potential, court managers should evaluate educational experiences to ensure the investments are yielding desired results. Evaluation of education is a qualitative measurement of effectiveness and needs to be ongoing; if found lacking, court managers need to make changes in the way

education is planned and delivered. Education can and should be evaluated in numerous ways by numerous people. And the results of evaluations need to be shared with stakeholders, planners, faculty, and decision-makers.

- A. Singular courses or other educational experiences must be evaluated individually. Although implemented at different times by different people, all of the evaluation approaches described need to be planned before an educational event.
 - 1. Faculty evaluation of learning – One of the most important types of evaluation is for faculty to assess learners’ abilities during a course to ascertain whether they are learning and can say and/or do things to demonstrate that learning. This type of evaluation is based on learning objectives, which will be discussed in more detail later. Learners’ ability to achieve learning objectives is an indicator of whether and how they will use new content on the job. Before an educational experience, court managers may ask faculty to provide learning objectives and information about how faculty will measure learning during the course. After the educational experience, court managers may ask faculty to provide feedback as to their perceptions of how well learners performed.

Activity Two (a) – Evaluating Education – Faculty Evaluation of Learning: This is the first of a two-part activity to stimulate how court managers think about the importance of evaluating education. This part of the activity engages court managers in thinking about the role of faculty in evaluating learning.

- 2. Learner evaluations of course and faculty – Learners need an opportunity to express their opinions and perspectives on an educational experience and indicate whether it met their learning needs and whether they will make changes as a result of the educational experience. As part of a learner evaluation, court managers might ask learners about what they will do differently as a result of the education. Learners may be more forthcoming if evaluations are anonymous. Participants may complete evaluations immediately at the end of a course or they may complete and submit evaluations electronically after returning to work.
 - Immediate end-of-course evaluations – A key advantage is that the educational experience is still clear to learners; a key disadvantage is the return rates may be low.
 - After returning to work evaluations – A key advantage is that learners have had an opportunity to test their new knowledge, skills, abilities, and attitudes in the real world; a key disadvantage is that the educational experience is somewhat distant.
- 3. Peer, planner, or observer (someone other than a learner) evaluation of course and faculty – Peer, planner, or observer evaluations help determine if what was planned is actually what was delivered. Court managers need to share basic course information (learning objectives, course outline, etc.) with these evaluators before the course and may want to provide a template to assist peers, planners, or observers in providing feedback.
- 4. Supervisor evaluation of transfer of learning for court personnel – or judicial self-report on transfer of learning – Education is only viable if change occurs when learners return to their work. Court managers may want to engage supervisors in providing feedback on what changed as a result of an educational experience – or ask judges to self-report on what changes they have implemented as a result of the education.
- 5. Combination of evaluation approaches – Evaluation of a single educational experience is most effective when court managers employ more than one approach. Each approach has its own benefits and drawbacks as well as its own timetable and each makes its unique contribution to the overall evaluation of an educational experience.

Activity Two (b) – Evaluating Education – A Combination of Approaches: This is the second of a two-part activity to stimulate court managers’ thinking about the importance of evaluating education in the court. This part of the activity engages court managers in considering complementary approaches to evaluating education on a broad scale.

- B. The overall educational program must be evaluated on a routine basis. Unlike evaluating a single educational experience, this type of evaluation is about the effort as a whole.
 - 1. Learner evaluation of opportunities and outcomes – Learners are the recipients of educational efforts, so court managers may want to routinely solicit input about how education is perceived, whether learners feel their experiences are worthwhile, what they think about the fairness and accessibility of education, etc. Learners may be more forthcoming if evaluations are anonymous.
 - 2. Supervisory evaluation of the overall education program’s value – Court managers may want to meet with and ask supervisors and/or managers to collectively comment on how education is perceived, whether it is worth the time taken from the regular duties of learners, etc.
 - 3. Court leadership evaluation of return on investment – The funds expended on education have a quantifiable value; the outcomes of education have a qualitative value. Court managers may want to routinely assess if and how these two factors balance from the perspective of court leadership (judicial and administrative). This type of evaluation accomplishes two things: it provides court managers with direct feedback on educational efforts and it brings education to the forefront as a significant part of the court’s ongoing efforts to improve.
- C. Evaluation methodologies may assist in streamlining the process and assessing the results. In order to document data for future reference and planning, court managers may use written evaluation forms. In certain situations, court managers may use small focus group discussions (with someone to document comments) and/or discussions with individuals as an evaluation tool.
 - 1. Templates – Evaluations may be templates that are tailored as necessary for the specific educational experience. See **Faculty Resource – Evaluation Samples**.
 - 2. Compilation – Some evaluations are most useful if they are compiled or summarized so stakeholders have an overview of responses. For example, participant evaluations of a single course need to be summarized and tabulated or averaged in order to be usable. For that reason, at least some of the data gathered may need to be numerical; comments may also be summarized, but this is a time-consuming process. A combination of numerical ranking and commentary often yields the most effective information.
 - 3. Information gathered – Information gathered through evaluation should link directly to (a) participant performance as a result of the education and/or (b) future planning. If data does not provide insight regarding those factors, it should probably not be included. Using participant evaluations as an example: questions about anticipated performance give insight as to what performance may be expected when the learner returns to their work; questions about what was most valuable in a course or how faculty performed gives insight for future planning.
 - 4. Sharing – Evaluations are only useful if shared with relevant individuals. For example, participant evaluations of a single educational experience need to be shared with faculty, education committees, or other planners and decision-makers.

1.4 Education’s Scope

Education has both narrow and broad application. It may be as simple as introducing a new procedure or as complex as challenging learners to assess their attitudes and values. It may

stand alone as a solution to an issue or be part of a series of tools to implement significant change. Court managers play a key role in determining what the scope of education will be, based on their understanding of current needs (problems, issues, aspirations) and desired outcomes. Determining the scope of education is key to decision-making in several ways.

- A. **Key terms** – Individuals often use terminology regarding educational experiences in a causal manner, using terms interchangeably. Certain terms, however, when used appropriately, identify the scope of education. If deciding whether to send an individual to a course sponsored outside the court, court managers need to identify the individual's educational needs and determine if the scope of the course will be appropriate. If producing an internal course, court managers need to identify the scope of the educational needs and communicate it to faculty and other planners.
1. **Education** – Education involves activities and experiences that have a formative effect on the mind, character, and/or physical ability of an individual. It enhances an individual's knowledge, judgment, reasoning, and wisdom. It offers learners new perspectives, encourages critical thinking, and develops individuals for dealing with a variety of situations. Education is about change – change in an individual and change in the individual's impact on his or her environment. It can be both formal (e.g. courses, coaching, directed reading) and informal (e.g. social learning/observation of others, trial and error, innovation). It is a lifelong journey. The results of education include learners being able to make decisions, interact in a variety of situations, and think critically.
 2. **Training** – Training is a subset of education. It is instruction directed toward developing practical skills for performing specific tasks or developing specific behaviors to use in certain situations. It generally includes instruction and practice to increase proficiency (e.g., processes and procedures). The results of training include learners being able to perform in a prescribed manner, respond in learned ways, and execute tasks in a predetermined fashion.
 3. **Development (a.k.a. professional development)** – Development includes education but is broader than formal educational offerings. It is a series of planned activities that leads to an individual's improvement of skills, increased expertise, and enhanced confidence. The activities prepare an individual to assume greater responsibility and handle more complex work. Development prepares an individual to succeed in a certain profession and/or prepare for career development or advancement. It includes education and expanded work-related experiences, (e.g., participating in internships or apprenticeships, working with a mentor or coach, taking sabbaticals, performing research, and more). The results of development include learners being able to think and act in ways that exceed their current role or position.

Activity Three – Education, Training, and Development: This activity asks court managers to determine the scope of an educational experience on promotional statements for courses. There are no strictly correct or incorrect answers, but court managers should be able to differentiate between the descriptions with regard to the narrow or broad application and use of education.

- B. **Domains of learning (Bloom)** – Learning affects individuals in a variety of ways. Court managers need to be able to identify the domain(s) of learning needed in a given situation. If making a decision about an individual attending an externally produced course, court managers need to know the domain of learning needed and the domain of learning addressed by the course. If overseeing the development of a course within the court, court managers need to identify the domain of learning needed and communicate that information to faculty and others who design and deliver the course. A course may address more than one domain of learning, and the domains overlap in many instances.
1. **Cognitive** – This domain involves gaining knowledge and expanding mental capabilities and critical thinking. Learners will be able to apply what they learn in a variety of situations. For example, as a result of cognitive education, learners will be

- able to state what they learned, compare and contrast the content with what they previously knew, create new approaches based on the content, and more.
2. Psychomotor – This domain involves gaining new physical and manipulative skills, as well as learning predetermined behaviors to automatically employ in certain situations. For example, as a result of psychomotor education, learners will be able to perform certain tasks, such as log onto a website.
 3. Affective – This domain involves developing and demonstrating new feelings, emotions, and attitudes. For example, as a result of affective education, learners will be able to reflect empathy for victims of crime, demonstrate compassion when dealing with court users in distress, or display respect and support for diversity in the court.
- C. Stages of learning (Bloom) – See **Faculty Resource – Domains and Stages of Learning**. Learning is a complex activity and generally involves a progression. When making decisions about participation in an educational experience, if court managers can identify the needed domain(s) of learning and the stage of learning required to achieve a desired change, they can determine the suitability of the course and the individual(s). When entering any educational experience, learners will already be at different stages of learning regarding the content; although faculty cannot guarantee that all learners will achieve the desired stage of learning, they can move individuals forward to new levels. From more basic to more complex, stages of learning for each domain are listed below.
1. Cognitive domain:
 - Knowledge – Learner absorbs new content and remembers it.
 - Comprehension – Learner understands new content.
 - Application – Learner can use or apply new content.
 - Analysis – Learner can analyze how/when to use new content.
 - Synthesis – Learner can create something new with the content.
 - Evaluation – Learner can evaluate the usefulness, worth, or truthfulness of content.
 2. Psychomotor domain:
 - Perception – Learner uses sensory cues to guide behavior.
 - Set – Learner is ready to act.
 - Guided response – Learner is able to perform by imitation or coaching.
 - Mechanism – Learner performance is habitual.
 - Expert – Learner performance is quick and accurate.
 - Adaptation – Learner can modify behavior if necessary.
 - Origination – Learner can create new patterns of behavior.
 3. Affective domain:
 - Receive – Learner is willing to hear new perspectives.
 - Respond – Learner participates and reacts to new perspectives.
 - Value – Learner attaches worth to the new perspective.
 - Organize – Learner integrates the new perspective with other perspectives.

- Internalize – Learner has a value system to guide behavior that is consistent and predictable.

1.5 Education's Role

Education has a significant role for the individual learner, for the court, and for others. For the individual, education leads to personal enrichment as well as professional preparation and advancement. For the court, education creates an effective and efficient workforce, ensures consistent practices, and moves the organization forward. For others, education ensures effective and efficient interactions with the court and individuals in it.

- A. Education is useful in a variety of ways. It:
1. Expands cognitive, psychomotor, and affective capabilities individually and collectively; stimulates new ways of thinking and being through presentations, discussions, and exploration.
 2. Fosters and increases shared awareness by providing new information and fostering networking.
 3. Develops new skills and abilities through demonstrations and a safe place to practice newly acquired knowledge and skills.
 4. Sensitizes learners to certain issues by exploring individual differing perspectives, behaviors and motivations.
- B. Education benefits individuals.
1. For new judges and court personnel, education can:
 - Introduce new roles – Judges and court personnel are often assuming new and different roles:
 - For new judges – Judges generally come to the courts with a formal education in the law, but other educational issues remain:
 - Assignment may be in a different area of the law than what they have practiced.
 - Dealing with both sides of a court action is a new role.
 - Ethical issues are different.
 - Advocacy is replaced with neutrality.
 - Active practice is replaced with oversight and management.
 - Decision-making follows a different process.
 - For new court personnel – Court personnel come to the courts with a wide variety of educational backgrounds, but even if they come with expertise, other educational issues remain:
 - Public service involves new skills.
 - Ethical issues are different.
 - Confidentiality becomes a paramount issue.
 - Provide an overview of a new environment -- The court is often a new environment, even for attorneys who have practiced in the court and especially for court personnel:
 - Public service is key.
 - Building public trust and confidence is an ongoing goal.

- Bifurcated management (judicial and administrative) is enriching but often challenging.
2. For experienced judges and court personnel, continuing education:
 - Fosters ongoing enrichment – Education enables individuals to remain current (in the law, in procedures, etc.) and to more effectively and efficiently provide service to the public.
 - Contributes to a sense of being valued and having opportunity for advancement – Individuals often see educational opportunities as evidence that the court is investing in them and their professional growth.
 - Links individuals to:
 - The “bigger picture” of the organization, its values, and its many components
 - Each other, through networking, shared interests and experiences, and common goals
- C. Education benefits the court
1. Mission, vision, values, strategic plan – Education can be the means to introduce processes to develop these valuable organizational tools, and it is one of the means to implement them. See **Section 3.4 C, *Organizational Aspirations*** for details.
 2. Effectiveness and efficiency – Education can be the means to engage individuals in exploring new, shared ways of working; in addition to new content provided by faculty, education can also encourage individuals to share their own experiences and approaches that may be beneficial to others.
 3. Standardized practices – Education can introduce and foster a broad-based approach to processes and procedures that ensures consistency and fairness.
 4. A highly qualified workforce – Some individuals begin work in the court with a high level of expertise in a certain area; they may need additional education to function well in a court environment and they will need continuing education to remain current in their role. Other individuals begin work in the court needing education to fulfill their roles; they will also need continuing education to remain proficient.
- D. Education benefits the public.
1. Perception – The public will have an understanding and perception that the courts invest in judges and court personnel to better serve the community. A system of education signifies that the court strives to ensure excellence in a demonstrable manner.
 2. Public trust and confidence – The public bases their opinions about the court on their own experiences, what they hear from others about their respective experiences, and what they hear from the media. In all cases, education plays a significant role in preparing and enabling judges and court personnel to interact effectively with the public.
 3. Diversity and fairness – Diversity and fairness are important in all aspects of any profession, but they are paramount in public service. Education enables judges and court personnel to develop awareness and sensitivity to these issues as well as develop behaviors that reflect fair treatment and open access to justice.
- E. Education benefits other branches of government and justice system partners.
Like court users, individuals from other entities and agencies expect judges and court personnel to be competent, effective, efficient, and fair. Education is the basis for ensuring their experiences with the court are constructive and productive.
1. Other branches of government

- Executive branch – Whether at the state or local level, the court interacts with the executive branch and depends on it for certain things. At the state level, the governor may appoint judges, sign new laws, and approve the budget for the court. At local levels, executive branches vary but generally include mayors and city councils as well as county commissioners; these individuals interact with the courts in a variety of ways.
 - Legislative branch – At the state level, the legislature enacts laws, approves the general fund budget, and in two state (Virginia and South Carolina) appoint judges. This branch depends on the courts for accurate reports, efficient fiscal management, and support of laws. At the local level, city councils and county commissioners work with the courts in a variety of ways; they expect efficiency and effectiveness in their interactions.
2. Justice system partners – Justice system partners (attorneys of all types, arbitration entities, treatment providers, etc.) facilitate many court-related activities. They depend on the courts for accurate information, timely action, as well as effectiveness and efficiency.
- F. Education, even at its most effective level, has limitations.
Education does not:
1. Compensate for administrative issues (e.g., ineffective processes, unrealistic expectations, lack of sufficient resources, interpersonal issues, etc.) – Education may reveal inadequate administrative practices, but cannot compensate for them.
 2. Bring all learners to the same level of performance – Learners begin an educational experience with different levels of motivation and at different levels of proficiency, ability, and expertise. Effective education will help them improve, but progress will be different for each learner.
 3. Guarantee desired behavior from all learners -- Learners have choices; they have different values and attitudes; they perform in varied environments; and more. All of these factors will affect their ongoing performance.
- G. Lack of education in the courts could have serious “costs.”
1. Direct financial costs – Poorly conducted or poorly managed cases may increase the number of court procedures.
 2. Indirect financial costs – Poorly implemented and/or non-standardized procedures may lead to a waste of time/money.
 3. Loss of public trust and confidence – Unfavorable experiences for court users and/or justice system partners may lead to complaints and negative media.
 4. Liability and risk – Errors in judgment and mistakes in action may cause direct or indirect harm to people involved with the justice system.

Section 2 – Education’s Effective Implementation

Learning Objective

As a result of this section, participants will be able to:

4. Select the adult education principles least addressed in educational experiences; and
5. Use instructional design tools to begin the process of developing a needed educational experience in their court.

Sometimes education is viewed as only a matter of finding relevant topics and then trusting that faculty will do the rest. Effective education is much more than that. This section provides an overview of adult education and instructional design.

2.1 Adults as Learners

Court managers who understand the complexities of educating adults can ensure faculty are familiar with, utilize, and honor certain principles in each educational experience to ensure learning is effective. Adult education principles follow:

- A. Adults may be uncomfortable taking risks in front of other adults – Risks in an educational setting include being singled out to answer a question, being challenged if offering a different opinion than faculty or other learners, feeling trivialized or targeted for asking a question, and so on. Faculty need to establish a safe learning environment for adults so they feel comfortable participating, sharing a variety of opinions, making mistakes, and testing new content for its relevancy and validity.
- B. Adults have differing backgrounds, experiences, education, values, etc. – Those differences are important to their identities. Faculty need to respect and incorporate different perspectives into an educational experience and ensure that other learners respect differences among learners.
- C. Adults are rich sources of knowledge they have accumulated through a lifetime of experiences – The combined general knowledge of a group of adults is actually greater than that of faculty, although in a particular content area faculty generally has more. Faculty need to tap the knowledge of learners; one way to do that is to ask learners how they would solve a problem, address an issue or handle a situation. Faculty can then add his or her response.
- D. Adults prefer to know what to expect in their educational experiences – Learners may feel unprepared or embarrassed if they are surprised by what faculty expect of them. Faculty need to share learning objectives, provide an overview of a course, and explain how learners will participate and what they will be expected to do.
- E. Adults face real-world issues and problems in their work – They prefer educational content that is practical, immediately applicable, and solution-based. Faculty need to provide only what is necessary in terms of history, theory, and abstract concepts, and focus on content that addresses what learners need and will encounter in their work.
- F. Adults need to be active participants in their education – Adults are often uncomfortable in a passive role and may be less likely to contribute ideas unless there is an overt opportunity. Faculty need to engage learners actively in an educational experience for approximately 50 percent of the time. This time may be spent in question and answer, individual activity, or group discussion, etc.
- G. Adults learn in different ways – In any group of adult learners, there will be a variety of learning styles. Faculty need to incorporate a variety of teaching methodologies (active lecture, demonstration, panel discussion, debate, individual and group activity, audio and video, and more). In addition, faculty need to utilize written material, visual teaching aids, etc.

2.2 Learning Styles

Court managers need to understand the varied ways in which adults learn; this understanding enables them to ensure that faculty design and deliver a course using a variety of strategies, techniques, and approaches. Adults learn all the time, but they have preferences about their learning and learn best when those preferences are addressed. Theories on learning styles differ, but are not really contradictory; they are describing learners from different points of view. Regardless of the theory and the names ascribed to groups of learners, the point is that in any group of learners, there will be significant differences in how they learn most effectively. The following are three examples of learning style theories:

- A. Auditory, visual, kinesthetic theory offers three learning styles:
 1. Auditory learners prefer learning through listening; they learn best through lectures and discussions. They take note of faculty's and other learners' tone and pace. For an

in-person course, they sit where they can best hear what is going on and do not always need to see what is happening.

2. Visual learners prefer learning through seeing; they learn best through reading or seeing words projected onto a screen. They like charts, graphs, images, and pictures. They take note of a faculty member's body language and facial expressions. For an in-person course, they sit where they can see what is happening, such as in the front of the room.
3. Kinesthetic learners prefer learning through doing; they like hands-on activities and may become bored if not actively engaged. They need freedom of movement, so for an in-person course, they may sit where they have the greatest amount of space.

B. DISC offers four learning styles:

1. Dominance – Learners prefer facts and hard data; they are self-reliant, impatient, and want to get to what is important. They may have preconceived notions about the topic and content of a course.
2. Influence – Learners prefer interaction (activities and role play); they are social and open to any learning method at least once. They are open to new ideas; they have a short attention span and they like visuals.
3. Steadiness – Learners prefer the status quo so they need the “why” of changes that education addresses and encourages. They do not like to be rushed in their learning process; they want to ensure their understanding and are comfortable with a step-by-step approach by faculty.
4. Compliance or Conscientiousness – Learners are most comfortable with rules or protocols so they need the “how” of incorporating the changes education offers. They like checklists to implement their learning and they often ask numerous questions to ensure their understanding of new content.

C. Kolb Learning Styles Theory offers four learning styles and a cycle for addressing content that addresses all four:

1. Divergers – Learners who are reflective; they feel and watch. They stand back and gather information and they delay coming to conclusions. These learners are emotional and imaginative.
2. Convergers – Learners who are pragmatic (somewhat the opposite of divergers) and are problem-solvers. They make decisions rather quickly and they learn best when given pragmatic solutions to problems. They prefer to deal with things rather than people and become bored with long discussions.
3. Assimilators – Learners who are theoretical and may stand back and observe, then ponder and analyze. They like logic and reasoning and they appreciate abstract concepts. They may value a theory over factual data.
4. Accommodators – Learners who are activists (somewhat the opposite of assimilators) and need to feel and do. They are risk-takers and enjoy innovation and experimentation. They are often bored with the details of implementation.
5. The cycle Kolb offers for addressing content while honoring and engaging this variety of learners is:
 - Provide learners with a “concrete experience” (a relevant story, video, audio tape, recalled experience of their own).
 - Engage learners in “reflecting” on the experience (how they feel about it, how they reacted to it, what it may mean, etc.).
 - Provide “abstract information” (new content, perspectives, facts, demonstrations, etc.).

- Engage learners in “active experimentation” with the new content (revisit the original experience and see what has changed regarding learner perspectives – or have learners apply new content through a return demonstration, a role play, etc.).

Activity Four – Adult Education Principles: This activity engages court managers in thinking about their educational experiences as adult learners. Only a few strategies are listed and faculty may prefer to expand the list. The strategies listed seem to be easily identified when not addressed by faculty.

2.3 Instructional Design

Court managers who understand the process for developing education can encourage and expect faculty to utilize an established model of sequential steps to design and deliver an effective course. Court managers can also participate in several steps of instructional design to ensure a course is specific to the needs of the court and learners: determining educational needs, stating a course goal, stating learning objectives, and evaluating a course. [NOTE: Some of the steps in the instructional design process are affected by the delivery mechanism for the course. If possible, the delivery mechanism should be determined early in the process in order to ensure the course design is compatible for the manner in which learners will access content.] There are many instructional design models; the model highlighted is from the curriculum work of the National Association for State Judicial Educators. See **Faculty Resource – Instructional Design Model**.

- A. Determine educational need – This initial step has a significant impact on the steps that follow. Needs are focused on learners and should be the basis for all educational planning. A course(s) should not be what the faculty needs to teach but what participants need to learn. Determining educational needs may be done in a several ways. In all cases, educational needs should be shared among management and faculty to ensure an effective outcome from the educational experience.
 1. Court managers may determine educational needs through a variety of means:
 - A job description or position competencies (for people entering the court and/or a new position).
 - A predetermined curriculum and curriculum designs (often educational needs are stated in these documents based on expectations for the learner group).
 - Changes in practices, procedures, or laws (preparing existing individuals for new ways of doing their work).
 - Complaints or performance issues (using this source for identifying educational needs should be balanced; undesirable individual performance in an isolated incident is generally not an indicator, but several incidents by an individual and/or undesirable group performance are often indicators of educational needs).
 - Desired improvements or enhancements (the current level of performance is acceptable, but could be improved).
 - Formal needs assessment processes (written surveys, focus group discussions, etc.) that collect information from learners about what they need educationally.
 2. Learners may assist in determining what they need educationally through a written survey, focus groups, or individual suggestions.
 3. Experts, based on their knowledge and experience with a particular content area, may identify educational needs for learners; this category often includes faculty, but may also include others.

4. Although educational needs are identified before a course is designed, faculty for any specific course may further assess the specific needs of those present through an activity and then tailor the course (in process) based on those specific needs.
- B. State course goal – Based on the identified educational needs, a course goal is a statement of what court managers and/or faculty hope to achieve through an educational experience; this statement does not have to be directly measurable, but it sets the general direction of planning. Court managers need to ensure the course goal addresses the identified learning needs.
 - C. State course learning objectives – Stemming from the course goal, these are measurable statements focused on the learners and what they will be able to do or say as a result of the education to indicate the course goal is being achieved; court managers and/or faculty may create these statements. Learning objectives may be cognitive (what learners will know and be able to apply), psychomotor (what learners will be able to do physically), or affective (what attitudes and values learners will develop). See **Faculty Resource – Action Verbs, Learning Domains, and Stages of Learning**. Court managers can ensure the learning objectives are:
 1. Focused on learners and how they will change.
 2. Based on identified learning needs and the course goal.
 3. Realistic and relevant to learners’ roles in the courts and learners’ experience level.
 4. Measurable or observable by faculty during the course; this means they are stated using action verbs (state, identify, demonstrate, categorize).

Activity Five – Instructional Design: This activity engages court managers in the first few steps of instructional design – the steps that court managers need to influence if their expectations are likely to be met. While the other steps in the instructional design process are important, faculty and planners can generally follow through effectively if these initial steps are addressed effectively.

- D. Select course content – Learning objectives direct what course content is; court managers may assist faculty in selecting content and/or should expect faculty to choose content based on the objectives; the content is to enable learners to achieve the objectives. Court managers may want to request a pre-delivery course outline, including content and timing for each topical segment to ensure relevance to learning objectives and appropriateness for the learner group. See **Faculty Resource – Education Administration Form**.
- E. Develop course structure – After content is selected, faculty needs to determine how the course will flow, how much time various parts of the content need, when to involve participants in activities and discussions, and more. This is the step that may involve the Kolb Model discussed earlier.
- F. Determine teaching methodologies – Based on the delivery mechanism, content, and other considerations, faculty should choose a variety of teaching mechanisms to incorporate into a course; methodologies include: active lecture, small and large group discussion, question and answer activities, directed reading, and more.
- G. Choose teaching aids – Based on the course content and structure, faculty need to choose what is needed to facilitate learning, such as whether to use easel and paper to capture learner input or create a PowerPoint® presentation to enable learners to see the basic content during the presentation, etc.
- H. Develop course materials – Faculty should assess what parts of the content would facilitate learning if given to learners in writing; written materials may be used during a course, when learners return to their work, and for reference if questions or issues should arise in the future. The quantity of written materials should be limited and the quality should be high.

- I. Design evaluation strategies – Faculty should design an activity for each learning objective that assesses whether learners can achieve it during the course; when the course is delivered, if learners cannot achieve the objectives, faculty may need to tailor the rest of the course to assist learners in developing what they need to do so; evaluation of learners abilities should not happen at the end of a course when it is too late for faculty to make adjustments.
- J. Plan the setting for learners – The appropriate setting depends on the content, the learning objectives, and the delivery mechanism (in-person or electronic delivery); for in-person courses, faculty should determine an effective seating arrangement that accommodates activities, placement of any equipment, sound enhancement, and other related issues; for electronic delivery, faculty need to determine whether learners will access content individually or in groups, if local facilitators will be needed, and other related issues.
- K. Deliver the course and evaluate the design – Although faculty will deliver the course, evaluating its effectiveness involves learners, faculty, court managers, and possibly others.
 1. Learners should have an opportunity to comment on the relevance of the course, how effectively it was delivered by faculty, what they will do with the new content, etc.
 2. Faculty should have an opportunity to share his or her impressions of learners, whether the content resonated with learners, how well learners achieved the learning objectives, and more.
 3. Court managers and/or supervisors should assess whether there are content-based changes when learners return to work. For court personnel, this may involve having supervisors evaluate changes; for judges, it may involve a follow-up opportunity to state what they are doing differently as a result of the course.
 4. Other individuals may assist in evaluating the effectiveness of a course through observation and feedback to court managers; these individuals would need some guidance and some basic information on the course design to be able to evaluate appropriately.

2.4 Delivery Mechanisms

To accommodate learners' schedules, to make content available over time, and to take advantage of the many sources of education currently available, court managers may want to incorporate (or make available) multiple delivery mechanisms. See **Faculty Resource – Delivery Mechanisms**.

- A. In-person delivery – This is the most frequently used delivery mechanism for most local courts; faculty and learners are in the same place at the same time for an educational experience. Most instructional design models were developed for in-person delivery.
- B. Electronic delivery – Although developing courses to be delivered electronically may be too expensive for local courts, court managers may want to provide access to courses developed commercially or delivered by national providers. Courses delivered electronically require special attention to certain aspects of instructional design if they are to be effective.
 1. Synchronous electronic delivery – This is electronically delivered content accessible by learners in real time, such as live online webcasts.
 2. Asynchronous electronic delivery – This is electronically delivered content accessible by learners at a time that is convenient for them sometime after the course was delivered. This type of delivery includes CDs/DVDs of courses, offline access to courses in an electronic library, and courses developed using course management systems. NOTE: Court managers may be tempted to video tape in-person courses for viewing by learners at a later time; but, it is difficult to produce a high-quality recording

that will be effective, keep viewers' interest, and actually facilitate any real change. Video taping of a live course can be done to create an asynchronous delivery method. However, time should be taken to determine how the taping can be done effectively and be edited to make the post-course watching as valuable as the in-person, live course.

3. Blended delivery – This form of delivery combines in-person delivery with some form of electronic delivery, often before or after the in-person experience. One effective use of blended delivery is to enable learners to participate in an electronically delivered course (synchronous or asynchronous) from national providers and then engage learners in a local in-person experience to focus on application of new content at the local level.

2.5 Charting an Educational Path

An effective educational environment enables learners to chart an educational path for themselves, including content that is necessary and content that may be optional but would contribute to their professional growth.

- A. Job descriptions – Most positions have a job description that outlines roles and responsibilities of what an individual will do in his or her work. Its intent is to summarize what a job entails. The job description lists tasks and may include a summary of desired knowledge, skill, abilities, and attitudes. Although they do not include the details needed for education that would enable individuals to perform their roles or fulfill their responsibilities, they are helpful when determining educational needs.
- B. Competencies – Competencies are job-specific statements that outline desired behaviors. They document what is expected of an individual and include needed knowledge, skills, abilities, and attitudes. The intent is to highlight the capabilities needed for the specific work. Although, competencies do not include the details of relevant educational content that would enable individuals to demonstrate competency, they are helpful when determining educational needs.
- C. Curriculum – In a court environment, a curriculum is a collection of educational content, generally organized by topic that prepares an individual to fulfill his or her specific job responsibilities, remain current, and develop professionally. Its intent is educational. Curricula differ in their level of detail, spanning from a list of content areas to fully developed course designs. A curriculum provides individuals with an overview - an overall plan - of what is needed or expected educationally for their specific role.
- D. Education plan – Based on tasks, competencies, a curriculum, and/or other means of identifying educational needs for an individual, court managers may want to implement an education plan for individuals in the court. *See Faculty Resource 7 – Individual Education Plan.* The plan would be most effective if developed collaboratively with an individual court employee and revisited and revised over time. For judges, a self-developed plan may be more appropriate. The court may consider recognizing individuals who achieve the educational goals documented in their education plan.

Section 3 – Education and the Court Culture

Learning Objective

As a result of this section, participants will be able to:

6. Demonstrate decision-making ability regarding education as a tool for growth.

This section begins to shift the focus of content. Previous sections offered generalized information; this section engages court managers in thinking about the specific environment of the local court. In addition, this section begins to prepare court managers for an assessment of education in the local court, addressed in *Section 5 - Court Managers as Leaders for Judicial Branch Education.*

Court cultures are unique. Courts range in size, styles of administrative and judicial leadership may differ, and departmental needs may vary. In addition, in many states the judicial branch education department may offer a wide array of educational experiences, reducing the need for the local court to produce courses. Regardless of those differences, any court culture needs to overtly support education as a tool for positive change for judges, court personnel, the court as an organization, and the public.

3.1 Education as an Expectation

Court users and justice system partners expect judges and court personnel to reflect the highest levels of professionalism. They expect the court to be effective and efficient. Education is the basis for meeting these expectations. A court culture that embraces education as a tool for both professional and organizational growth needs to establish an environment that uses education on a regular basis, promotes education as a foundational element for everyone, and depends on education to foster shared practices, values, and attitudes. Court managers play pivotal roles by ensuring that appropriate education is available and by clarifying that participation is not just encouraged but is expected.

- A. **Standards** – If education is a fundamental value, then court managers need to establish a system that conveys to everyone the importance of planned change and professional growth. For a system of education to be viable, court managers need to:
 1. Develop a comprehensive array of educational activities that meet the career-long learning needs of everyone in the court;
 2. Ensure equal access to participation in educational opportunities;
 3. Establish a role-specific educational guide that enables individuals to anticipate what is expected; use (or encourage use of) an individual education plan to document participation; and
 4. Reward or acknowledge those who participate in educational experiences.
- B. **Baseline components** – Certain categories of education need to be available to and expected of everyone working in the court. Other categories may apply to specific roles. And still other categories deal with meeting the needs of the department or organization. A comprehensive system of education ensures that all of the categories listed are available. In some situations, the court provides the education; in other situations, the court relies on the education provided by another source, such as the Judicial Branch Education Department or a national provider (The National Judicial College, the Institute for Court Management, or others).
 1. **Orientation** – Orientation is a unique educational opportunity that engages individuals as they enter a profession in the court. If partially offered by another provider, an effective orientation still needs components from the individual court. Orientation is an introduction to the work, the court, and public service; this initial educational experience has long-lasting effects. It sets the tone for working in the court, it conveys a sense of being valued to participants, it gives individuals the “big picture” and explains how they fit into it, and more. Orientation is most effective when experienced at three levels, if possible. Content varies depending on the court and the individual. The following are examples only and would be in addition to a generalized role-related orientation offered by another provider (such as The National Judicial College or the National Association for Court Management):
 - Collective orientation for those new to the court needs to be done in-person with key individuals discussing their areas of expertise/responsibility and engaging learners in discussions. Including new judges and new court personnel in a single collective orientation to the court has value; but, for some courts, it may be more appropriate to have an orientation for each group. Key individuals offering content

include the presiding or chief judge, the court administrator or executive, and department managers. Content may include:

- Purposes and roles of the courts.
 - The specific court, its leadership, organizational structure, departments, and overall environment (internal and external).
 - The court's mission, vision, values, and strategic plan. See **Section 1.4, Organizational Aspirations** for details.
 - Overview of key issues, including what the court expects in terms of public trust and confidence, confidentiality, ethics, and fairness.
- For departmental orientation:
 - Organizational structure and leadership
 - Departmental environment
 - Department's mission, vision, values, and strategic plan
 - Workflow processes and procedures
 - Expectations
 - For individual orientation:
 - The specific role and tasks
 - Introduction to others in the department
 - The chamber, office, or workspace
 - Technology, its use and role
2. Training – This subcategory of education contributes to mastery of specific skills necessary for certain tasks; training is an ongoing educational experience, but it is limited in scope. Content may include:
- Technology – Introduction, use, changes, new applications
 - Processes and procedures – Introduction, use, changes
 - Automatic responses or behaviors – Standardized ways to act in certain situations, such as CPR, emergency evacuation, etc.
3. Continuing education – Ongoing educational experiences expand learners' knowledge and abilities and shape professional values and attitudes. Continuing education spans a wide range of experiences that contribute to individual growth, consistency across the court, enhanced effectiveness and efficiency, and more.
- To serve in the court, topics may include:
 - Court and community.
 - Public service.
 - Public trust and confidence.
 - To perform more effectively, topics may include:
 - Diversity, fairness, and access.
 - Ethics.
 - Communications skills.
 - Project management.

- To remain current, topics may include:
 - New trends.
 - Legislative updates.
 - To meet changing court and departmental needs, topics may include:
 - Strategic planning.
 - Supervision and management.
4. Faculty development – This type of education prepares judges and court personnel to effectively share their expertise with adult professionals in their court and possibly other courts. At a minimum, faculty development courses need to include:
- Adult education principles.
 - Learning styles.
 - Instructional design (needs assessment, learning objectives, content selection, evaluation of learning, etc.)
 - Teaching/learning strategies.
 - Presentation and communication skills.

3.2 Education as Opportunity

Education offers new possibilities for individuals and for the court. Many innovations, new directions, and significant discoveries are the result of educational experiences, either coming directly from faculty or as the result of new perspectives and activities of learners. Court managers need to promote education as a path to new horizons.

A. **Professional development** – This is a series of planned activities that contribute to preparing individuals for more complex work, more responsibility, and/or new roles. It includes education and other types of activities; while all of these activities contribute to an individual's learning, developmental activities vary in scope, administration, and purpose. Individuals may volunteer for developmental activities, or judges or court managers may recognize an individual's capabilities and suggest his or her participation.

1. Traditional activities:

- Out-of-classification assignments.
- Team leadership.
- Shadowing and observing others.
- Receiving mentoring or coaching.

2. Non-traditional activities:

- Attending an education session and (a) evaluating it, and/or (b) sharing what was learned with others.
- Orienting a newcomer to some basic aspects of work in the court.
- Assisting a non-court faculty member with course development.
- Developing a checklist for a new procedure.

B. **Discovery** – This type of education addresses a series of possible educational needs. This category of education may seem to stray from the traditional ideas about content needing to address an existing problem or issue. And content may not appear to relate directly to the learner's work, but it may have a positive impact on his or her overall performance.

1. A few examples include:
 - What you did not know you did not know – Often an educational experience exposes learners to discover that they are not as competent in an area as they thought. This discovery may lead them to seek additional education. Additional content may include topics such as leadership styles, communication strategies, cultural competency, and more.
 - What you find intriguing about your field – Some content may not directly impact performance, but serves to broaden an individual's understanding of a profession and make the learner more confident and competent. This category of education may also enhance critical thinking. Content may include topics such as victory vs. truth in the courtroom, comparative legal systems, perceptions of justice in different cultures, and more.
 - What our society reflects in terms of law and justice – Some content helps individuals understand the milieu in which the courts function. Content may include what film and art reveal about perspectives of fairness, law and literature, and more.
2. Individuals may become linked to these types of courses through various means:
 - Self-identification - Learners may recognize their own shortcomings or have an interest in self-improvement.
 - Supervisory or peer evaluations – Feedback from others may identify areas in which an individual may believe they are competent, but based on the experience of others, those individuals are not demonstrating competency.
 - Recommendations – Others may recognize that someone could benefit from exposure to a particular topic, or may have experienced a course that would benefit someone else.

3.3 Education as Intervention

In addition to using education as a tool for ongoing growth, it may also be a tool to resolve problems faced by individuals and by the court. Education as an intervention is a way to redirect the current course of events toward more effective ways to prepare for the future.

- A. **Performance issues** – Education can alter, correct, or improve performance for an individual(s). Education is one of several strategies to assist someone demonstrating performance problems, but education is not always the answer. Questions to ask before using education as a strategy include:
 1. What have you observed in terms of performance? – This is an important distinction from what you may have been told about performance. What you observe is important in determining whether education will be effective.
 2. What are the circumstances of the individual's performance problems? Is there a pattern? Are there constraints to effective performance? Some contextual issues that affect performance will not be resolved through education. And an individual's lack of interest or motivation may not change due to education.
 3. What does the individual have to say about the performance issue? Is he or she asking for greater knowledge, improved skills, or help with his or her demeanor, attitude, etc. If the individual is asking for assistance, education may be an effective intervention.
 4. What intervention possibilities are available and which may be the most effective? Possibilities may range from a change in assignment to punitive measures, with education somewhere in between. If education is deemed the most effective

possibility, encourage the individual to embrace what it has to offer. Forcing someone into an educational experience may have no or negative results.

- Educational interventions may include: participating in a course, receiving coaching from another individual, directed reading, and more.
 - Non-education interventions may include: clarifying expectations, developing job aids, eliminating performance obstacles, providing additional resources, providing interval feedback, changing the work environment, redesigning task processes, and more.
- B. **Succession management** – This is a proactive, systemic approach to ensure the court has a pool of qualified people to assume advanced roles and responsibilities as vacancies occur. It is an intervention because it is deliberate action to prepare for a future situation that may be unfavorable if not addressed.
1. **Selection** – Selecting individuals for participation in succession management activities may involve volunteers and/or recommendations from coworkers and supervisors.
 2. **Education’s role** – Education and related activities may provide individuals with needed knowledge, skills, abilities, and attitudes.
 3. **Access** – Regardless of the selection process and specific educational opportunities, access to the possibility of advancement through education needs to be available to all individuals.

3.4 Education as Aspiration

Education is often about stretching toward a desired way of being, for individuals and for the organization.

- A. **Individual aspirations** – Being invited or allowed to participate in educational experiences often gives learners:
1. A sense of being valued in their role, becoming more marketable, and actively growing in a deliberative way.
 2. An environment in which they can improve their qualifications for new types of work or for higher levels of responsibility.
 3. An opportunity to discuss topical issues and suggest innovative approaches and/or ways to improve the court’s processes
- B. **Departmental aspirations** – Departments may have needs and goals that education can foster and share among individuals in the group.
1. More consistent approaches.
 2. Enhanced effectiveness and efficiency.
 3. Coordinated processes and procedures.
 4. Improved outcomes and working relationships.
- C. **Organizational aspirations** – Organizations are complex entities. Often, individuals across an organization view things differently based on their immediate environment, past experience, and current perceptions. To bring individuals together, an organization needs to identify certain baseline factors and aspirations that define it and guide individuals in a coordinated effort. Education may be used to introduce these aspirations, to ensure they are developed in an effective manner, and to foster their implementation and institutionalization.
1. **Organizational identity** – Education is useful in assisting the court to develop, share, and achieve an identity and future direction that defines it within and outside the organization. Education can inform and engage judges and court personnel in

determining effective strategies to develop an organizational identity; it can also play a role in implementing those strategies; and it can disseminate that information over time both within and outside the court. At a minimum, some factors of organizational identity include:

- Mission – A statement of the court’s core purpose; this statement remains unchanged over time.
 - Vision – An aspirational statement of what the court would like to achieve in the future; this statement may change over time.
 - Values – The principles that guide the court’s internal conduct and its relationship with court users.
 - Strategic plan – A time bound plan, stated in measurable terms, to achieve the court’s desired future.
2. Organizational development – Education has an important role in facilitating orchestrated, overall, court-wide change to improve individual and organizational performance. Developing and implementing an organizational identity is one aspect, but others include educating everyone in the court on diversity, fairness, and access; public service; ethics; and more.
 3. Knowledge management – Education also involves developing strategies and processes to identify, capture, and disseminate knowledge throughout an organization. At a minimum, it involves documented processes and procedures; at a higher level, it involves individuals sharing their experiences, learning, and expertise with others in an ongoing and organized fashion in order to improve organizational effectiveness and efficiency. Technology enhances knowledge management strategies.
 4. Learning organization – A court that can create, acquire, and transfer knowledge and can modify its organizational behavior to provide the most effective service to the public. Court managers may consider the learning organization as an aspiration for their department or for the court as a whole and implement one or more of the relevant components.
 - A department and/or court that is a learning organization:
 - Encourages systems thinking (organization-wide thinking):
 - Engages in ongoing assessment of the organization as a whole and its various components.
 - Learns from past experience.
 - Involves all parts of the organization in making changes and improvements.
 - Maintains an environment that is open to new ways of doing things.
 - Values individual mastery:
 - Encourages personal growth and organizational improvement.
 - Develops a culture that values learning.
 - Uses learning to make a difference in the organization and its components.
 - Fosters inquiry and change:
 - Encourages creativity and problem solving.
 - Requires organizational “listening.”

- Establishes a shared, holistic vision and identity:
 - Engages and involves individuals at all levels of the organization to define the vision.
 - Empowers individuals to make changes.
 - Ensures individuals understand the organization, its purposes, its potential, and how their work contributes.
- Fosters team and group learning:
 - Uses knowledge management strategies.
 - Disseminates knowledge throughout the organization.
 - Requires that communication strategies connect individuals and groups across the organization for ongoing improvement and innovation.
- Potential barriers for becoming a learning organization may include:
 - Organizational barriers:
 - Hierarchical structures often inhibit knowledge sharing.
 - Leadership may fear that individual mastery may become competitive rather than shared.
 - Individual barriers:
 - Individuals often fear change.
 - There may be a shared perception that learning is only for a few.
 - Some may view learning as “control” rather than a tool for personal and organizational development.

Activity Six – Decisions about Education: This three-part activity engages court managers in making decisions about the effective use of education. The activity synthesizes the content to this point and challenges court managers to apply what they have learned about the role and effective use of education.

NOTE: If time is a factor, faculty for a course based on this design may choose a few of the scenarios rather than use all 18 of them, or they may assign different scenarios to various small groups.

Section 4 – Resources for Education

Learning Objectives

As a result of this section, participants will be able to:

7. Evaluate available sources of support for local court education.

This section continues to focus on education in the local court. Content provides court managers with a broad perspective on the kinds of resources involved in the administration of education and offers options for obtaining those resources. Resources to support education include money, but there are many other types of resources to consider; these non-monetary resources are often just as important as direct funding and may be easier to obtain. **NOTE:** When seeking use of resources outside of the court system, court managers need to consider any potential conflict of interest issues or perceptions of impropriety that working with another entity may cause. See **Faculty Resource 8 – Potential Sources of Support.**

4.1 Internal Sources

In order to develop resources within the court, court managers may need to consider the value education is adding. This information is vital when appealing to others for resources. Court managers who understand how education benefits others and/or supports their goals may find internal support more readily available.

A. Monetary resources

1. Direct funding – How is education linked to the court’s vision, mission, values, strategic plan?” If education is relevant to these goals, finding internal monetary support may more easily come from the court’s budget
2. What are the educational needs of other departments? Finding ways to identify shared needs and partner with others may lead to shared expenses, shared staff (to assist with planning or to “cover” for one another to enable attendance), etc.
3. Who are the stakeholders that would benefit from education? Education that addresses diversity, fairness, access and serving the public may be supported by a variety of individuals and groups.

B. Non-monetary resources

1. What technical assistance available in other departments would benefit your educational efforts? How do your efforts foster the goals of other departments? Consider asking IT for advice and assistance on electronic learning approaches; consider asking Human Resources Department for advice on certain issues and/or for their staff to serve as faculty; etc.
2. What might other departments have that would enhance educational experiences? Some possibilities include supplies, equipment, space, and more.

4.2 External Sources

Court managers may consider resources outside the court. As with internal resources, court managers may need to consider the value of education and how it benefits external sources or supports their goals. Information below is illustrative and court managers may know of other local, regional, or national organizations that may provide resources.

A. Resources from other local or regional courts – As with internal resources, consider some common needs that might lead to partnerships outside the court.

1. Monetary resources – such as sharing costs to pay a faculty member.
2. Other types of resources – such as sharing faculty, sharing space for educational events, sharing equipment needed for courses, etc.

B. Resources from state organizations – Examples may include accessing what state agencies offer and/or working with state agencies to meet educational needs.

1. State judicial branch education department – Depending on the state, resources may include:
 - Sponsoring judges or court personnel to attend courses offered by the judicial branch education department.
 - Assisting the local court with developing courses delivered through technology.
 - Bringing courses offered at the state or national level to the local court.
 - Providing funds for the local court to develop and deliver certain courses.
2. Other state agencies or justice system partners - Depending on the state, examples may include:

- Sharing faculty for content areas that benefit both agencies (or several agencies).
 - Sharing equipment or space for educational experiences.
 - Collaborating to obtain funding or jointly plan and deliver educational events.
- C. **Resources from national organizations** – National organizations offer a wide variety of resources. Depending on the state and the particular situation, court managers may want to coordinate with their state judicial branch education department when accessing national organizations; often the needs of several courts may be met through a coordinated approach.
1. State Justice Institute – Grants for individuals and for court activities, including education.
 2. Institute for Court Management, National Center for State Courts – Courses for court personnel offered at the national, regional and local level.
 3. The National Judicial College – Individual grants to attend courses offered; an array of courses spanning from orientation to topic-specific content; free recorded and live webcasts.
 4. National Council for Juvenile and Family Court Judges – Individual grants to attend courses offered; an array of courses.
 5. American Judicature Society
 6. Associations – Scholarships, courses, and more
 - American Judges Association
 - National Association of Women Judges
 - National Judges Association
 - National Association for Court Management (NACM)
 - National Association of State Judicial Educators (NASJE)

Activity Seven – Evaluating Potential Sources of Support. This activity engages court managers in considering situations in which they need to find and access resources in order to implement an educational experience. The list of potential sources is limited so court managers are not distracted by the array of possibilities. There are no strictly correct or incorrect answers because local situations differ and sources of assistance may be viewed differently. The point is to have court managers consider what they need (and the need may not be what seems obvious) and where to find support.

Section 5 – Court Managers as Leaders for Judicial Branch Education

Learning Objective

As a result of this section, participants will be able to

8. Assess the status of education in the local court; and
9. Develop personal strategies to actively lead education in the local court.

This section brings together the content of previous sections and focuses court managers on the application of the content in their local environment. Content outlined may be briefly reviewed to remind court managers of key points. The bulk of time in this section is devoted to two expansive activities.

5.1 Court Culture

- A. Court managers can have a direct influence on the court's culture in order to ensure it is conducive to and supportive of education as a key function and responsibility of the court.
- B. Court managers can begin to establish a court culture through what they do in their departments:
 - 1. Ensure education in the court (court-sponsored or otherwise made available) is valued as a tool for individual and organizational growth.
 - 2. Ensure individuals have an education plan tailored to their role, needs, and aspirations; and ensure their educational achievements are recognized.

5.2 Education's Effectiveness

- A. Court managers have a key role in assessing the effectiveness of education in their courts in order to ensure resources expended yield desired results.
- B. Court managers can begin to ensure effectiveness through their own involvement in educational planning:
 - 1. Ensure education is planned according to an established instructional design model and participate in the key steps of that model.
 - 2. Ensure planners and faculty understand the specifics of the educational need and the anticipated or expected outcome of the educational experience.
 - 3. Ensure planning meets expectations before the educational experience is offered.

5.3 Comprehensive Education

- A. Court managers have the opportunity to ensure that education in their courts is comprehensive so it meets the needs of individuals, the court, the public, and others.
- B. Court managers can begin ensuring comprehensiveness through how they offer education in their departments:
 - Ensure individuals understand that education is expected and is a tool for their professional growth throughout their careers.
 - Ensure education, whether provided by the court or made available through other providers, addresses the basics (orientation, training, and continuing education opportunities).

5.4 Education's Benefits

- A. Court managers have the opportunity to foster education for a variety of groups, with potentially beneficial results:
 - 1. Individuals.
 - 2. The court.
 - 3. The public.
 - 4. Other branches of government and justice system partners
- B. Court managers have a responsibility to understand education's benefits, uses, and components in order to ensure that their court moves toward becoming a learning organization, where learning is valued and shared across the organization, etc.

Activity Eight – Assessing Education: This is a multi-part activity. It is the first of two culminating activities for a course based on this curriculum design. It engages court managers in assessing education in their local court based on several components: the court culture, the effectiveness of what is offered, the comprehensiveness of educational efforts, and whether the court is

becoming a learning organization. The descriptions offered in the activity are not exhaustive; they are intended to highlight some aspects of what court managers may consider in assessing education in their court.

NOTE: Faculty for a course based on this curriculum design may decide to have court managers complete each section of this activity following discussion of the specific aspect of education in Section Four or have them complete the exercise as a whole near the conclusion of the course.

NOTE: The section on assessing the court as a learning organization includes two pages: the first page is a tool to assist court managers in determining facilitating and inhibiting factors for courts becoming learning organizations. This page may be eliminated if time is a factor. The second page may stand alone without the first.

Activity Nine – Personal Strategies to Lead Education: This is the second of two culminating activities. It engages court managers in making decisions about what they will do about education when returning to their local courts. The strategies created in this activity may depend on outcomes of the assessment court managers did in the previous activity.

Faculty Resources

Faculty Resources are intended to be used as references and illustrations of content, methodology, and purpose for each topic. Faculty resources are annotated in the content outline in places where their use may be most effective. Each Faculty Resource has a cover page that explains the purpose of the resource and how to use the document. The resource itself is on separate page(s) for easy duplication and use as participant materials during a course. Faculty for a course based on this curriculum design may have supplemental resources that would be useful to court managers. These faculty resources are not intended to be the only participant materials; they are intended to provide some materials that are considered vital to the content.

Section One

- Evaluation Samples
- Domains and Stages of Learning

Section Two

- Instructional Design Model
- Action Verbs, Learning Domains, and Stages of Learning
- Education Administration Form
- Delivery Mechanisms
- Individual Education Plan

Section Four

- Potential Sources of Support

Section One

Evaluation Samples¹

Purpose

This resource offers samples of several evaluation forms ranging from individual learner evaluation of a single course to court-wide overall evaluation of educational efforts. These samples are not exhaustive, but are intended to generate ideas among court managers regarding how to gather information about education in their respective courts. Faculty for a course based on this curriculum design may have other sample evaluation forms to share with court managers.

Notes about Using this Resource

Court managers are responsible for ensuring the resources expended on education are yielding desired results. Court managers may adapt these sample forms for the local court or they may use the forms and questions as the basis for creating their own evaluations to meet local needs.

The individual learner evaluation sample uses three strategies: a Likert scale that enables learners to quantitatively rank various components of a course, a space to annotate what difference the course is anticipated to make for the learner, and a space for any comments the learner would like to make. Learner evaluations are most effective immediately after a course and should be compiled so court managers have an overall perspective of feedback.

The faculty evaluation of learning sample uses only a Likert scale for faculty to rank learner's ability to achieve each learning objective; it also provides space for faculty to add comments. The peer or observer evaluation asks for checkmarks only (not a ranking) to indicate whether the faculty and the course achieved certain things; it also provides space for comments. The supervisor evaluation of transfer of learning asks for pre and post course information - expectations and reactions. This type of evaluation is qualitative because it focuses on learner behavior. For judges, a self-report evaluation is more appropriate.

The court-wide evaluation of the overall education program includes several samples of questions for use with different groups of people. These samples are not to be used in a single evaluation template, but may be extracted and expanded to meet specific needs.

¹ The information in this resource is from the National Association of State Judicial Educators' curriculum design: Evaluation: Entry-Level Content which is available at: <http://news.nasje.org/nasje-curriculum-designs/>.

Sample FORM for a Participant Evaluation

Course or Topic: _____

Faculty: _____ Date: _____

Please circle the number that reflects your response for each statement.

1 – Inadequate 2 – Poor 3- Adequate 4 – Relatively Good 5 - Excellent

My knowledge of the content before course was:	1	2	3	4	5
My knowledge of the content now is:	1	2	3	4	5
The content offered was:	1	2	3	4	5
My ability to use this content in my work is:	1	2	3	4	5
Faculty's knowledge level was:	1	2	3	4	5
Faculty's teaching was:	1	2	3	4	5
Overall, this course was:	1	2	3	4	5

What was the most beneficial part of the course?

What will you do differently as a result of the course?

Comments:

Sample FORM for Faculty Summary of Evaluation of Learning

Faculty: _____

Target Audience: _____

Course Title or Topic: _____

Date: _____ Number of participants: _____

Please document the learning objectives you established before the course and rank the general level of learners' ability to achieve each one during your course:

1 – Inadequate 2 – Poor 3- Adequate 4 – Relatively Good 5 - Excellent

Learning Objectives:	1	2	3	4	5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Comments:

EXAMPLES of Learning Objectives and Corresponding Faculty Strategies for Evaluating Learning

Evaluating learning is the responsibility of faculty, takes place during a course, is based directly on course learning objectives, and relies on action verbs to guide development of participant activities to demonstrate their learning.

1.	<p>Learning Objectives: As a result of this education, participants will be able to:</p> <ul style="list-style-type: none"> ▪ <u>Discuss</u> the application of civil laws in the courtroom. ▪ <u>Identify</u> the steps necessary for most civil case litigation. <p>Evaluation Strategies:</p> <ul style="list-style-type: none"> ▪ After presenting content on civil law, faculty provides hypothetical situations for small groups of learners to review, <u>discuss</u>, and apply relevant civil law. ▪ After presenting content on procedures in civil litigation, faculty conducts a large group discussion for learners to <u>identify</u> the steps that seem to be the most common.
2.	<p>Learning Objectives: As a result of this education, participants will be able to:</p> <ul style="list-style-type: none"> ▪ <u>Define</u> the various aspects of the Code of Judicial Conduct. ▪ <u>Apply</u> the code to hypothetical situations. <p>Evaluation Strategies:</p> <ul style="list-style-type: none"> ▪ Faculty presents headings in the Code of Judicial Conduct and conducts a large group discussion to collectively <u>define</u> what each represents. ▪ After explaining the code in detail, faculty provides hypothetical situations for each learner to review and resolve by <u>applying</u> the code.
3.	<p>Learning Objective: As a result of this education, participants will be able to: <u>Demonstrate</u> use of the new case management system.</p> <p>Evaluation Strategy: After presenting the new system and demonstrating its use, faculty provides each learner with an opportunity to actively and correctly <u>demonstrate</u> its use.</p>
4.	<p>Learning Objective: As a result of this education, participants will be able to: <u>Explain</u> the role and services of the new self-help center in a role-play scenario.</p> <p>Evaluation Strategy: After discussing the new self-help center, faculty provides opportunities in which learners can <u>explain</u> the center's services to other learners who are acting as court users.</p>
5.	<p>Learning Objectives: As a result of this education, participants will be able to:</p> <ul style="list-style-type: none"> ▪ <u>Define</u> public trust and confidence in the courts. ▪ <u>Identify</u> key steps in creating and maintaining public trust and confidence. <p>Evaluation Strategies:</p> <ul style="list-style-type: none"> ▪ After presenting scenarios illustrating public trust and confidence, faculty asks the large group of learners to <u>define</u> the terms. ▪ After reviewing the actions learners can demonstrate to build trust and confidence, faculty asks small groups to review hypothetical situations and <u>identify</u> the steps that need to be taken to ensure public trust.

Sample FORM for Supervisor Evaluation of Transfer of Learning for Court Personnel

Initial information is to be completed before the educational experience and follow-up information is to be completed after the employee(s) returns to work.

PRE-COURSE INITIAL INFORMATION

Reason for education or training – What changes do you hope to see in the individual(s) participating? (Deficiencies: What knowledge or skills are needed? What behaviors need improvement? What attitudes need to be changed? OR Aspirations: What knowledge or skills can the employee gain? What new behaviors or abilities might prepare the employee for greater responsibilities?)

Course: _____ Date offered: _____

Desired Outcomes – What is expected of the employee(s) after the course?

Shared with employee(s) on [date] _____

POST-COURSE FOLLOW-UP INFORMATION

After observation and/or conversation with the employee(s), changes include:

Feedback provided to course planners or faculty (without naming employee(s))

Sample FORM for Peer, Planner, or Observer Evaluation

Name of Evaluator: _____

Course Title or Topic: _____

Faculty: _____

Date of Course _____ Time of Course from: _____ to: _____

Place a checkmark [✓] in boxes as appropriate and provide your comments.

Please complete the following regarding faculty:

- 1. Faculty was present to set up and greet participants.
- 2. Faculty provided an overview of the course and/or the learning objectives.
- 3. Faculty informed learners that questions were welcome.
- 4. Faculty followed the course outline, adjusting it as necessary.
- 5. Faculty appeared knowledgeable about the content.
- 6. Faculty conducted activities effectively to measure participant learning.
- 7. Faculty demonstrated openness to differing participant perspectives.
- 8. Faculty used audiovisuals, teaching aids, and handouts effectively.

Comments: _____

Please complete the following regarding the course:

- 9. The course content appeared to be relevant to participants.
- 10. The length of the course was appropriate for the content.
- 11. Breaks were adequate in length and placed in timely manner.

Comments: _____

Sample QUESTIONS for Court-wide Evaluation of Educational Efforts

This sample includes several possibilities for gathering feedback on the overall effect of education in the court. Each section may be inserted into a stand-alone evaluation form and expanded to meet the specific data-gathering needs of the court.

For court users or justice system partners to complete with regard to their experiences with court personnel: “What changes, if any, have you experienced or observed with court personnel during the past months?” Some possibilities:

Greater efficiency and timeliness	Increased customer service
Higher quality of service	Friendlier personnel
Fewer issues or complaints	Greater willingness to listen
Higher level of assistance	Increased productivity
Greater attentiveness	Increase in taking responsibility

What difference has this made for you and others?

For court users or justice system partners with regard to their experiences with judges: “What changes, if any, have you experienced or observed with judges during the past few months?” Some possibilities:

Heightened attention in courtroom	More efficient jury selection process
Enhanced courtroom control	Less delay in rulings
Greater efficiency and timeliness	Greater sense of fairness
More clearly stated rulings	Greater respect for self-represented
Enhanced written opinions	Increased level of engagement

What difference has this made for you and others?

For upper-level management with regard to their experiences with court personnel: “What changes, if any, have you experienced or observed with court personnel during the past few months?” Some possibilities:

Fewer errors	Increased assistance to others
Increased efficiency and timeliness	More rapid problem solving
Fewer complaints	Cost savings
Increased confidence	Improved communication
Greater level of taking responsibility	Higher quality of service

What difference has this made in the organization?

Domains and Stages of Learning

Purpose

This resource uses both text and graphic illustration to provide an overview of learning, based on Benjamin Bloom's theories -- "Domains of Learning" and "Stages of Learning." For court managers, the terminology used in this resource is less important than the understanding of learning as a sequence, a series of steps, or an evolution from the basic to the more complex. In addition, court managers need to understand that a group of learners may need to progress only to a certain stage of learning to achieve desired results. Understanding stages of learning will assist court managers when serving as faculty and/or when working with faculty to develop education that meets specific educational needs and leads to desired change.

Learning is a complex activity, involves varied human attributes, takes time, and generally progresses in predictable stages. Bloom created titles for the domains of learning (cognitive, psychomotor, and affective) and identified levels of learning that span from a basic grasp of content through stages toward being able to create something new from the content. Some educational experiences address all three domains, while others address only one or two. The stages of learning, and how an individual progresses from one to another in each domain, are important for court managers in their administrative role.

Court managers have responsibility for ensuring that educational experiences meet the needs of individuals and the local court, and that education brings about desired change. To achieve desired change, court managers need to identify the domain of learning that needs to be addressed (cognitive, psychomotor, affective), and they need to know the stage of learning required for individuals to be successful with the change. This information is vital for making decisions.

For internally developed and delivered courses, the category and stage of learning affect the amount of time devoted to an educational experience, the complexity of the content, how to build upon existing learning to more complex stages, what to expect from learners when they return to work, and more.

For externally developed and delivered courses, court managers must decide who can attend, whether the content will address the learner's needs, whether the time devoted to the experience will be sufficient, and more.

Notes about Using this Resource

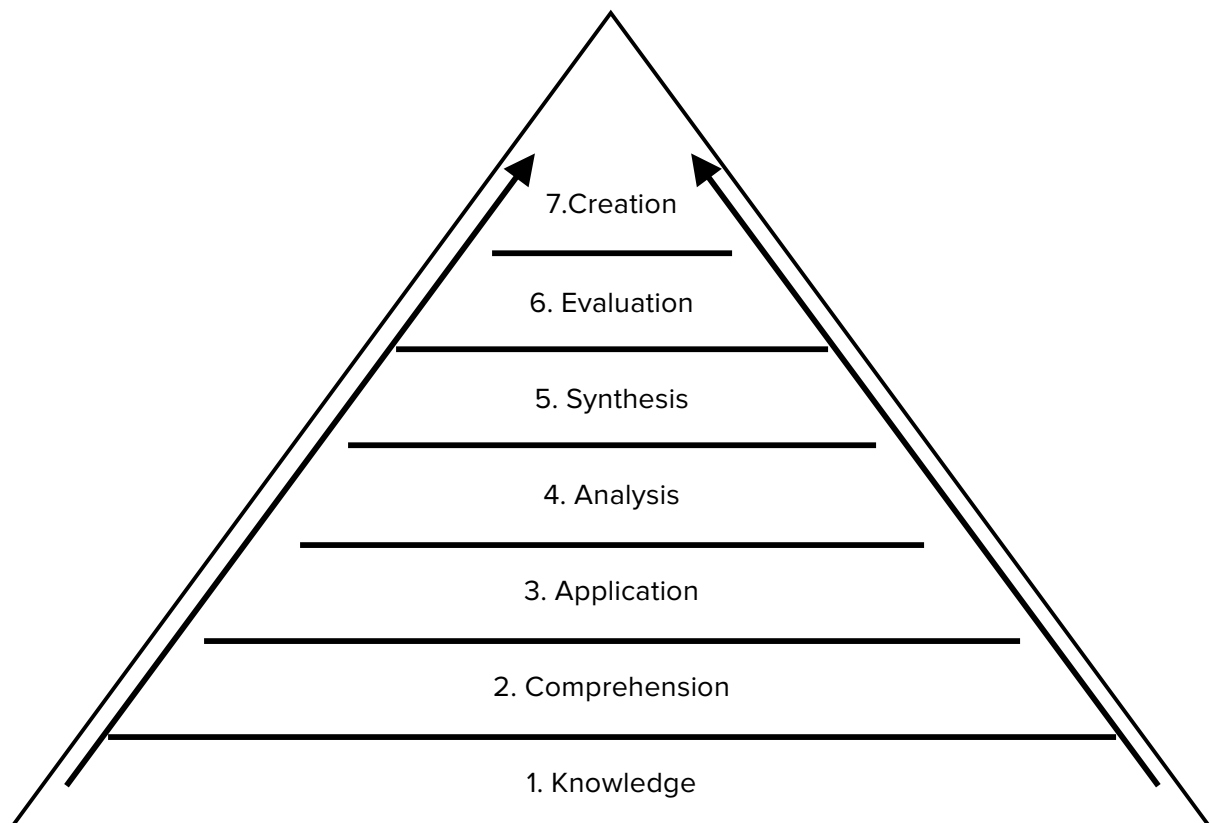
This resource is related to *Faculty Resource 4 – Action Verbs and Learning Domains*. These resources may be used together or presented individually where faculty feel it is appropriate.

NOTE: Several theorists have made or suggested changes to Bloom's work - for example, Anderson and Krathwohl (2001) and Dave (1975). Faculty may want to explore these variations on Bloom's models to determine which is most effective to use with a given group of learners.

Stages of Learning - Cognitive

The cognitive domain of learning involves gaining knowledge and expanding mental capabilities and critical thinking. Learners will be able to apply what they learn in a variety of situations. For example, as a result of cognitive education, learners will be able to state what they learned, compare and contrast the content with what they previously knew, and create new approaches based on the content. Beginning with stage 1, learners may progress through stages until they reach stage 7, the most complex stage. Depending on the need and the depth of the educational experience, as well as the receptiveness of learners, faculty may move learners to any or all of the stages. Although some learners will already be at a certain stage before the educational experience, transitions from one stage to another are not always clear-cut. The text lists stages from basic to more complex; the illustration shows stages from basic at the bottom to more complex at the top. Generally, fewer learners reach, or need to reach, the most complex stage.

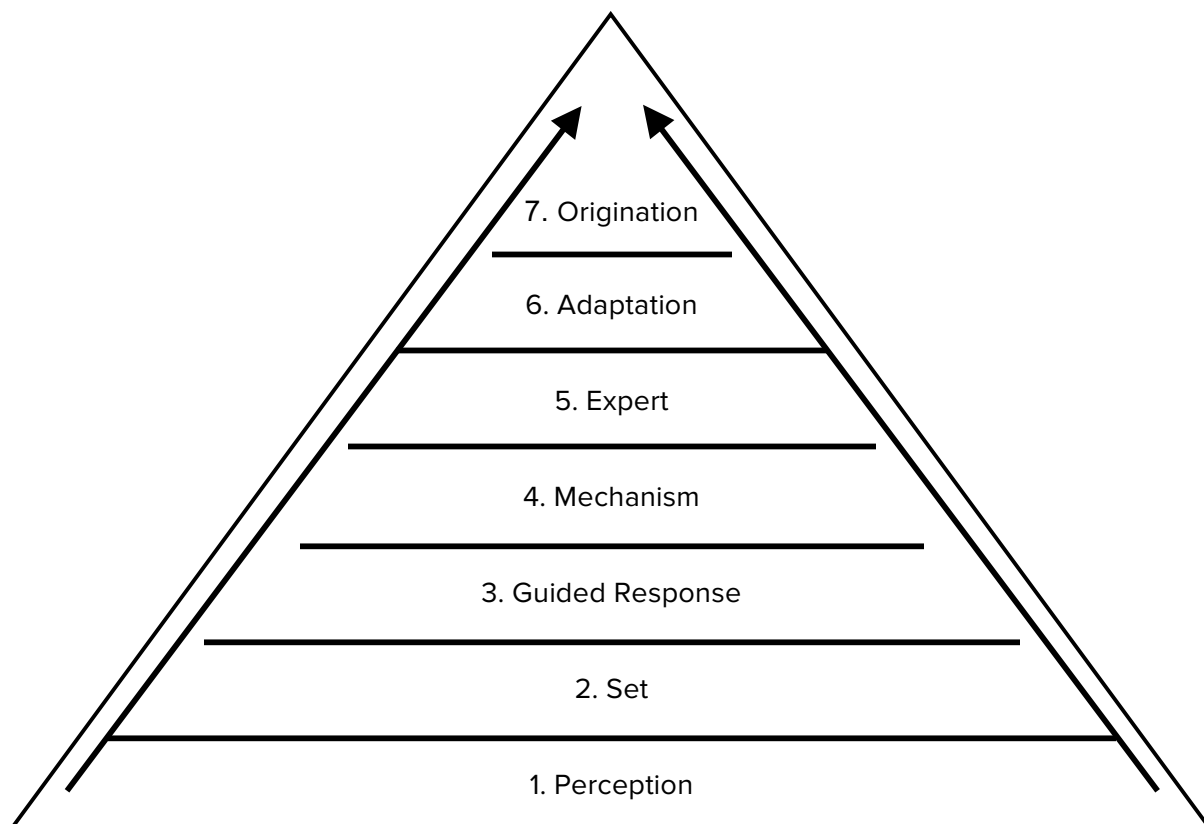
1. Knowledge – Learner absorbs new content and remembers it.
2. Comprehension – Learner understands new content.
3. Application – Learner can use or apply new content.
4. Analysis – Learner can analyze how/when to use new content.
5. Synthesis – Learner can create something new with the content.
6. Evaluation – Learner can evaluate the use/worth/truthfulness of content.
7. Creation – Learner can generate original approaches.



Stages of Learning – Psychomotor

The psychomotor domain of learning involves gaining new physical and manipulative skills, as well as learning predetermined behaviors to automatically employ in certain situations. For example, as a result of a psychomotor education event, learners will be able to perform certain tasks, such as log onto a website or give a consistent response when prompted. Beginning with stage 1, learners may progress through stages until they reach stage 7, the most complex stage. Depending on the need and the depth of the educational experience, as well as the receptiveness of learners, faculty may move learners to any or all of the stages. The text lists stages from basic to more complex; the illustration shows stages from basic at the bottom to more complex at the top. Generally, fewer learners reach, or need to reach, the most complex stage.

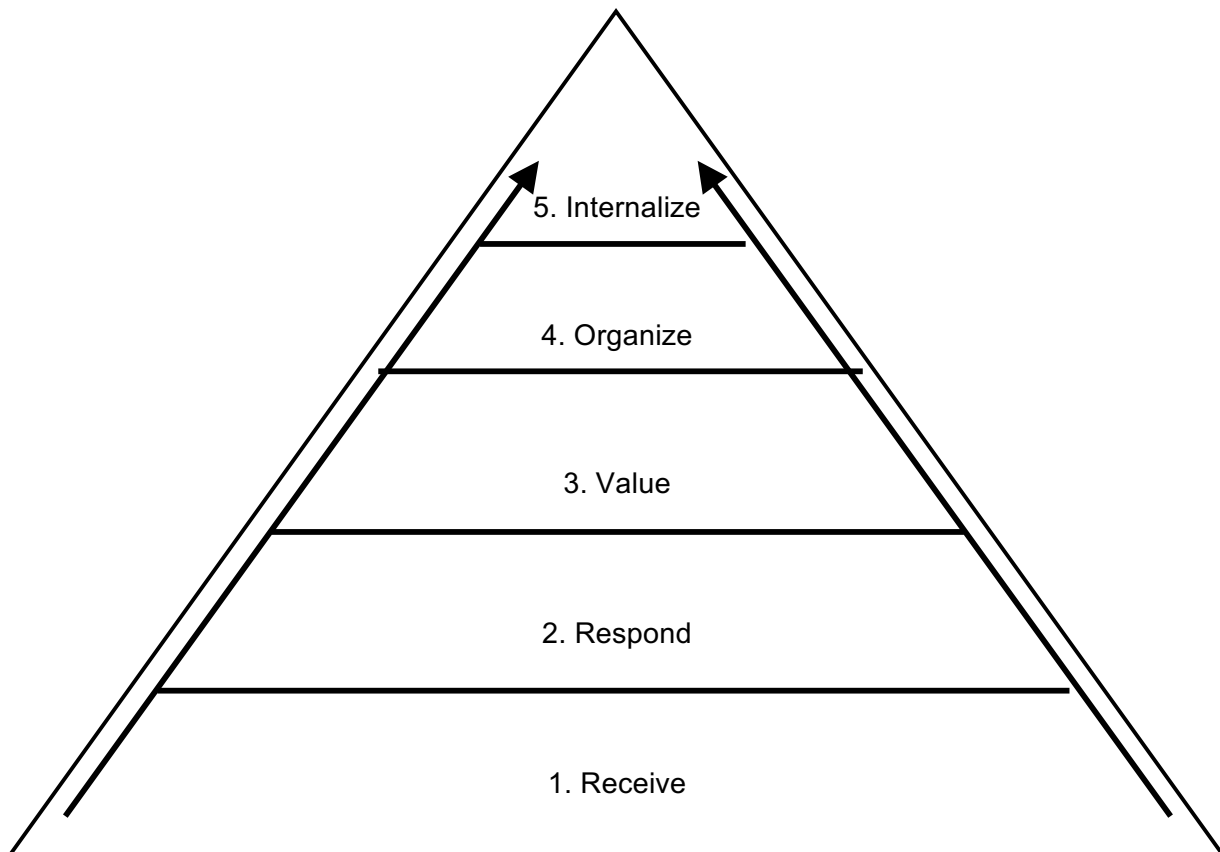
1. Perception – Learner uses sensory cues to guide behavior.
2. Set – Learner is ready to act with the new behavior.
3. Guided response – Learner performs by imitation or coaching.
4. Mechanism – Learner behaviors are habitual.
5. Expert – Learner performance is quick and accurate.
6. Adaptation – Learner performance can be modified if necessary.
7. Origination – Learner can create new patterns of behavior.



Stages of Learning - Affective

The affective domain of learning involves developing new feelings, emotions, and attitudes. For example, as a result of an affective education event, learners will be able to feel empathy for victims of crime, demonstrate compassion when dealing with court users in distress, or display respect and support for diversity in the court. Beginning with stage 1, learners may progress through stages until they reach stage 5, the most complex stage. Depending on the need and the depth of the educational experience, as well as the receptiveness of learners, faculty may move learners to any or all of the stages. The text lists stages from basic to more complex; the illustration shows stages from basic at the bottom to more complex at the top. Generally, fewer learners reach, or need to reach, the most complex stage.

1. Receive – Learner is willing to hear new perspectives.
2. Respond – Learner participates and reacts to new perspectives.
3. Value – Learner attaches worth to the new perspective.
4. Organize – Learner prioritizes the new perspective with other perspectives.
5. Internalize – Learner has a value system to guide behavior that is consistent and predictable.



Section Two

Instructional Design Model²

Instructional design is a process involving a series of sequential steps to effectively develop and deliver educational content. There are many process models. The model presented in this curriculum design is the one recommended by the Curriculum and Education Committee of the National Association of State Judicial Educators (NASJE) for use in the judicial branch. The graphic depiction is followed with a detailed description of the process. Faculty for a course based on this curriculum design may choose to provide an overview of instructional design, or if time allows, review the steps in more detail. At a minimum, court managers need to have the full text to use themselves or share with planners.

Purpose

Court managers play a key role in several steps of instructional design. Whether participating directly, through staff members, or reviewing what others (planners and/or faculty) develop, court managers need to have input into these steps in order to ensure the educational experience will achieve desired results and bring about desired change.

Note about Using this Resource

Faculty need to provide court managers with an overview of the entire instructional design process, emphasizing the importance of their role in the initial steps. These steps guide the rest of the process and directly affect the outcomes of the educational experience.

1. Determine Educational Need
2. State Court Purpose/Goal
3. State Learning Objectives

Planners and faculty are responsible for many steps, but court managers need to ensure these steps are addressed appropriately:

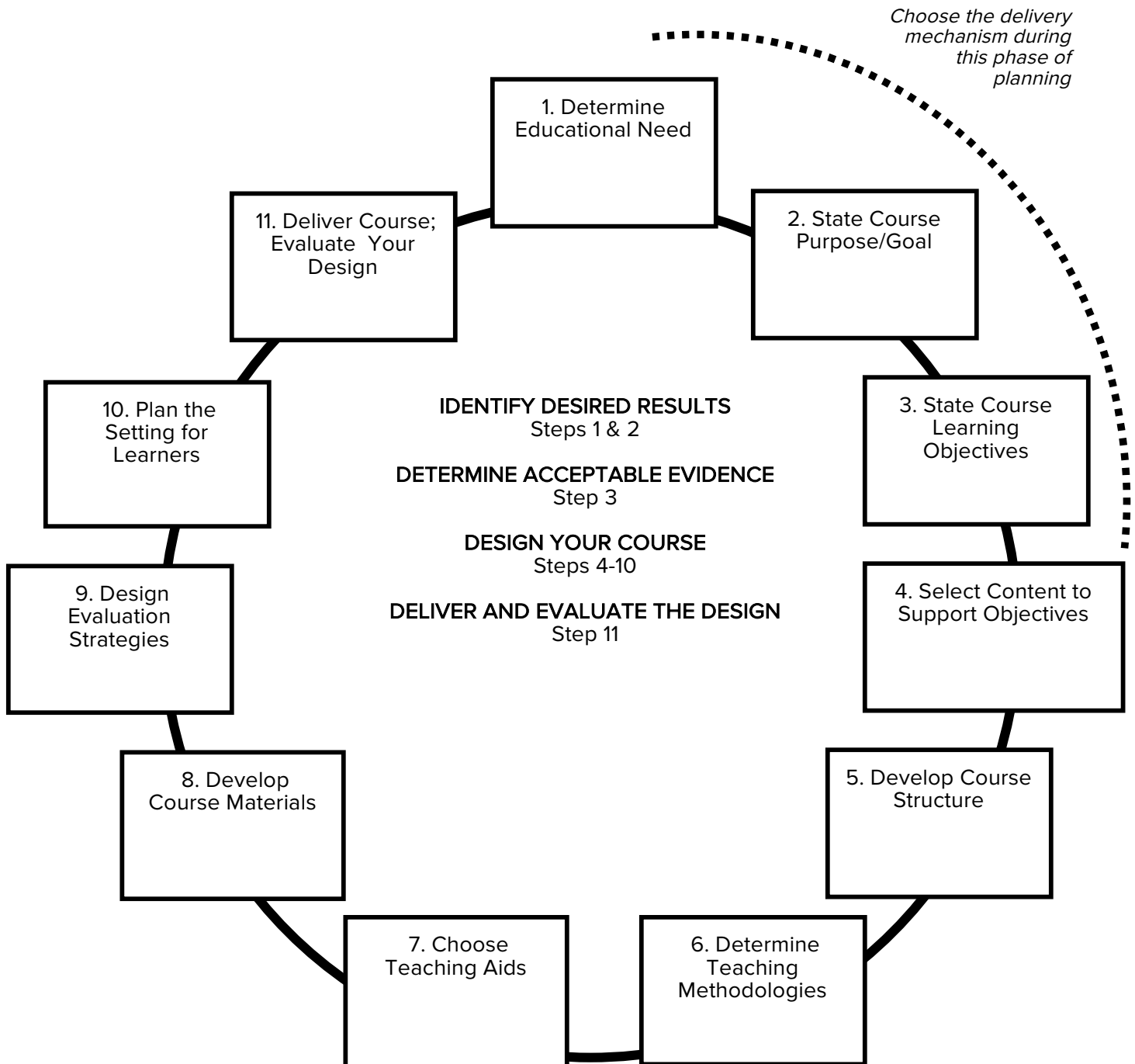
4. Select Content to Support Objectives
5. Develop Course Structure
6. Determine Teaching Methodologies
7. Choose Teaching Aids
8. Develop Course Materials
9. Design Evaluation Strategies
10. Plan the Setting for Learners
11. Deliver Course; Evaluate the Design*

* Court managers need to be involved with, or informed of, the evaluation(s) of the educational experience.

² The information in this resource is from the National Association of State Judicial Educators' curriculum design: Instructional Design: Entry-Level Content which is available at: <http://news.nasje.org/nasje-curriculum-designs/>.

Recommended Instructional Design Model

This is the recommended instructional design model/cycle for creating a course. Although depicted as a cyclic model, planners and faculty may need to revisit and revise previous steps during the process depending on their particular situation.



Using the Recommended Instructional Design Model

As You Begin

Keep in mind your particular audience, the time frame for the course (if it is established), the delivery mechanism options (in-person or electronic delivery), and any available sources of information, such as relevant curriculum designs, job descriptions, or other materials that may inform your planning process.

Although the model is depicted as a cycle, and steps are addressed in sequential order, certain steps in the process may need to be reviewed and revised due to a number of variables encountered during the process, such as a change in the delivery mechanism for a course. If something changes and you revise a previously completed step, be sure to review other steps for needed changes.

Hopefully the delivery mechanism is chosen early in the instructional design process³ but numerous factors may cause it to change (such as creating a course for in-person delivery but finding it is to be delivered electronically).

The most important consideration for choosing a delivery mechanism is which most effectively supports and facilitates the learning that needs to take place. Factors for determining the delivery mechanism include:

- Which type of delivery will address the needed level of education? Do learners need to only gain information, or do they need to enhance their performance, or are they expected to change their attitudes?
- Which will provide the amount of faculty interaction learners need? Do learners need high-level or live interaction with faculty, or is limited live or asynchronous interaction sufficient, or can effective learning take place with no interaction between learners and faculty?
- How much time is needed for learners to fully grasp the content? Do they need only a short amount of time or do they need lengthy engagement?

Numerous factors may cause the delivery mechanism to change during or after instructional design is complete (such as creating a course for in-person delivery but finding that it is to be delivered electronically). If the chosen delivery mechanism changes, instructional design steps need to be revisited and results of those steps may need to be revised. Most specifically, the course goal and learning objectives may need to be revised in order to complement the new delivery mechanism.

Another consideration is blended delivery, using in-person delivery for some components of a course and electronic delivery for others.⁴ The choice of the most effective delivery mechanism for a course component should be based on the specific learning objective(s) and what can be accomplished through the delivery mechanism. Components of the course will need to be designed differently in order to maximize learning through the specific delivery mechanism. Examples are provided throughout the following explanations of instructional design steps.

³ See NASJE's curriculum design, *Selecting and Managing Instructional Delivery Mechanisms, Including Distance Education* for more details on choosing a delivery mechanism available at: <http://news.nasje.org/nasje-curriculum-designs/>.

See NASJE's curriculum design, *Evaluation: Entry-Level Content* for more details. It is available at: <http://news.nasje.org/nasje-curriculum-designs/>.

⁴ See NASJE's curriculum design, *Overcoming Challenges in Instructional Design* for more details. It is available at: <http://news.nasje.org/nasje-curriculum-designs/>.

Creating Your Course

IDENTIFY DESIRED RESULTS (Instructional Design Steps 1 & 2)

The basic questions are – Who is my audience? What is the educational need I am attempting to address? What is the desired result of this course?

1. **Determine Educational Need:** Before deciding on how to approach developing your course, consider your specific audience and state their educational need with regard to the content area. An educational need is the basis and justification for an educational effort; the gap between desired performance and actual or expected performance; and the basis for planning a course.

You may determine educational need through a needs assessment, which may include use of surveys or questionnaires; review of documents such as job descriptions, professional competencies, or other data; or review of curriculum designs that generally include a statement of educational need.

Examples:

- For juvenile court judges, you may want to conduct a formal survey of sitting judges, using written questionnaires, asking them to rate or rank certain topical areas for inclusion in a course or series of courses. Your educational need might be: “New juvenile court judges should have a working knowledge of the following areas...”
 - For a new process or procedure, you may convene a focus group of learners and facilitate a discussion regarding the impact of the new process on existing work. Your educational need might be: “Employees in the clerk’s office need to become familiar with the specific changes in work processes that will result from implementation of the new case classification system.”
 - For a faculty development course, you may want to review the NASJE curriculum design, “Developing Faculty,” which will provide you with learning objectives, content, resources, and participant activities. Your educational need might be: “Faculty in judicial branch education are generally judges and court personnel who need to be familiar with adult education.”
 - For new court clerks, you may want to review job descriptions to determine the knowledge, skills, and abilities that are expected. Your educational need might be stated as: “New court clerks are expected to perform a variety of tasks and need to be familiar with certain court processes.”
2. **State Course Goal:** Based on the educational need you wrote, state what you hope to accomplish with your course. A course goal is the overall purpose or aim of a course and is generally stated in terms of what planners and/or faculty hope to accomplish through education; a goal need not be stated in measurable terms.

Remember that a statement of purpose or goal does not have to be measurable but is instead intended to be a broad, hoped-for result of the course.

Using the educational needs stated above, the following are examples of corresponding course goals:

- This course will provide new juvenile court judges with information regarding the most common types of adjudications and skills involved in courtroom management.

- This course is intended to address how the new case classification system will affect current practices in the clerk's office.
- The purpose of this course is to prepare judges and court personnel to serve as faculty for professional adult learners.
- Participants in this course will become familiar with the various tasks and processes/procedures that are expected of court clerks.

DETERMINE ACCEPTABLE EVIDENCE (Instructional Design Step 3)

The basic question is what can participants say or do to demonstrate the course goal(s) is/are met? How will I know if learning has occurred?

3. State Course Learning Objectives: Based on the educational need and the course goal, state several learning objectives. Learning objectives are statements of what participants will be able to say or do to demonstrate learning during a course; they are created prior to a course and direct the selection of content; statements use action verbs that reference behaviors faculty can observe; they are written to determine whether course goals are being met; they may be classified as cognitive (to show or state what is known), psychomotor (to be demonstrated physically), or affective (to indicate feelings or attitudes).⁵

A. Consider the delivery mechanism for your course. Determine the impact the delivery mechanism may have on participants' ability to demonstrate learning.

IN-PERSON DELIVERY: Learning objectives are often stated in terms of in-person delivery so they can all be achieved or demonstrated by participants in a face-to-face course. Some, however, may need to be tailored slightly if the participant group is large, as in a conference plenary session.

Examples: Using the educational needs and course goals stated in steps 1 and 2, learning objectives might include the following.

As a result of this education, participants will be able to:

- a) For new juvenile court judges
 - Explain the most common procedures in juvenile court;
 - List some basic strategies to maintain order in the courtroom;
 - Describe the parameters for juvenile detention.
- b) For court clerk's office personnel
 - Describe changes in processes and procedures due to the new case classification system;
 - Demonstrate data entry using the new case classification system.
- c) For new faculty
 - List adult education principles;
 - Discuss various learning styles;

⁵ See Bloom's Taxonomy for action verb suggestions. Many websites contain examples of action verbs. One example is located at: <http://www.nwlink.com/~donclark/hrd/bloom.html>. A list is also provided in this curriculum design: **Faculty Resource -- Learning Domains and Action Verbs**.

- Plan course delivery using the Kolb Learning Cycle;
 - Demonstrate effective teaching methodologies.
- d) For new court clerks
- Identify the roles and responsibilities of a court clerk;
 - Demonstrate use of the technology system;
 - List the steps for filing various case types.

ELECTRONIC DELIVERY: Ensure the learning objectives complement the electronic delivery mechanism for your course; you may need to tailor learning objectives to ensure they are achievable for the specific delivery mechanism.

Referencing the learning objectives stated above:

- a) If the course uses synchronous electronic delivery, such as a live broadcast, you may need to tailor learning objectives so participants can demonstrate learning within their small groups at their various locations. If the course is live online, you may need to tailor learning objectives so learners, whether alone or in a group, can achieve them through electronic means.

Example: Rather than using “explain” or “describe,” use action verbs such as “list.” Some seemingly unusual verbs for online delivery, such as “demonstrate,” may be applicable if the course is about using technology, and the demonstration could be achieved electronically, such as through an online quiz.

- b) If the course uses asynchronous electronic delivery, such as a static online course, you may need to tailor learning objectives so participants can measure their own learning.

Example: Rather than using “demonstrate,” “explain,” “describe,” or “list” in learning objectives, you may need to use “select” or “choose,” from a list in the online course.

- B. Consider the time allotment for your course.** In a perfect educational world, the time for a course would be determined by the learning objectives and related content. If this is the case, you may design your course without concern for fitting it into a predetermined time slot. A time constraint is usually predetermined for a course, and your course design must fit within it.

Remember that learning objectives will be the basis for faculty to evaluate participant learning so adequate time is necessary for participants to both learn the new content and then do and/or say what the learning objectives state.

For some types of courses, faculty may not have to be concerned with time because many asynchronous electronic courses can be completed at the learner’s own pace.

DESIGN/DEVELOP YOUR COURSE (Instructional Design Steps 4-10)

The basic questions include: What knowledge, skills, and/or abilities will learners need in order to perform activities and achieve the desired learning objectives? What content is essential to address the need I am trying to meet? What is the logical order for the selected content? At what points will I present content and at what points will participants engage in activities to demonstrate learning?

4. **Select Content to Support Learning Objectives:** Based on the learning objectives, select relevant content that will prepare and enable participants to achieve what is stated.
5. **Develop Course Structure:** Use a course development model that addresses a variety of participant learning styles (for example, the Kolb Learning Styles Model); create an outline of content in the order that it will be addressed; assign time segments to each part of the outline.

- A. **Consider the content you have selected, based on the learning objectives.** Arrange the content in a logical order, e.g., from simple concepts to complex ones, or in chronological order for processes and procedures, or from a micro to a macro perspective, generally starting from what learners already know about the topic and advancing toward what they may not know.

IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Faculty may choose to arrange content in a variety of formats, or a combination of formats, then assign blocks of time to each content or topic area. When delivering the content, based on learners' needs, faculty may revisit or repeat previous content, rearrange the content to meet the needs of the specific learners, or change the amount of time given to each topic area.

ASYNCHRONOUS ELECTRONIC DELIVERY: Because faculty is not present to explain content, provide references to related content or repeat information. The arrangement of content is very important and should be done in an educationally sound manner; participants must be able to navigate the content easily, return to previous content, and find references on their own.

- B. **Consider the activities that will be used to measure participant learning based on your stated learning objectives.** Participant activities for each learning objective will need to be incorporated in the course structure. Generally, after the delivery of each content "segment," participants will need to engage in an activity to demonstrate their learning.

IN-PERSON DELIVERY: Faculty needs to plan additional time for activities that will be created later in the instructional design process.

ELECTRONIC DELIVERY: Faculty needs to consider activities as an integral part of content and provide easy access for learners to find correct responses. Faculty may build into the course acknowledgement and reinforcement for correct responses and tips or cues if learners provide incorrect responses.

6. **Determine Teaching Methodologies:** Consider the learning objectives you have selected, the content, and the time allotted for the course. Given those factors, choose teaching methodologies that will be effective.

IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Faculty needs to engage participants actively for at least 50 percent of the course time; this can be accomplished by interspersing activities and by varying teaching methodologies.

A few teaching methodology options include

- Active Lecture – faculty delivers content to participants, but engages them with questions and discussion opportunities.
- Demonstration – faculty actively shows participants the content and/or how to use or apply the content; this includes strategies such as faculty acting, using a computer, or engaging in a role play.

- Panel or Debate – faculty invites others to participate in delivering content in order to provide a variety of perspectives.
- Discussion – faculty gives participants a question or situation and engages them in talking about answers to the question or giving perspectives on the situation.

When choosing teaching methodologies, consider the verbs used in the learning objectives. If verbs are “list,” “state,” “choose,” they reference cognitive recall, so active lecture may be effective. If verbs are “demonstrate,” “apply,” “use,” they reference psychomotor skills so faculty needs to show participants what will be expected.

ASYNCHRONOUS ELECTRONIC DELIVERY: Faculty may use a variety of teaching methodologies, but may be limited by the technology being used. With online courses, content is often text-based. Some additional possibilities to consider are taped demonstrations, panel or debate segments, audio segments, and online posting of questions from learner to learner.

7. **Choose Teaching Aids:** Consider the content, the number of anticipated participants, and the setting for your course. Determine which teaching aids will add value to the course.

IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Teaching aids are intended to assist in delivering content and assist participants in learning. You may use teaching aids that are specific to your content - for example, an item that participants will use on the job or a mock setting in which participants may work. A few common teaching aids are listed below:

- Easel and paper – to record participant ideas and keep those ideas in view of in-person learners during the course; for electronic learners, faculty may record ideas and keep them visible using technology.
- Posters – to graphically show certain content and keep it in view of in-person learners during the course; for electronic learners, faculty may use technology to keep certain images visible
- PowerPoint® – to show key points of content in visual form
- DVD or other visual recording – to show real-world activity or to highlight a key point in the content
- Audio recording – to engage learners in hearing something valuable for its content, its speaker, its circumstance, or its emotion

ASYNCHRONOUS ELECTRONIC DELIVERY: Faculty may use a variety of teaching aids, such as PowerPoint®, audio or video recordings, graphs and charts, and photographs.

8. **Develop Course Materials:**

IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Course materials or handouts supplement faculty presentation and are intended to (a) assist faculty in presenting content, (b) assist learners by providing a visual record of key points, and (c) provide learners with a lasting record of content for their use in the future. Learners may find only limited usefulness for materials that are too abbreviated or that cannot “stand alone.” Learners may not use materials that are too complex or too voluminous.

ASYNCHRONOUS ELECTRONIC DELIVERY: For asynchronous online courses, the materials are often the core of content delivery rather than a supplement to faculty presentation. Learners are often dependent on text or PowerPoint®, or other images to comprehend the content. Materials may be printable or not. Materials for these types of delivery need to be easy to read onscreen, retrievable if the learner needs to go back or review previous content, and logically and easily navigable.

9. **Design Evaluation Strategies:** Based on the learning objectives, design activities to measure participant learning for each. As stated earlier, these activities generally need to occur in close proximity to the relevant content.

IN-PERSON DELIVERY and some SYNCHRONOUS ELECTRONIC DELIVERY: If learning objectives use verbs like “list,” faculty may have participants brainstorm the appropriate terms (in-person learners may call out the terms; electronic learners may use technology to submit their ideas); for “choose,” faculty may have participants refer to a list in the materials or a PowerPoint® slide, and select the appropriate terms. If verbs are “demonstrate,” “apply,” or “use,” they reference psychomotor skills, so participants will need to have instructions, time, and space for the activity (these types of evaluation strategies are difficult for electronic learners so special accommodations may be necessary). If verbs are “resolve” or “determine,” the activity may need to be a hypothetical situation. If the verb is “interact,” a role-play activity may be effective (for electronic learners, this could involve viewing a role-play and providing a critique).

ASYNCHRONOUS ELECTRONIC DELIVERY: If learning objectives use verbs like “match” or “select,” faculty may create a list from which learners select appropriate terms; if the verb is “choose,” faculty may provide a list from which learners select appropriate terms, or faculty may design a hypothetical situation with limited choices for answers.

10. **Plan the setting for learners:** Consider the content and how learners will access it (in groups or individually, in-person or electronically, etc.), and then plan the setting for learners participating in the course.

IN-PERSON DELIVERY and some ELECTRONIC DELIVERY: If learners will gather in groups to participate in the course, several factors are important to their learning experience. For in-person delivery: consider teaching aids and where to place them for maximum effectiveness; consider access for persons with disabilities and how to accommodate their needs; consider lighting and sound issues and how to ensure all participants can see and hear. For both in-person and some electronic delivery (when learners will participate in groups) consider the content, the anticipated number of participants, learning objectives, and participant activities, and then determine which seating arrangement will be most effective for these circumstances.

A few commonly used seating arrangements include:

- Theater – chairs in rows without tables
- Classroom or Modified Classroom – tables in rows
- Rounds – round tables, forming small groups
- U-Style – seating on the outside of tables arranged in a U shape
- Union – seating around square or rectangular tables, forming small groups

ELECTRONIC DELIVERY: In some electronic delivery situations, synchronous or asynchronous, considerations for the setting may include whether learners will gather in groups or participate individually and what materials or other teaching/learning aids are needed for ready access during the course.

11. **Deliver the Course and Evaluate the Course Design:** Evaluating the course design may include several evaluation approaches. These approaches are most effective if used in combination.
- Participant evaluation – engages participants in providing information on their reactions to a course;
 - Evaluation of learning – conducted by faculty and gathers information as to participants' ability to achieve learning objectives;
 - Peer or planner evaluation – conducted by a trained evaluator and gathers information including whether the course followed the instructional design;

- Evaluation of transfer of learning – conducted by managers and supervisors and gathers information on changes in performance based on the course; and
- Impact evaluation – may involve a variety of people and gathers information on changes experienced in the organization or in the public or society as a result of the course.

The results of evaluations are to be used in making changes to a course and guiding decisions about other educational efforts in the future.

Learning Domains and Action Verbs

Benjamin Bloom’s “Domains of Learning” and “Stages of Learning” are associated with action verbs (verbs that are observable when enacted) that are used to create learning objectives for designing an educational experience.

Purpose

Some court managers will participate in determining educational needs, stating course goals, and stating learning objectives. In order to effectively state learning objectives, court managers need to understand and be able to use action verbs. Other court managers may depend on planners and faculty to develop learning objectives, but they need to be aware of what is involved if those objectives are effective.

In this resource, action verbs are grouped under a learning domain (cognitive, psychomotor, or affective) and are listed under a corresponding, progressive stage of learning for each domain.

Notes about Using the Resource

Faculty for a course based on this curriculum design need to stress the need for all learning objectives to use action verbs (not “know,” “understand,” “think,” or other passive verbs that are not measurable or observable). They also need to stress the need to use action verbs that apply to the desired level of learning. And finally, they need to relate the desired level of learning with the pre-existing familiarity of learners with the content and the time allowed for an educational experience. For example, court managers will be disappointed if they expect a 90-minute course on content that is completely new to learners to result in learners creating models about use of the new content.

This resource is related to ***Faculty Resource – Domains and Stages of Learning***. These resources may be used together or presented individually when content is appropriate.

Action Verbs, Learning Domains, and Stages of Learning

Cognitive Domain

Remember	Understand	Apply	Analyze	Evaluate	Create
Define	Choose	Demonstrate	Appraise	Assess	Design
Identify	Describe	Dramatize	Calculate	Critique	Develop
List	Differentiate	Generalize	Correlate	Judge	Formulate
Name	Explain	Illustrate	Debate	Measure	Construct
Recall	Interpret	Practice	Develop	Rate	Propose
Recognize	Locate	Use	Estimate	Score	Synthesize
Record	Restate	Initiate	Predict	Validate	Devise
Relate	Respond		Solve	Value	
Repeat	Simulate		Diagnose		

Psychomotor Domain

Observe	Imitate	Practice	Adapt
	Operate	Show	Differentiate
	Display	Construct	Organize
	Manipulate	Measure	Shorten
		Operate	Sketch
			Stretch

Affective Domain

Receive	Respond	Value	Organize	Characterize
Accept	Complete	Accept	Codify	Internalize
Attend	Comply	Defend	Discriminate	Verify
Develop	Cooperate	Devote	Display	
Recognize	Discuss	Pursue	Order	
	Examine	Seek	Organize	
	Obey		Systematize	
	Respond		Weigh	

Education Administration Form

Purpose

Educational experiences involve many people in the planning stages. Those involved need to communicate in order to ensure that all aspects of planning are coordinated and are complete before an educational experience happens.

This resource offers a form that court managers may use as a template or may use as a basis for creating their own way to gather information prior to a course. The information the form gathers is important for court managers to review to ensure the educational experience meets expectations and will result in desired changes.

Each page is identified with regard to who provides the information, but the most important aspect of the form is that all of the information comes together in one form for court manager review.

Notes about Using this Resource

Faculty need to stress the importance of documentation, communication, and review of the process of designing and delivering educational experiences. Court managers may adapt this form for their own use or they may decide to develop a different form that meets their needs.

NOTE: The information in this resource is from the curriculum work of the National Association of State Judicial Educators: Logistics: Entry-Level Content.⁶

⁶ See NASJE's curriculum design Logistics: Entry-Content which is available at: <http://news.nasje.org/nasje-curriculum-designs/>.

Education Administration Form

This form is to be completed by planners and/or staff and faculty prior to course delivery. This form may be used for courses offered through in-person or electronic delivery.

Page 1 – This information is to be completed by planners and/or staff and shared with faculty:

Content Area or Course Topic or Title:

Delivery Mechanism: (e.g., face-to-face delivery, or on DVD)

Date, Time, and Location of Course: (When and where faculty are to be present for content delivery, whether in-person or electronically delivery)

Time Frame: (Total amount of time for content delivery, excluding breaks, e.g., 2 hours)

Target Audience: (Specific description of intended audience, e.g., Juvenile Court Judges)

Number of Participants for Course (Anticipated number or, if applicable, maximum and minimum number - e.g., in-person delivery, 30 participants – or – electronic delivery, N/A)

Course Goal: (Reason the course is offered)

Faculty: (The name(s) of selected faculty)

Education Administration Form (continued)

Page 2 – This information is to be provided by planners and/or staff or by faculty or through a combined staff and faculty effort:

Learning Objectives: (How participants will demonstrate learning; what participants will say or do during the course to indicate their ability to use new information or skills. No specific number of learning objectives is required.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Course Development Segment (continued)

Page 4 – This information is to be provided by faculty and shared with planners:

Participant Activities/Evaluation Strategies*: (Planned activities to measure participant achievement of learning objectives, such as “large group discussion,” “individual problem solving,” etc., listed to correspond to the number of the learning objective.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

(Other activities not related to measurement of learning objectives, e.g., “field trip”)

Audiovisual Needs: (What staff needs to provide, e.g., projector, computer, easel and paper)

Participant Materials: (A synopsis or list of materials to be provided to participants, including PowerPoint® handouts, models, flow charts, etc.)

Seating Arrangement: (A description of the preferred seating arrangement for participants, e.g., “Rounds of 6.”)

An Overview of Delivery Mechanisms

Purpose

The manner in which learners access educational content is the delivery mechanism. The delivery mechanism affects a variety of planning steps and impacts learners in a variety of ways. In instructional design, the delivery mechanism is determined at early stages of planning. In some instances, the educational need, course goal, and learning objectives can best be addressed in in-person delivery. In other instances, those three preliminary planning steps may be adaptable to electronic delivery. An effective way to address potential issues with the compatibility of learning objectives is through blended delivery, where in-person delivery and electronic delivery are both used for a particular course. An example would be having learners review online information prior to attending an in-person session, or having an in-person session precede an online segment of content.

Notes about Using this Resource

Faculty need to provide court managers with an overview of delivery mechanisms and an explanation of their benefits and drawbacks. Court managers will make decisions about court-based delivery of educational content based on a number of factors, including but not limited to:

- Learner numbers and location
- Availability and experience of faculty
- Content itself, its adaptability to electronic delivery, and its lifespan
- Time needed for learners to access the content
- Expenses associated with both types of delivery

In other situations, court managers will make decisions about enabling individuals to participate in courses sponsored by others that are offered in-person or electronically. In both cases, court managers need an understanding of the benefits and potential drawbacks for various types of delivery.

One important point for faculty to stress is that an educational experience designed for one type of delivery needs to be tailored if delivered by another mechanism. A prime example of the misuse of a course designed for in-person delivery is to video tape it and ask learners to watch the video in place of having the in-person experience. Ineffectiveness of this cross-delivery includes boredom (a static view, often difficult to hear, inability to participate in discussions or activities), inability of faculty to measure achievement of learning objectives, distractions, and more.

NOTE: The information in this resource is from the curriculum work of the National Association of State Judicial Educators: Instructional Delivery Mechanisms: Entry-Level Content.⁷

⁷ See NASJE's curriculum design Instructional Delivery Mechanisms: Entry-Level Content which is available at: <http://news.nasje.org/nasje-curriculum-designs/>.

An Overview of Delivery Mechanisms

This document provides an overview of various delivery mechanisms, their benefits, and a few of their potential drawbacks.

In-person Delivery

- Definition: faculty and participants are face to face for a course
- Benefits: live interaction; faculty is able to assess success and measure participant achievement of learning objectives
- Drawbacks: may incur expense of time and money for participation; content only available at pre-planned times

A. Plenary Sessions

- Definition: a course at a conference to which all participants are invited and are expected to attend; often, due to the large number of participants, lecture is often the teaching methodology
- Benefits: enables all participants to share an experience with a special faculty member(s) on a topic of interest to all
- Drawbacks: large size of group may diminish interaction with each other and with faculty; faculty may have difficulty measuring participant achievement of learning objectives

B. Seminars or Breakout Sessions

- Definition: generally a course involving 25 to 40 people; a seminar is free-standing while a breakout session occurs at a conference; the topic of a seminar or breakout is generally focused on issues of interest to a smaller group of participants than a plenary; teaching methodologies may vary
- Benefits: the small to mid-sized number of people enhances faculty's ability to measure participant achievement of learning objectives; participants are generally able to ask questions of faculty and interact more directly with other participants
- Drawbacks: attendance may take time and money and involve travel; participation is limited; often only a few individuals from a specific location, court, or department may attend, making implementation of new knowledge and skills (e.g., introducing change) potentially difficult

C. Workshops

- Definition: generally a course that involves 15 to 20 people and engages faculty in teaching specific skills to participants, such as computer skills or interviewing skills
- Benefits: the small number of participants enables faculty to provide one-on-one instruction and coaching; while only a few individuals from a given location may attend, participants are often sent to a workshop in order to return to work and teach others their new skills
- Drawbacks: attendance may take time and money and involve travel; participation is limited

Electronic Delivery (synchronous and/or asynchronous)

- Definition: faculty and participants are separated by geography and/or time, but are connected through technology
- Benefits: participation may be greater than in traditional delivery
- Drawbacks: technology may not be available to all potential participants

A. Broadcasts

- Definition: faculty and participants may be connected by sight and sound in a synchronous format; participants can see and hear faculty, but faculty may not be able to see or hear participants
- Benefits: participation is unlimited; once equipment is in place, the per participant cost of transmission is negligible; broadcast may be recorded for viewing in an asynchronous format by others at a later time
- Drawbacks: initial cost of equipment; some potential participants may lack access to the necessary equipment; faculty needs local facilitators at each site to ensure technology is working and to monitor participants' achievement of learning objectives

B. Videoconferences

- Definition: faculty and participants are connected by sight and sound in a synchronous format; participants and faculty may see and hear each other
- Benefits: participants at various locations are connected to each other and to faculty; faculty can measure participant achievement of learning objectives; cost is manageable
- Drawbacks: technology may limit the number of locations and the number of participants at each location

C. Web Conferencing or Webinar

- Definition: using the Internet, faculty and participants may engage in real time interaction (synchronous format) or faculty may prepare a course and participants may access it at a later time on-demand (asynchronous format)
- Benefits: unlimited number of participants; the Internet is generally available to all potential participants
- Drawbacks: interaction is limited; learning objectives may need to be limited to what is possible in an electronic environment

D. Podcast, etc.

- Definition: portable electronic devices connect faculty and participants either in a synchronous or asynchronous format
- Benefits: personal devices are easily accessible to potential participants; participation may be unlimited
- Drawbacks: interaction may be difficult; measuring achievement of learning objectives may not be possible

Individual Education Plan

Purpose

This resource will prompt court managers to think about whether education is currently treated informally and if its importance is possibly being overlooked. Court managers may use this simple design or create something electronically so education can be documented across someone's career. Generally, the individual education plan will be kept by the supervisor or manager and periodically reviewed with the individual.

An individual education plan for a judge is best left to the individual judge.

For court personnel, an education plan jointly created by the supervisor or manager and the individual assists administratively in several ways.

For the individual, a plan:

- Enables him or her to formally request education and document the reason;
- Lets him or her know what supervisors expected;
- Provides a record of participation for future reference.

For supervisors and managers, a plan encourages:

- Documentation, in an on-going manner, what they think is needed for an individual to perform more effectively, grow professionally, and become prepared for future work;
- Tracking what education individuals have completed and identifying what still needs to be completed;
- Documentation of comments on reasons for and outcomes of education;
- Formal information when making decisions about an individual.

Notes about Using this Resource

As with other resources, court managers may use the form or develop one to meet their own needs. Local needs may include additional information, such as the provider of the education. Faculty need to stress the need for documentation of educational experiences, regardless of the method for recording those experiences.

In addition to basic tracking of courses an individual takes, faculty for a course based on this curriculum design need to stress the importance of additional information captured by an individual education plan – why education is needed and what the outcome of the education was. These are important pieces of information for future decision-making.

Individual Education Plan

Name: _____ Position: _____

Date Education Plan Initiated: _____ Date Completed: _____

Supervisor: _____

Topic or Title	Reason, Purpose, or Anticipated Outcome	Date Discussed with Individual	Date Education Completed	Outcome

Section Four

Potential Sources of Support

Purpose

Education involves a variety of resources: time, people, space, equipment, money, and more. Finding sources to obtain resources is often dependent on what is needed and what is available to a local court.

Court managers are often charged with ensuring education is implemented in their courts. Sometimes this is a generalized responsibility and at other times it is to implement a specific educational experience. Court managers need to consider a variety of options for obtaining what is needed. Options range from partnering with other departments or courts to obtaining funds through grants.

Because local environments differ, court managers may consider different sources for meeting the educational needs of the court.

The chart of potential sources and potential resources may engage court managers in thinking beyond the confines of their budgets to explore other approaches for supporting educational efforts.

Notes about Using this Resource

The sources and resources listed are not exhaustive but are intended simply to show court managers the array of possibilities. Faculty and court managers may expand the list as appropriate.

Faculty for a course based on this curriculum design need to remind court managers that they may discover additional resources to support education, but a key question to consider before asking for or receiving support from a non-traditional entity is – Could there be a perception of impropriety if the court receives support or otherwise engages with this entity?

Potential Sources of Support

Local/Nearby Sources	Potential Resources
Court budget	Direct funding
Other court departments	Shared: funding, faculty, expenses; technical assistance
Other nearby courts	Shared: expenses, space for courses, equipment
Justice system partners	Shared: expenses, space for courses, and equipment
Governmental groups	Shared: expenses, space for courses, and equipment
State Sources	Potential Resources
State Judicial Branch Education Department	Mini-grants, faculty, planning assistance, faculty development
Other courts	Shared: expenses, space for courses, and equipment
National Sources	Potential Resources
American Judges Association http://aja.ncsc.dni.us	In-person courses, online courses, scholarships, faculty, publications
American Judicature Society www.ajs.org	Publications, courses, materials
Justice Management Institute www.jmijustice.org	Courses, research data, technical assistance
National Association for Court Management www.nacmnet.org	In-person courses, online courses, curriculum designs, faculty
National Association of State Judicial Educators http://nasje.org	Curriculum designs, faculty
National Association of Women Judges www.nawj.org	In-person courses, online courses, scholarships, faculty, publications
National Center for State Courts www.ncsc.org	In-person courses, online courses, curriculum designs, faculty
National Council of Juvenile and Family Court Judges www.ncjfcj.org	In-person courses, online courses, faculty
National Highway Traffic Safety Association http://www.nhtsa.gov/	Technical assistance, online resources, funding and courses through the states department of public safety
National Judges Association www.nationaljudgesassociation.org	For non-attorney judges – courses, faculty, scholarships
National Judicial College www.judges.org	In-person courses, online courses, faculty, scholarships, webcasts?
State Justice Institute www.sji.gov	Grants

Participant Activities

The participant activities are one of the most important parts of the curriculum design as they are the tools faculty members are able to use to determine if participants have achieved the outcomes defined in the learning objectives. Also, participant activities provide tools to faculty to ensure that the training, course, or session is not only informative, but also interactive.

Participant activities are annotated in the content outline in places they may be effectively used. Each activity has a cover page explaining its purpose, the specific learning objective being measured, and how to use the activity. The activities themselves are on a separate page(s) for ease of duplication.

The following activities are to measure achievement of stated learning objectives. Faculty are encouraged to incorporate additional strategies to engage court managers and keep them active during their educational experience, for example, asking questions about content before presenting it, having learners discuss content and provide feedback to faculty on their perspectives, and more.

Activity One (a), (b), (c) – Education’s Relevance

Learning Objective: *Describe the reasons education is important.*

Activity Two (a) and (b) – Evaluation Approaches

Learning objective: *Compare and contrast approaches for evaluating education.*

Activity Three – Education, Training, and Development

Learning objective: *Apply the terms education, training, and development to educational needs.*

Activity Four – Adult Education Principles

Learning objective: *Select the adult learning principles least addressed in educational experiences.*

Activity Five – Instructional Design

Learning objective: *Use instructional design tools to begin the process of developing a needed educational experience in the local court.*

Activity Six – Decisions about Education

Learning objective: *Demonstrate decision-making ability regarding education as a tool for growth.*

Activity Seven – Evaluating Potential Sources of Support

Learning objective: *Evaluate available sources of support for education in the local court.*

Activity Eight – Assessing Education

Learning objective: *Assess the status of education in the local court.*

Activity Nine – Personal Strategies to Lead Education

Learning objective: *Develop personal strategies to actively lead education in the local court.*

Activity One (a), (b), and (c): Education's Relevance

Purpose

This is a three-part activity to incrementally stimulate the thinking of court managers about education and its relevance to them as individuals and to their court as an organization. If court managers appreciate the relevance of education, their administrative role regarding education becomes more relevant to them as well. In the initial activity, court managers will participate in planned introductions, focusing both on what to share with other learners and also on what others are sharing. This activity highlights how networking in an educational environment is a learning opportunity. In the second part, court managers will think about their own educational experiences in the court and how they have been relevant for them. In the final part of the activity, court managers will examine education in the court in a broad context. The totality of these activities enables court managers to achieve learning objective one.

Notes about Using this Activity

Each of the three parts of this activity is annotated in the content outline in a place that is suitable for engaging court managers. Each part of the activity is an individual exercise because, at this early stage of a course, the relevance of education needs to be from the individual's perspective. If appropriate, faculty are encouraged to have volunteers share the results of the activity with a small group or with the entire group of learners.

Learning Objective

1. Describe the reasons education is relevant.

Education's Relevance -- Networking

An important part of any educational experience is networking and learning from other participants. What you share with others during introductions may be important to them and what they share may be important to you.

Briefly answer the first two questions before introductions begin and annotate relevant things in question 3 as others introduce themselves.

- 1. What would you like to share with other participants about yourself?** (Think about your court, your position, your area of responsibility, and what level of responsibility you have with judicial branch education. Also consider mentioning any special aspects of education in your court.)

- 2. What would you like to discuss during this course?** (Think about specific knowledge, skills or abilities you would like to obtain with regard to education in the courts.)

- 3. What do others mention during this exercise that you would like to remember?** (Consider documenting who may have a similar role or what special aspects of someone's educational efforts interest you.)

Education's Relevance -- Your Own Educational Experiences in the Court

Recall your education experience in the court and briefly answer the following.

1. What was your initial educational experience in the courts?

2. What was the most beneficial part of your initial education and why?

3. What additional education has the court provided or made available?

4. What has been the most beneficial result of that education?

Education's Relevance -- Education in the Courts

Answer the following questions from your own experience.

----- **Consider the overall system of education in your court** -----

1. What does education do? Or why does your court offer education? Or how does education make a difference?
2. Why does that matter to you?
3. Why does that matter to individuals in your court?
4. Why does that matter to the court as an organization?

----- **Consider a recent course in which you participated** -----

5. What difference did the course make?
 - a. For you?
 - b. For judges and/or court personnel?
 - c. For the court as an organization?
6. What resources (fiscal and otherwise) were used to develop and deliver the course? (e.g., materials, equipment and furniture, time, physical space, etc.)
 - a. Why would use of those resources matter to you?
 - b. To the court?
 - c. To the public?

----- **Consider your answers to the questions above** -----

7. Why would administrative oversight of education in the court be important?

Activity Two (a) and (b): Evaluating Education

Purpose

This is a two-part activity. As administrators, court managers have an obligation to ensure education is effective. The first part of the activity asks court managers to think about what participants could say or do during a course to demonstrate their learning to faculty – demonstrate achievement of learning objectives. Although court managers are not expected to serve as faculty, this activity will enable them to identify the importance of faculty's role in evaluation and the significance of demonstrating learning. The second part enlarges the scope of evaluation to include several approaches that, when used together, yield a comprehensive evaluation of educational experiences. By thinking about each of the evaluation strategies court managers will begin to see similarities and differences that will underscore the value of each approach. The combination of these activities enables court managers to achieve learning objective two.

Notes about Using this Activity

Each of the two parts of this activity is annotated in the content outline in a place that is suitable for engaging court managers. Because court managers are not being educated to serve as faculty, answers to the two-part activity may not be totally accurate. The point is to have them think about evaluation from the perspective of faculty and from the perspective of a court manager. The activities may be done individually or as small group exercises.

Learning Objective

2. Compare and contrast approaches for evaluating education.

Model Answers

There are many potential answers for part (a). For example, participants could:

1. Discuss the process in a small group and then list steps.
2. Review a hypothetical(s) and choose appropriate responses from a list.
3. Perform a role-play activity.
4. Write a brief summary of a document provided by faculty.
5. Review a list of potential questions and select those that are appropriate.
6. Review a hypothetical situation involving an employee and write a plan for what is expected of the employee in the future.

Potential answers to part (b) may be:

	Participant Evaluation	Evaluation of Learning	Peer or Planner Evaluation	Transfer of Learning
A. When is it planned?	Planned before the event	Planned before the event	Planned before the event	Planned before the event
B. When is it implemented?	Implemented at the conclusion	Implemented during the event	Implemented during the event	Implemented when learners return to work
C. Who is evaluating?	Learners do the evaluating	Faculty does the evaluation	Individuals with information about what is expected during the course	Supervisors do the evaluating
D. What impact does it have on the course?	The evaluation may indicate future behavior	Results should impact the rest of the event; feedback from faculty	Results will inform planners about what actually transpired	Results inform decision-makers about whether desired change was achieved
E. What is the value of the evaluation?	Value is in having broad input	Value is in predicting learner behavior after the event	Value is from an overall assessment of an observer	Value is actual assessment of performance on the job
F. What impact does it have on future planning?	Would have an effect on future planning	Impacts future planning for faculty	Impacts future planning	Impacts future planning
G. What is the greatest shortcoming or drawback?	Drawback includes low rate of return	Drawback includes faculty do not report results	Drawback includes time to educate observer	Drawback is time needed to involve supervisors before and after
H. What could be done to address the shortcoming or drawback?	Evaluation could be mandatory	Court managers could request	Court managers could use planners or members of planning committee who know what is expected	Court managers could establish a system that always involves supervisors

Evaluating Education -- Faculty Evaluation of Learning

Faculty have a responsibility to evaluate learning during a course. Court managers may want to ask faculty for information on how they will evaluate learning based on the learning objectives for the course. Possibilities include having learners review a hypothetical situation and come to some conclusion, providing learners with alternatives and asking them to choose the most appropriate answer, having learners participate in role-play, and more.

	As a result of this course participants will be able to:	Possibilities for Faculty to Evaluate Learning During a Course
For judges		
1.	List the key steps for issuing a warrant.	A. B.
2.	Choose the most appropriate response to an irate court user.	A. B.
3.	Demonstrate the process of charging a jury.	A. B.
For court personnel		
4.	Demonstrate effective written communication skills.	A. B.
5.	Demonstrate effective oral communication skills.	A. B.
For court personnel supervisors		
6.	Choose appropriate interview questions for a potential new employee.	A. B.
7.	Create a performance plan for an existing employee.	A. B.

Evaluating Education -- A Combination of Approaches

Using the chart below, compare and contrast these approaches to evaluation.

	Participant Evaluation	Evaluation of Learning	Peer or Planner Evaluation	Transfer of Learning
A. When is it planned?				
B. When is it implemented?				
C. Who is evaluating?				
D. What impact does it have on the course?				
E. What is the value of the evaluation?				
F. What impact does it have on future planning?				
G. What is the greatest shortcoming or drawback?				
H. What could be done to address the shortcoming or drawback?				

Activity Three: Education, Training, and Development

Purpose

Court managers need to understand the importance of the scope in an educational offering and be able to apply that understanding to different educational needs. Often court managers are the decision-makers when individuals request, or when supervisors suggest, participation in an educational experience sponsored outside the court. In those instances, the only information available may be a course description in promotional material. While this information may seem scant, much can be determined from a few words. Court managers need to understand the scope of training is limited to developing or enhancing skills; the scope of education is broader in that it may engage learners in critical thinking; and the scope of development is even broader because it involves many activities (including education) and its purpose is to prepare an individual for greater responsibility (beyond their current job or role).

Notes about Using this Activity

This can be an individual or a small group activity. The activity would be most effective after faculty has explained the terms training, education, and development. While court managers may not all agree on one term for any given course, and there are no strictly right or wrong answers, the point is for them to become more discriminating about determining the scope of a course based on the description.

Learning Objective

3. Apply the terms education, training, and development to educational needs.

Model Answers

Potential answers for the activity are:

Technology – Attend this course and learn about:

- Signing-on the court's information technology system. TRAINING
- Technology's impact on public service. DEVELOPMENT
- Incorporating technology as a tool for sharing knowledge. EDUCATION

Diversity – Attend this course and learn about:

- Cultural competency and its importance in the courts. EDUCATION
- Diversity's impact on perceptions of justice. DEVELOPMENT
- Basic phrases to say to non-English speaking court users. TRAINING

Case Management – Attend this course and learn about:

- The importance of consistent case classification. EDUCATION
- Using new criteria for assigning case type. TRAINING
- National trends in case management. DEVELOPMENT

Leadership – Attend this course and learn about:

- A day in the life of a court administrator. DEVELOPMENT
- The relationship between supervision and leadership. EDUCATION
- Managing your non-verbal behavior. TRAINING

Education, Training, and Development

When making decisions about allowing participation in a course, the topic or course title does not always reveal the scope of a course. Review the promotional descriptions under each topic below and indicate which course is most likely to be training (T), education (E), or development (D).

Technology – Attend this course and learn about:

- Signing-on to the court’s information technology system.
- Technology’s impact on public service.
- Incorporating technology as a tool for making hiring decisions.

Diversity – Attend this course and learn about:

- Cultural competency and its importance in the courts.
- Diversity’s impact on perceptions of justice.
- Basic phrases to say to non-English speaking court users.

Case Management – Attend this course and learn about:

- The importance of consistent case classification.
- Using new criteria for assigning case type.
- National trends in case management.

Leadership – Attend this course and learn about:

- A day in the life of a court administrator.
- The relationship between supervision and leadership.
- Managing your non-verbal behavior

Activity Four: Adult Education Principles

Purpose

Court managers have all experienced education as an adult. By examining some basic adult education principles, they will begin to understand some of the complexities of education and develop expectations of faculty who deliver courses in their local court. Rather than engage them in a review, this activity asks them to review the principles listed, review a description of an educational environment in which each principle is not honored by faculty, and then choose the ONE principle that in their experience has been the least addressed. While this may seem to focus on the negative, the purpose is to highlight how faculty may either not know adult education principles and/or not honor them. It may be easier for court managers to remember these less-than-positive educational experiences than to remember when the environment was positive.

Notes about Using this Activity

This can be an individual or a small group activity. The activity would be most effective after faculty have reviewed adult education principles. Faculty will need to ask volunteers to share their choices and discuss why those experiences remain memorable.

Learning Objective

4. Select the adult learning principles least addressed in educational experiences.

Adult Education Principles

Review the principles in the center column and the description of a situation in which the principle is ineffectively addressed. Place a check mark by one adult education principle that, in your experience, has been least effectively addressed.

√	Adults Learners:	If ineffectively addressed:
	Are independent and self-sufficient professionals.	Faculty treats participants as inferior to them; faculty delivers content without “checking-in” with participants regarding the applicability or usefulness of new information.
	Need content they can apply immediately to their work situation.	Faculty presents content in theoretical terms only; there are no examples of how to use the new information or skills on-the-job; there is no opportunity for participants to “test” the validity of the new information against what they know/do.
	Have experience and knowledge individually and collectively.	Faculty dismisses or diminishes what participants offer in terms of (a) questions about the validity of the content being delivered, and/or (b) suggestions as to more effective approaches
	Reflect a variety of experiences and backgrounds.	Faculty does not ask participants about their experiences or how the content might apply to them and their work; faculty diminish any “push-back” on validity of the content for participants.
	Need to be respected.	Faculty does not call participants by name, does not demonstrate value for what participants may say, and treats the group as a mass rather than a group of individuals.
	Like to know what to expect in an educational setting.	Faculty presents content with no overview or preview of what the content will be, no discussion about what participants are expected to learn or do, and no explanation of what the eventual outcome of the course is intended to be.
	May have had a negative educational experience in the past.	Faculty does not recognize reticence, lack of involvement, lack of comment, etc. by some participants; faculty appears to assume everyone is engaged and enjoying the experience.
	Need to be actively engaged (not passively listening) in most of a course.	Faculty delivers content with no input from participants; there is no opportunity to use new information or practice new skills in the course.
	Learn in a variety of ways.	Faculty presents content in one way only, such as only lecture; there are no/limited audiovisual aids; there are no/limited materials to support the new content; there is no/limited activity on the part of participants.

Activity Five: Instructional Design

Purpose

Court managers can introduce an instructional design process in their court and they can ensure the process begins with accurate information for courses sponsored by the court. Court managers need to actively participate in at least three of the steps in instructional design in order to establish the baseline for course design and to guide planners and faculty toward designing a course that will yield desired change: assessing needs, stating course goals (expected outcomes), and stating learning objectives (what participants can say or do during a course to indicate their learning). Of course, their participation in other steps is valuable, but these three are primary.

Notes about Using this Activity

This can be an individual or a small group activity. The activity would be most effective after faculty have discussed these three steps in the instructional design process and before discussing additional steps. If court managers complete these steps, they may more readily see how their work would impact the balance of the instructional design process.

Learning Objective

5. Use instructional design tools to begin the process of developing a needed educational experience in the local court.

Instructional Design

Consider a problem, issue, shortcoming, or aspiration for your court and answer the questions that begin an instructional design process.

Assessing Needs: What is the problem?

Stating Course Goal(s): What is the purpose of the anticipated educational experience; what will it accomplish or achieve?

Creating Learning Objectives: What can participants say or do to show faculty during the course that they are learning and goal(s) are being met?

Participants will be able to: (use suggested action verbs below)

Basic	↔	Complex
State	Compare/Contrast	Analyze
List	Demonstrate	Debate
Choose	Assess	Synthesize
Discuss	Apply	Evaluate
Identify	Develop	Critique
Define	Rank/Rate	Create

1. _____
2. _____
3. _____
4. _____
5. _____

Activity Six: Decisions about Education

Purpose

Court managers are often the decision-makers about whether education is an effective approach in a given situation. These are sometimes difficult decisions to make because of numerous variables in the court environment. And decision-making may be the most important aspect of a court manager's administrative role. This activity uses hypothetical situations to stimulate thinking and guide court managers through three types of decision-making.

The first section asks court managers to decide if education is actually the resolution to a situation. Sometimes education seems to be an easy solution, but if lack of knowledge, skills, abilities, and appropriate attitudes are not the issue, education will not resolve a problem. Applying education in these situations may be detrimental to individuals and diminish the role of education.

The second section involves more complex decision-making. asks court managers whether needed education is training, education, or development. This type of decision-making is important when education is necessary. But, court managers need to ensure the scope of education is appropriate for the situation.

The final section involves even more complex decision-making. It asks court managers to identify the purpose of education in hypothetical situations -- whether it would be to address a job performance issue, an effort toward professional development, or a situation that would contribute to organizational development. This type of decision-making addresses education at its most multi-faceted level.

Notes about Using this Activity

Because the three sections of this activity build toward more complex decision-making, they will be most effective if used together. Because the hypothetical situations do not provide full background information, there are no strictly right or wrong answers. And because the activity is to stimulate thinking, the activity would be effective in small groups where discussion would provide different perspectives on each situation. If time is a factor, faculty may want to select a few hypothetical situations from each section rather than engage learners in all of them.

Learning Objective

6. Demonstrate decision-making ability regarding education as a tool for growth.

Decisions about Education: Is Education the Answer?

Review each hypothetical and indicate whether the issue can be resolved through education. If not, is the situation an administrative issue, a performance/disciplinary issue, or something else?

1. Rafael is one of seven counter clerks in your mid-sized court. Although he has handled his responsibilities effectively in the past, recently he has demonstrated impatience with several minority court users who have had difficulty understanding how to respond to questions on certain court forms. Is this an educational issue or a performance problem?
2. The court reporters in your large court are beginning to use “voice writing” software to record court proceedings. After some initial training on how to use the equipment, some court reporters are using it well while others seem to be struggling and reverting to a manual approach. Technicians say the software is working. Is this an educational issue or resistance to change?
3. The three court employees who staff the self-help center in your large urban court are all on duty at the same time, except for lunch hours when they rotate. Recently, the court initiated online access to certain court forms, which has generated an increase in phone calls to the center. The employees trying to assist court users on the phone are not assisting those who are present in the center in a timely manner. Is this an educational issue, a performance problem, or an administrative issue?
4. Your mid-sized court is beginning to generate automated letters to certain individuals involved in court proceedings. You created a basic form letter and assigned Barbara to tailor it to meet the needs of several specific types of issues for which the letters will be used. Barbara will generate the automated letters, update them as necessary, and oversee the entire process, so you thought she would be interested, capable, and the appropriate person for the assignment. She brought you one letter she had tailored; you corrected the grammar, etc. and returned it to her. Subsequent letters she has submitted have similar errors. Is this an educational issue or a performance problem?
5. Nadia is the bailiff in one of your criminal courtrooms. She frequently talks with law enforcement officers in the hallways when the court is on a break. Comments from court personnel imply that court users may see her activity as inappropriate and a display of favoritism to the prosecution. Is this an educational issue or a performance problem?
6. Ralph is a data entry clerk and rarely interacts with court users. Two court personnel recently came to you with a complaint that they overhear him routinely telling other male employees inappropriate jokes about women, which they all laugh about. Is this an educational issue or a performance problem?

Decisions about Education: Is it – Training, Education, or Development?

Review each hypothetical and indicate whether the individual needs training, education, or development.

1. You are a manager of the Information Technology Department in a medium-sized court. You are implementing one phase of a new case management system and forming a team of individuals from relevant court departments and judges during the transition process. You select Sasha to lead the team because she has demonstrated her ability to take responsibility, accept new challenges, and to follow-through. As far as you know, she is capable but has not previously had experience with leadership. What does Sasha need and why?
2. You are a court manager in a small court. The court is developing a new strategic plan and the court administrator asks that each manager identify one individual to assist in developing a new process to engage everyone in the court in the process. Although David was not working in the court at the time the original strategic plan was created, he is the only person you can “free-up” to participate. What does David need and why?
3. You are a court manager in a very large court. The court has multiple locations and is opening self-help centers in each one. You are asked to assist with this effort by developing processes and procedures for court users to follow. You know what the centers will provide, but you have no idea about developing procedures. What do you need and why?
4. The court has implemented a new computer system feature for hourly employees – they may now clock in and out via a new software application. What do hourly employees need and why?
5. You are a court manager in a large court. You manage a pool of court personnel who perform administrative support activities for various individuals and groups. The court administrator asks you to assign someone to serve as a full-time receptionist in the main lobby. The job involves welcoming court users and directing them to the appropriate location for their needs. You choose Eito, who is your newest employee. What does Eito need and why?
6. You are the court administrator in a medium-sized court. You plan to retire in six months. You are considering two managers in your court as your potential successor. Both have worked in the court for more than 10 years, but neither has the “big picture” perspective of a court administrator’s role and responsibilities. You are concerned that their current work has not prepared them for your role. What do these managers need and why?

**Decisions about Education:
Is it – Job Performance, Professional Development, or
Organizational Development?**

Review each hypothetical and indicate whether the goal of education would be basic job performance, professional growth, or organizational development.

1. During the past few months, the local newspaper has run several stories about your very large court; the stories imply or directly charge court personnel and judges with widespread acts of discrimination. The situations cited include inappropriate responses to non-English speaking court users, lack of timely service for minorities, and lack of respect for people with disabilities. What would be the goal of education?
2. Succession management is not yet fully implemented in your mid-sized court, but you and other court managers are developing protocols and procedures for determining how to choose court personnel to participate in some initial educational experiences that address basic supervision. What would be the goal of this education?
3. Budget shortfalls are causing elimination of night court, an initiative that has successfully served the working community surrounding your court for many years. At a minimum, this change means judges and court personnel will be serving in increased number of people during the day, without any additional resources. If you offer a course on “time management in public service,” what would be the goal?
4. Your urban court is currently serving a large number of court users from the Middle East. Many do not speak English well and most seem uneasy in the court environment. Court personnel in the clerk’s office are already overwhelmed with their workload and these interactions are taking longer than others due to apparent difficulties with communication and trust. If you offer a course on “cultural competency,” what would be the goal?
5. The State Administrative Office of the Courts recently offered a course on “Public Trust and Confidence in the Courts,” which you attended along with representatives from other courts. You believe the course would be valuable for judges and court personnel in your court. What would be the goal of this education if offered in your court?
6. Three long-term key supervisors in your mid-sized court are planning to retire in the next six months. As the court administrator, you are concerned with how to replace them, presumably from within the court. A professional consulting company recently sent you a flyer promoting a series of online courses for public sector employees; one topic that seemed to be appropriate for court personnel was titled, “Anyone Can be a Leader.” If you provide this course to interested court personnel, what would be the goal?

Activity Seven: Evaluating Potential Sources of Support

Purpose

Although many people think of a budget as the only source for educational resources, there are actually many varied resources that may be obtained through a variety of sources. Those non-budgetary resources include technical assistance, content (curricula, course designs, and more), faculty, shared expenses, delivery resources (for in-person delivery: space, furniture, equipment, and more; for electronic delivery: equipment, technology support, and more). Local courts will have different needs and will be able to access different sources of support, so this activity is designed to expand court managers' thinking about what resources might be useful and where they may be found. This activity uses hypothetical situations to stimulate thinking about the types of resources needed and the potential sources of support.

Notes about Using this Activity

This activity is associated with *Faculty Resource – Potential Sources of Support*, which lists many sources of support for education. The activity, however, limits the number of choices of sources to simplify the decision-making process. This may be an individual or small group activity. Faculty need to encourage court managers to generate several responses to the initial question – “What do you need?” Answers may include faculty, space, content, and more. And court managers may not identify sources for all of those resources, but they will at least recognize the possibilities. There are no strictly right or wrong answers to any of the questions. Faculty will need to engage court managers in a discussion of responses and answers so the overall thinking about resources and sources of support is expanded.

Learning Objective

7. Evaluate available sources of support for education in the local court.

Evaluating Potential Sources of Support

Review each scenario and answer the following questions:

- What do you need?
- Where are you likely to find resources?
- Why would the source be interested in providing support to you?

Choose from the abbreviated list of sources the one most likely to provide resources and/or otherwise assist you with the needed educational experiences.

- | | |
|---|--|
| ▪ Your court | ▪ National Center for State Courts -
Institute for Court Management |
| ▪ Another department in your court | ▪ State Justice Institute |
| ▪ Another court | ▪ National Association for Court
Management |
| ▪ State Judicial Branch Education
Department | |

1. Your court administrator recently read an article about implicit bias and cultural competency. Because your court is in a very diverse community, she feels strongly that court personnel would benefit from a course on these topics.
2. Your neighbor is employed at a local community college. During an informal conversation, you mention that you would really like to start a basic supervision course for your court. He indicates he can provide faculty if you can take care of expenses.
3. During a recent trip, your airline seat partner shared that she is the CEO of a consulting firm that specializes in providing courses for managers and supervisors. She shares the content for one course; it includes hiring practices, performance evaluations, and disciplinary issues. She indicates her firm works with public sector entities. You would like to sponsor this course.
4. You have an individual in your department who has expertise as a researcher. You need this individual to assist with documenting and analyzing data in your court, but he has no experience in the courts, public service, or government. He must participate in education on these topics to effectively fulfill his role.
5. Due to increased activity, your court recently established two additional locations in the county. The two satellite courts will each have a self-help center similar to the one in the original court. The individual who operates the self-help center in the original court will supervise the two individuals staffing the new centers in the new courts. She has no supervisory experience.
6. You are assigned a project to make your large court a paperless environment. No other courts in your state have made this change. Education for judges and court personnel will be key in making this project successful.
7. A pair of judges in your court successfully persuaded the presiding judge to establish a complex litigation department to handle large civil actions. The court administrator asked you to assist with establishing this new department. Although no court in your state has this type of department, a neighboring state has a model that you may be able to follow. This is a significant undertaking and educating judges and court personnel is key.
8. The legislature is initiating a zero-based budgeting system for all governmental entities. The new system involves quantitative and qualitative measures to justify funding. Every department needs to implement the new system to provide the court and state administrative office with necessary information. You are assigned to provide education to court personnel about the new process and how to gather the needed data.

Activity Eight: Assessing Education

Purpose

Court managers need to evaluate the educational system in their local court. The assessment in this activity includes several components: the court culture, the effectiveness of education, the comprehensiveness of education, and whether the court is moving toward becoming a learning organization. In addition to being an important aspect of administration of the education system in their local court, this activity prepares court managers for the final activity of a course based on this design: developing personal strategies to lead education.

Notes about Using this Activity

This is one of two culminating activities for a course based on this curriculum design. It is lengthy and comprehensive. It asks court managers to consider all of the content in this design. Because it is about each local court represented in a course, it is intended to be an individual activity. If the group of learners includes more than one court manager from a single court, the activity may be a shared exercise. Because this is an assessment, there are no right or wrong answers. And due to potential sensitivity of responses, faculty may want to ask some generalized questions rather than have court managers share the “scores” for their court. For example, faculty might ask: “What did you discover about education in your court?” or “What do you think is the most important thing your court can do to enhance its educational system?”

Prior to using the final segment of the activity, faculty unfamiliar with “learning organizations” may want to do some research to gain a greater understanding of the components and processes involved. This aspect of the assessment may provide court managers with a framework for meeting significant educational aspirations

Learning Objective

8. Assess the status of education in the local court.

Assessing Education The Court Culture and Education

Read the descriptions in the left and right columns and then rank your court by circling a number. When finished, total the numbers you circled.

Description	Rank	Description
Our court openly values education as a tool for individual growth and organizational development.	10 9 8 7 6 5 4 3 2 1	Our court only uses education to solve problems or to introduce new procedures.
Our court has expectations for judges and court personnel regarding education.	10 9 8 7 6 5 4 3 2 1	Our court leaves decisions about education to individuals.
Our court encourages court managers to set educational goals for and in consultation with each individual.	10 9 8 7 6 5 4 3 2 1	Our court leaves educational goals to each individual.
Our court recognizes Individuals who achieve their educational goals.	10 9 8 7 6 5 4 3 2 1	Our court does not recognize individuals for educational achievements.
Our court expects judges and court personnel who design and deliver courses to participate in faculty development.	10 9 8 7 6 5 4 3 2 1	Our court uses content experts without concern about faculty development.
Judges and court personnel in our court view education as an opportunity.	10 9 8 7 6 5 4 3 2 1	Judges and court personnel in our court view education as a waste of time or punishment.
Supportive Culture 60-48	Local Court Total: _____	24-6 Ambivalent Culture

Thoughts or comments: _____

Effectiveness of Education in the Court

Read the descriptions in the left and right columns and then rank your court by circling a number. When finished, total the numbers you circled.

Description	Rank	Description
Court managers ensure that an instructional design model is always used to plan an educational experience.	10 9 8 7 6 5 4 3 2 1	Court managers do not know if faculty use an instructional design model.
Court managers are involved in instructional design by at least identifying and communicating educational needs and desired outcomes.	10 9 8 7 6 5 4 3 2 1	Court managers may involve themselves in instructional design if asked by faculty.
Court managers ensure that faculty use adult learning principles in the design and delivery of education.	10 9 8 7 6 5 4 3 2 1	Court managers do not know if faculty use adult learning principles
Court managers ensure that faculty honor differences in learning styles.	10 9 8 7 6 5 4 3 2 1	Court managers do not know if faculty honor differences in learning styles.
Court managers ensure that educational experiences are evaluated in a least two ways.	10 9 8 7 6 5 4 3 2 1	Court managers leave decisions about evaluations to faculty.
Court managers ensure evaluation results are shared with relevant individuals or groups to assist with future planning.	10 9 8 7 6 5 4 3 2 1	Court managers do not know if faculty shares evaluation results with anyone.
Effective Practices 60-48	Local Court Total: _____	24-6 Limited Effectiveness

Thoughts or comments: _____

Comprehensiveness of Educational Efforts

Read the descriptions in the left and right columns and then rank your court by circling a number. When finished, total the numbers you circled.

Description	Rank	Description
Our court offers orientation routinely and involves all new judges and court personnel.	10 9 8 7 6 5 4 3 2 1	Our court offers orientation sporadically and may not involve everyone new to the court.
Our court offers a collective orientation to introduce new individuals to the court, its mission, vision, values, strategic plan, etc.	10 9 8 7 6 5 4 3 2 1	Our court offers a collective orientation only to show new individuals how to use the computer, where to park, etc.
Our court ensures each department offers new individuals an orientation that follows a standard outline.	10 9 8 7 6 5 4 3 2 1	Our court leaves it to each department to decide whether to offer a departmental orientation.
Our court offers or sponsors continuing education on a regular basis.	10 9 8 7 6 5 4 3 2 1	Our court offers or sponsors training only when we have a new procedure.
Our court offers educational experiences that contribute to the professional development of individuals.	10 9 8 7 6 5 4 3 2 1	In our court education is only about intervention or correcting problems.
Our court offers some educational experiences that address the court's aspirations: mission, vision, values, strategic plan.	10 9 8 7 6 5 4 3 2 1	In our court educational experiences are for improving individual performance, not about the court's aspirations.
Comprehensive 60-48	Local Court Total: _____	24-6 Limited Scope

Thoughts or comments: _____

Courts as Learning Organizations

To prepare for the final assessment activity, review each factor of a learning organization and document thoughts on facilitating and inhibiting factors in your court.

Factor	Description	Your Court
Systems Thinking	Ongoing assessment and measurement of the performance of the organization as a whole and of its various components; engagement of the entire organization in assessing and in finding solutions	Facilitating Factors: Inhibiting Factors:
Personal Mastery	The commitment by an individual to the process of learning to benefit the organization. This requires the organization to develop a culture to foster that learning	Facilitating Factors: Inhibiting Factors:
Mental Models	Ingrained assumptions held by individuals and organizations – have been shaped into theories-in-use – and are open to inquiry and change	Facilitating Factors: Inhibiting Factors:
Shared Vision	A common identity that can provide focus and energy for learning, generally built on individual visions of employees at all levels of the organization	Facilitating Factors: Inhibiting Factors:
Team Learning	An accumulation of individual learning shared among employees, often using knowledge management structures, which allow creation, acquisition, dissemination, and implementation of knowledge throughout the organization	Facilitating Factors: Inhibiting Factors:

Court as a Learning Organization

Read the descriptions in the left and right columns and then rank your court by circling a number. When finished, total the numbers you circled.

Learning Organization	Local Court Tendency	Traditional Organization
Ongoing assessment and measurement of the performance of the organization as a whole and of its various components; engagement of the entire organization in assessing and in finding solutions.	10 9 8 7 6 5 4 3 2 1	Assessment of problems is within departments and divisions; solutions are localized.
Personal Mastery The commitment by an individual to the process of learning to benefit the organization. This requires the organization to develop a culture to foster that learning.	10 9 8 7 6 5 4 3 2 1	Training for the Job Only Education is focused on performance of the tasks associated with the job to help the individual perform his/her work, but does not affect the larger organization.
Mental Models Ingrained assumptions held by individuals and organizations – have been shaped into theories-in-use – and are open to inquiry and change.	10 9 8 7 6 5 4 3 2 1	Fixed Practices Models and practices are localized, fixed, and followed.
Shared Vision A common identity that can provide focus and energy for learning, generally built on individual visions of employees at all levels of the organization.	10 9 8 7 6 5 4 3 2 1	Limited Vision Organizational identity is based on the local work group, department or division; individuals may be aware of strategic plans, but have no input.
Team Learning An accumulation of individual learning shared among employees, often using knowledge management structures, which allow creation, acquisition, dissemination, and implementation of knowledge throughout the organization.	10 9 8 7 6 5 4 3 2 1	Localized Learning Individuals may share knowledge with co-workers in their department or division, but not beyond.
Learning Organization 50-40	Local Court Total: _____	24-5 Isolated Components

Activity Nine: Personal Strategies to Lead Education

Purpose

As court managers prepare to return to their local courts, they need to have a plan of action, a series of strategies to take a leadership role regarding education in their court. The previous activity, **Activity Eight – Assessing Education**, provided learners with information about the strengths and possible weaknesses of their educational efforts. This activity engages them in determining what to do about supporting the strengths and addressing the weaknesses. The importance of this activity cannot be overstated. Education is about change and is an investment of time and money. This activity is an indicator of what changes will occur in local courts as a result of a course based on this curriculum design, and it is a personal commitment by each learner to ensure change happens.

Notes about Using this Activity

As the final activity in a course based on this design, faculty need to ensure that court managers are ready to take responsibility for the administration of education before engaging them in this activity. Prior to introducing this activity, faculty may want to have a large group discussion asking: “What do you envision for education in your courts?” This is an individual activity, and due to potential sensitivity of responses, faculty may want to ask learners to share their responses to questions 2 and 3: “What has been your role and strategy [regarding education] to date?” and “What does your role need to be? Or how does your role need to change?”

Learning Objective

9. Develop personal strategies to actively lead education in the local court.

Personal Strategies to Lead Education

1. What needs to happen with your educational efforts (initiation, maintenance, enhancement, institutionalization, improved quality and/or quantity, etc.)?
2. What has been your role and strategy to date?
3. What does your role need to be? Or how does your role need to change?
4. With whom do you need to consult before you begin?
5. What are the facilitating factors for what you want to achieve?
6. What are the inhibiting factors?
7. What steps will you take, what are the timelines, who needs to be involved?

Step	Date	Others Involved
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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