



Judicial Council of California

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REPORT TO THE JUDICIAL COUNCIL

Item No.: 24-020

For business meeting on January 19, 2024

Title

Judicial Branch Education: Fiscal Years
2024–26 Education Plan

Agenda Item Type

Action Required

Effective Date

July 1, 2024

Rules, Forms, Standards, or Statutes Affected

None

Date of Report

November 17, 2023

Recommended by

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

Contact

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Executive Summary

The Center for Judicial Education and Research 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 Research Advisory Committee recommends the Judicial Council, effective July 1, 2024, approve the fiscal years 2024–26 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 Research (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 after the conclusion of the current 2022–24 Education Plan. Should it be approved, the committee will report to the council on the outcome of the 2024–26 plan after its conclusion.

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 all individuals who serve in the judicial branch 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 2024–26 Education Plan,¹ 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, 2024, through June 30, 2026.

As with previous education plans, the proposed 2024–26 Education Plan itemizes the length, number, general subject areas, and target audience 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 like regional offerings and webinars, and

¹ The 2024–26 Education Plan is attached as Attachment A.

recorded distance education products for judicial officers and court personnel, including videos, podcasts, and online tutorials and 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.²

A notable difference between the proposed 2024–2026 Education Plan and the prior education plan is that the proposed education plan includes 14 sessions of the New Judge Orientation live program each calendar year. Previously, only 10 yearly sessions were held. Increasing offerings of this course ensure that newly appointed judicial officers receive needed education and can meet new judge education requirements outlined in California Rules of Court, rule 10.462.

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 chairperson'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.

² The full set of committee rosters is in Attachment B.

Thus, the 2024–26 Education Plan fulfills the educational needs of the numerous judicial branch audiences served by the CJER Advisory Committee.

Comments

None.

Alternatives considered

The Family Law and Juvenile Law Curriculum Committees recommended returning to in-person delivery of the institutes designed for experienced judicial officers in those subject areas. In-person delivery of live education products is expensive, because of both the costs and time associated with travel. In contrast, live education products that are offered remotely are lower cost.

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 related to the delivery method for the Family and Juvenile Law Institutes, the CJER Advisory Committee considered participant feedback from recent remote offerings of each of those programs and compared attendance data for those remote offerings with the historical attendance data for previous in-person offerings. Participant feedback for the remote offerings of both programs was excellent, and attendance data indicated that access to the remote programs exceeded that of prior in-person offerings.

At the completion of its cost-benefit analysis, the CJER Advisory Committee concluded that the benefits of offering those programs in person did not outweigh the costs. Therefore, those programs will be delivered remotely in the proposed education plan.

Fiscal and Operational Impacts

The proposed two-year education plan meets the judicial branch’s educational needs within the current budget of the Center for Judicial Education and Research.

Attachments

1. Attachment A: 2024–26 Education Plan
2. Attachment B: Rosters of the CJER Advisory Committee and CJER Curriculum Committees
3. Attachment C: Cost-Benefit Analysis for Live In-Person Statewide Education Programming

Education Plan
FY 2024/2025 and 2025/2026

Attachment A

Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	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	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
24	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
25	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
26	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
27	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
28	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
29	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs

Education Plan
FY 2024/2025 and 2025/2026

Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
30	New Judge Orientation			In-person / Onsite	5 days	CJER Advisory Committee	Judges and SJOs
31	Appellate Justice Orientation	Offered if Needed		In-person / Onsite	1 day	Appellate	Justices
32	Appellate Justice Orientation		Offered if Needed	In-person / Onsite	1 day	Appellate	Justices
33	Civil Law Basic Orientation (PAO)			In-person / Onsite	4.5 days	Civil	Judges and SJOs
34	Civil Law Basic Orientation (PAO)			In-person / Onsite	4.5 days	Civil	Judges and SJOs
35	Orientation for Experienced Civil Law Judges (PAO)			In-person / Onsite	3 days	Civil	Judges and SJOs
36	Orientation for Experienced Civil Law Judges (PAO)			In-person / Onsite	3 days	Civil	Judges and SJOs
37	Limited Jurisdiction, Small Claims & Unlawful Detainer Orientation (PAO)			In-person / Onsite	3 days	Civil	Judges and SJOs
38	Limited Jurisdiction, Small Claims & Unlawful Detainer Orientation (PAO)			In-person / Onsite	3 days	Civil	Judges and SJOs
39	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
40	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
41	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
42	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
43	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
44	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
45	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
46	Criminal Law Orientation (PAO)			In-person / Onsite	4.5 days	Criminal	Judges and SJOs
47	Traffic Orientation (PAO)			In-person / Onsite	2 days	Criminal	Judges and SJOs
48	Traffic Orientation (PAO)			In-person / Onsite	2 days	Criminal	Judges and SJOs
49	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
50	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
51	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
52	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
53	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
54	Family Law Orientation (PAO)			In-person / Onsite	4.5 days	Family	Judges and SJOs
55	AB1058 Commissioners Orientation (PAO)			In-person / Onsite	.75 day	Family	Judges and SJOs
56	AB1058 Commissioners Orientation (PAO)			In-person / Onsite	.75 day	Family	Judges and SJOs
57	Dependency Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
58	Dependency Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
59	Dependency Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
60	Dependency Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs

Education Plan
FY 2024/2025 and 2025/2026

Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
61	Juvenile Justice Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
62	Juvenile Justice Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
63	Juvenile Justice Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
64	Juvenile Justice Law Orientation (PAO)			In-person / Onsite	4.5 days	Juvenile	Judges and SJOs
65	Probate Orientation (PAO)			In-person / Onsite	4.5 days	Probate	Judges, SJOs; Probate Attorneys, Probate
66	Probate Orientation (PAO)			In-person / Onsite	4.5 days	Probate	Judges, SJOs; Probate Attorneys, Probate
CONTINUING JUDICIAL EDUCATION - EXPERIENCED ASSIGNMENT COURSES							
67	Advanced Topics in Felony Sentencing			In-person / Onsite	2 days	Criminal	Judges and SJOs
68	Advanced Topics in Felony Sentencing			In-person / Onsite	2 days	Criminal	Judges and SJOs
69	CEQA Overview			In-person / Onsite	2 days	Civil	Justices, Judges, Attorneys
70	CEQA Overview			In-person / Onsite	2 days	Civil	Justices, Judges, Attorneys
71	Complex Civil Litigation Workshop			In-person / Onsite	1 day	Civil	Complex Civil Judges
72	Complex Civil Litigation Workshop			In-person / Onsite	1 day	Civil	Complex Civil Judges
73	Death Penalty Trials			In-person / Onsite	2 days	Criminal	Judges and SJOs
74	Death Penalty Trials			In-person / Onsite	2 days	Criminal	Judges and SJOs
75	Evidence in Civil & Criminal Cases			Remote	3 days	Civil	Judges and SJOs
76	Evidence in Civil & Criminal Cases			Remote	3 days	Civil	Judges and SJOs
77	Fundamentals of Felony Sentencing			In-person / Onsite	3 days	Criminal	Judges and SJOs
78	Fundamentals of Felony Sentencing			In-person / Onsite	3 days	Criminal	Judges and SJOs
79	Fundamentals of Felony Sentencing			In-person / Onsite	3 days	Criminal	Judges and SJOs
80	Fundamentals of Felony Sentencing			In-person / Onsite	3 days	Criminal	Judges and SJOs
81	Homicide Trials			In-person / Onsite	2 days	Criminal	Judges and SJOs
82	Homicide Trials			In-person / Onsite	2 days	Criminal	Judges and SJOs
83	Water Law			In-person / Onsite	2 days	Civil	Justices, Judges, Attorneys
84	Water Law			In-person / Onsite	2 days	Civil	Justices, Judges, Attorneys
CONTINUING JUDICIAL EDUCATION COURSES - DOMESTIC VIOLENCE COURSES AND PROGRAMS							
85	Cow County Preconference Domestic Violence Course (VAWEP)			In-person / Onsite	.5 days	VAWEP	Judges and SJOs
86	Domestic Violence Institute: Orientation to Judicial Skills (VAWEP)			In-person / Onsite	4 days	VAWEP	Judges and SJOs
87	VAWEP Ethics and Self-Represented Litigants in Domestic Violence Cases			Remote	1.5 days	VAWEP	Judges and SJOs
88	VAWEP Ethics and Self-Represented Litigants in Domestic Violence Cases			Remote	1.5 days	VAWEP	Judges and SJOs
89	VAWEP Nuts and Bolts before Ethics and SRL course			Remote	.5 days	VAWEP	Judges and SJOs

Education Plan
FY 2024/2025 and 2025/2026

Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
90	VAWEP Nuts and Bolts before Ethics and SRL course			Remote	.5 days	VAWEP	Judges and SJOs
91	VAWEP Immigration Issues in Domestic Violence Cases			Remote	2 days	VAWEP	Judges and SJOs
92	VAWEP Immigration Issues in Domestic Violence Cases			Remote	2 days	VAWEP	Judges and SJOs
93	VAWEP Handling Sexual Assault Cases			Remote	2 days	VAWEP	Judges and SJOs
94	VAWEP Handling Sexual Assault Cases			Remote	2 days	VAWEP	Judges and SJOs
95	VAWEP Human Trafficking Cases			Remote	2 days	VAWEP	Judges and SJOs
96	VAWEP Human Trafficking Cases			Remote	2 days	VAWEP	Judges and SJOs
97	VAWEP Handling Cases Involving Abuse In Later Life			Remote	2 days	VAWEP	Judges and SJOs
98	VAWEP TBD			Remote		VAWEP	Judges and SJOs
99	VAWEP TBD			Remote		VAWEP	Judges and SJOs
100	VAWEP TBD			Remote		VAWEP	Judges and SJOs
101	VAWEP TBD			Remote		VAWEP	Judges and SJOs
102	VAWEP TBD			Remote		VAWEP	Judges and SJOs
103	VAWEP TBD			Remote		VAWEP	Judges and SJOs
104	VAWEP TBD			Remote		VAWEP	Judges and SJOs
105	VAWEP TBD			Remote		VAWEP	Judges and SJOs
CONTINUING JUDICIAL EDUCATION COURSES - STATEWIDE INSTITUTES							
106	Cow County Judges Institute			In-person / Onsite	2 days	CJER Advisory Committee	Judges and SJOs
107	Cow County Judges Institute			In-person / Onsite	2 days	CJER Advisory Committee	Judges and SJOs
108	Appellate Justices Institute	Every 18 Months		In-person / Offsite	2 days	Appellate	Justices
109	Civil Law Institute - A			Remote	1 days	Civil	Judges and SJOs
110	Civil Law Institute - B			Remote	1 days	Civil	Judges and SJOs
111	Civil Law Institute - C			Remote	1 days	Civil	Judges and SJOs
112	Civil Law Institute - D			Remote	1 days	Civil	Judges and SJOs
113	Criminal Law Institute - A			Remote	1 days	Criminal	Judges and SJOs
114	Criminal Law Institute - B			Remote	1 days	Criminal	Judges and SJOs
115	Criminal Law Institute - C			Remote	1 days	Criminal	Judges and SJOs
116	Criminal Law Institute - D			Remote	1 days	Criminal	Judges and SJOs
117	Family Law Institute - A			Remote	1 days	Family	Judges and SJOs
118	Family Law Institute - B			Remote	2 days	Family	Judges and SJOs
119	Juvenile Law Institute - A			Remote	2 days	Juvenile	Judges, SJOs; Probate Attorneys, Probate

Education Plan
FY 2024/2025 and 2025/2026

Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
120	Juvenile Law Institute - B			Remote	2 days	Juvenile	Judges and SJOs
121	Probate and Mental Health Institute - A			Remote	1 days	Probate	Judges, SJOs; Probate Attorneys, Probate
122	Probate and Mental Health Institute - B			Remote	2 days	Probate	Judges, SJOs; Probate Attorneys, Probate
LEADERSHIP TRAINING - JUDICIAL							
123	PJ/CEO Management Institute			In-person / Offsite	2 days	JBLD	PJ/CEO
124	PJ/CEO Management Institute			In-person / Offsite	2 days	JBLD	PJ/CEO
125	Supervising Judges Institute			In-person / Onsite	2 days	JBLD	Judges and SJOs
126	Supervising Judges Institute			In-person / Onsite	2 days	JBLD	Judges and SJOs
MANAGER/SUPERVISOR COURSES							
127	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
128	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
129	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
130	Institute for Court Management (ICM)			Remote	2.5 days	JBLD	Manager/ Supervisors CEOs
131	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
132	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
133	Institute for Court Management (ICM)			In-person / Onsite	2.5 days	JBLD	Manager/ Supervisors CEOs
134	Institute for Court Management (ICM)			Remote	2.5 days	JBLD	Manager/ Supervisors CEOs
135	Core 40: Basic Training for Supervisors/Managers			In-person / Onsite	4 days	JBLD	Manager/ Supervisors
136	Core 40: Basic Training for Supervisors/Managers			In-person / Onsite	4 days	JBLD	Manager/ Supervisors
137	Core 40: Basic Training for Supervisors/Managers			Remote	4 days	JBLD	Manager/ Supervisors
138	Core 40: Basic Training for Supervisors/Managers			In-person / Onsite	4 days	JBLD	Manager/ Supervisors
139	Core 40: Basic Training for Supervisors/Managers			In-person / Onsite	4 days	JBLD	Manager/ Supervisors
140	Core 40: Basic Training for Supervisors/Managers			Remote	4 days	JBLD	Manager/ Supervisors
141	Advanced Core 40 for Supervisors/Managers			In-person / Onsite	3 days	JBLD	Manager/ Supervisors
142	Advanced Core 40 for Supervisors/Managers			Remote	3 days	JBLD	Manager/ Supervisors
143	Advanced Core 40 for Supervisors/Managers			In-person / Onsite	3 days	JBLD	Manager/ Supervisors
144	Advanced Core 40 for Supervisors/Managers			Remote	3 days	JBLD	Manager/ Supervisors
145	Core 24: Advanced Skills for Experienced Managers/Administrators			In-person / Onsite	3 days	JBLD	Manager/ Administrator
146	Core 24: Advanced Skills for Experienced Managers/Administrators			Remote	3 days	JBLD	Manager/ Administrator
COURT PERSONNEL INSTITUTES AND COURSES							
147	Appellate Judicial Attorney Institute			In-person / Offsite	2 days	Appellate	Judicial Attorneys

Education Plan
FY 2024/2025 and 2025/2026

Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
148	Appellate Judicial Attorney Institute			In-person / Offsite	2 days	Appellate	Judicial Attorneys
149	Appellate Management Institute			In-person / Onsite	2.5 days	Appellate	Appellate Managers and Supervisors
150	Appellate Staff Course			Remote	1 day	Appellate	Appellate Staff
151	Appellate Staff Institute			In-person / Offsite	2 days	Appellate	Appellate Staff
152	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
153	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
154	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
155	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
156	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
157	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
158	Court Clerk Training Institute (CCTI)			Remote	4 days	TCO	Trial Court Staff
159	Court Clerk Training Institute (CCTI)			Remote	4 days	TCO	Trial Court Staff
160	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
161	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
162	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
163	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
164	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
165	Court Clerk Training Institute (CCTI)			In-person / Onsite	4 days	TCO	Trial Court Staff
166	Court Clerk Training Institute (CCTI)			Remote	4 days	TCO	Trial Court Staff
167	Court Clerk Training Institute (CCTI)			Remote	4 days	TCO	Trial Court Staff
168	Preparing For Leadership			In-person / Onsite	1 day	TCO	pre-supervisory staff
169	Preparing For Leadership			Remote	1 day	TCO	pre-supervisory staff
170	Preparing For Leadership			In-person / Onsite	1 day	TCO	pre-supervisory staff
171	Preparing For Leadership			Remote	1 day	TCO	pre-supervisory staff
172	Core Leadership and Training Skills			In-person / Onsite	3-days	TCO	Leads and Seniors
173	Core Leadership and Training Skills			Remote	3-days	TCO	Leads and Seniors
174	Core Leadership and Training Skills			In-person / Onsite	3-days	TCO	Leads and Seniors
175	Core Leadership and Training Skills			Remote	3-days	TCO	Leads and Seniors
176	Trial Court Judicial Attorney Institute		Every Other Year	In-person / Offsite	2 days	CJER Advisory Committee	Trial Court Attorneys
Regional Courses							
JUDICIAL (multiple offerings)							

Education Plan
FY 2024/2025 and 2025/2026

Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
177	Qualifying Ethics 8 Core Course			Live Local and Regional	Multiple offerings	JBAEF	Justices, Judges, and SJOs
178	Qualifying Ethics 9 Core Course			Live Local and Regional	Multiple offerings	JBAEF	Justices, Judges, and SJOs
179	Qualifying Ethics 9 Core Course			Live Local and Regional	Multiple offerings	JBAEF	Justices, Judges, and SJOs
180	Antibias			Live Local and Regional	2 Offerings	JBAEF	Justices, Judges, and SJOs
181	Antibias			Live Local and Regional	2 Offerings	JBAEF	Justices, Judges, and SJOs
MANAGER/SUPERVISOR (capacity is 2 per year)							
182	Leadership Topic			In-person / Onsite		JBLD	Manager/Supervisor
183	Leadership Topic			Remote		JBLD	Manager/Supervisor
184	Leadership Topic			In-person / Onsite		JBLD	Manager/Supervisor
185	Leadership Topic			Remote		JBLD	Manager/Supervisor
COURT PERSONNEL (capacity is 3 per year)							
186	Court Personnel: Staff Topic			In-person / Onsite		TCO	Court Staff
187	Court Personnel: Staff Topic			In-person / Onsite		TCO	Court Staff
188	Court Personnel: Staff Topic			Remote		TCO	Court Staff
189	Court Personnel: Staff Topic			In-person / Onsite		TCO	Court Staff
190	Court Personnel: Staff Topic			In-person / Onsite		TCO	Court Staff
191	Court Personnel: Staff Topic			Remote		TCO	Court Staff
Webinars Capacity is 22/24 per year							
192	Webinar			Webinar			
193	Webinar			Webinar			
194	Webinar			Webinar			
195	Webinar			Webinar			
196	Webinar			Webinar			
197	Webinar			Webinar			
198	Webinar			Webinar			
199	Webinar			Webinar			
200	Webinar			Webinar			
201	Webinar			Webinar			
202	Webinar			Webinar			
203	Webinar			Webinar			
204	Webinar			Webinar			

Education Plan
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Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
205	Webinar			Webinar			
206	Webinar			Webinar			
207	Webinar			Webinar			
208	Webinar			Webinar			
209	Webinar			Webinar			
210	Webinar			Webinar			
211	Webinar			Webinar			
212	Webinar			Webinar			
213	Webinar			Webinar			
214	Webinar			Webinar			
215	Webinar			Webinar			
216	Webinar			Webinar			
217	Webinar			Webinar			
218	Webinar			Webinar			
219	Webinar			Webinar			
220	Webinar			Webinar			
221	Webinar			Webinar			
222	Webinar			Webinar			
223	Webinar			Webinar			
224	Webinar			Webinar			
225	Webinar			Webinar			
226	Webinar			Webinar			
227	Webinar			Webinar			
228	Webinar			Webinar			
229	Webinar			Webinar			
230	Webinar			Webinar			
231	Webinar			Webinar			
232	Webinar			Webinar			
233	Webinar			Webinar			
234	Webinar			Webinar			
235	Webinar			Webinar			

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Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
236	Webinar			Webinar			
237	Webinar			Webinar			
Videos							
10 MINUTE MENTORS (capacity is 5 per year)							
238	10 Minute Mentor			Video			
239	10 Minute Mentor			Video			
240	10 Minute Mentor			Video			
241	10 Minute Mentor			Video			
242	10 Minute Mentor			Video			
243	10 Minute Mentor			Video			
244	10 Minute Mentor			Video			
245	10 Minute Mentor			Video			
246	10 Minute Mentor			Video			
247	10 Minute Mentor			Video			
COURT PERSONNEL Videos/E-learning courses (capacity is 12 per year)							
248	Staff			Video / E-learning course			
249	Staff			Video / E-learning course			
250	Staff			Video / E-learning course			
251	Staff			Video / E-learning course			
252	Staff			Video / E-learning course			
253	Staff (Cultural Competency/Anti-Bias)			Video / E-learning course			
254	Manager/Supervisor			Video / E-learning course			
255	Manager/Supervisor			Video / E-learning course			
256	Manager/Supervisor			Video / E-learning course			
257	Manager/Supervisor			Video / E-learning course			
258	Manager/Supervisor			Video / E-learning course			
259	Manager/Supervisor			Video / E-learning course			
260	Staff			Video / E-learning course			
261	Staff			Video / E-learning course			
262	Staff			Video / E-learning course			
263	Staff			Video / E-learning course			

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Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
264	Staff			Video / E-learning course			
265	Staff			Video / E-learning course			
266	Manager/Supervisor			Video / E-learning course			
267	Manager/Supervisor			Video / E-learning course			
268	Manager/Supervisor			Video / E-learning course			
269	Manager/Supervisor			Video / E-learning course			
270	Manager/Supervisor			Video / E-learning course			
271	Manager/Supervisor			Video / E-learning course			
JUDICIAL VIDEOS (capacity is 6 - 7 per year)							
272	Video			Video			
273	Video			Video			
274	Video			Video			
275	Video			Video			
276	Video			Video			
277	Video			Video			
278	Video			Video			
279	Video			Video			
280	Video			Video			
281	Video			Video			
282	Video			Video			
283	Video			Video			
284	Video (Cultural Competency/Anti-Bias)			Video			
VIDEO SIMULATIONS (capacity is 3 per year, plus QE)							
285	Video Courtroom Simulation			Video			
286	Video Courtroom Simulation			Video			
287	Video Courtroom Simulation			Video			
288	Video Courtroom Simulation (QE)			Video			
289	Video Courtroom Simulation			Video			
290	Video Courtroom Simulation			Video			
291	Video Courtroom Simulation			Video			
Legal Update Videos (capacity is 4 per year)							

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Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
292	Legal Update			Video			
293	Legal Update			Video			
294	Legal Update			Video			
295	Legal Update			Video			
296	Legal Update			Video			
297	Legal Update			Video			
298	Legal Update			Video			
299	Legal Update			Video			
Podcasts (capacity is 24 per year)							
300	Podcast			Podcast			
301	Podcast			Podcast			
302	Podcast			Podcast			
303	Podcast			Podcast			
304	Podcast			Podcast			
305	Podcast			Podcast			
306	Podcast			Podcast			
307	Podcast			Podcast			
308	Podcast			Podcast			
309	Podcast			Podcast			
310	Podcast			Podcast			
311	Podcast			Podcast			
312	Podcast			Podcast			
313	Podcast			Podcast			
314	Podcast			Podcast			
315	Podcast			Podcast			
316	Podcast			Podcast			
317	Podcast			Podcast			
318	Podcast			Podcast			
319	Podcast			Podcast			
320	Podcast			Podcast			
321	Podcast			Podcast			

Education Plan
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Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
322	Podcast			Podcast			
323	Podcast			Podcast			
324	Podcast			Podcast			
325	Podcast			Podcast			
326	Podcast			Podcast			
327	Podcast			Podcast			
328	Podcast			Podcast			
329	Podcast			Podcast			
330	Podcast			Podcast			
331	Podcast			Podcast			
332	Podcast			Podcast			
333	Podcast			Podcast			
334	Podcast			Podcast			
335	Podcast			Podcast			
336	Podcast			Podcast			
337	Podcast			Podcast			
338	Podcast			Podcast			
339	Podcast			Podcast			
340	Podcast			Podcast			
341	Podcast			Podcast			
342	Podcast			Podcast			
343	Podcast			Podcast			
344	Podcast			Podcast			
345	Podcast			Podcast			
346	Podcast			Podcast			
347	Podcast			Podcast			
Online Courses							
ONLINE TUTORIALS							
348	Staff Topic			Online Tutorial		TCO	Court Staff
349	Staff Topic			Online Tutorial		TCO	Court Staff
350	Staff Topic			Online Tutorial		TCO	Court Staff

Education Plan
FY 2024/2025 and 2025/2026

Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
351	Staff Topic			Online Tutorial		TCO	Court Staff
Updates to Online Courses (Capacity 5 per year)							
352	Online Course Update			Online Course Update			
353	Online Course Update			Online Course Update			
354	Online Course Update			Online Course Update			
355	Online Course Update			Online Course Update			
356	Online Course Update			Online Course Update			
357	Online Course Update			Online Course Update			
358	Online Course Update			Online Course Update			
359	Online Course Update			Online Course Update			
360	Online Course Update			Online Course Update			
361	Online Course Update			Online Course Update			
Updates to Publications - Capacity 12 per year							
362	Felony Sentencing Handbook			Publication Update		Criminal	
363	Felony Sentencing Handbook			Publication Update		Criminal	
364	Mandatory Jury Instructions Handbook			Publication Update		Criminal	
365	Mandatory Jury Instructions Handbook			Publication Update		Criminal	
366	Domestic Violence Cases in Criminal Court Benchbook			Publication Update		Criminal	
367	Domestic Violence Cases in Criminal Court Benchbook			Publication Update		Criminal	
368	Search and Seizure Benchbook			Publication Update		Criminal	
369	Search and Seizure Benchbook			Publication Update		Criminal	
370	Small Claims and Consumer Law Benchbook			Publication Update		Civil	
371	Small Claims and Consumer Law Benchbook			Publication Update		Civil	
372	Publication Update—TBD			Publication Update		Criminal	
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			
378	Publication Update - TBD			Publication Update			
379	Publication Update - TBD			Publication Update			

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Plan #	Content	Plan Year 1 2024-2025	Plan Year 2 2025-2026	Recommended Delivery Method/Venue	Course Length	Curriculum Committee	Target Audience
380	Publication Update - TBD			Publication Update			
381	Publication Update - TBD			Publication Update			
382	Publication Update - TBD			Publication Update			
383	Publication Update - TBD			Publication Update			
384	Publication Update - TBD			Publication Update			
385	Publication Update - TBD			Publication Update			
New Judicial Bench Tools							
386	Produced As Needed						
New Staff Job Aids							
387	Produced As Needed						
Updates to Bench Tools							
388	Updates As Needed						
389	DV Selected Case Summaries and Statutes					CJER Advisory	Judges and SJOs
390	DV Selected Case Summaries and Statutes					CJER Advisory	Judges and SJOs
Updates to Job Aids							
391	Updates As Needed						
Updates to Course and Facilitation Guides							
392	General Ethics (lesson plan and course materials)			Course and Facilitation Guide Update		JBAEF	Judges and SJOs
393	Bench Demeanor (lesson plan)			Course and Facilitation Guide Update		JBAEF	Judges and SJOs
394	I Object! Civil Trial Evidence (lesson plan)			Course and Facilitation Guide Update		Civil	Judges and SJOs
395	Summary Judgments Fairness Training (lesson plan)			Course and Facilitation Guide Update		JBAEF	Judges and SJOs
396	Preventing and Responding to Sexual Harassment			Course and Facilitation Guide Update		JBAEF	Judges and SJOs



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Cost Benefit Analysis of High-Cost and Low-Cost Education 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](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>	√	√	√	√	√