

EDUCATION, TRAINING AND DEVELOPMENT

KSA Ranking Survey: State Perspective

1. CONTEXT AND VISION

Education, Training, and Development must prompt the judiciary’s enduring principles and take account of the forces shaping society and challenging the court. When judicial branch education is aligned with the court’s purposes, responsibilities, and strategic vision, resources are better targeted, allocated, and managed. Because courts are imbedded in an interdependent justice system, judicial branch education must include others on whom the courts depend to deliver justice.

From the perspective of your state association which of these Knowledge, Skills and Abilities should be developed first?

Highest ranking = 1	<i>Your</i>	<i>Group</i>
Lowest ranking = 9	<i>Score</i>	<i>Score</i>
	1-9	1-9

Knowledge, Skills and Abilities

A	Ability to tie judicial branch education to the court’s social context, its purposes and responsibilities, and the court’s strategic vision;		
B	Skill in ensuring that judicial branch education helps courts respond to its social context and to forces shaping the courts including: demographics and population shifts, science, technology, resource limitations, decreased public satisfaction and increased public expectations, the self-represented, different and expanded services, and resistance to change;		
C	Knowledge of the NACM Purposes and Responsibilities of Courts Curriculum Guidelines and their application to Education, Training, and Development;		
D	Knowledge of the Trial Court Performance Standards and their implications for judicial branch education;		
E	Knowledge of and commitment to our multicultural society, differing cultures and standards, and community understanding and expectations of the courts;		
F	Ability to promote diversity and to incorporate diversity in judicial branch education;		
G	Ability to inspire and sustain courts as learning organizations, including support for cross-jurisdictional movement of talented staff;		
H	Ability to extend judicial branch education to the other branches of government and their functioning departments with the goal of improved court and justice system performance and needed collaboration;		
I	Ability to engender court policies and practices that support court performance excellence through judicial branch education.		

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2. RESOURCE DEVELOPMENT

Education, training, and development is essential for any organization. Courts are not an exception. Effective court leaders know how to advocate, justify, and acquire needed resources. They understand that resources come from traditional budgetary processes and other sources. Persuasive advocacy links quality judicial branch education to court performance and justice.

From the perspective of your state association which of these Knowledge, Skills and Abilities should be developed first?

Highest ranking = 1	<i>Your</i>	<i>Group</i>
Lowest ranking = 11	<i>Score</i>	<i>Score</i>
	1-11	1-11

Knowledge, Skills and Abilities

A	Skill in articulating how Education, Training, and Development contribute to court and justice system performance;		
B	Skill in building and sustaining support for judicial branch education;		
C	Skill in establishing judicial branch education programmatic and funding priorities;		
D	Ability to present valid budget justifications for Education, Training, and Development;		
E	Ability to obtain grant and other funding and education resources;		
F	Knowledge of internal and external education resources, including national and state judicial branch education providers and their respective strengths;		
G	Knowledge of effective ways to develop judges and staff as teachers and mentors;		
H	Skill in creating and developing the courts internal resources to deliver quality judicial branch education;		
I	Ability to get federal, state, and local providers to focus on judicial branch education, the needs of the court, its departments, judges, and court staff;		
J	Ability to collaborate with educators from other branches of government and adult education providers generally, in developing entrepreneurial partnerships and building judicial branch education resources;		
K	Ability to communicate judicial branch outcomes and their benefits to funding sources and other branches of government.		

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3. ADULT EDUCATION FUNDAMENTALS

Court leaders who understand adult learning, a wide variety of educational methods, and differing learning styles and preferences can more effectively oversee Education, Training, and Development. They ensure the best match between learners, teaching methods, and faculty selection and preparation. Effective court leaders know and foster sound adult education practices.

From the perspective of your state association which of these Knowledge, Skills and Abilities should be developed first?

Highest ranking = 1	<i>Your</i>	<i>Group</i>
Lowest ranking = 12	<i>Score</i>	<i>Score</i>
	1-12	1-12

Knowledge, Skills and Abilities

A	Knowledge of adult learning theories;		
B	Knowledge of alternative education delivery mechanisms, including distance learning (e.g., computer self-instructional packages, video teleconferencing, satellite broadcasts, among other methods), multimedia, and supporting materials and processes;		
C	Ability to improve access to judicial branch education through train-the-trainer models, particularly through distance learning;		
D	Knowledge of sound curriculum and program development processes and models, including establishing outcomes, conducting needs assessments, stating clear learning objectives, and organizing program delivery around them;		
E	Ability to oversee assessment of court user needs and to ensure that user needs are addressed in Education, Training, and Development programs;		
F	Ability to foster programs that comprehend the differing but related objectives of Education, Training, and Development;		
G	Knowledge of NACM Core Competencies and ability to oversee their incorporation in learning needs assessments and judicial branch education;		
H	Ability to implement faculty development, including a wide variety of teaching methods, teaching aids, and train-the-trainer models;		
I	Knowledge of what motivates court employees, managers, and leaders and how personal development contributes to motivation;		
J	Skill in encouraging presentations that take into account the knowledge, experience, ages, stages of the learning process, and the talents of both the faculty and the learners;		
K	Skill in using judicial branch education to support succession by identifying the learning needs of judges and staff in leadership positions and those in associated and supportive roles;		
L	Ability to identify and use faculty with diverse experience and knowledge and from diverse cultures.		

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4. PROGRAM MANAGEMENT

Education, Training, and Development is not an end unto itself. Rather, it supports court accountability for its core responsibilities and desired future. Judicial branch education must be aligned with the court, its mission, vision, structure and, very important, its internal workflows. Linkage to human resources policy and practice is critical. Quality judicial branch education is more likely when the court and its judicial branch education programs are well managed.

From the perspective of your state association which of these Knowledge, Skills and Abilities should be developed first?

Highest ranking = 1	<i>Your</i>	<i>Group</i>
Lowest ranking = 13	<i>Score</i>	<i>Score</i>
	1-13	1-13

Knowledge, Skills and Abilities

A	Skill in aligning judicial branch education with the court, its mission, vision, structure, and workflows;		
B	Ability to communicate expected behavior and court performance improvements resulting from Education, Training, and Development;		
C	Ability to oversee development and implementation of human resource policies, processes, and best practices that support and reward growth and development of court organizations, judges, judicial employees, and their justice system partners;		
D	Ability to identify and integrate education and training needs within human resource processes including recruitment, selection, performance appraisal, promotion, and other reward systems;		
E	Skill in establishing judicial branch education priorities, allocating resources, making decisions about program content, methods, and faculty;		
F	SKILL IN USING EDUCATION AND TRAINING AS A MEANS OF INTERVENTION, BOTH PERSONAL AND PROFESSIONAL, AND TO BRING ABOUT SYSTEM-WIDE COOPERATION AND PROBLEM SOLVING;		
G	Skill in managing judicial branch education staff and faculty;		
H	Ability to recognize and reward excellent performance and to validate employee development;		
I	Ability to both direct staff and listen to them, and to ask effective clarifying questions as well as to tell them what is expected of them;		
J	Skill in mentoring and in encouraging mentoring throughout the judiciary;		
K	Skill in management of short-term projects and in developing this talent throughout the court;		
L	Ability to organize the court and its education function in order to adequately address succession planning;		
M	Skill in focusing judicial branch education on leadership and other employee transitions and the need to develop, motivate, retain, and recruit talented court employees.		

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5. EVALUATION

Effective court leaders define and communicate expectations to produce desired behaviors, habits, and outcomes. Through evaluation, both formal and informal, court leaders can assess and improve judicial branch education as a means to improved court and individual performance. Competent evaluation helps courts develop and allocate resources. Without meaningful evaluation, the courts' ability to deliver quality judicial branch education is compromised.

From the perspective of your state association which of these Knowledge, Skills and Abilities should be developed first?

Highest ranking = 1	<i>Your</i>	<i>Score</i>
Lowest ranking = 8	1-8	1-8

Knowledge, Skills and Abilities

A	Knowledge of alternative evaluation processes and measures and how to apply them to judicial branch education;		
B	Knowledge of outcome measures and evaluation methodologies and their application within adult learning arenas generally and with courts in particular;		
C	Skill in overseeing the assessment of the relationship of judicial branch education and outcomes through, among other means, pre- and post-measurements of court performance;		
D	Skill in ensuring that evaluation results are presented to appropriate decision makers in ways that are meaningful, interesting, and informative;		
E	Ability to assess learner achievements and development through observation of behaviors;		
F	Ability to compare different delivery mechanisms with performance outcomes;		
G	Ability to develop and provide follow-up assessments;		
H	Ability to develop and use both short-term and long-term outcome measures that assess Education, Training, and Development impacts on court performance.		