



Judicial Council of California

455 Golden Gate Avenue · San Francisco, California 94102-3688

www.courts.ca.gov

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

Karene Alvarado, 415-865-7761
karene.alvarado@jud.ca.gov

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**

| 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
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 |
|--------|---------|--------------------------|--------------------------|--------------------------------------|---------------|-------------------------|-----------------|
| 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 | | | |

**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 |
|--|---------------------------------------|--------------------------|--------------------------|--------------------------------------|---------------|-------------------------|-----------------|
| 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 | | | |

**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 |
|--|---------------------------------------|--------------------------|--------------------------|--------------------------------------|---------------|-------------------------|-----------------|
| 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) | | | | | | | |

**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 |
|---|--------------|--------------------------|--------------------------|--------------------------------------|---------------|-------------------------|-----------------|
| 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
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 |
|-------------------------|-------------|--------------------------|--------------------------|--------------------------------------|---------------|-------------------------|-----------------|
| 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 | | | |

**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 |
|--|---|--------------------------|--------------------------|---|---------------|-------------------------|-----------------|
| 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 |



Hon. Darrell S. Mavis, Chair
Judge of the Superior Court of California,
County of Los Angeles

Hon. Mary Ann O'Malley, Vice-Chair
Judge of the Superior Court of California,
County of Contra Costa

Hon. Tracie L. Brown
Presiding Justice of the Court of Appeal
First Appellate District, Division Four

Hon. Joni T. Hiramoto
Judge of the Superior Court of California,
County of Contra Costa

Hon. Clare Keithley
Judge of the Superior Court of California,
County of Butte

Hon. Michael A. Knish
Judge of the Superior Court of California,
County of San Bernardino

Hon. Julie A. Palafox
Judge of the Superior Court of California,
County of Orange

Hon. Carrie McIntyre Panetta
Assistant Presiding Judge of the Superior Court of
California,
County of Monterey

Hon. Gayle L. Peron
Judge of the Superior Court of California,
County of San Luis Obispo

Hon. Daniel Zeke Zeidler
Judge of the Superior Court of California,
County of Los Angeles

Ms. Mary Majich Davis
Chief Deputy Court Executive Officer
Superior Court of California,
County of San Bernardino

Mr. Sharif Elmallah
Court Executive Officer
Superior Court of California,
County of Butte

Mr. Joseph Ford
Assistant Court Executive Officer
Superior Court of California,
County of Placer

Mr. Jason B. Galkin
Court Executive Officer
Superior Court of California,
County of Riverside

Ms. Kristine Custodio Suero
Director & National Association of Legal Assistants
Liaison
San Diego Paralegal Association

ADVISORY MEMBERS

Hon. Tony Cho
Judge of the Superior Court of California,
County of Los Angeles

Hon. Charles Q. Clay III
Judge of the Superior Court of California,
County of Los Angeles

Ms. Millicent Tidwell
Acting Administrative Director
Executive Office
Judicial Council of California



TCPJAC LIAISON

Hon. Michael A. Fagalde

Presiding Judge of the Superior Court of California,
County of Mariposa

ITAC LIAISON

Hon. Michael S. Groch

Judge of the Superior Court of California,
County of San Diego

LEAD STAFF

Mr. Steven Warner

Supervising Attorney
Center for Judicial Education and Research
Judicial Council of California

STAFF

Ms. Karene Alvarado

Director
Center for Judicial Education and Research
Judicial Council of California

Lindsay Havard

Executive Assistant
Center for Judicial Education and Research
Judicial Council of California



Hon. Judith D. McConnell, Chair
Administrative Presiding Justice of the Court of
Appeal
Fourth Appellate District

Hon. Helen Bendix
Associate Justice of the Court of Appeal
Second Appellate District, Division One

Hon. Allison M. Danner
Associate Justice of the Court of Appeal
Sixth Appellate District

Hon. Lee Smalley Edmon
Presiding Justice of the Court of Appeal
Second Appellate District, Division Three

Hon. Frank J Menetrez
Associate Justice of the Court of Appeal
Fourth Appellate District, Division Two

Hon. M. Bruce Smith
Associate Justice of the Court of Appeal
Fifth Appellate District

Hon. Therese M. Stewart
Presiding Justice of the Court of Appeal
First Appellate District, Division Two

Hon. F. Brian Alvarez
Judge of the Superior Court of California,
County of Fresno

Hon. Christopher M. Honigsberg
Judge of the Superior Court of California,
County of Sonoma

Ms. Jessica Coffin Butterick
Lead Appellate Court Attorney
Court of Appeal
Second Appellate District

Ms. Melinda Gordon Oross
Lead Appellate Court Attorney
Court of Appeal
Fourth Appellate District

Mr. Philip Johnson
Senior Appellate Attorney
Court of Appeal
Fourth Appellate District, Division Two

Ms. Oona Mallett
Managing Attorney
Court of Appeal
Third Appellate District

Ms. Jenny K. Rogers
Human Resources Liaison
Court of Appeal
Fourth Appellate District

Ms. Janet Gamboa
Assistant Clerk/Executive Officer
Court of Appeal
Fourth Appellate District

Mr. Brandon L. Henson
Clerk/Executive Officer
Court of Appeal
Fourth Appellate District

Ms. Eva McClintock
Clerk/Executive Officer
Court of Appeal
Second Appellate District

Ms. Victoria Pons
Deputy Clerk
Court of Appeal
First Appellate District



JUDICIAL COUNCIL STAFF LIAISON

Ms. Deborah Collier-Tucker
Manager
Appellate Court Services
Judicial Council of California

CJER ADVISORY COMMITTEE LIAISON

Hon. Tracie L. Brown
Presiding Justice of the Court of Appeal
First Appellate District, Division Four

LEAD STAFF

Ms. Chio Saephanh
Attorney
Center for Judicial Education and Research
Judicial Council of California

STAFF

Dr. Mary Ann Koory
Education Supervisor
Center for Judicial Education and Research
Judicial Council of California



Hon. David S. Cunningham III, Chair
Judge of the Superior Court of California,
County of Los Angeles

Hon. Victoria Gerrard Chaney
Associate Justice of the Court of Appeal
Second Appellate District, Division One

Hon. Lee Smalley Edmon
Presiding Justice of the Court of Appeal
Second Appellate District, Division Three

Hon. Nancy Fineman
Judge of the Superior Court of California,
County of San Mateo

Hon. Steven M. Gevercer
Judge of the Superior Court of California,
County of Sacramento

Hon. Kira L. Klatchko
Judge of the Superior Court of California,
County of Riverside

Hon. Elaine Lu
Judge of the Superior Court of California,
County of Los Angeles

Hon. Raquel A. Marquez
Judge of the Superior Court of California,
County of Riverside

Hon. Sunil R. Kulkarni
Judge of the Superior Court of California,
County of Santa Clara

JUDICIAL COUNCIL STAFF LIAISON

Ms. Anne Ronan
Supervising Attorney
Legal Services
Judicial Council of California

CJER ADVISORY COMMITTEE LIAISON

Hon. Carrie McIntyre Panetta
Assistant Presiding Judge of the Superior Court of
California,
County of Monterey

LEAD STAFF

Mr. Joyee Lam
Supervising Attorney
Center for Judicial Education and Research
Judicial Council of California

STAFF

Ms. Khanh Nguyen
Attorney
Center for Judicial Education and Research
Judicial Council of California



Hon. Frank L. Birchak, Chair
Judge of the Superior Court of California,
County of San Diego

Hon. Jason Anthony Clay
Judge of the Superior Court of California,
County of Alameda

Hon. Christopher M. Honigsberg
Judge of the Superior Court of California,
County of Sonoma

Hon. Upinder S. Kalra
Judge of the Superior Court of California,
County of Los Angeles

Hon. Stephen V. Manley
Judge of the Superior Court of California,
County of Santa Clara

Hon. Victor D. Martinez
Judge of the Superior Court of California,
County of Los Angeles

Hon. Bridgid M. McCann
Judge of the Superior Court of California,
County of San Bernardino

Hon. Laura F. Priver
Judge of the Superior Court of California,
County of Los Angeles

Hon. Michael Rhoads
Judge of the Superior Court of California,
County of San Francisco

Hon. John P. Vander Feer
Judge of the Superior Court of California,
County of San Bernardino

Hon. Kurt W. Worley
Commissioner of the Superior Court of California,
County of Butte

Ms. Jessica Coffin Butterick
Lead Appellate Court Attorney
Court of Appeal
Second Appellate District

CJER ADVISORY COMMITTEE LIAISON

Hon. Mary Ann O'Malley
Judge of the Superior Court of California,
County of Contra Costa

LEAD STAFF

Ms. Sandy Flagge-Phillips
Attorney
Center for Judicial Education and Research
Judicial Council of California

STAFF

Ms. Khanh Nguyen
Attorney
Center for Judicial Education and Research
Judicial Council of California



Hon. Erin M. Childs, Chair

Judge of the Superior Court of California,
County of San Luis Obispo

Hon. Bryant Y. Yang

Judge of the Superior Court of California,
County of Los Angeles

Hon. Bunmi O. Awoniyi

Assistant Presiding Judge of the Superior Court of
California,
County of Sacramento

Hon. Vanessa A. Zecher

Judge of the Superior Court of California,
County of Santa Clara

Hon. Brooke Blecher

Judge of the Superior Court of California,
County of Santa Clara

Hon. Kenneth McDaniel

Commissioner of the Superior Court of California,
County of San Luis Obispo

Hon. Raymonn J DeJesus

Judge of the Superior Court of California,
County of Placer

Hon. Kelly C. Mertsoch

Commissioner of the Superior Court of California,
County of San Diego

Hon. Sharon L. Kalemkiarian

Judge of the Superior Court of California,
County of San Diego

Hon. Scott J Nord

Commissioner of the Superior Court of California,
County of Los Angeles

Hon. James M. Mize

Judge of the Superior Court of California,
County of Sacramento

Hon. Katherine E. Stoner

Commissioner of the Superior Court of California,
County of Monterey

Hon. Terrie E. Roberts

Judge of the Superior Court of California,
County of San Diego

CJER ADVISORY COMMITTEE LIAISON

Hon. Gayle L. Peron

Judge of the Superior Court of California,
County of San Luis Obispo

Hon. Aruna P. Rodrigo

Judge of the Superior Court of California,
County of San Bernardino

LEAD STAFF

Ms. Marci Reichbach

Attorney
Operations & Programs Division
Judicial Council of California

Hon. Victor A. Rodriguez

Associate Justice of the Court of Appeal
First Appellate District, Division Three

Hon. Gary Slossberg

Judge of the Superior Court of California,
County of El Dorado



STAFF

Ms. Khanh Nguyen

Attorney

Center for Judicial Education and Research

Judicial Council of California



Hon. Noel Wise, Chair

Judge of the Superior Court of California,
County of Alameda

Hon. Richard Y. Lee

Judge of the Superior Court of California,
County of Orange

Hon. Teri L. Jackson

Presiding Justice of the Court of Appeal
First Appellate District, Division Five

Hon. Elaine Lu

Judge of the Superior Court of California,
County of Los Angeles

Hon. Frank L. Birchak

Judge of the Superior Court of California,
County of San Diego

Hon. Pauline Maxwell

Presiding Judge of the Superior Court of California,
County of Santa Barbara

Hon. Alicia Y. Blanco

Judge of the Superior Court of California,
County of Los Angeles

Hon. Terri A. Mockler

Judge of the Superior Court of California,
County of Contra Costa

Hon. Timothy L. Fall

Judge of the Superior Court of California,
County of Yolo

Hon. Tony Raphael

Judge of the Superior Court of California,
County of San Bernardino

Hon. Candice Garcia-Rodrigo

Judge of the Superior Court of California,
County of San Bernardino

Hon. Michael Rhoads

Judge of the Superior Court of California,
County of San Francisco

Hon. Denine J. Guy

Judge of the Superior Court of California,
County of Santa Cruz

Hon. Terrie E. Roberts

Judge of the Superior Court of California,
County of San Diego

Hon. Peter A. Hernandez

Judge of the Superior Court of California,
County of Los Angeles

Hon. John P. Vander Feer

Judge of the Superior Court of California,
County of San Bernardino

Hon. Shelley L. Kaufman

Judge of the Superior Court of California,
County of Los Angeles

ADV COMM ACCESS AND FAIRNESS LIAISON

Hon. Sue Alexander (Ret.)

Commissioner of the Superior Court of California,
County of Alameda

Hon. Sunil R. Kulkarni

Judge of the Superior Court of California,
County of Santa Clara



CJER ADVISORY COMMITTEE LIAISON

Mr. Sharif Elmallah
Court Executive Officer
Superior Court of California,
County of Butte

LEAD STAFF

Ms. Chio Saephanh
Attorney
Center for Judicial Education and Research
Judicial Council of California

STAFF

Ms. Khanh Nguyen
Attorney
Center for Judicial Education and Research
Judicial Council of California



Mr. Bob Fleshman, Chair
Court Executive Officer
Superior Court of California,
County of Napa

Mr. Darren Dang
Chief Financial and Administrative Officer
Superior Court of California,
County of Orange

Ms. Dana Dowse
Assistant Court Executive Officer
Superior Court of California,
County of San Luis Obispo

Ms. Teresa Estrada
Court Operations Manager
Superior Court of California,
County of San Diego

Ms. Naomi Gaines
Deputy Executive Officer
Superior Court of California,
County of Riverside

Ms. Aliyah Hadt
Administrator II
Superior Court of California,
County of Los Angeles

Ms. Esperanza C. Hernandez
District Manager II
Superior Court of California,
County of San Bernardino

Ms. Carla J. Ortega
Managing Attorney
Superior Court of California,
County of Kern

Ms. Ivette Peña
Chief Deputy, Legal Services/Court Counsel
Superior Court of California,
County of Los Angeles

Mr. David Alan Perkiss
Supervising Research Attorney
Superior Court of California,
County of Los Angeles

Ms. Bryna Q. Smith
Human Resources Director
Superior Court of California,
County of Placer

Laila Waheed
Court Executive Officer
Superior Court of California,
County of Nevada

CJER ADVISORY COMMITTEE LIAISON

Ms. Mary Majich Davis
Chief Deputy Court Executive Officer
Superior Court of California,
County of San Bernardino

LEAD STAFF

Ms. Kristine Van Dorsten
Senior Education Developer
Center for Judicial Education and Research
Judicial Council of California



Hon. Tari L. Cody, Chair

Associate Justice of the Court of Appeal
Second Appellate District, Division One

Hon. Frank J Menetrez

Associate Justice of the Court of Appeal
Fourth Appellate District, Division Two

Hon. Daniel Alexander

Judge of the Superior Court of California,
County of Los Angeles

Hon. Kimberly Merrifield

Presiding Judge of the Superior Court of California,
County of Butte

Hon. Craig E. Arthur

Judge of the Superior Court of California,
County of Orange

Hon. Vibhav Mittal

Judge of the Superior Court of California,
County of Orange

Hon. Marissa A. Bejarano

Judge of the Superior Court of California,
County of San Diego

Hon. Christie Canales Norris

Judge of the Superior Court of California,
County of Kern

Hon. Chinhayi C. Cadet

Judge of the Superior Court of California,
County of San Mateo

Hon. Terry T. Truong

Judge of the Superior Court of California,
County of Los Angeles

Hon. Mary Dolas

Judge of the Superior Court of California,
County of Fresno

Hon. Monica F. Wiley

Judge of the Superior Court of California,
County of San Francisco

Hon. Yvette Durant

Judge of the Superior Court of California,
County of Nevada

Hon. Marlene E. Clark

Referee of the Superior Court of California,
County of Sacramento

Hon. Alicia R. Ekland

Assistant Presiding Judge of the Superior Court of
California,
County of Glenn

Ms. Kimberly Encinas

Lead Appellate Court Attorney
Court of Appeal
Fourth Appellate District, Division Two

Hon. Ana L. España

Judge of the Superior Court of California,
County of San Diego

Zepur Simonian

Supervising Research Attorney
Superior Court of California,
County of Los Angeles

Hon. Sam Lavorato, Jr.

Judge of the Superior Court of California,
County of Monterey



Ms. Joy Lazo
Staff Attorney
Superior Court of California,
County of San Diego

JUDICIAL COUNCIL STAFF LIAISON

Ms. Sarah Namnama Saria
Attorney
Center for Families, Children & the Courts
Judicial Council of California

CJER ADVISORY COMMITTEE LIAISON

Hon. Daniel Zeke Zeidler
Judge of the Superior Court of California,
County of Los Angeles

LEAD STAFF

Ms. Melissa Rodgers
Attorney
Center for Judicial Education and Research
Judicial Council of California

STAFF

Ms. Khanh Nguyen
Attorney
Center for Judicial Education and Research
Judicial Council of California



Hon. Sandra K. Bean, Chair

Judge of the Superior Court of California,
County of Alameda

Hon. Maria E. Stratton

Presiding Justice of the Court of Appeal
Second Appellate District, Division Eight

Hon. Olga Álvarez

Judge of the Superior Court of California,
County of San Diego

Hon. David L. Belz

Judge of the Superior Court of California,
County of Orange

Hon. Daniel Juarez

Judge of the Superior Court of California,
County of Los Angeles

Hon. Ana Maria Luna

Judge of the Superior Court of California,
County of Los Angeles

Hon. Jonathan L. Rosenbloom

Judge of the Superior Court of California,
County of Los Angeles

Hon. Aaron W. Heisler

Commissioner of the Superior Court of California,
County of Orange

Ms. Sheri L. Gulino

Probate Director
Superior Court of California,
County of Riverside

Ms. Sharon Anderson

Senior Research Attorney
Superior Court of California,
County of Orange

Mr. Patrick R. Bowen

Senior Legal Research Attorney
Superior Court of California,
County of Placer

Mr. Thomas M. Johnson

Managing Attorney
Superior Court of California,
County of Riverside

Hon. Sabrina Schneweis-Coe

Judge of the Superior Court of California,
County of San Joaquin

Ms. Julie R. Woods

Probate Attorney
Superior Court of California,
County of Los Angeles

CJER ADVISORY COMMITTEE LIAISON

Hon. Clare Keithley

Judge of the Superior Court of California,
County of Butte

JUDICIAL COUNCIL STAFF LIAISON

Mr. Corby Sturges

Attorney
Center for Families, Children & the Courts
Judicial Council of California

LEAD STAFF

Mr. Eugene Kim

Attorney
Center for Judicial Education and Research
Judicial Council of California



STAFF

Ms. Khanh Nguyen

Attorney

Center for Judicial Education and Research

Judicial Council of California

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/](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> | √ | √ | √ | √ | √ |