



Judicial Council of California

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REPORT TO THE JUDICIAL COUNCIL

Item No.: 25-028
For business meeting on February 20, 2026

Title

Judicial Branch Education: Fiscal Years 2026–28 Education Plan

Report Type

Action Required

Rules, Forms, Standards, or Statutes Affected

None

Effective Date

July 1, 2026

Recommended by

Center for Judicial Education and Resources
Advisory Committee
Hon. Darrell S. Mavis, Chair

Date of Report

January 27, 2026

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Executive Summary

The Center for Judicial Education and Resources Advisory Committee recommends approval of a two-year education plan that will authorize the development and delivery of high-quality education programming and resources to enhance the ability of all individuals serving in the judicial branch to achieve high standards of professionalism, ethics, and performance for the benefit of the public they serve.

Recommendation

The Center for Judicial Education and Resources Advisory Committee recommends the Judicial Council approve the fiscal years 2026–28 Education Plan. Approval of this plan will authorize the committee, through the work of its standing curriculum committees, to develop and deliver education programs and resources that will enable its judicial branch constituencies to fulfill the education requirements and expectations outlined in rules 10.451–10.491 of the California Rules of Court.

Relevant Previous Council Action

Every two years, nine curriculum committees make recommendations for educational products to be included in a two-year plan. The Center for Judicial Education and Resources (CJER)

Advisory Committee analyzes those recommendations to finalize the proposed plan, which is then submitted for the council's approval. The advisory committee also modifies the plan as circumstances warrant (e.g., reduction in funding or staffing or emerging issues requiring new training). This model provides accountability to the Judicial Council for judicial branch education.

At the conclusion of each two-year education plan, the Judicial Council receives a report from the CJER Advisory Committee on the plan's execution and outcome. The CJER Advisory Committee will report to the Judicial Council on the outcome of the 2026–28 plan after its conclusion, should it be approved.

Analysis/Rationale

Judicial Council Strategic Goal V, Education for Branchwide Professional Excellence, is implemented by the CJER Advisory Committee and achieved through the delivery of high-quality educational products. These products help judicial officers and court personnel to achieve high standards of professionalism, ethics, and performance for the benefit of the public they serve.

Every two years, the CJER Advisory Committee creates, for the council's approval, a plan listing the educational products that will be developed and delivered during the two-year plan period. By approving the proposed 2026–28 Education Plan (see Attachment A), the Judicial Council will authorize the CJER Advisory Committee to fulfill its primary mission of developing and delivering education to the judicial branch.

Plan products include live courses offered in person and remotely and multiple distance-education products—such as videos, online courses, podcasts, and publications—that will be developed for and delivered to justices, judges, subordinate judicial officers, appellate court clerk/executive officers, court executive officers, and appellate and trial court management and staff. This plan maps out judicial branch education and training from July 1, 2026, through June 30, 2028.

As with previous education plans, the proposed 2026–28 Education Plan itemizes the length, number, general subject areas, and target audiences for all the high-cost items, including in-person statewide education events such as New Judge Orientation, the B. E. Witkin Judicial College, and the primary assignment orientations. The education plan also lists the number of, and anticipated audience for, lower-cost live courses that are offered remotely and recorded distance education products for judicial officers and court personnel, including videos, podcasts, and online courses.

The proposed education plan does not specify content details for distance delivery items. Instead, the plan specifies the numerical capacity of such products over the two-year period. In other words, the education plan maps out all education that will be provided but does not specify the title of each course or product. This ensures the flexibility to adapt to changes in the law and

enhances flexibility and responsiveness without impacting budgetary planning or advisory committee review.

Specific topics for each lower-cost product will be developed and prioritized on an ongoing basis using curriculum committees' feedback and tracked in a detailed Education Implementation Plan. Significant changes are reported to the CJER Advisory Committee at its quarterly meetings as part of its oversight of the implementation of the plan. The process has a high degree of transparency and oversight by judicial officer and court leader members of the CJER Advisory Committee and its curriculum committees (see Attachment B).

A notable difference between the proposed 2026–28 Education Plan and the prior education plan is that the proposed education plan returns the frequency of offerings of both the New Judge Orientation (NJO) live program and one offering of the B. E. Witkin Judicial College to the historical average of 10 NJO sessions and one college offering each calendar year. The number of offerings of those two programs in the prior education plan was expanded to accommodate the additional demand in that period.

Policy implications

In developing the education plan, the CJER Advisory Committee reviewed various educationally effective and cost-efficient alternatives to meet the educational needs and priorities identified by curriculum committees.

Curriculum committees determined their audiences' specific needs by:

- Reviewing attendance at live courses;
- Reviewing the currency and relevance of the online curriculum represented in the appropriate CJER Online Toolkits;
- Reviewing analytics on the usage of existing online products;
- Identifying gaps in the current curriculum; and
- Anticipating emerging educational needs.

Under a chair's leadership, each curriculum committee prioritized its audience's identified needs and indicated possible delivery methods. Those recommendations were submitted to the CJER Advisory Committee. With input from the curriculum committees, the 2026–28 Education Plan fulfills the educational needs of the numerous judicial branch audiences served by the CJER Advisory Committee.

Comments

Public comments were not solicited for this proposal because the recommendation is within the Judicial Council's purview to approve without circulation.

Alternatives considered

The CJER Advisory Committee's Judicial Branch Access, Ethics & Fairness Curriculum Committee recommended that the course titled "An In-Depth Look at Bias" be offered in person,

rather than remotely. However, on the draft education plan, the course is scheduled for remote delivery.

The CJER Advisory Committee followed its standard practice of conducting a cost-benefit analysis (see Attachment C) of all high-cost items requested by curriculum committees to determine whether the educational effectiveness of each item outweighs its high cost.

In conducting its cost-benefit analysis, the CJER Advisory Committee determined that the two primary factors for in-person delivery, immersion in a new subject and building relationships with fellow learners and colleagues, are not present for experienced judges who participate in ethics course offerings. The committee has found that ethics and fairness content can be delivered remotely with little impact on the quality of the experience for participants.

Additionally, the “In-Depth Look at Bias” course was poorly attended both times it was offered in the 2024–26 Education Plan. Although the course is designed for 35 participants, fewer than 12 people attended each offering.

At the completion of its cost-benefit analysis, the CJER Advisory Committee concluded that the benefits of offering the “In-Depth Look at Bias” course in person did not outweigh the costs. Therefore, the course is listed in the proposed education plan with remote delivery.

Fiscal and Operational Impacts

The proposed two-year education plan meets the judicial branch’s educational needs within the current CJER budget.

Attachments and Links

1. Attachment A: Education Plan: FY 2026–27 and FY 2027–28
2. Attachment B: Rosters of the CJER Advisory Committee and CJER Curriculum Committees
3. Attachment C: Comparison of Educational Benefits Among Delivery Methods

**Education Plan
FY 2026-27 and FY 2027-28**

Attachment A

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
Statewide Programs and Courses							
NEW JUDGE EDUCATION AND JUDICIAL ASSIGNMENT ORIENTATIONS							
1	B.E. Witkin Judicial College of California			In-person / Onsite	10 days	CJER Advisory Committee	Judges and SJOs
2	B.E. Witkin Judicial College of California			In-person / Onsite	10 days	CJER Advisory Committee	Judges and SJOs
3	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
4	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
5	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
6	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
7	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
8	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
9	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
10	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
11	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
12	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
13	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
14	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
15	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
16	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
17	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
18	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
19	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
20	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
21	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
22	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
23	Appellate Justice Orientation	Offered if Needed		In-person / Onsite	1 day	Appellate	Justices
24	Appellate Justice Orientation		Offered if Needed	In-person / Onsite	1 day	Appellate	Justices
25	Civil Law Basic Orientation (PAO)			In-person / Onsite	4.5 days	Civil	Judges and SJOs
26	Civil Law Basic Orientation (PAO)			In-person / Onsite	4.5 days	Civil	Judges and SJOs
27	Orientation for Experienced Civil Law Judges (PAO)			In-person / Onsite	3 days	Civil	Judges and SJOs
28	Orientation for Experienced Civil Law Judges (PAO)			In-person / Onsite	3 days	Civil	Judges and SJOs
29	Limited Jurisdiction, Small Claims & Unlawful Detainer Orientation (PAO)			In-person / Onsite	3 days	Civil	Judges and SJOs

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
30	Limited Jurisdiction, Small Claims & Unlawful Detainer Orientation (PAO)			In-person / Onsite	3 days	Civil	Judges and SJOs
31	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
32	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
33	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
34	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
35	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
36	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
37	Domestic Violence Institute: Orientation to Judicial Skills (VAWEP)			In-person / Onsite	4 days	VAWEP	Judges and SJOs
38	Traffic Orientation (PAO)			In-person / Onsite	2 days	Criminal	Judges and SJOs
39	Traffic Orientation (PAO)			In-person / Onsite	2 days	Criminal	Judges and SJOs
40	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
41	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
42	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
43	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
44	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
45	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
46	AB1058 Commissioners Orientation (PAO)			In-person / Onsite	.75 day	Family	Judges and SJOs
47	AB1058 Commissioners Orientation (PAO)			In-person / Onsite	.75 day	Family	Judges and SJOs
48	Dependency Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
49	Dependency Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
50	Dependency Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
51	Dependency Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
52	Juvenile Justice Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
53	Juvenile Justice Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
54	Juvenile Justice Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
55	Juvenile Justice Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
56	Probate Orientation (PAO)			In-person / Onsite	4.5 days	Probate	Judges, SJOs; Probate Attorneys, Probate
57	Probate Orientation (PAO)			In-person / Onsite	4.5 days	Probate	Judges, SJOs; Probate Attorneys, Probate
CONTINUING JUDICIAL EDUCATION - EXPERIENCED ASSIGNMENT COURSES							
58	Advanced Topics in Felony Sentencing			In-person / Onsite	2 days	Criminal	Judges and SJOs
59	Advanced Topics in Felony Sentencing			In-person / Onsite	2 days	Criminal	Judges and SJOs

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
60	CEQA Overview			Remote	2 days	Civil	Justices, Judges, Attorneys
61	CEQA Overview			Remote	2 days	Civil	Justices, Judges, Attorneys
62	Complex Civil Litigation Workshop			Remote	1 day	Civil	Complex Civil Judges
63	Death Penalty Trials			In-person / Onsite	2 days	Criminal	Judges and SJOs
64	Death Penalty Trials			In-person / Onsite	2 days	Criminal	Judges and SJOs
65	Environmental Law			In-person / Onsite	2 days	Civil	Justices, Judges, Attorneys
66	Environmental Law			In-person / Onsite	2 days	Civil	Justices, Judges, Attorneys
67	Evidence in Civil & Criminal Cases			Remote	.5 day	Civil	Judges and SJOs
68	Evidence in Civil & Criminal Cases			Remote	.5 day	Civil	Judges and SJOs
69	Fundamentals of Felony Sentencing			In-person / Onsite	3 days	Criminal	Judges and SJOs
70	Fundamentals of Felony Sentencing			In-person / Onsite	3 days	Criminal	Judges and SJOs
71	Fundamentals of Felony Sentencing			In-person / Onsite	3 days	Criminal	Judges and SJOs
72	Fundamentals of Felony Sentencing			In-person / Onsite	3 days	Criminal	Judges and SJOs
73	Handling Sexual Assault Cases (VAWEP)			Remote	2 days	VAWEP	Judges and SJOs
74	Handling Sexual Assault Cases (VAWEP)			Remote	2 days	VAWEP	Judges and SJOs
75	Homicide Trials			In-person / Onsite	2 days	Criminal	Judges and SJOs
76	Homicide Trials			In-person / Onsite	2 days	Criminal	Judges and SJOs
77	VAWEP TBD (formerly Ethics & SRLs)			Remote	1.5 days	VAWEP	Judges and SJOs
78	VAWEP TBD (formerly Ethics & SRLs)			Remote	1.5 days	VAWEP	Judges and SJOs
79	VAWEP TBD (formerly DV Nuts & Bolts)			Remote	.5 day	VAWEP	Judges and SJOs
80	VAWEP TBD (formerly DV Nuts & Bolts)			Remote	.5 day	VAWEP	Judges and SJOs
81	VAWEP TBD (formerly Human Trafficking)			Remote	2 days	VAWEP	Judges and SJOs
82	VAWEP TBD (formerly Human Trafficking)			Remote	2 days	VAWEP	Judges and SJOs
83	VAWEP TBD (formerly Abuse in Later Life)			Remote	2 days	VAWEP	Judges and SJOs
84	Water Law			In-person / Onsite	2 days	Civil	Justices, Judges, Attorneys
85	Water Law			In-person / Onsite	2 days	Civil	Justices, Judges, Attorneys

CONTINUING JUDICIAL EDUCATION COURSES - STATEWIDE INSTITUTES

86	Cow County Judges Institute			In-person / Onsite	2 days	CJER Advisory Committee	Judges and SJOs
87	Cow County Judges Institute			In-person / Onsite	2 days	CJER Advisory Committee	Judges and SJOs
88	Cow County Preconference Domestic Violence Course (VAWEP)			In-person / Onsite	.5 days	VAWEP	Judges and SJOs
89	Appellate Justices Institute	Every 18 Months		In-person / Offsite	2 days	Appellate	Justices

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
90	Civil Law Institute - A			Remote	1 days	Civil	Judges and SJOs
91	Civil Law Institute - B			Remote	1 days	Civil	Judges and SJOs
92	Civil Law Institute - C			Remote	1 days	Civil	Judges and SJOs
93	Civil Law Institute - D			Remote	1 days	Civil	Judges and SJOs
94	Criminal Law Institute - A			Remote	1 days	Criminal	Judges and SJOs
95	Criminal Law Institute - B			Remote	1 days	Criminal	Judges and SJOs
96	Criminal Law Institute - C			Remote	1 days	Criminal	Judges and SJOs
97	Criminal Law Institute - D			Remote	1 days	Criminal	Judges and SJOs
98	Family Law Institute - A			Remote	1 day	Family	Judges and SJOs
99	Family Law Institute - B			Remote	2 days	Family	Judges and SJOs
100	Juvenile Law Institute - A			Remote	2 days	Juvenile	Judges and SJOs
101	Juvenile Law Institute - B			Remote	2 days	Juvenile	Judges and SJOs
102	Probate and Mental Health Institute - A			Remote	1 days	Probate	Judges, SJOs; Probate Attorneys, Probate
103	Probate and Mental Health Institute - B			Remote	2 days	Probate	Judges, SJOs; Probate Attorneys, Probate
LEADERSHIP TRAINING - JUDICIAL							
104	PJ/CEO Management Institute			In-person / Offsite	2 days	JBLD	PJ/CEO
105	PJ/CEO Management Institute			In-person / Offsite	2 days	JBLD	PJ/CEO
106	Supervising Judge Institute			In-person / Onsite	2 days	JBLD	Judges and SJOs
107	Supervising Judge Institute			In-person / Onsite	2 days	JBLD	Judges and SJOs
LEADERSHIP TRAINING - COURT PERSONNEL							
108	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
109	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
110	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
111	Institute for Court Management (ICM)			Remote	2.5 days	JBLD	Manager/ Supervisors CEOs
112	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
113	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
114	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
115	Institute for Court Management (ICM)			Remote	2.5 days	JBLD	Manager/ Supervisors CEOs
116	Core 40: Basic Training for Supervisors/Managers			In-person / Onsite	4 days	JBLD	Manager/ Supervisors
117	Core 40: Basic Training for Supervisors/Managers			In-person / Onsite	4 days	JBLD	Manager/ Supervisors
118	Core 40: Basic Training for Supervisors/Managers			Remote	4 days	JBLD	Manager/ Supervisors

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
119	Core 40: Basic Training for Supervisors/Managers			In-person / Onsite	4 days	JBLD	Manager/ Supervisors
120	Core 40: Basic Training for Supervisors/Managers			In-person / Onsite	4 days	JBLD	Manager/ Supervisors
121	Core 40: Basic Training for Supervisors/Managers			Remote	4 days	JBLD	Manager/ Supervisors
122	Advanced Core 40 for Supervisors/Managers	Blue		In-person / Onsite	3 days	JBLD	Manager/ Supervisors
123	Advanced Core 40 for Supervisors/Managers	Blue		Remote	3 days	JBLD	Manager/ Supervisors
124	Advanced Core 40 for Supervisors/Managers			In-person / Onsite	3 days	JBLD	Manager/ Supervisors
125	Advanced Core 40 for Supervisors/Managers			Remote	3 days	JBLD	Manager/ Supervisors
126	Core 24: Advanced Skills for Experienced Managers/Administrators	Blue		In-person / Onsite	3 days	JBLD	Manager/ Administrator
127	Core 24: Advanced Skills for Experienced Managers/Administrators			Remote	3 days	JBLD	Manager/ Administrator
128	Leadership Topic	Blue		In-person / Onsite		JBLD	Manager/Supervisor
129	Leadership Topic	Blue		Remote		JBLD	Manager/Supervisor
130	Leadership Topic			In-person / Onsite		JBLD	Manager/Supervisor
131	Leadership Topic			Remote		JBLD	Manager/Supervisor

COURT PERSONNEL INSTITUTES AND COURSES

132	Appellate Judicial Attorney Institute	Blue		In-person / Offsite	2 days	Appellate	Judicial Attorneys
133	Appellate Judicial Attorney Institute			In-person / Offsite	2 days	Appellate	Judicial Attorneys
134	Appellate Management Institute	Blue		In-person / Onsite	2.5 days	Appellate	Appellate Managers and Supervisors
135	Appellate Staff Course	Blue		Remote	1 day	Appellate	Appellate Staff
136	Appellate Staff Institute			In-person / Offsite	2 days	Appellate	Appellate Staff
137	Court Clerk Training Institute (CTCI)	Blue		In-person / Onsite	4 days	TCO	Trial Court Staff
138	Court Clerk Training Institute (CTCI)	Blue		In-person / Onsite	4 days	TCO	Trial Court Staff
139	Court Clerk Training Institute (CTCI)	Blue		In-person / Onsite	4 days	TCO	Trial Court Staff
140	Court Clerk Training Institute (CTCI)	Blue		In-person / Onsite	4 days	TCO	Trial Court Staff
141	Court Clerk Training Institute (CTCI)	Blue		In-person / Onsite	4 days	TCO	Trial Court Staff
142	Court Clerk Training Institute (CTCI)	Blue		In-person / Onsite	4 days	TCO	Trial Court Staff
143	Court Clerk Training Institute (CTCI)	Blue		Remote	4 days	TCO	Trial Court Staff
144	Court Clerk Training Institute (CTCI)	Blue		Remote	4 days	TCO	Trial Court Staff
145	Court Clerk Training Institute (CTCI)			In-person / Onsite	4 days	TCO	Trial Court Staff
146	Court Clerk Training Institute (CTCI)			In-person / Onsite	4 days	TCO	Trial Court Staff
147	Court Clerk Training Institute (CTCI)			In-person / Onsite	4 days	TCO	Trial Court Staff
148	Court Clerk Training Institute (CTCI)			In-person / Onsite	4 days	TCO	Trial Court Staff

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
149	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
150	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
151	Court Clerk Training Institute (CCTI)			Remote	4 days	TCO	Trial Court Staff
152	Court Clerk Training Institute (CCTI)			Remote	4 days	TCO	Trial Court Staff
153	Preparing for Leadership			In-person / Onsite	1 day	TCO	Pre-supervisory staff
154	Preparing for Leadership			Remote	1 day	TCO	Pre-supervisory staff
155	Preparing for Leadership			In-person / Onsite	1 day	TCO	Pre-supervisory staff
156	Preparing for Leadership			Remote	1 day	TCO	Pre-supervisory staff
157	Core Leadership and Training Skills			In-person / Onsite	3 days	TCO	Leads and Seniors
158	Core Leadership and Training Skills			Remote	3 days	TCO	Leads and Seniors
159	Core Leadership and Training Skills			In-person / Onsite	3 days	TCO	Leads and Seniors
160	Core Leadership and Training Skills			Remote	3 days	TCO	Leads and Seniors
161	Trial Court Judicial Attorney Institute		Every Other Year	In-person / Offsite	2 days	CJER Advisory Committee	Trial Court Attorneys
162	Court Personnel: Staff Topic			In-person / Onsite		TCO	Court Staff
163	Court Personnel: Staff Topic			In-person / Onsite		TCO	Court Staff
164	Court Personnel: Staff Topic			Remote		TCO	Court Staff
165	Court Personnel: Staff Topic			In-person / Onsite		TCO	Court Staff
166	Court Personnel: Staff Topic			In-person / Onsite		TCO	Court Staff
167	Court Personnel: Staff Topic			Remote		TCO	Court Staff
Remote (courses capacity is 24 per year, excluding titled programs)							
168	Qualifying Ethics 9 Core Course			Remote	Multiple offerings	JBAEF	Justices, Judges, and SJs
169	Qualifying Ethics 9 Core Course			Remote	Multiple offerings	JBAEF	Justices, Judges, and SJs
170	Antibias			Remote	2 offerings	JBAEF	Justices, Judges, and SJs
171	Antibias			Remote	2 offerings	JBAEF	Justices, Judges, and SJs
172	Remote Course - Judicial			Delivered Remotely	60-180 mins		
173	Remote Course			Delivered Remotely	60-180 mins		
174	Remote Course - Judicial			Delivered Remotely	60-180 mins		
175	Remote Course			Delivered Remotely	60-180 mins		
176	Remote Course - Judicial			Delivered Remotely	60-180 mins		
177	Remote Course			Delivered Remotely	60-180 mins		
178	Remote Course - Judicial			Delivered Remotely	60-180 mins		

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
179	Remote Course			Delivered Remotely	60-180 mins		
180	Remote Course - Judicial			Delivered Remotely	60-180 mins		
181	Remote Course			Delivered Remotely	60-180 mins		
182	Remote Course - Judicial			Delivered Remotely	60-180 mins		
183	Remote Course			Delivered Remotely	60-180 mins		
184	Remote Course - Judicial			Delivered Remotely	60-180 mins		
185	Remote Course			Delivered Remotely	60-180 mins		
186	Remote Course - Judicial			Delivered Remotely	60-180 mins		
187	Remote Course			Delivered Remotely	60-180 mins		
188	Remote Course - Judicial			Delivered Remotely	60-180 mins		
189	Remote Course			Delivered Remotely	60-180 mins		
190	Remote Course - Judicial			Delivered Remotely	60-180 mins		
191	Remote Course			Delivered Remotely	60-180 mins		
192	Remote Course - Judicial			Delivered Remotely	60-180 mins		
193	Remote Course			Delivered Remotely	60-180 mins		
194	Remote Course - Judicial			Delivered Remotely	60-180 mins		
195	Remote Course			Delivered Remotely	60-180 mins		
196	Remote Course - Judicial			Delivered Remotely	60-180 mins		
197	Remote Course			Delivered Remotely	60-180 mins		
198	Remote Course - Judicial			Delivered Remotely	60-180 mins		
199	Remote Course			Delivered Remotely	60-180 mins		
200	Remote Course - Judicial			Delivered Remotely	60-180 mins		
201	Remote Course			Delivered Remotely	60-180 mins		
202	Remote Course - Judicial			Delivered Remotely	60-180 mins		
203	Remote Course			Delivered Remotely	60-180 mins		
204	Remote Course - Judicial			Delivered Remotely	60-180 mins		
205	Remote Course			Delivered Remotely	60-180 mins		
206	Remote Course - Judicial			Delivered Remotely	60-180 mins		
207	Remote Course			Delivered Remotely	60-180 mins		
208	Remote Course - Judicial			Delivered Remotely	60-180 mins		
209	Remote Course			Delivered Remotely	60-180 mins		

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
210	Remote Course - Judicial			Delivered Remotely	60-180 mins		
211	Remote Course			Delivered Remotely	60-180 mins		
212	Remote Course - Judicial			Delivered Remotely	60-180 mins		
213	Remote Course			Delivered Remotely	60-180 mins		
214	Remote Course - Judicial			Delivered Remotely	60-180 mins		
215	Remote Course			Delivered Remotely	60-180 mins		
216	Remote Course - Judicial			Delivered Remotely	60-180 mins		
217	Remote Course			Delivered Remotely	60-180 mins		
Videos							
10 MINUTE MENTORS (capacity is 7 per year)							
218	10 Minute Mentor			Video			
219	10 Minute Mentor			Video			
220	10 Minute Mentor			Video			
221	10 Minute Mentor			Video			
222	10 Minute Mentor			Video			
223	10 Minute Mentor			Video	10-20 mins		
224	10 Minute Mentor			Video	10-20 mins		
225	10 Minute Mentor			Video			
226	10 Minute Mentor			Video			
227	10 Minute Mentor			Video			
228	10 Minute Mentor			Video			
229	10 Minute Mentor			Video			
230	10 Minute Mentor			Video	10-20 mins		
231	10 Minute Mentor			Video	10-20 mins		
COURT PERSONNEL Videos/Self-Guided courses (capacity is 12 per year)							
232	Staff			Video/Self-Guided			
233	Staff			Video/Self-Guided			
234	Staff			Video/Self-Guided			
235	Staff			Video/Self-Guided			
236	Staff			Video/Self-Guided			
237	Staff (Cultural Competency/Anti-Bias)			Video/Self-Guided			

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
238	Manager/Supervisor			Video/Self-Guided			
239	Manager/Supervisor			Video/Self-Guided			
240	Manager/Supervisor			Video/Self-Guided			
241	Manager/Supervisor			Video/Self-Guided			
242	Manager/Supervisor			Video/Self-Guided			
243	Manager/Supervisor			Video/Self-Guided			
244	Staff			Video/Self-Guided			
245	Staff			Video/Self-Guided			
246	Staff			Video/Self-Guided			
247	Staff			Video/Self-Guided			
248	Staff			Video/Self-Guided			
249	Staff			Video/Self-Guided			
250	Manager/Supervisor			Video/Self-Guided			
251	Manager/Supervisor			Video/Self-Guided			
252	Manager/Supervisor			Video/Self-Guided			
253	Manager/Supervisor			Video/Self-Guided			
254	Manager/Supervisor			Video/Self-Guided			
255	Manager/Supervisor			Video/Self-Guided			
JUDICIAL VIDEOS (capacity is 6 per year)							
256	Video			Video	60 mins		
257	Video			Video	60 mins		
258	Video			Video	60 mins		
259	Video			Video	60 mins		
260	Video			Video	60 mins		
261	Video			Video	60 mins		
262	Video			Video	60 mins		
263	Video			Video	60 mins		
264	Video			Video	60 mins		
265	Video			Video	60 mins		
266	Video			Video	60 mins		
267	Video (Cultural Competency/Anti-Bias)			Video	60 mins		

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
VIDEO SIMULATIONS (capacity is 3 per year)							
268	Video Courtroom Simulation			Video			
269	Video Courtroom Simulation			Video			
270	Video Courtroom Simulation			Video			
271	Video Courtroom Simulation			Video			
272	Video Courtroom Simulation			Video			
273	Video Courtroom Simulation			Video			
Legal Update Videos (capacity is 5 per year)							
274	Legal Update			Video	60-90 mins		
275	Legal Update			Video	60-90 mins		
276	Legal Update			Video	60-90 mins		
277	Legal Update			Video	60-90 mins		
278	Legal Update			Video	60-90 mins		
279	Legal Update			Video	60-90 mins		
280	Legal Update			Video	60-90 mins		
281	Legal Update			Video	60-90 mins		
282	Legal Update			Video	60-90 mins		
283	Legal Update			Video	60-90 mins		
Podcasts (capacity is 24 per year)							
284	Podcast			Podcast	10-45 mins		
285	Podcast			Podcast	10-45 mins		
286	Podcast			Podcast	10-45 mins		
287	Podcast			Podcast	10-45 mins		
288	Podcast			Podcast	10-45 mins		
289	Podcast			Podcast	10-45 mins		
290	Podcast			Podcast	10-45 mins		
291	Podcast			Podcast	10-45 mins		
292	Podcast			Podcast	10-45 mins		
293	Podcast			Podcast	10-45 mins		
294	Podcast			Podcast	10-45 mins		
295	Podcast			Podcast	10-45 mins		

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
296	Podcast			Podcast	10-45 mins		
297	Podcast			Podcast	10-45 mins		
298	Podcast			Podcast	10-45 mins		
299	Podcast			Podcast	10-45 mins		
300	Podcast			Podcast	10-45 mins		
301	Podcast			Podcast	10-45 mins		
302	Podcast			Podcast	10-45 mins		
303	Podcast			Podcast	10-45 mins		
304	Podcast			Podcast	10-45 mins		
305	Podcast			Podcast	10-45 mins		
306	Podcast			Podcast	10-45 mins		
307	Podcast			Podcast	10-45 mins		
308	Podcast			Podcast	10-45 mins		
309	Podcast			Podcast	10-45 mins		
310	Podcast			Podcast	10-45 mins		
311	Podcast			Podcast	10-45 mins		
312	Podcast			Podcast	10-45 mins		
313	Podcast			Podcast	10-45 mins		
314	Podcast			Podcast	10-45 mins		
315	Podcast			Podcast	10-45 mins		
316	Podcast			Podcast	10-45 mins		
317	Podcast			Podcast	10-45 mins		
318	Podcast			Podcast	10-45 mins		
319	Podcast			Podcast	10-45 mins		
320	Podcast			Podcast	10-45 mins		
321	Podcast			Podcast	10-45 mins		
322	Podcast			Podcast	10-45 mins		
323	Podcast			Podcast	10-45 mins		
324	Podcast			Podcast	10-45 mins		
325	Podcast			Podcast	10-45 mins		
326	Podcast			Podcast	10-45 mins		

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
327	Podcast			Podcast	10-45 mins		
328	Podcast			Podcast	10-45 mins		
329	Podcast			Podcast	10-45 mins		
330	Podcast			Podcast	10-45 mins		
331	Podcast			Podcast	10-45 mins		
Self-Guided Courses							
SELF-GUIDED TUTORIALS							
332	Staff Topic			Video / E-learning course	10-20 mins	TCO	Court Staff
333	Staff Topic			Video / E-learning course	10-20 mins	TCO	Court Staff
334	Staff Topic			Video / E-learning course	10-20 mins	TCO	Court Staff
335	Staff Topic			Video / E-learning course	10-20 mins	TCO	Court Staff
Updates to Self-Guided Courses (capacity is 5 per year)							
336	Online Course Update			Video / E-learning course			
337	Online Course Update			Video / E-learning course			
338	Online Course Update			Video / E-learning course			
339	Online Course Update			Video / E-learning course			
340	Online Course Update			Video / E-learning course			
341	Online Course Update			Video / E-learning course			
342	Online Course Update			Video / E-learning course			
343	Online Course Update			Video / E-learning course			
344	Online Course Update			Video / E-learning course			
345	Online Course Update			Video / E-learning course			
Updates to Publications (capacity is 16 per year)							
346	Felony Sentencing Handbook			Publication Update		Criminal	
347	Felony Sentencing Handbook			Publication Update		Criminal	
348	Mandatory Jury Instructions Handbook			Publication Update		Criminal	
349	Mandatory Jury Instructions Handbook			Publication Update		Criminal	
350	Domestic Violence Cases in Criminal Court Benchbook			Publication Update		Criminal	
351	Domestic Violence Cases in Criminal Court Benchbook			Publication Update		Criminal	
352	Search and Seizure Benchbook			Publication Update		Criminal	
353	Search and Seizure Benchbook			Publication Update		Criminal	

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
354	Small Claims and Consumer Law Benchbook			Publication Update		Civil	
355	Small Claims and Consumer Law Benchbook			Publication Update		Civil	
356	Civil Proceedings Benchbook—Trial			Publication Update		Criminal	
357	Civil Proceedings Benchbook—Trial			Publication Update			
358	Civil Proceedings Benchbook—Discovery			Publication Update			
359	Civil Proceedings Benchbook—Discovery			Publication Update			
360	Civil Proceedings Benchbook—After Trial			Publication Update			
361	Civil Proceedings Benchbook—After Trial			Publication Update			
362	Civil Proceedings Benchbook—Before Trial			Publication Update			
363	Civil Proceedings Benchbook—Before Trial			Publication Update			
364	Publication Update - TBD			Publication Update			
365	Publication Update - TBD			Publication Update			
366	Publication Update - TBD			Publication Update			
367	Publication Update - TBD			Publication Update			
368	Publication Update - TBD			Publication Update			
369	Publication Update - TBD			Publication Update			
370	Publication Update - TBD			Publication Update			
371	Publication Update - TBD			Publication Update			
372	Publication Update - TBD			Publication Update			
373	Publication Update - TBD			Publication Update			
374	Publication Update - TBD			Publication Update			
375	Publication Update - TBD			Publication Update			
376	Publication Update - TBD			Publication Update			
377	Publication Update - TBD			Publication Update			
New Judicial Bench Tools							
378	Produced As Needed						
New Staff Job Aids							
379	Produced As Needed						
Updates to Bench Tools							
380	Updates As Needed						
381	DV Selected Case Summaries and Statutes					CJER Advisory	Judges and SJOs

Education Plan
FY 2026-27 and FY 2027-28

Plan #	Content	Plan Year 1 2026-2027	Plan Year 2 2027-2028	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
382	DV Selected Case Summaries and Statutes					CJER Advisory	Judges and SJOs
Updates to Job Aids							
383	Updates As Needed						
Updates to Course and Facilitation Guides							
384	General Ethics (lesson plan and course materials)			Course and Facilitation Guide Update		JBAEF	Judges and SJOs
385	Bench Demeanor (lesson plan)			Course and Facilitation Guide Update		JBAEF	Judges and SJOs
386	Temporary Judges--Bench Demeanor			Course and Facilitation Guide Update		JBAEF	Judges and SJOs
387	Temporary Judges--General Ethics			Course and Facilitation Guide Update		JBAEF	Judges and SJOs



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Comparison of Educational Benefits Among Delivery Methods (Live In-Person, Live Remote, and Recorded Distance Education)

What are the unique educational benefits of live in-person education? When is live remote education effective for the designated learning objectives? When are recorded presentations (videos, podcasts) and software-based e-learning effective for the designated learning objectives?

Live in-person education uniquely facilitates social interaction among participants and faculty. Some may see social interaction as a bonus that is merely supplemental to educational goals, or a pleasant, unintended side effect of bringing people together. In fact, according to the constructivist learning theories favored by many adult education experts, especially in the work of psychologist Lev Vygotsky, social interaction, like discussion, mentoring, and team problem-solving, is fundamental to the development of cognition.¹ One social scientist sums it up this way: "Social interaction is the basis of learning and development."²

Social interaction enhances individual engagement and participation, which increases attention, comprehension, and retention. Though careful remote design can increase engagement, distance education rarely offers genuine, sustained social interaction. Distance education can afford opportunities for individual participants to multi-task or tune out invisibly, which makes for significantly less engagement. Distance education can build on existing connections and trust among participants, but it is much harder to create those connections from nothing. Distance education thus lacks a crucial dimension of learning, especially for participants who do not share a pre-existing social connection. In-person education takes advantage of natural opportunities for sustained social interaction to increase focus, inspire trust that allows participants to practice new skills freely, make mistakes, re-examine existing beliefs, and create communities of learning that extend outside the classroom.

Because of the distractions and lack of engagement inherent in the online environment, distance education also does a poor job delivering content that is entirely new to participants. When participants already possess knowledge related to the new content, they can use previous knowledge as anchors for the new knowledge, and their comprehension is increased.³ But when participants lack context and other cognitive prerequisites, then a more immersive and responsive teaching environment works better for acquiring new knowledge.

¹ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press, cited in: McLeod, S. A. (2014). Lev Vygotsky. Retrieved from www.simplypsychology.org/vygotsky.html

² <https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1252177> "Applications of Vygotsky's sociocultural approach for teachers' professional development" Karim Shabani (Cogent Education Journal, Volume 3, 2016, Issue 1)

³ Bransford, J. D., & Johnson, M. K (1972). Contextual prerequisites for understanding ; Some investigations of comprehension and recall. *Journal of Verbal Learning and Verbal Behaviour*, 11, 717-726. <http://www.cogsci.umn.edu/docs/pdfs/Bransford1972-JVLVB.pdf>

Distance education, live and recorded, nonetheless can accomplish some learning objectives well, and others adequately. Below is a discussion of benefits that each mode can offer, beyond the basic benefit of presenting content or information.

Benefits Unique to Live In-Person Delivery

1. *Uninterrupted single-focus learning:* Although distance education is conveniently accessible to the learner in his or her workplace, it also makes the learner accessible to workplace interruptions and prone to multi-tasking. Multi-tasking, far from being efficient, actively interferes with learning,⁴ especially of complex material. Trial court judges have admitted: “There are too many distractions [at court] . . . as there is always something else to do, like review files for the next day.” “I get distracted often when sitting at my desk trying to view an online course.”⁵ In the 2014 CJER Governing Committee Evaluation of CJER Programs and Products: Survey Report, judicial officers valued the way live education offers them uninterrupted, focused education away from court.

Best for: wholly new disciplines and knowledge networks, where there is fewer associative *schema*, or hooks, in memory to anchor new knowledge. Good for all learning, since distraction and interruptions disrupt all learning.

Examples: Primary Assignment Orientations, New Judge Orientation, Judicial College, CCTI, Core Forty for new managers and supervisors

2. *Confidential practice space for soft skills:* Reassessment of belief systems and habitual behavior, and the acquisition of personal skills require a confidential, peer-to-peer practice space. The 2014 Report of the Experienced Judge Education Workgroup found that “experienced judges need more live programming, specifically in the areas of courtroom control and communication, and disruptive litigants.”⁶ In an in-person environment, affective (emotional and empathetic) instruction can effectively overcome natural resistance to changing personal beliefs, values, and stereotypes. Most personal skills, including leadership skills, require an in-person, interactive space where participants can try out new skills, for instance, using role-play.

Best for: Soft skills (like demeanor or leadership), participants rehearse the skill, and receive immediate feedback. Practicing these skills make participants vulnerable and therefore require trust among participants. Trust is hard to achieve in any situation, but especially so at a distance.

Examples: Managing implicit bias, treating SRLs with respect, interacting with high conflict personalities, building customer service skills, prioritizing self-care (mindfulness), improving performance, acquiring supervisory skills, and areas such as ethics, trauma, and fairness.

3. *Multi-sensory experience:* Participation in live in-person education activates multiple senses to a far greater degree than recorded or live at-a-distance education. The more senses involved in a learning experience, the easier it is for the brain to pay attention in the moment and to access memories

⁴ American Psychological Association, March 20, 2006: <http://www.apa.org/research/action/multitask.aspx>; <https://www.psychologytoday.com/blog/creativity-without-borders/201405/the-myth-multitasking>

⁵ 2014 CJER Governing Committee Evaluation of CJER Programs and Products: Survey Report, pp. 24, 20.

⁶ 2014 Report of the Experienced Judge Education Workgroup, p. 11

later.⁷ The lack of multi-sensory activities may be one reason presentations via screen can be less engaging than in-person learning.

Best for: experiential learning (creating empathy, for instance, where the situation of another person, like a self-represented litigant, a limited speaker of English, or a victim of domestic violence, needs to be understood holistically, rather than simply as a part of a legal scenario).

Good for: all kinds of learning, because participant engagement is necessary for attention and memory.

4. *Immersive adoption of a new role:* Live in-person multiple-day training creates an immersive environment that helps new judges, court leaders and staff internalize the mindset and technical skills of a role that is new to them. In game theory, multi-sensory experiences and emotional engagement prompt participants to adopt the mindset of a new character,⁸ and reproduce to some limited extent the immersive qualities of live in-person training. CJER's live distance education does not (yet) emulate the character-based interaction of online games.

Best for: Ethics, discretion, demeanor, orientation to new roles, acquisition of organization culture, and experiential learning. Examples: PAOs, NJO, Judicial College.

Benefits Uniquely Effective in In-Person Delivery, But Also Present in Live Distance Education

5. *Ample time for in-depth conceptual learning and reflection:* Legal education, which is complicated and nuanced, requires time without interruptions for learners to explore a fully developed context and make use of educational scaffolding, a cognitive sequencing that supports in-depth learning.⁹ The 2014 *Report of the Experienced Judge Education Workgroup* noted that, "For experienced judges, however, the opportunity to reflect on the role of the judge, how judges make decisions, and how to take one's judging 'to the next level' is a valuable area of educational support." Abstract conceptual work and new ideas require time to internalize and process.

Best for: New assignment areas, new approaches to psychology (mental health, addiction); complex areas of law, like felony sentencing, death penalty trials, and complex civil litigation.

6. *Collaborative learning:* Participants can tackle problems and discuss questions together effectively in in-person environments, but also to some extent in distant and asynchronous environments. Collaborative learning in an in-person environment tends to accelerate and extend cognition-building social interaction beyond what can be achieved at a distance. Trial court judges affirm the value of collaborative learning for their work: "Audience involvement is very important. The

⁷ *Research-Based Strategies to Ignite Student Learning*, Judy Willis (Association for Supervision & Curriculum Development: 2007), http://www.ascd.org/publications/books/107006/chapters/Memory,_Learning,_and_Test-Taking_Success.aspx

⁸ "Serious Games for Immersive Cultural Training: Creating a Living World," Marjorie A. Zielke, *IEEE Computer Graphics and Applications*, Volume 29, [Issue 2](#), March-April 2009. DOI: [10.1109/MCG.2009.30](https://doi.org/10.1109/MCG.2009.30) <http://ieeexplore.ieee.org/abstract/document/4797516/>

⁹ Larkin, M. (2002). *Using scaffolded instruction to optimize learning*. <http://www.vtaide.com/png/ERIC/Scaffolding.htm>

speakers don't have all the answers." "You have a chance to learn from the other students -- discussions are often the most valuable part of class."¹⁰

Best for: Problem-solving, practical application of new abstract learning.

Good for: Content where reasonable minds can disagree, and learners might benefit from hearing a range of peer opinions and experiences, including ethics and leadership. Improves all learning because of better attention and engagement. Examples: all CJER classes.

7. *Immediate verbal and nonverbal feedback:* When participants receive and offer feedback in the moment, learning is accelerated. When faculty receive participant feedback, including non-verbal communication, faculty can respond immediately to various learning needs in the classroom and offer differentiated instruction.¹¹ A trial judge notes that in in-person education "instructors are able to adapt to the class and be more responsive to the needs of students."¹² Live distance education can minimize non-verbal communication, and verbal feedback is often dampened in remote environments.

Best for: soft skills, application of knowledge in hypothetical problems, practice with new processes. Also good for learners with a range of experience, so faculty adjustments can be made.

Good for: all kinds of learning. Examples include all CJER classes.

8. *Fostering innovation:* Creative problem-solving often comes from less focused, goal-oriented cognitive exploration and the stimulation of new environments and social interaction. New learning, interaction with new people, and breaks from the daily routine can prompt an expansion of the solution horizon. Live distance education can provide broadly stimulating new information and cognitive activity, but it is not dramatically different in context or social interaction, and tends to be less effective in stimulating creativity.

Best for: experienced judges to hear alternate practices and solutions from other courts that can lead to new ideas and improved processes. Examples: CCTI, state-wide Institutes and other courses.

9. *A community of learning in and out of the classroom:* During in-person education, peer-to-peer interaction mitigates professional isolation, and lays the foundation for professional relationships beyond the classroom. In-person education can also lay the foundation for subsequent mentorships and exchanges of ideas; it also can energize subsequent distance education. Distance education, especially in an asynchronous environment, does not have the same impact, though it can build some connections and facilitate exchanges of information. Trial court judges observe that, "Meeting other judges from across the state and learning how other areas do things is invaluable." "We can all read. We can all access the computer. What we can't do is access each other. We are locked into a system where we are isolated in our courtrooms and our chambers. We need to TALK to each other."¹³

¹⁰ 2014 CJER Governing Committee Evaluation of CJER Programs and Products: Survey Report, p. 18

¹¹ "Meeting Students Where They Are," Tracy Heubner, *Educational Leadership*, February 2010, Volume 67 , Number 5, Pages 79-81 <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>

¹² 2014 CJER Governing Committee Evaluation of CJER Programs and Products: Survey Report, p. 18

¹³ 2014 CJER Governing Committee Evaluation of CJER Programs and Products: Survey Report, pp. 17, 18

Best for: Sharing best practices and common problems among peers. Judges and court staff feel the uniqueness of their roles and those of their courts acutely, and give more credence to peers who teach them formally or informally. The value of peer-to-peer interaction increases for those in unique roles at their own courts. Presiding judges and court executive officers, for instance, do not have local peers in similar roles with whom to exchange experience and ideas.

Good for: Orientation to new roles, since forming a strong community of learning accelerates learning and social change. Examples: NJO, Judicial College, PAOs, PJ/CEO and other Institutes.

Benefits Uniquely Effective in Live Distance Education

10. *Accessibility:* No education works when it is inaccessible to participants or faculty. Statewide in-person events are accessible to some but not all of the potential audience and faculty, because of the amount of time and cost to travel. Live education at a distance is accessible to a far greater number of participants and faculty because they do not need to travel to participate. There may also be increased accessibility for introverted participants, who may be less likely to participate and speak in an in-person setting.
11. *Reduced cost:* No education is available if it is too costly to deliver in a statewide in-person event. Statewide in-person events require funding for participant and faculty lodging and meals, faculty transportation and equipment, and meeting room rental.
12. *Timeliness:* Live education at a distance can be implemented quickly and multiple times to achieve time-sensitive objectives. Statewide events require much more time to deliver because of mandated government procurement rules, hotel venue selection, contract negotiation, registration-site development, and a host of other administrative logistics.

Best for: Content that does not require immersion and that does not include soft skills that need practice; learners who already have an established community of learning; learners who are already competent in an area and are adding new information to established knowledge and memory anchors; content where there is need for quick dissemination of new information, and where a knowledge and memory structure is already in place to anchor the new knowledge. Examples: case law updates, emergent changes to existing law and processes, tips and tricks, Q&A for subject matter experts with experienced participants.

13. *Equal audio-visual quality for all participants.* Unlike a physical classroom, where certain may have less good audio-visual access, everyone has the same, usually very good, audio-visual impact over webconferencing software.
14. *Written record for some questions and answers.* Text chat can provide written record for questions and answers.
15. *More accessible for introverts.* Text chat can provide a more accessible communication medium for introverted participants (a high percentage of the judicial audience).

Benefits Unique to E-Learning and Recorded Content

16. *Microlearning*: Discrete, small chunks of content presented just-in-time or at regularly spaced intervals. Benefits:

- *Timing*. Learners are highly motivated to pay attention, comprehend and retain the information at the moment they access the education.
- *Retrieval practice (building long-term memories)*. A microlearning structure can also be used at spaced intervals as retrieval practice (the principle on which flash cards work) to build long term memories, which does not happen in a one-time class.¹⁴
- *Schedule Accessibility*. Accessible for learners with inflexible schedules.

Best for: specific, process-oriented content; content that may not be needed by learners on an everyday basis, but for which there is some foundational knowledge; just-in-time learning; to refresh and build on existing knowledge. Examples: *Ten-Minute Mentors* and job aids.

17. *Interactive Online Courses*: Classic e-learning courses that a single learner navigates, with quizzes and other interactive features. Benefits:

- *Geographic and Schedule Accessibility*.
- *Self-pacing*.
- *Immediate feedback (correct/incorrect answers on quizzes)*

Best for: content where role-playing and role-modeling is not needed, for skills that are more technical than managerial or discretionary; creation of the e-learning courses is time-intensive, so best suited to stable content.

18. *Videos Designed for Remote Instruction*: These videos do not include a “studio audience,” and are designed to make the most of visual potential of the medium and varied presentation approaches (not talking heads) possible; these videos are also designed to facilitate active learning as much as possible. Benefits:

- *Self-pacing*.
- *Visual demonstration of processes and skills*.
- *Immediate feedback on learning activities can be provided*.
- *Story-telling*. Story-telling is an innately effective means of teaching that videos frequently employ, for instance, in interviews.¹⁵

Best for: Content that is likely to remain stable; introducing overviews of new ideas, for presenting the experience and knowledge of experts; for presenting focused episodes from relevant history, and the importance of new processes; refreshing or building new skills, and building more cultural competence. Examples: *Continuing the Dialogue, Recognizing and Managing Secondhand Trauma, JIBSIS: AN Overview*, etc.

¹⁴Roediger III, H. L., & Butler, A. C. (2011). The critical role of retrieval practice in long-term retention. *Trends in Cognitive Sciences*, 15(1), 20-27. <https://pubmed.ncbi.nlm.nih.gov/20951630/>

¹⁵ “Character-driven stories with emotional content result in a better understanding of the key points a speaker wishes to make and enable better recall of these points weeks later.” <https://hbr.org/2014/10/why-your-brain-loves-good-storytelling>

19. *Video Recordings of Live Instruction:* Video recordings of in-person classes with a “studio audience” present. Because they were not purposely designed to engage the video audience and facilitate active learning, video recordings of a person talking at a podium to only those present in the room can be very disengaging. Benefits:

- *Geographic and Schedule Accessibility:* Makes the presentation available to more people than could have attended.
- *Reduced cost,* when compared to a video designed and produced by an educational team and subject matter experts, or to repeating the live classes.

Best for: Presenting a uniquely qualified subject matter expert who is only available for one in-person class, or class content for an emergent issue that must be addressed quickly. Example: Video recordings of Prop 66 education.

Educational Need	Examples of Audience	Corresponding Learning Benefits (Beyond Mere Presentation of Content)	Live		Recorded Video or Software		
			In-Person (Instructor-Led)	Live Remote (webinar)	Designed-for-Remote-Videos	Video Recordings of Live Presentations	E-Learning (non-instructor-led software-based online courses)
Acquiring skills and knowledge to perform new role	New judges, new clerks, new supervisors or managers, new employees, judges new to an assignment	<i>Uninterrupted single-focus learning</i>	✓	Zero	Zero	Zero	Zero
		<i>Confidential practice space for soft skills</i>	✓	Limited	Zero	Zero	Zero
		<i>Ample time for in-depth conceptual learning and reflection</i>	✓	Zero	Zero	Zero	Zero
		<i>Immersive adoption of a new role</i>	✓	Zero	Zero	Zero	Zero
		<i>Collaborative learning</i>	✓	✓	*CJER videos offer this for court personnel watching as a group	Zero	Zero
		<i>Immediate verbal and nonverbal feedback</i>	✓	✓	Zero	Zero	Zero
		<i>A community of learning in and out of the classroom</i>	✓	Zero	Zero	Zero	Zero
		<i>Visual demonstrations of processes and skills</i>	✓	✓	✓	✓	✓
Acquiring knowledge of best practices in ethics, demeanor, customer service, leadership (soft skills)	All judges, clerks, managers, supervisors	<i>Visual demonstrations of processes and skills</i>	✓	✓	✓	✓	✓
		<i>Confidential practice space for soft skills</i>	✓	Limited	Zero	Zero	Zero
		<i>Collaborative learning</i>	✓	Limited	Limited	Zero	Zero
		<i>Immediate verbal and nonverbal feedback</i>	✓	✓	Zero	Zero	Limited

Educational Need	Examples of Audience	Corresponding Learning Benefits (Beyond Mere Presentation of Content)	Live		Recorded Video or Software		
			In-Person (Instructor-Led)	Live Remote (webinar)	Designed-for-Remote-Videos	Video Recordings of Live Presentations	E-Learning (non-instructor-led software-based online courses)
Building on existing knowledge Gaining new perspectives on experience, expanding existing skillset, Becoming more efficient or more effective	Experienced judges, clerks, managers and supervisors	<i>Immediate verbal and nonverbal feedback</i>	✓	✓	Zero	Zero	Zero
		<i>A community of learning in and out of the classroom</i>	✓	Limited	Zero	Zero	Zero
		<i>Fostering innovation</i>	✓	Limited	Limited	Limited	Zero
		<i>Visual demonstrations of processes and skills</i>	✓	✓	✓	✓	✓
		<i>Presenting different points of view</i>	✓	✓	✓	✓	✓
Filling in gaps in performance, acquiring new knowledge at the moment it becomes necessary	Experienced judges, clerks, managers and supervisors	<i>Accessibility</i>	Limited	✓	✓	✓	✓
		<i>Timeliness</i>	Limited	Limited	✓	✓	✓
		<i>Visual demonstrations of processes and skills</i>	✓	✓	✓	✓	✓
		<i>Uninterrupted single-focus learning</i>	✓	Limited	Limited	Limited	Limited
Acquiring knowledge of new laws and processes as they become effective (e.g., case law updates)	Experienced judges, clerks, managers and supervisors	<i>Accessibility</i>	Limited	✓	✓	✓	✓
		<i>Timeliness</i>	Limited	Limited	✓	✓	✓
		<i>Presenting different points of view</i>	✓	✓	✓	✓	✓

Educational Need	Examples of Audience	Corresponding Learning Benefits (Beyond Mere Presentation of Content)	Live		Recorded Video or Software		
			In-Person (Instructor-Led)	Live Remote (webinar)	Designed-for-Remote-Videos	Video Recordings of Live Presentations	E-Learning (non-instructor-led software-based online courses)
Expanding cultural competency, managing implicit bias, acquiring fairness best practices	All Participants	<i>A community of learning in and out of the classroom</i>	✓	Limited	Zero	Zero	Zero
		<i>Confidential practice space for soft skills</i>	✓	Zero	*CJER videos offer this for court personnel watching as a group	Zero	Zero
		<i>Story-telling</i>	✓	✓	✓	✓	✓
		<i>Presenting different points of view</i>	✓	✓	✓	✓	✓
Effective attention	All participants	<i>Multi-sensory experience</i>	✓	Limited	Limited	Limited	Limited
		<i>Collaborative learning</i>	✓	Limited	Zero	Zero	Zero
		<i>Story-telling</i>	✓	✓	✓	✓	✓
		<i>Uninterrupted single-focus learning</i>	✓	Limited	Limited	Limited	Limited
Effective comprehension	All participants	<i>Collaborative learning</i>	✓	Limited	Zero	Zero	Zero
		<i>Immediate verbal and nonverbal feedback</i>	✓	✓	Zero	Zero	Zero
		<i>Self-pacing</i>	Zero	Zero	Limited	Limited	✓
Effective retention	All participants	<i>Multi-sensory experience</i>	✓	Limited	Limited	Limited	Limited
		<i>Collaborative learning</i>	✓	Limited	Zero	Zero	Zero
		<i>Story-telling</i>	✓	✓	✓	✓	✓