

# NASJE CURRICULUM DESIGN

9B<5B7=B; `: 57I @HMD9F: CFA 5B79' - 57<=9J =B; '9L79@@9B79'

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NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS



## Enhancing Faculty Performance ~ Achieving Excellence

*This is a summary of the content in this curriculum design.*

- A. Faculty in Action
  - a. Analyzing and reinforcing the strengths of a faculty member
  - b. Analyzing and improving less effective aspects of faculty performance
  - c. Educating staff and others to effectively evaluate faculty
- B. Faculty's Critical Role
  - a. Making choices that impact learning
  - b. Building and maintaining a safe learning environment
- C. Faculty Communication Skills
  - a. Presentation skills
  - b. Listening skills
  - c. Questioning and responding skills
- D. Faculty Facilitation Skills
  - a. Faculty role
  - b. Preparation and planning
  - c. Maintaining focus
  - d. Group dynamics
  - e. Managing the process
- E. Faculty Skills in Applying Andragogy
  - a. Faculty role
  - b. Using knowledge of adult development
  - c. Using knowledge of adult education principles
  - d. Strategies for success
- F. Faculty Team Teaching Skills
  - a. Definition and faculty role
  - b. Benefits and drawbacks
  - c. Strategies for success
- G. Some Cautionary Areas for Faculty
  - a. Use of humor and/or jokes
  - b. Word definitions and connotations
- H. Current Faculty Development Courses
- I. Working with Current Faculty
  - a. Strategies for improvement
  - b. Coaching
  - c. Other educational possibilities
- J. Ethical and Service Guidelines for Faculty
  - a. Adhering to professional practices
  - b. Avoiding stating personal opinion as fact
  - c. Balancing divergent perspectives in content
  - d. Voluntary suspension of faculty service if involved in any performance or disciplinary actions

## NASJE Curriculum Designs The Numbering System

NASJE Curriculum Designs follow a consistent numbering system to facilitate identifying information and navigating within and among various curriculum designs.

*The first number refers to the NASJE Core Competency.*

For example:

4 indicates the NASJE competency addressed in this curriculum design is faculty development

*The second number refers to entry- or experienced-level content.* (Entry indicates that the content is new to the target audience; it is not a reference to the experience level of the participants. Experienced level indicates learners already have some familiarity with the content.)

For example:

4.1 is the entry-level faculty development curriculum design

4.2 is the experienced level

*The third number refers to the section of the design.*

For example:

4.2.1 is the content section for experienced-level faculty development

4.2.2 is the faculty resources section

4.2.3 is the participant activities section

4.2.4 is the bibliography and selected readings

*The final number refers to the order of items in a section.*

For example:

4.2.1.1 is the first content (the overview) in experienced-level faculty development

4.2.2.7 is the seventh faculty resource

4.2.3.3 is the third participant activity

## Enhancing Faculty Performance ~ Achieving Excellence

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## Use of NASJE Curriculum Designs

Taken together, the curriculum designs in this series provide an overarching plan for the education of judicial branch educators; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for judicial branch educators. Content from the curriculum will be used alongside other content as determined by the NASJE Education Committee.

The designs are based on the [NASJE Core Competencies](#). Two curriculum designs are provided for most competency areas, one for entry-level content and the other for experienced-level content. Content level relates to the participants' familiarity with the subject area and not their tenure in judicial branch education.

Each of the curriculum designs, based on the competency areas, may be used either in its entirety or in segments to meet the needs of the individual circumstance or situation, the particular audience, time constraints, etc.

Each curriculum design includes a series of learning objectives and an outline of content to support those learning objectives. Content is annotated with the bracketed number of the learning objective it supports. Learning objectives for each curriculum design are listed in order of importance or in a logical progression. Faculty is encouraged to select content based on the order of the learning objectives. Content is provided in an abbreviated outline format. Faculty may expand on the content based on the needs of the learners.

Associated information for each curriculum design includes: (a) resources for faculty's use (as reference and/or as participant handouts), and (b) a series of recommended participant activities to measure achievement of objectives. Each resource and participant activity has a cover sheet explaining its use. Faculty notes near the beginning of each curriculum design provide important information to assist faculty in effectively preparing to design and deliver a course.

**Developing any course from a curriculum design will require that faculty (a) utilize an [instructional design model](#) (in the appendix), (b) employ [adult education principles](#) (next page), and (c) have an in-depth knowledge of the content beyond what is included in the design. A bibliography accompanies each curriculum design and contains additional sources of information. Because there are many sources for each content area that are not in the bibliography, faculty is encouraged to fully explore a variety of available sources when designing a course from a curriculum design.**

The NASJE Curriculum Committee welcomes feedback, updates, corrections, and enhancements to these designs so they will remain current and viable.

## Adult Education Principles

As learners mature, they change in terms of:

1. **Self-concept:** *They evolve from being dependent to self-directed.*
2. **Experience:** *They accumulate a growing reservoir of experience that becomes an increasing resource for learning.*
3. **Readiness to learn:** *Their readiness to learn becomes oriented increasingly to the developmental tasks of their various roles.*
4. **Orientation to learning:** *Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation toward learning shifts from subject-centered to problem-centered.*
5. **Motivation to learn:** *Their motivation to learn is internal rather than externally generated.* (Knowles, 1984).

Effective learning for adults is dependent on faculty:

1. **Engaging learners actively in their learning:**  
Adult learners generally prefer to participate, test new learning, and engage in discussion about the relevant content. Faculty needs to actively engage them at least 50% of the time through questions, activities, etc. and enable learners to discover how their new learning will serve them.
2. **Creating and maintaining an effective, safe learning environment:**  
Adult learners will participate readily in an educational situation if the environment is physically and psychologically suitable. Physically suitable includes comfortable, well-lighted, and easily accessible space; psychologically suitable includes feeling welcome to offer opinions and differing views and to ask questions. Faculty needs to alter the physical environment to meet the needs of learners and to state and demonstrate that the learning situation is open and non-threatening.
3. **Demonstrating respect for differences:**  
Adult learners are independent and self-reliant; they are of varied races, ethnicities, religions, backgrounds, experiences and education. In an educational situation, they need to be respected for their differences, even if their experience and knowledge is different from faculty. Faculty needs to state and demonstrate their willingness to engage different views.
4. **Providing learners with information on what to expect:**  
Adult learners prefer to understand what will happen in their learning and what will be expected of them in the learning environment. Faculty needs to provide an agenda, an overview, learning objectives, etc.
5. **Basing content on immediately applicable information and skills:**  
Adult learners generally prefer to engage in learning that will help them in their daily lives and work. Faculty needs to ensure that theoretical information serves only as a background for practical application of new knowledge and skills.

**[Instructional Design: The Backbone of Effective Education and Developing Faculty](#)** NASJE curriculum designs include additional information on adult education theory and practical application.

## Title: Enhancing Faculty Performance ~ Achieving Excellence

### NOTES:

Part of the materials for NASJE curriculum designs is a glossary, which will be the basis for developing a shared or common professional language for judicial branch educators. The first time a word found in the NASJE Glossary is used in a curriculum design, it is identified with a word border. Subsequent uses of the word do not have a border. In the online format, the definition will pop up when you roll your cursor over the text inside the border. In the hard copy format, you can find the definition in the glossary at the end of the curriculum. Faculty members using the NASJE curriculum designs are encouraged to familiarize themselves with the definitions relevant to the content area by reviewing the glossary terminology.

Words or terms underlined and in blue indicate a link to parts of the curriculum design. In the electronic format, click on the text to view the identified item. In hard copy format, refer to the page number that follows the text.

### Related to NASJE Competency:

[Competency Area 4 – Faculty Development](#) (available on the NASJE website)

Competency Summary: Judicial branch education is primarily based on using judicial branch personnel as faculty, most of whom have little or no expertise in serving as faculty for their peers. A faculty development program for these individuals includes an array of content. Effective judicial branch educators should possess the knowledge, skills and abilities needed to model effective performance as faculty – and thus be able to effectively develop others for faculty roles.

### Target Audience:

Judicial branch educators with experience in developing and delivering basic faculty development courses.

**Content Level:** \_\_\_\_\_ **Entry** **X** **Experienced**

*(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years of experience in judicial branch education may be at the entry content level for a topic if he or she has not had an opportunity to work with the content or become proficient with it.)*

**Date Approved: June 18, 2013**      **Last Updated:**

## 4.2.1.0 Curriculum Design

### 4.2.1.1 Curriculum Design Overview:

*(This section provides an overview and states the purpose for this educational area. It does not include all the detail shown in the outline, but is intended to provide a synopsis of the content.)*

Judicial branch educators use judges, court personnel, justice system partners and others to serve as **faculty** for a wide range of **courses**. To ensure that these individuals have the knowledge, skills and abilities to serve as faculty, judicial branch educators design and deliver faculty development courses at the national, state or court level. This course is to assist judicial branch educators in refining and enhancing local educational opportunities for faculty and in expanding developmental opportunities to achieve excellence in faculty performance. In addition, course content includes discussion of how to develop current faculty who may have attended a faculty development course in the past and/or who feel their experience compensates for formal faculty education.

While this course includes information regarding a wide range of content applicable for enhancing faculty performance, judicial branch educators would benefit from a more comprehensive exploration of several related educational areas, including NASJE curriculum designs or curriculum-based courses that are or will be available at the experienced-level of content for: **Needs Assessment**, **Instructional Design**, **Developing and Implementing Curriculum and Programs**, and **Evaluation**. These courses will equip participants with a deeper understanding of these crucial components and enable them to more effectively support the continued development of faculty.

### 4.2.1.2 Special Notes for Faculty:

This course builds on the entry-level course, [Developing Faculty](#). Faculty for this course should assume that judicial branch educator participants are (a) familiar with the basics of designing and delivering faculty development programs and (b) familiar with relevant **governance** structures, roles and responsibilities of committees, faculty and **staff**. [NOTE: Some of the content in this design is a further exploration of information included in the **curriculum** design for entry-level content for faculty development. Faculty for a course based on this curriculum design may abbreviate or expand this content based on the experience of judicial branch educator participants.]

To achieve learning objective 8, participants in this course are asked to bring their current agendas for their local faculty development course and any continuing education courses for faculty. To achieve learning objective # 10,

participants are asked to bring any ethical guidelines or codes of conduct that apply to local faculty; in case any participants do not have ethical guidelines or codes of conduct that apply to local faculty, faculty for this course should have a “hypothetical” code of conduct to provide to participants for their evaluation.

The Curriculum Committee believes that issues of **diversity** and **fairness**, **ethics**, and technology are viable and valuable considerations to be incorporated into courses developed from NASJE curriculum designs. After reviewing the [level] curriculum design for [competency title], address these areas as appropriate for your specific course. In addition to how these issues are already incorporated into this curriculum design, additional content could include:

- Diversity and fairness: The relevance of faculty behavior in establishing a safe learning environment (e.g., use of bias-free language, respect for differing views, use of diversity in teaching aids); the importance of resolving issues of diversity that arise during a course (e.g., dealing with use of offensive language by a learner).
- Ethics: The importance of ethical behavior of faculty (e.g., suspending faculty service during formal performance/disciplinary actions, demonstrating equal respect for all learners and their perspectives); the ethical behavior of judicial branch educators with regard to faculty (e.g., selecting faculty based on who is most effective/beneficial for learners).
- Technology: The use of technology as a strategy to provide educational opportunities for more learners.

#### **4.2.1.3 Participant Learning Objectives:**

*(These are statements of what participants can say and/or do to demonstrate learning when participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. They are listed in order of importance or in a logical progression in both the "in general" and "for the individual situation" sections. Faculty is encouraged to use learning objectives from both areas. Included with this curriculum design are participant activity suggestions for each learning objective.)*

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

##### In General:

1. Evaluate a faculty presentation, including selection of effective aspects observed and suggestions for aspects that need improvement (for example observing a demonstrated or videotaped presentation or reviewing written documentation of a presentation);
2. Analyze the impact of faculty choices and behaviors made during delivery that may significantly affect participant learning;

3. Assess the effectiveness of various strategies faculty can use to establish and maintain a safe learning environment;
4. Critique a faculty member's communication skills, including listening skills (for example in a role play or hypothetical situation);
5. Coach a faculty member when asking questions of participants to engage them in discussion and/or to evaluate their learning (for example in a role play situation);
6. Modify how a faculty member handles/answers questions asked by participants (for example in a hypothetical situation);
7. Explore the skill and ability sets needed by an experienced faculty member;

For the Individual Situation:

8. Establish a plan to introduce or redesign/enhance/improve current faculty development courses and continuing education/coaching for faculty;
9. Develop a strategy for enhancing the skills of current faculty who may not feel the need to attend a faculty development course or participate in continuing education; and
10. Develop or evaluate the effectiveness of current ethical guidelines and local policies that may apply to faculty, faculty selection and faculty development.

#### **4.2.1.4 Educational Content:**

*(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parentheses after key headings of the outline provides faculty with the overarching question the heading is designed to address.)*

- A. Faculty in Action [**1**] [see 4.2.2.1 [Faculty Evaluation and Feedback/Coaching Form](#), pg. 23] (*how can judicial branch educators observe and analyze faculty presentations*)
  - a. Analyzing and reinforcing the strengths of a faculty member (*what are some faculty behaviors that need to be highlighted or complimented*)
    - i. Using a course design flexibly to be responsive to learners' needs
    - ii. Accepting/honoring learners' right to have different views and perspectives, even if contrary to those of faculty

- iii. Demonstrating effective communication skills, especially active listening
- iv. Handling difficult situations effectively
- v. Protecting learners and their views from criticism
- vi. Accepting responsibility for misunderstandings regarding content
- b. Analyzing and improving less effective aspects of faculty performance (*what are some tools and approaches for making changes*)
  - i. Developing a template, chart, or guide to serve as a basis for observing and evaluating specific aspects of faculty performance
  - ii. Observing learner group behavior, reactions, level of participation, and body language during the course
  - iii. Assessing whether and how faculty evaluates achievement of learning objectives
- c. Educating staff and others to effectively evaluate faculty (*what should be included in preparing staff or faculty peers to evaluate faculty*)
  - i. Selecting evaluators who are effective as faculty and/or who have participated in a faculty development course to prepare them for what is effective in educating adults and what is expected of faculty
  - ii. Providing and explaining use of a template, chart, or guide for evaluating faculty
  - iii. Discussing and demonstrating how to present evaluation feedback in constructive ways [see 4.2.2.7 [Tips for Coaching Faculty](#), pg. 43]
- B. Faculty's Critical Role (*what should faculty understand and demonstrate regarding their unique responsibilities*)
  - a. Making choices that impact learning [2] (*what are the nuances of faculty choices that impact participant learning*)
    - i. Timing and pacing delivery of content to effectively impart new information and skills
    - ii. Punctuating or highlighting key points so learners know what is important
    - iii. Using "teachable moments" such as learner questions to further explain or illustrate content
    - iv. Annotating transitions to new material so learners understand the change
  - b. Building and maintaining a safe learning environment [3] (*what are some nuances of faculty behavior that contribute to or distract from participant comfort and may reduce participant learning*)
    - i. Continually demonstrating respect for differences among participants and their experiences
    - ii. Demonstrating fairness and honesty

- iii. Incorporating participant knowledge and experiences in delivery of content
  - iv. Actively engaging participants in their own learning
  - v. Accepting mistakes or misunderstandings
  - vi. Encouraging risk-taking and creativity
  - vii. Handling difficult participant behaviors [see 4.2.2.2 [Problem Participant Behavior – Possible Causes and Remedies](#), pg. 28, 4.2.2.3 [Quick Tips for Handling Difficult Behaviors](#), pg. 31, and 4.2.2.4 [Solutions for “Problem” Group Members](#), pg. 34]
- C. Faculty Communication Skills [4] (*what are the basic expectations of faculty*)
- a. Presentation skills
    - i. Verbal skills
      - 1. Understanding the importance of what is said and the weight and impact of how it is said
      - 2. Creating informality in delivery of content
      - 3. Using teaching aids that foster or facilitate delivery of content
      - 4. Avoiding use of words that may be misunderstood or misconstrued
    - ii. Non-verbal behavior
      - 1. Continually “reading” self and what body language or tone may be indicating to participants
      - 2. Traveling into the audience
      - 3. Making eye contact
      - 4. Using gestures to energize presentation or emphasize points
    - iii. “Reading” participants
      - 1. Observing participant group expressions, gestures, body language, distractions, side conversations, level of attention and participation
      - 2. Determining if and how to adjust the course
      - 3. Determining how to react to undesirable behavior
      - 4. Analyzing if and how you may be contributing to any lack of interest or confusion or boredom
    - iv. Dealing with difficult behavior
      - 1. Using strategies to address disruptive participant behaviors that may distract from learning, such as dominating the conversation, verbally attacking another participant, withdrawing from participation, making distracting comments
      - 2. Effectively handling comments that may indicate bias
  - b. Listening skills
    - i. Employing active listening

1. Understanding what may underlie or be implied in participant comments or questions
2. Using listening models to assist in improving listening skills
3. Using active listening skills to show respect to learners
- ii. Assessing how a course is progressing and how participants are feeling about the content and faculty
- c. Questioning and responding skills
  - i. Asking questions [5]
    1. Using questions to explore participant knowledge and experience
    2. Asking questions to assess participant learning and engage them in active-thinking and problem solving
    3. Creating and using open-ended questions
    4. Reframing questions that seem unclear to participants
    5. Timing when to ask questions
    6. Giving participants time to think before answering
    7. Employing strategies to capture participant questions that may not be relevant to the content or may be untimely, such as use of a “parking lot” to record questions that will be addressed or answered at another time
  - ii. Responding to questions [6]
    1. Identifying what questions imply
      - a. Questions that indicate more detail is needed
      - b. Questions that indicate a participant not only understands the content but is thinking beyond it in complex ways
      - c. Questions that are relevant but untimely
    2. Handling questions that are not relevant or are untimely, such as using a “parking lot” to record questions that may be addressed at another time
- D. Faculty Facilitation Skills [7]
  - a. Faculty role (*what is it*) – faculty assisting a group through a discussion process without influencing the content of the outcome or the decision; enabling adult learners to enhance their learning through self-discovery
  - b. Preparation and planning (*what is the goal of facilitation*) – developing goals to frame a discussion; assessing participant expectations; determining timeframes; etc.
  - c. Maintaining focus (*what can be done to keep the group moving toward an outcome*)
    - i. Establishing ground rules

- ii. Engaging participants throughout the discussion
    - iii. Ensuring all participants are invited to provide input
    - iv. Asking questions to foster discussion
    - v. Reinforcing participant input
    - vi. Making connections among key points
    - vii. Documenting feedback
  - d. Group dynamics (*how can the facilitator identify desirable dynamics and handle potential problems*)
    - i. Encouraging respectful disagreement
    - ii. Allowing the group process of building understanding
    - iii. Highlighting new ideas
    - iv. Using intervention strategies to deal with difficult behaviors, resolve escalating conflicts, identify and managing "personal agendas"
  - e. Managing the process (*what is necessary during the process to get to an outcome*)
    - i. Demonstrating patience
    - ii. Valuing and accepting all input
    - iii. Letting the group determine the direction
    - iv. Listening actively
    - v. Getting started with shared goals
    - vi. Engaging the group in developing ground rules
    - vii. Managing difficult behaviors
    - viii. Staying neutral
    - ix. Staying on time
    - x. Ensuring everyone has opportunity to speak
    - xi. Summarizing key points
    - xii. "Reframing" information when necessary
    - xiii. Getting consensus or "agreeing to disagree"
    - xiv. Bringing the discussion to a conclusion
- E. Faculty Skills in Applying Andragogy [7]
  - a. Faculty role (*what is it*) – faculty applying the art and science of working with adults in an educational environment
  - b. Using knowledge of adult development
    - i. Adult movement from being dependent to being self-directed
    - ii. Adult accumulation of knowledge and experience that may be a resource for learning
    - iii. Adult focus on addressing real-life issues
  - c. Using knowledge of adult education principles:
    - i. The needs of participants are central to the teaching
    - ii. Adult preference for participatory teaching and experiential teaching/learning approaches

- iii. Engaging participants in their own learning through questions, activities, problem-solving
- iv. Honoring and using participants' knowledge and experience to foster further exploration of content
- v. Adult need to share control of the education session and play a role in its direction to ensure it meets their needs
- vi. Adult preference for practical information
- vii. Adult view of faculty as an equal, or at least not as an unquestionable expert
- d. Benefits and drawbacks (*why use it and what are some inherent problems*)
  - i. Benefits - active participation in learning increases retention and likelihood of using new information, skills, abilities, and attitudes on-the-job
  - ii. Potential drawbacks for faculty – engaging participants may feel risky and challenging to faculty; takes more time than faculty lecture
  - iii. Understanding how to apply it: content needs to be targeted at knowledge/skill level of audience; flow of information, participant activities and faculty expectations need to be a balance of challenge and support for participants
- e. Strategies (*what is necessary for adults to learn most effectively*)
  - i. Creating a safe learning environment
  - ii. Addressing the needs of a variety of learning styles
  - iii. Reminding participants about “no right or wrong” answers to questions intended to engage them in discussion
  - iv. Encouraging participant to share their perspectives, even if the perspectives are different than faculty’s perspective
  - v. Balancing the challenges of participants learning new content with the support of faculty for achievements, questions, ideas
  - vi. Targeting content to the learning level of participants
  - vii. Using “active” teaching methodologies that keep participants active
  - viii. Maintaining an informal learning situation
  - ix. Valuing diversity
- F. Faculty Team Teaching Skills [7]
  - a. Faculty role (*what is it*) – faculty working in a collaborative educational strategy that engages two or more individuals to serve as faculty; team teaching requires:
    - i. Sharing the planning and delivery of content
    - ii. Avoiding use of sequential teaching as a team teaching approach

- iii. Enlivening the educational experience for participants by the change of pace each faculty member brings
- iv. Providing complementary and/or divergent perspectives
- v. Increasing the impact of faculty through careful pairing of faculty, such as including panel members, involving numerous subject matter experts to answer technical questions, utilizing course observers for additional perspectives on content
- b. Benefits and drawbacks (*why use it and what are some inherent problems*)
  - i. Benefits – offers varying perspectives, shared responsibility, creative approaches, different teaching strategies and methodologies
  - ii. Potential drawback – requires additional time for planning, ineffective pairings create difficulty for both faculty members, differences in knowledge/skills of faculty may create sense of disparity for faculty and learners
- c. Strategies for success (*what should happen before the teaching*) [see 4.2.2.6 [Team-Teaching Tips](#), pg. 40]
  - i. Plan together
  - ii. Allocate responsibilities
  - iii. Determine how to have seamless transitions
  - iv. Agree on how to intervene when other faculty is leading
  - v. Define supportive and collaborative roles
- G. Some Cautionary Areas for Faculty [2]
  - a. Use of humor and/or jokes (*what are the risks*) risk of:
    - i. Not being humorous to particular participant group
    - ii. Inadvertently diminishing a safe learning environment
    - iii. Inadvertently offending participants
    - iv. Display of unintended bias
  - b. Word definitions and connotations (diverse interpretations) (*what can go wrong*) risk of:
    - i. Inadvertently using a word that is a cultural or ethnic trigger
    - ii. Using a term that has a more contemporary and potentially negative meaning than what you intended
    - iii. Using acronyms and/or local terminology that is not understood among all participants
- H. Existing Faculty Development Courses (*what improvements can be made*) [8]
- I. Working with Current Faculty [9]
  - a. Strategies for improvement (*what would bring current faculty back into education to enhance their skills and abilities*)
    - i. Developing an “advanced” faculty development course
    - ii. Creating other educational possibilities and specialty courses for faculty, including using technology to deliver content, making

- videos/DVDs and photos for educational impact, using blended approaches to deliver content
- b. Coaching (*what can be done without formal education*)
    - i. Definition (*what is it*) – developing or improving specific skills through an individual relationship with a more experienced or knowledgeable colleague
    - ii. Approaches (*what can be done easily*)
      - 1. Defining the relationship and its parameters
        - a. Documenting expectations
        - b. Preparing the coach and the person to be coached
        - c. Timelines and guidelines for the relationship
      - 2. Using seasoned faculty to coach newer faculty – arranging for newer faculty to observe more experienced faculty; pairing newer faculty with more experienced faculty to teach a course
    - iii. Benefits and drawbacks (*why take this approach and what are some risks*)
      - 1. Benefits: a cost-effective approach, targeted assistance for enhancement of specific knowledge and skills, sense of value for both the coach and the individual faculty member, etc.;
      - 2. Potential drawbacks: possible lack of structure, potential danger to the relationship of the individuals involved, time required, etc.
    - iv. Educating the coaches (*what are the characteristics and skills needed to effectively coach someone*)
      - 1. Preferred characteristics for a coach: non-threatening demeanor, conversational approach, patience, awareness of own strengths and weaknesses
      - 2. Preferred skills/abilities for a coach: ability to identify a variety of recommendations for addressing areas needing improvement; ability to provide objective/constructive feedback with suggestions, tips, options for improvement; ability to reinforce positive changes; skill in active listening; ability to identify particulars of performance and match to desired behavior
  - c. Other educational possibilities (*what else can be offered*) – shadowing a more experienced faculty member, taping a course for self-evaluation, use of a peer or planner evaluation template for self-improvement
- J. Ethical and Service Guidelines for Faculty [10] [see 4.2.2.5 [Guidelines for Faculty](#), pg. 38] (*what should faculty know to avoid problems*)
- a. Adhering to professional practices

- b. Avoiding stating personal opinion as fact
- c. Balancing divergent perspectives in content
- d. Voluntarily suspending faculty service if involved in any performance or disciplinary actions

#### **4.2.1.5 Resources for Faculty:**

*(This is a list of documents, reference materials, and other sources of information that faculty may find useful. In addition to the attached materials, links are provided to more detailed resources.)*

- 4.2.2.1 [Faculty Evaluation and Feedback/Coaching Form](#), pg. 23
  - 4.2.2.2 [Problem Participant Behaviors – Possible Causes and Remedies](#), pg. 28
  - 4.2.2.3 [Quick Tips for Handling Difficult Behaviors](#), pg. 31
  - 4.2.2.4 [Solutions for “Problem” Group Members](#), pg. 34
  - 4.2.2.5 [Guidelines for Faculty](#), pg. 38
  - 4.2.2.6 [Team-Teaching Tips](#), pg. 40
  - 4.2.2.7 [Tips for Coaching Faculty](#), pg. 43
- [NASJE Core Competencies](#)

#### **4.2.1.6 Related Educational Areas:**

*(This is a list of content and/or contextual issues that are relevant to this educational area; faculty needs to be familiar with these areas and may include/reference some of this material in courses developed from this curriculum design.)*

Other relevant NASJE curriculum designs or curriculum-based courses:

[Developing Faculty](#)

[Instructional Design: The Backbone of Effective Education](#)

[Overcoming Challenges in Instructional Design](#)

Other relevant topics or educational areas:

Ethics

Diversity and Fairness

Last reviewed April 13, 2013

## Enhancing Faculty Performance ~ Achieving Excellence

### 4.2.1.7 Learning Objective, Resource, and Activity Chart

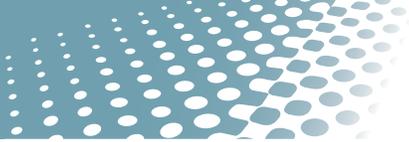
*This chart shows the relationship among learning objectives, certain faculty resources, and participant activities; there are faculty resources that are not directly linked to learning objectives and thus are not referenced in this chart.*

Learning Objective	Faculty Resource	Participant Activity
1. Evaluate a recorded or demonstrated faculty presentation, including selection of effective aspects observed and suggestions for aspects that need improvement.	4.2.2.1 <a href="#">Faculty Evaluation and Feedback/Coaching Form</a> , pg. 23	4.2.3.1 <a href="#">A Faculty Presentation</a> , pg. 49
2. Analyze the impact of faculty choices and behaviors made during delivery that may significantly affect participant learning.	4.2.2.2 <a href="#">Problem Participant Behaviors – Possible Causes and Remedies</a> , pg. 28; 4.2.2.3 <a href="#">Quick Tips for Handling Difficult Behaviors</a> , pg. 31; and 4.2.2.4 <a href="#">Solutions for “Problem” Group Members</a> , pg. 34	4.2.3.2 <a href="#">Nuances of Faculty Choices and Behavior</a> , pg. 53
3. Assess the effectiveness of various strategies faculty can use to establish and maintain a safe learning environment.	4.2.2.2 <a href="#">Problem Participant Behaviors – Possible Causes and Remedies</a> , pg. 28; 4.2.2.3 <a href="#">Quick Tips for Handling Difficult Behaviors</a> , pg. 31; and 4.2.2.4 <a href="#">Solutions for “Problem” Group Members</a> , pg. 34	4.2.3.3 <a href="#">Safe Learning Environment – From the Start</a> , pg. 55
4. Critique a faculty member’s	None	4.2.3.4 <a href="#">The Importance of</a>

<p>communication skills, including listening skills (for example in a role play or hypothetical situation).</p>		<p><a href="#">Communication Skills</a>, pg. 56</p>
<p>5. Coach a faculty member with regard to asking questions of participants to engage them in discussion and/or to evaluate their learning (for example in a role play situation).</p>	<p>4.2.2.7 <a href="#">Tips for Coaching Faculty</a>, pg. 43</p>	<p>4.2.3.5 <a href="#">Asking and Reframing Questions to Generate Discussion</a>, pg. 58</p>
<p>6. Modify how a faculty member handles/answers questions asked by participants (for example in a hypothetical situation).</p>	<p>None</p>	<p>4.2.3.6 <a href="#">Participant Questions</a>, pg. 60</p>
<p>7. Explore the skill and ability sets needed by an experienced faculty member.</p>	<p>None</p>	<p>4.2.3.7 <a href="#">Skill and Ability Sets for Experienced Faculty</a>, pg. 62</p>
<p>8. Establish a plan to introduce or redesign/enhance/improve current faculty development courses and continuing education/coaching for faculty.</p>	<p>None</p>	<p>4.2.3.8 <a href="#">Improving Current Faculty Development Courses</a>, pg. 64</p>
<p>9. Develop a strategy for enhancing the skills of current faculty who may not feel the need to attend a faculty development course or</p>	<p>None</p>	<p>4.2.3.9 <a href="#">Enhancing Faculty Skills</a>, pg. 65</p>

<p>participate in continuing education.</p>		
<p>10. Evaluate the effectiveness of ethical guidelines and local policies that may apply to faculty, faculty selection and faculty development.</p>	<p>4.2.2.5 <a href="#">Guidelines for Faculty Selection, Development and Service</a>, pg. 38</p>	<p>4.3.2.10 <a href="#">Guidelines/Policies for Faculty Selection, Development and Service</a>, pg. 66</p>

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**NASJE**

# **CURRICULUM DESIGN**

 **FACULTY RESOURCES**



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## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Faculty Resource

#### 4.2.2.1 Faculty Evaluation and Feedback/Coaching Form

##### Purpose of resource/document

There are two resources in this document. Faculty for a course based on this curriculum design may use one or both in their content. Either form provides judicial branch educators with ideas of how to construct an evaluation tool to provide information that may lead to improvement in performance rather than an evaluation that only addresses current performance. Forms are different in appearance, in approach and in some evaluation issues/questions.

##### Use of resource/document

These forms may be used in several places in the course, but are probably most useful in measuring participant achievement of learning objective 1. This would occur after explaining how to analyze and improve less effective aspects of faculty performance [see A, [Faculty in Action](#), pg. 9 in the curriculum design] and would entail having participants actually use one of both of the forms to evaluate a recorded or demonstrated presentation.

Other uses may be in the content that addresses working with current faculty [see E, [Faculty Skills in Applying Andragogy](#), pg. 12 in the curriculum design]. In this use, participants may critique the evaluation forms and discuss what, in their view, is effective about each and what may be more helpful to provide to their faculty to improve their performance. The forms could also be used in the section on coaching [see I, [Working with Current Faculty](#), pg. 14 in the curriculum design] as a tool for coaches.

In any of the uses described, participants need to understand that this type of form is not to be used by participants to evaluate faculty during a course; instead it is to be used by peers or staff who have had education regarding use of the form, what to look for or observe (honoring adult education principles, use of effective presentation skills, effective questioning, etc.), and how to state suggestions for improvement in constructive ways.

##### Related documents or materials

Participant activity

4.2.3.1 [A Faculty Presentation](#), pg. 49

## Enhancing Faculty Performance ~ Achieving Excellence

### Faculty Evaluation and Feedback Form

**Faculty Name:**

**Topic/Title of Course:**

**Date, Location:**

**Length of Course/Content Delivery:**

**Evaluator:**

This evaluation is to assist faculty with future presentations. Please document your comments in the space provided; if an item is not applicable, due to time or the delivery mechanism, note N/A.

Comments on Performance	Faculty:	Suggestions for Improvement
	Prepared a sound plan/design for the course.	
	Followed the plan, but was flexible when necessary.	
	Provided an overview of the course and the learning objectives.	
	Created a safe learning environment. (e.g., welcomed differing opinions, maintained informality, etc.)	
	Demonstrated current knowledge of the topic.	
	Honored adult education principles. (e.g., offered practical content, encouraged participant input, etc.)	
	Addressed a variety of learning styles. (e.g., auditory, visual kinesthetic; Kolb Learning Styles, etc.)	

Comments on Performance	Faculty:	Suggestions for Improvement
	Demonstrated respect for diversity. (e.g., incorporated diversity in hypothetical situations, etc.)	
	Engaged participants actively at least 50% of the time. (e.g., discussion, role-play, etc.)	
	Used a variety of teaching aids; used audiovisuals effectively.	
	Paced delivery of content to match participant ability.	
	Used a variety of activities; explained/conducted activities effectively.	
	Asked open-ended questions to engage participants in active-thinking.	
	Handled questions from participants effectively.	
	Used humor appropriately and effectively.	
	Physically moved into the audience while delivering content.	
	Evaluated participant achievement of learning objectives during the course.	

**Overall comments for faculty:** (e.g., "enjoyed the course," or "not enough time for the amount of content," or "course dragged," or "learned a great deal," etc.)

## Enhancing Faculty Performance ~ Achieving Excellence

### Faculty Evaluation and Feedback Form

**Faculty Name:**

**Topic/Title of Course:**

**Date, Location:**

**Length of Course/Content Delivery:**

**Evaluator:**

Please rate/rank each evaluation component by circling a number and document your comments for improvement in the space provided; if an item is not applicable, note N/A.

Lower <-> Higher	Evaluation Issues
1 2 3 4 5	<b>A. Was faculty organized?</b> Comment:
1 2 3 4 5	<b>B. Did faculty state goals and learning objectives?</b> Comment:
1 2 3 4 5	<b>C. Did faculty have materials that supported content?</b> Comment:
1 2 3 4 5	<b>D. Were materials useful and easily accessible?</b> Comment:
1 2 3 4 5	<b>E. Did faculty use/reference portions of materials?</b> Comment:
1 2 3 4 5	<b>F. Did faculty demonstrate knowledge of the topic?</b> Comment:
1 2 3 4 5	<b>G. Did faculty use interactive teaching approaches?</b> Comment:
1 2 3 4 5	<b>H. Did faculty encourage participant questions?</b> Comment:
1 2 3 4 5	<b>I. Did faculty show respect for differences of opinion?</b> Comment:

Lower <-> Higher	Evaluation Issues
1 2 3 4 5	<b>J. Did faculty maintain control of the group?</b> Comment:
1 2 3 4 5	<b>K. Was faculty sensitive to diversity issues?</b> Comment:
1 2 3 4 5	<b>L. Did faculty use gender-neutral language?</b> Comment:
1 2 3 4 5	<b>M. Did faculty address topic-relevant diversity issues?</b> Comment:
1 2 3 4 5	<b>N. Did faculty use the Kolb teaching cycle?</b> Comment:
1 2 3 4 5	<b>O. Did faculty address the three types of learners?</b> (visual, auditory, kinesthetic) Comment:
1 2 3 4 5	<b>P. Did faculty maintain participant interest?</b> Comment:
1 2 3 4 5	<b>Q. Did faculty use humor appropriately?</b> Comment:
1 2 3 4 5	<b>R. Did faculty move into the audience?</b> Comment:
1 2 3 4 5	<b>S. Did faculty adequately explain activities?</b> Comment:
1 2 3 4 5	<b>T. Did faculty use visual support effectively?</b> Comment:
1 2 3 4 5	<b>U. If using PowerPoint®, did faculty use it effectively?</b> Comment:
1 2 3 4 5	<b>V. If team teaching, were faculty effective as a team?</b> Comment:

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Faculty Resource

#### 4.2.2.2 Problem Participant Behavior – Possible Causes and Remedies

##### Purpose of resource/document

This is one of three charts which faculty may choose to use to address approaches to dealing with potentially difficult behaviors that adult learners may demonstrate. Faculty is encouraged use this chart and one of the other two charts for dealing with specific problem behaviors: Problem Participant Behavior – Possible Causes and Remedies - or - Solutions for “Problem” Group Members.

##### Use of resource/document

Faculty may use any or all of the three charts provided, or faculty may use another source of information that addresses difficult participant behaviors.

This information would be most effective when discussing faculty’s critical role with regard to building and maintaining a safe learning environment, especially dealing with difficult participant/learner behavior, and faculty communication skills [see B, [Faculty’s Critical Role](#), subpart b, [Building and maintaining a safe learning environment](#) and C, [Faculty Communication Skills](#), pg. 10 in the curriculum design].

For this particular chart, faculty may want to highlight: 1) some participant behavior may be due to issues that are related to faculty behavior, the course design, the content or the environment; 2) addressing these factors may resolve problems before faculty considers strategies to control/manage participant behavior.

Faculty using this chart may have preferences as to approaches for dealing with difficult behaviors and may choose only to draw-from this chart rather than use it as the basis for a discussion.

##### Related documents or materials

Faculty resources

4.2.2.3 [Quick Tips for Handling Difficult Behaviors](#), pg. 31

4.2.2.4 [Solutions for “Problem” Group Members](#), pg. 34

Participant activities

4.2.3.2 [Nuances of Faculty Choices and Behavior](#), pg. 53

4.2.3.3 [Safe Learning Environment – From the Start](#), pg. 55

## Enhancing Faculty Performance – Achieving Excellence

### Problem Participant Behavior – Possible Causes and Remedies

*Based on information from the Education Services Division, Administrative Office of the Courts in Arizona*

<p><b><i>Possible Participant Behavior</i></b>          Showing lack of interest, lack of participation, engaged with distractions (reading, texting, etc.)  <i>If many in the group demonstrate any of these behaviors:</i></p>	
<p><b><i>Possible Faculty Causes</i></b></p> <p>Faculty may be:</p> <ul style="list-style-type: none"> <li>• Presenting content too rapidly/too slowly to maintain participant understanding and interest.</li> <li>• Providing content that is at an inappropriate level for participants (too simple/too complex).</li> <li>• Using voice ineffectively: not projecting, many “um’s” or sighs, boring tone, lengthy pauses, talking too slowly or too rapidly.</li> <li>• Demonstrating negative non-verbal behaviors: closed posture, lack of eye contact, stern expression, and isolation behind lectern or table.</li> <li>• Showing lack of preparation, lack of knowledge, lack of organization.</li> <li>• Exhibiting poor presentation and facilitation skills: no feedback sought, no acknowledgment of participant input.</li> <li>• Failing to create a safe learning environment: superior demeanor, lack of support/appreciation for participants taking risks.</li> <li>• Failing to address a variety of learning styles.</li> </ul>	<p><b><i>Potential Remedies/Tips</i></b></p> <p><b><u>Plan Ahead:</u></b></p> <ul style="list-style-type: none"> <li>• Review participant list to understand their level of experience, the relevance of the content to their work.</li> <li>• Visit the site, consider adjustments you may need to make.</li> </ul> <p><b><u>Prepare:</u></b></p> <ul style="list-style-type: none"> <li>• Know your strengths/weaknesses.</li> <li>• Research the content thoroughly.</li> <li>• Review the content and agenda and make notes for the presentation.</li> <li>• Prepare open-ended, risk-free questions to ask participants.</li> <li>• Arrive early to assess your readiness and to greet participants.</li> </ul> <p><b><u>Practice:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate/rehearse the course.</li> <li>• Do a pilot course, especially if the content is new.</li> <li>• Plan how to compress or expand content if necessary.</li> </ul>
<p><b><i>Possible Participant Behavior</i></b>          Showing signs of boredom or anxiety with content, restlessness, questioning content  <i>If several participants demonstrate any of these behaviors:</i></p>	
<p><b><i>Possible Content and/or Design Causes</i></b></p> <p>Content:</p> <ul style="list-style-type: none"> <li>• Is not relevant to participants, does not meet their needs.</li> <li>• Does not apply to participants due to age, roles, or experience.</li> <li>• Is not sequenced/organized effectively.</li> <li>• Is overwhelming, more than participants can</li> </ul>	<p><b><i>Potential Remedies/Tips</i></b></p> <p><b><u>Check your content and design:</u></b></p> <ul style="list-style-type: none"> <li>• Are a variety of learning styles addressed?</li> <li>• Is there a balance of visual, auditory, kinesthetic experiences?</li> <li>• Is the sequence logical?</li> <li>• Does the content support the</li> </ul>

<p>assimilate, more than appropriate for time.</p> <ul style="list-style-type: none"> <li>• Is not presented in a variety of approaches.</li> </ul> <p>Course:</p> <ul style="list-style-type: none"> <li>• Is not designed for a variety of learning styles.</li> <li>• Has too few breaks.</li> <li>• Includes teaching methodologies not appropriate for the content or for stated learning objectives.</li> <li>• Is designed for a different audience (wrong audience mix - i.e. age, roles, experience).</li> </ul>	<p>learning objectives?</p> <ul style="list-style-type: none"> <li>• Do the content and teaching methods match participant needs?</li> <li>• Is the audience compatible?</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Pilot the course if possible in order to assess appropriateness of content and design</li> </ul>
<p><b>Possible Participant Behavior</b>          Making inappropriate/irrelevant comments, dominating or withdrawing, acting-out  <i>If one or a few individuals demonstrate these behaviors:</i></p>	
<p><b>Possible Learner Causes</b></p> <ul style="list-style-type: none"> <li>• Personality (traits, characteristics, lack of interpersonal skills).</li> <li>• Mental capacity or learning disabilities (unable to learn at a certain level of complexity; inability to concentrate for long periods of time).</li> <li>• Physical problems (inability to see, hear, or sit for long periods of time).</li> <li>• Emotional issues (personal or professional issues not relevant to the course, anger, need for attention, insecurity, stressed).</li> <li>• Motivational (doesn't value the information, does not see relevance, does not want to be there).</li> </ul>	<p><b>Potential Remedies/Tips</b></p> <p><b>Consider your role</b></p> <ul style="list-style-type: none"> <li>• Is your behavior contributing to the situation?</li> <li>• Focus on the situation, behavior, or issue that seems to have generated the behavior, not on the individual.</li> <li>• Protect the self-esteem and confidence of all participants.</li> <li>• Use the least public approach to remedy the problem.</li> <li>• Think beyond the moment.</li> </ul>
<p><b>Possible Participant Behavior</b>          Exhibiting signs of discomfort: moving to see better, straining to hear, squirming, losing interest  <i>If several participants exhibit this behavior:</i></p>	
<p><b>Possible Environmental Causes</b></p> <ul style="list-style-type: none"> <li>• Room temperature (too warm or too cold, drafts)</li> <li>• Lighting (too bright or too dim).</li> <li>• Sound system (too loud or too soft, static, etc.).</li> <li>• Seating arrangement (arrangement inhibits movement or ability to see, no space for materials).</li> <li>• Room size or configuration (size does not accommodate number of participants, obstructions to participant movement or ability to see).</li> <li>• External interruptions (construction or other distracting sounds; catering activity).</li> <li>• Number of participants (group too large for effective educational activity).</li> </ul>	<p><b>Potential Remedies/Tips</b></p> <p><b>Plan ahead</b></p> <ul style="list-style-type: none"> <li>• Select the best possible learning environment.</li> <li>• Match seating arrangements to the teaching methods used.</li> <li>• Set limits on number of participants.</li> <li>• Get contact names/numbers of maintenance/set-up/host personnel.</li> </ul> <p><b>Arrive early</b></p> <ul style="list-style-type: none"> <li>• Have a back-up plan and make adjustments if the environment is unsatisfactory.</li> </ul>

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Faculty Resource

#### 4.2.2.3 Quick Tips for Handling Difficult Behaviors

##### Purpose of resource/document

This is one of three charts which faculty may choose to use to address approaches to dealing with potentially difficult behaviors that adult learners may demonstrate. Faculty is encouraged to use Problem Participant Behavior – Possible Causes and Remedies and, for specific problem behaviors, use this chart - or - Solutions for “Problem” Group Members.

##### Use of resource/document

Faculty may use any or all of the three charts provided, or faculty may use another source of information that addresses difficult participant behaviors.

This information would be most effective when discussing faculty’s critical role with regard to building and maintaining a safe learning environment, especially dealing with difficult participant/learner behavior, and faculty communication skills [see B, [Faculty’s Critical Role](#), subpart b, [Building and maintaining a safe learning environment](#), and C, [Faculty Communication Skills](#), pg. 10 in the curriculum design].

Faculty using this chart may have preferences as to approaches for dealing with difficult behaviors and may choose only to draw-from this chart rather than use it as the basis for a discussion.

##### Related documents or materials

Faculty resources

4.2.2.2 [Problem Participant Behavior – Possible Causes and Remedies](#), pg. 28

4.2.2.4 [Solutions for “Problem” Group Members](#), pg. 34

Participant activities

4.2.3.2 [Nuances of Faculty Choices and Behavior](#), pg. 53

4.2.3.3 [Safe Learning Environment – From the Start](#), pg. 55

## Enhancing Faculty Performance ~ Achieving Excellence

### Quick Tips for Handling Difficult Behaviors

Behavior Name	Typical Actions	Positive Intent	Basic Coping Strategy
Sherman Tanks	Pushy, abrupt, and even hostile. Keep talking until others move out of the way or accept their view of the world. Aggravated by too much discussion or friendly chat.	Get it done	<ol style="list-style-type: none"> <li>1. Hold your ground, but don't fight back.</li> <li>2. Ask for clarification of the issue.</li> <li>3. Restate the issue.</li> <li>4. State your own opinions.</li> <li>5. Ask what others think.</li> <li>6. Be ready to be friendly.</li> </ol>
Snipers	Hide in crowds. Use jokes and sarcasm to sidetrack, humiliate, and embarrass people. May roll eyes to distract you. Can become tanks if exposed. Friendly snipers use humor to get attention from the group.	<p>Get it done</p> <p>Get appreciated</p>	<ol style="list-style-type: none"> <li>1. Acknowledge the remark immediately</li> <li>2. Ask about intent and relevancy.</li> <li>3. Seek group input re: the issue.</li> <li>4. Solve the problem, if any exists.</li> <li>5. Resolve on-going problems in private.</li> </ol>
Exploders	Feel thwarted and threatened so they "act out" through tantrums. May storm out of the room or attack others verbally without explanation. May cry or look silently enraged.	Get appreciated	<ol style="list-style-type: none"> <li>1. Give them time to run down.</li> <li>2. Get their attention.</li> <li>3. Show that you take them seriously.</li> <li>4. Reduce intensity. Take a break.</li> <li>5. Identify and solve underlying problems.</li> </ol>
Know-it-all Experts	Extremely confident in their abilities. Very accurate and thorough. Tend to ignore other opinions. Quick to criticize and pick at others. Don't like to be contradicted.	Get it done	<ol style="list-style-type: none"> <li>1. Be prepared and know your stuff.</li> <li>2. Listen and acknowledge respectfully.</li> <li>3. Present your views indirectly.</li> <li>4. Turn them into mentors.</li> </ol>
Think-they-know-it-alls	Act like experts. Charismatic or enthusiastic talkers. Like to pontificate about subject in front of others, even though they are not really experts. Tend to be generalists in many fields.	Get appreciated	<ol style="list-style-type: none"> <li>1. Give them a little attention.</li> <li>2. Clarify for specifics.</li> <li>3. State facts or alternative opinions.</li> <li>4. Allow them to save face.</li> <li>5. Break the cycle.</li> </ol>

Super-agreeables	Try to please everyone by doing what is asked while sometimes feeling put upon. Over-commit so much that they perform poorly. Use humor to reveal issues.	Get along	<ol style="list-style-type: none"> <li>1. Make it safe to be honest.</li> <li>2. Talk personally and honestly.</li> <li>3. Help them learn to plan realistically.</li> <li>4. Ensure commitment.</li> <li>5. Strengthen the relationship.</li> </ol>
Indecisives	Avoid making decisions for fear of harming a personal relationship. Hint or beat around the bush to remain honest. Try to postpone decisions until they are not necessary.	Get along	<ol style="list-style-type: none"> <li>1. Establish a comfort zone.</li> <li>2. Surface the issues.</li> <li>3. Help them problem solve.</li> <li>4. Reassure, then ensure follow through.</li> <li>5. Strengthen the relationship.</li> </ol>
Unresponsives	Withdraw from others when frustrated. Stop talking although they appear angry. Wash hands of decision rather than try to influence it. Don't like to rush into action without understanding the background and the details of a project.	Get it right	<ol style="list-style-type: none"> <li>1. Be prepared to wait.</li> <li>2. Ask open-ended questions expectantly.</li> <li>3. Avoid filling quiet pauses with talk.</li> <li>4. Help break the tension.</li> <li>5. Venture guess as to problem.</li> <li>6. Show the future.</li> </ol>
Negativists	Feel hopeless to enact change. Destroy morale. React strongly to problem solving or process changes. Sound bitterer and more hopeless than complainers.	Get it right	<ol style="list-style-type: none"> <li>1. Avoid getting drawn in.</li> <li>2. Don't argue.</li> <li>3. Explore the problem before solutions.</li> <li>4. Describe the worst case situation.</li> <li>5. Use them as a resource.</li> <li>6. Wait for them, but be prepared to act.</li> </ol>
Complainers	Whine and speak in generalizations about problems. Focus on problems, not solutions. Believe someone else should fix the problem.	Get it right	<ol style="list-style-type: none"> <li>1. Listen for the main points</li> <li>2. Acknowledge, interrupt, get specific.</li> <li>3. Don't agree or apologize. State facts.</li> <li>4. Switch to problem solving.</li> <li>5. Draw the line. How should this end?</li> </ol>

Compiled from "Dealing with People You Can't Stand" by Dr. Rick Brinkman and Dr. Rick Kirschner and "Coping with Difficult People" by Dr. Robert M. Bramson. Electronic version available online at [userassistance.com/presentations](http://userassistance.com/presentations).

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Faculty Resource

#### 4.2.2.4 Solutions for “Problem” Group Members

##### Purpose of resource/document

This is one of three charts which faculty may choose to use to address approaches to dealing with potentially difficult behaviors that adult learners may demonstrate. Faculty is encouraged to use Problem Participant Behavior – Possible Causes and Remedies and, for specific problem behaviors, use this chart - or - Quick Reference for Handling Difficult Behaviors.

##### Use of resource/document

Faculty may use any or all of the three charts provided, or faculty may use another source of information that addresses difficult participant behaviors.

This information would be most effective when discussing faculty’s critical role with regard to building and maintaining a safe learning environment, especially dealing with difficult participant/learner behavior, and faculty communication skills [see B, [Faculty’s Critical Role](#), subpart b, [Building and maintaining a safe learning environment](#), and C, [Faculty Communication Skills](#), pg. 10 in the curriculum design].

Faculty using this information may have preferences as to approaches for dealing with difficult behaviors and may choose only to draw-from this information rather than use it as the basis for a discussion.

##### Related documents or materials

###### Faculty resources

4.2.2.2 [Problem Participant Behavior – Possible Causes and Remedies](#), pg. 28

4.2.2.3 [Quick Tips for Handling Difficult Behaviors](#), pg. 31

###### Participant activities

4.2.3.2 [Nuances of Faculty Behavior](#), pg. 53

4.2.3.3 [Safe Learning Environment – From the Start](#), pg. 55

## Enhancing Faculty Performance – Achieving Excellence

### Solutions for “Problem” Group Members

(From materials developed by Gordon Zimmerman, University of Nevada, Reno)

Most of the time, most group members participate constructively. Many discussion leaders have reported, “It was a great group. I didn’t have to do much to keep it going.” But sometimes “problem members” affect group productivity. The discussion leader is ultimately responsible for managing them.

#### The Monopolizer/Authority

Talks frequently; comments are often lengthy; is “knowledgeable” on every topic; dominates the discussion; speaks with finality (“I have spoken - you have just heard the correct answer.”)

Show appreciation of monopolizer’s input, but interrupt when his or her comments are too long. Actively seek comments from others: “Let’s make sure everyone has a chance to comment on this.”

Speak privately with monopolizer: “I’m concerned that some people aren’t talking very much. Will you help me get some of them involved?”

If problem becomes acute, ask program directors to intervene.

#### The Silent Member

Virtually no voluntary comments on any issue; little input when asked directly to contribute

Watch for nonverbal cues. If this person appears to be alert and interested, don’t be too concerned. Occasionally, pose a question to the silent member. If input still does not occur, leave him or her alone. Don’t put this person on the spot to provide ideas that aren’t spontaneous.

Consider a special assignment to involve the silent person: “I’ve asked Bill to tell us about...” Reinforce contributions when they do occur.

Talk privately with this person: “I’ve noticed that you haven’t talked much. That’s OK, but I want to make sure that you have a chance to comment if you want to.”

Do not play amateur psychologist. People learn and participate in different ways. It is not your role to discover hidden problems and motives, or to imply by your inquiry that reticence is inappropriate in this setting.

**The Chronic Interrupter**

Cuts in frequently while others are in mid-sentence

Reaffirm rules: "Let's permit people to finish their comments."

Interrupt the interrupter: "Just a moment, John. I don't think Sue was finished."

**The Grouch/Critic**

Consistently displays foul mood; nonverbal displays show negative feelings; may be bluntly critical of others' comments.

If this person violates the group norm of no personal attacks, defend the victim and reaffirm the ground rule.

Talk privately with the grouch. Describe what you are seeing. Indicate its effect on the group. Ask if your perceptions are accurate and see if there is a reason for the behavior. Help the grouch if you can, but affirm strongly that you cannot let him or her dampen group interest.

**The (tasteless) Joke Teller**

This person's version of humor is offensive or, at best, insensitive; may use stereotypes of gender, race or ethnicity; may have tasteless sexual connotations.

Tactfully but firmly indicate that such stories are not appropriate for this setting (though other assertive group members may do this for you).

Talk privately with joke teller, reminding him of the need for every member's comfort with this group learning setting.

If one or more members are clearly offended, talk with them and reassure them that you will not tolerate such messages in the future.

**Side Conversationalists**

Frequent one-to-one discussion while others are talking.

Intervene: "I'm having trouble hearing; let's have one person talk at a time."

At the next meeting, sit in the chair of one of the side conversationalists.

**The War Story Teller**

"I had a case once..." or "Let me tell you about a problem I had..."

Remind the group of the need to make comments brief so everyone can participate.

Seek the key point of the story: "Why did you do it that way?" or "Let's talk about the principle that example illustrates."

**The Debaters**

Extended argument between two people

Intervene; paraphrase each side and then move to others. "So Bob is saying that...while Susan claims that.... What do the rest of you think about this issue?"

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Faculty Resource

#### 4.2.2.5 Guidelines for Faculty Selection, Development and Service

##### Purpose of resource/document

This document provides a sample of what judicial branch educators may want to consider for local guidelines for faculty service.

##### Use of resource/document

This sample would be most effective near the conclusion of the course, after participants have discussed all of the content [see J, [Ethical and service guidelines for faculty](#), pg. 16 in the curriculum design].

Judicial branch educators may find that they have several sources of information for developing local guidelines for faculty but need to develop a single document for ease of reference.

Faculty for courses based on this curriculum design may want to encourage judicial branch educators to include their local faculty guidelines in faculty development courses, in faculty handbooks, as an attachment to confirmation letters, and in other forms of communication with faculty.

##### Related documents or materials

Participant activity

4.2.3.10 [Guidelines/Policies for Faculty Selection, Development and Service](#),  
pg. 66

## Enhancing Faculty Performance ~ Achieving Excellence

### Guidelines for Faculty Selection, Development and Service

These guidelines are to inform and protect individuals involved in faculty service.

#### Faculty Selection:

- Faculty is selected based on knowledge of relevant content, ability to teach adults, and availability; whenever possible, diversity is a consideration;
- Faculty is selected by relevant program committees and are confirmed by judicial branch education staff;
- Preference is given to individuals who have completed a faculty development course and have demonstrated their ability to design a course and deliver content effectively.

#### Faculty Development:

- Faculty is expected to participate in both the basic faculty development course as well as in continuing education provided for experienced faculty;
- Participation in faculty development courses is based on recommendation from relevant program committees or judicial branch educators and depends on available space in courses;
- Participation in faculty development courses does not always lead directly to faculty service due to a variety of factors.

#### Faculty Service:

- Once confirmed, faculty is expected to work with judicial branch educators to design their courses and to meet course-related deadlines;
- Part of faculty service is demonstrating integrity, honesty and fairness in both the role of faculty and in court work;
- Faculty is asked to suspend their participation/service if ethical, legal or behavioral issues are under investigation or pending; faculty may resume their participation when a favorable outcome is determined;
- Faculty is expected to notify relevant committee chairs or judicial branch educators if they are unable to serve as planned; relevant committees and judicial branch educators will select replacement faculty.

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Faculty Resource

#### 4.2.2.6 Team-Teaching Tips

##### **Purpose of resource/document**

This resource is to provide ideas for judicial branch educators regarding the kinds of tools they can develop for faculty who plan to team-teach. The tips presented may be useful as they are, and/or judicial branch educators may use them to develop additional suggestions for faculty teams.

##### **Use of resource/document**

This resource would be most effectively used when discussing strategies, preparation, and planning for team-teaching [see F, [Faculty Team Teaching Skills](#), p. 13 in the curriculum design].

NOTE: Faculty may want to mention that although this resource is designed for a traditional pairing of faculty, team-teaching may also include use of subject matter experts attending a course to answer any technical questions, panel members who offer a variety of perspectives on content, and other situations in which individuals need to work collaboratively to deliver content.

##### **Related documents or materials**

None

## Enhancing Faculty Performance ~ Achieving Excellence

### Team-Teaching Tips

Based on information provided by the  
Education Division of the Administrative Office of the Courts in California

#### Before the Course

- Participate as full partners. Plan together. Develop learning objectives and select content together. Offer suggestions to one another rather than make unilateral decisions and inform your partner.
- Discuss what it means to be a team. Ensure that you do not simply deliver content as a tag-team.
- Share the work. Determine together who will research certain parts of the content, who will develop teaching aids, which audiovisuals will be most effective, what kinds of participant activities are appropriate, etc.
- Develop the course together. Discuss use of the Kolb “teaching circle” or another adult education teaching model. Ensure that you both understand the process and your complementary roles.
- Discuss your teaching styles. Use this information to come to an agreement about how you will effectively teach together.
  - Do you like to “stick to the script” or do you prefer to be more flexible?
  - Are you more academic in your delivery of content or are you more experiential?
  - What is your learning style? Do you tend to teach in the way you learn? How can you work together to address all learning styles?
- Discuss your areas of expertise and strengths.
- Discuss how you will work together, how will you transition to one another, how you will communicate when you have something to add to what your partner has provided, how you can assist one another to stay on time, and what methods you will use to let the other know that it is time to transition.
- Rehearse together (even on the phone if you can’t get together in person).
- Discuss how you will address the unexpected (AV equipment doesn’t work, room size not appropriate, lunch doesn’t arrive, partner is going over time allocation, etc.) and what to do if one of you is delayed in arriving or cannot teach on the designated date due to an emergency.

## During the Course

- Demonstrate that you are a team. Show respect for one another throughout the course.
  - If your partner says something that you feel is incomplete, unclear, or may be misunderstood by participants, show respect when adding your input. Use phrases like, “in addition,” “great point and...”, “another way to look at that might be.”
  - Allow your partner to finish speaking before adding content or comments. Try to catch your partner’s attention if you feel you need to comment immediately. Avoid interrupting or “talking over” your partner
  - If possible, refer to one another’s points when offering content. This strengthens participant learning and builds on what the other faculty member provided. Use phrases like, “to support what [name] mentioned earlier,” or “-----
  - Share the teaching. If you are the one presenting remember to ask your co-faculty from time to time, “Do you have anything to add to that?” or “What’s your perspective on \_\_\_\_?”
- During breaks check in with one another to make sure all is running smoothly – be open to making adjustments as needed.
- Remember even when you are not teaching, you are partners. Watch and listen to participants to get an idea as to their learning. Check for non-verbal cues that tell you that they might need a little more clarification, a break, etc. Share what you see and hear with your partner.
- Be willing to help your partner, but be sure you know when help is needed/appreciated. Ask your partner if they want assistance. Help could be in the form of writing on easel paper, distributing handouts, or observing and assisting small groups during an activity.
- Respect one another’s time. Abbreviate your content if necessary in order to honor your partner’s allotted time.
- Above all, be forgiving of, respectful to, and flexible with your partner.

## After Teaching

- Debrief, preferably at the end of the course before leaving, with your partner on what worked, what could be better, etc.

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Faculty Resource

#### 4.2.2.7 Tips for Coaching Faculty

##### Purpose of resource/document

This list of tips is designed to assist judicial branch educators in effectively coaching faculty members and/or in educating others serve as faculty coaches.

##### Use of resource/document

This resource is most effectively used when having judicial branch educators consider how to observe and work with faculty [see A, [Faculty in Action](#), pg. 8 in the curriculum design].

Care needs to be exercised when using a coaching process:

1. The purpose of coaching is always to assist a faculty member in a supportive, non-critical manner.
2. Coaches need to be effective and respected judicial branch educators or faculty members, demonstrate a collaborative approach when working with others, and have the time to coach effectively.
3. Coaching may be an informal process, helping a faculty member who has difficulty with a particular aspect of designing or delivering adult education or it may be a formal process that ensures ongoing faculty development.
4. If the coaching process is formal, it should be understood fully by the faculty member and by the coach; it may be comprehensive since it is n established process to assist faculty; the presence of the coach in a course needs to be agreeable to the faculty member.
5. If the coaching process is informal, the coach may need to limit coaching activities to those aspects of faculty performance that are most in need of improvement; extensive informal coaching may feel threatening to the faculty member unless the individuals involved have a pre-existing, trusting relationship.

##### Related documents or materials

Faculty resource

4.2.2.1 [Faculty Evaluation and Feedback/Coaching Form](#), pg. 23

## Enhancing Faculty Performance – Achieving Excellence

### Tips for Coaching Faculty

These tips are intended to assist judicial branch educators in coaching faculty members and/or in educating others to serve as faculty coaches. Not all tips are relevant or applicable to every coaching situation. Tips have overlapping aspects and are not necessarily in chronological order.

#### **Ensure the faculty member understands your role.**

- The role of a coach is to assist in enhancing the effectiveness of a faculty member, thus the overall effectiveness of a course and participant learning.
- If appropriate/necessary, prepare the faculty member for your presence.

#### **If possible, observe the faculty member - during an entire course.**

- Often, if observing only a “snapshot” of a course, an observer may miss relevant information or behaviors that may clarify the portion observed.
- The most effective coaching comes from experiencing a course first-hand, rather than from what others say. A coach is “tuned-in” to faculty in ways others may not be, thus may either understand a particular behavior or see nuances missed by others.
- If coaching from what others say or information from participant evaluation forms, preface coaching with “Although my information may be incomplete, some feedback from the course was....” Then give the faculty member an opportunity to respond before moving on to find solutions.

#### **If appropriate, offer feedback soon after the course - and in writing.**

- Decide on the most appropriate time to engage in coaching; it may not be immediately after the course, since faculty may be tired or need to travel. Face-to-face coaching is preferable, but a phone call may be more workable.
- Faculty members may not remember all the possibilities discussed with a coach. Having those ideas in writing offers faculty the opportunity to review them in more detail when they are making preparations to implement a change in design, delivery or behavior

#### **Approach coaching as an educational opportunity for an individual.**

- Use adult education principles, create a safe learning environment, engage the faculty member in his/her own learning, etc.
- Use the Kolb learning cycle:
  - Direct experience: the direct experience is the course. Highlight or acknowledge the positive aspects of the course before coaching, such as “This course is really comprehensive...” or ask the faculty member how he/she felt the course went.
  - Reflective observation: Discuss the course with the faculty member. This gives the faculty member an opportunity to think about the course and his/her behaviors.

- Abstract conceptualization: Deliver initial feedback in tentative terms, such as “Overall the course seemed to go well, but it seemed that...” or “I felt that...” Then, focus your feedback on specific design issues, “One segment of the course that participants did not seem to follow very well was....” or, direct your feedback toward specific behaviors, such as, “It seemed that when you...” Discuss ideas and suggestions [see Enable the faculty member to “own” the improvements]
- Provide the faculty member with an opportunity to test or apply the new ideas by talking about possibilities for the next course.

#### **Approach coaching from a standpoint of effectiveness.**

- Faculty members will differ considerably in teaching styles; as long as a style is effective (e.g., participants are engaged and learning), coaching may not be necessary, even if the style is different from that of the coach.
- If possible, check with others to see if your observations about areas or behaviors that may need improvement are consistent with theirs. Sometimes others may experience a course differently.

#### **Enable the faculty member to “own” the improvements.**

- Offer ideas/suggestions rather than corrective action, such as, “A couple of things that have been helpful to me are....” or “What do you think about trying...?” rather than “You should...” or “You have to...”
- Validate the ideas faculty may have for improvements, even if not your suggestions. There are usually many ways to enhance faculty performance.
- Encourage the faculty member to take some risks with trying new things, but add that the faculty member needs to eventually find improvements with which he/she feels comfortable.

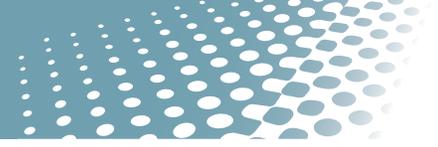
#### **Get agreement on possible improvements.**

- Narrow the improvements to one or two changes that the faculty member will try to implement.
- If possible, get an agreement on a timeframe for implementing the change. This gives the faculty member a stated goal to make the agreed-on changes.

#### **Follow-up on the implementation of agreed-on improvements.**

- Observe the faculty member at another time or ask him/her about how the improvement he/she tried changed the course and/or improved participant learning.
- Validate the faculty member’s commitment to improvement, even if the improvement he/she tried did not fully meet expectations.

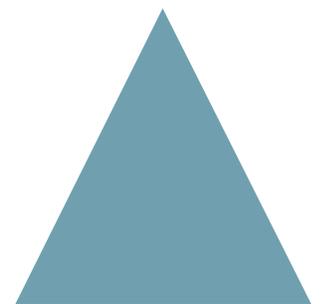
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**NASJE**

# **CURRICULUM DESIGN**

▲ PARTICIPANT ACTIVITIES



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## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Participant Activity

#### 4.2.3.1 A Faculty Presentation

##### Purpose of activity

This activity involves judicial branch educators in (a) observing a recorded or demonstrated scenario of a judge faculty member making a presentation, (b) noting positive faculty behavior and areas for improvement, and (c) determining how make suggestions to faculty in a respectful, constructive manner.

**Use of activity** - This activity would be useful in more than one place and could be an individual or small group activity:

A. It could be used near the beginning of the course to demonstrate what judicial branch educators already know about effective faculty behaviors. In this use, it would effective after the initial discussion of faculty-in-action [see A, [Faculty-in-Action](#), pg. 7 in the curriculum design]. After the activity, content will more directly address all aspects of faculty's role and the responsibilities of judicial branch educators.

B. The activity could be used after some of the content regarding faculty roles has been discussed [see B, [Faculty's Critical Role](#), pg. 9, and C, [Faculty Communication Skills](#), pg. 10 in the curriculum design]. In this use, it would reinforce some of the content and judicial branch educator participants may have more of "an eye and ear" to identify positive behaviors and those that could be improved. If used for this purpose, the activity may also be used for participants to determine how to effectively give faculty feedback for improvement.

In either use, participants may discuss the need for peer-evaluation and/or peer-provided feedback, keeping judicial branch educators in a neutral position. However, judicial branch educators have a level of expertise regarding adult education which faculty peers may not have.

This is an individual activity.

##### Relevant Learning Objective

1. Evaluate a recorded or demonstrated faculty presentation, including selection of effective aspects observed and suggestions for aspects that need improvement.

## Enhancing Faculty Performance ~ Achieving Excellence

### A Faculty Presentation

*This is an outline for a faculty presentation to be pre-recorded or demonstrated for judicial branch educators to observe and critique.*

*The setting is new judge orientation. New judge participants are seated at round tables with six participants at each table. Faculty may be male or female.*

[PowerPoint® slide shows: "Ethics"]

#### **Faculty:**

Good morning everyone. My name is Remi Farrara. I will be your faculty today for this course on ethics. The definition of "ethics" is – motivation based on ideas of right and wrong, good and bad, justice and injustice. The definition goes further to indicate that for some, professionally and personally, ethics is a set of standards; others say that ethics is personal, governed by the motivations of the individual. My personal feeling is that as judges, our ethics are bound by The Standards of Judicial Conduct, no matter what our personal feelings may be.

#### **Judge Participant raises her hand**

**Faculty:** Please hold your question for a few minutes. Now, follow along with me in your materials - the first canon says:

[PowerPoint® slide shows the following:] Faculty reads:

Canon 1. A Judge Should Uphold the Integrity and Independence of the Judiciary

An independent and honorable judiciary is indispensable to justice in our society. A judge should participate in establishing, maintaining, and enforcing, and should personally observe, high standards of conduct so that the integrity and independence of the judiciary may be preserved. The provisions of this Code should be construed and applied to further that objective.

You have a hypothetical situation on page 10 of your materials. Get together with the people at your table and see what you think about the behavior of the judge in the situation given and what you might say to that judge regarding his behavior and canon number 1.

[Presentation ends with participants working together]

### **Possible Responses from Judicial Branch Educators:**

These are only sample responses from judicial branch educator participants. Faculty should discuss each observation offered by participants to assess its relevance to the behavior of the faculty member.

#### Positive:

- He introduced himself.
- He was casual in demeanor.
- He seemed knowledgeable about the content.
- He used an activity to have participants apply what he had presented.

#### Areas for Improvement:

- Although he gave his name, he did not provide any information to give himself credibility for the content
- He did not engage participants and learn about them through self-introductions.
- He did not give an overview [what to expect during the course]
- He did not offer the learning objectives.
- He did not create a “safe learning environment” – especially by not acknowledging the judge who raised her hand.
- He read the words on the PowerPoint® slide – the same words participants had in their materials – with no commentary, elaboration, etc.
- He did not provide enough information about the activity – how much time there was for discussion, what specifically they were to decide in their discussion, if or how they were to report their discussion outcomes.

### **Potential Approaches for Giving Constructive Feedback**

The following chart provides space for participants to generate ideas about how to provide feedback to faculty regarding areas of behavior that need improvement. Participants may decide on different approaches to each need for improvement or determine that one approach works for all. Judicial branch educator participants may draw from the following ideas:

- Observation of a faculty member who demonstrates the behavior effectively;
- Private discussion between faculty and staff or an experienced faculty peer;
- Review of relevant principles with examples of how to address each;
- Provide written material that addresses the need (e.g., faculty handbook);
- Suggestion to attend a faculty development course or advanced topics.

### Giving Faculty Feedback for Improvement Based on the scenario provided

Faculty Needs To:	Approaches for Giving Constructive Feedback
Establish his credibility so participants are comfortable that he will provide relevant information.	
Engage participants early in the course and learn about them through self-introductions.	
Provide an overview of the course to satisfy the adult education principle that adults like to know what to expect.	
Provide a review of learning objectives to let participants know what to expect and give them a sense of the content and how their learning will be evaluated.	
Create a "safe learning environment" - acknowledging participants, answering questions, accepting differing views, etc.	
Use PowerPoint® as a teaching and learning tool/aid, not a duplication of materials and not to be "read" – should be basis for elaboration, discussion.	
Provide full information on activities, including the anticipated time frame, how to gather and report discussion outcomes, etc.	

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Participant Activity

#### 4.2.3.2 Nuances of Faculty Choices and Behaviors

##### Purpose of activity

This activity engages judicial branch educators in analyzing short hypothetical situations in which faculty members make on-the-spot choices about how to respond or react to issues that arise during a course. The analysis is not to determine what faculty might have done differently, but is to determine how participants may have been impacted – individually or collectively.

##### Use of activity

This activity would be effective as an introduction to a discussion on faculty choices or following a presentation by faculty on what kinds of choices faculty make during a course [see B, [Faculty's Critical Role](#), subpart a, [Making choices that impact learning](#), pg. 9 in the curriculum design].

This could be an individual, small group or large group activity.

##### Relevant Learning Objective

2. Analyze the impact of faculty choices and behaviors made during delivery that may significantly affect participant learning.

## Enhancing Faculty Performance ~ Achieving Excellence

### Nuances of Faculty Choices and Behaviors

*Review the following behaviors or statements from faculty and describe their potential impact on participant learning and willingness to participate in discussions.*

A participant is providing a response to a question asked by faculty; faculty is shaking her head and turning away from the participant.

A participant states that he is confused about the content; several others indicate confusion as well. Faculty responds that there is only 30 minutes left in the course and he needs to cover the remaining material. He suggests anyone who is confused may talk with him at the conclusion of the course.

After a discussion regarding performance problems and potential approaches for managers to take disciplinary action, a participant offers a situation that is unrelated to the current discussion. The faculty member listens to the situation, apologizes for possibly being unclear in framing the current discussion, notes that the situation is slightly different from what she had intended to address in this portion of the course. She asks the participant to bring the situation up later in the session when she discusses issues that may be more relevant.

A faculty member introduces a theory and states that it has five key points, which he will discuss. He states, "The first point is..." and discusses its impact. He states, "The second point is..." and talks for 20 minutes. He makes comments like "...and then there is..." and "... another concern is..." He then states, "The final point is..."

During a course on ethics, a participant provides an ethical dilemma that appeared in the newspaper recently and involves a court administrator in the course. The faculty member comments that the dilemma appears to be more complex than what can be addressed in the course. The faculty member continues the presentation.

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Participant Activity

#### 4.2.3.3 Safe Learning Environment – From the Start

##### Purpose of activity

This activity involves judicial branch educators in identifying what faculty could do to establish and maintain a safe learning environment.

The activity is a brainstorming exercise to identify a) behaviors faculty could demonstrate at the beginning of a course and, b) statements that faculty could make to establish the safety of the learning environment.

Participants may suggest some of the following behaviors and statements:

In the beginning:

- Be present early to greet people
- Introduce yourself and give a brief preview of your relationship to the course content
- Have participants introduce themselves and acknowledge the expertise in the group
- Be conversational, casual
- Give an overview of the course to let participants know what to expect
- State that questions and differing perspectives are welcome

During the course:

- Acknowledge differing opinions
- Use participant input in the course
- Take responsibility for miscommunication or misunderstanding of information offered

##### Use of activity

This activity would be most effective after discussing the definition of a safe learning environment [see B, [Faculty's Critical Role](#), subpart b, [Building and maintaining a safe learning environment](#), pg. 9 in the curriculum design].

This is a large group activity. There is no activity sheet.

##### Relevant Learning Objective

3. Assess the effectiveness of various strategies faculty can use to establish and maintain a safe learning environment.

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Participant Activity

#### 4.2.3.4 The Importance of Communication Skills

##### **Purpose of activity**

This activity engages judicial branch educators in assessing faculty communication skills outside the actual delivery of planned content.

The activity involves a simulation of an interaction between a faculty member and a participant. The impact of the interaction, however, would affect all participants.

After the simulation, faculty would ask participants to comment on and critique the faculty member's role in the simulated interaction. Faculty may also ask judicial branch educators to provide some suggestions as to how the faculty member might have communicated more effectively.

##### **Use of activity**

This activity might be effective if used to introduce the discussion of communication skills [see C, [Faculty Communication Skills](#), pg. 10 in the curriculum design]. If used in this way, judicial branch educators would see that effective communication skills for faculty go beyond delivering content.

This is a large group activity.

##### **Relevant Learning Objective**

4. Critique a faculty member's communication skills, including listening skills (for example in a role play or hypothetical situation).

## Enhancing Faculty Performance ~ Achieving Excellence

### The Importance of Communication Skills

*This is a script for a simulation of an interaction between a faculty member and a participant. Judicial branch educators should observe the interaction and then discuss the communication skills of the faculty member.*

The setting is near the end of a course for judges taught by a judge from a well-established drug court. The purpose of the course is to highlight the positive effects of continued court involvement in the ongoing rehabilitation of offenders and the potential for the drug-court model in other case types.

**Faculty:** Well, that is an overview of what we do. I have taught this course to other judges and many of them tell me that these concepts and approaches have changed the way they view their role.

**Participant:** I think the concepts are valid, but I don't see how we could implement this model in a criminal court. For one thing, we don't have the resources to spend so much time with offenders and probation seems to offer the ongoing contact that you use in drug court.

**Faculty:** These approaches are proven and well documented nationally. A lot of good has come from the way we conduct this program. I have been doing this work for more than a decade now, and I can't tell you how many offenders have come back to me to say how we changed their lives.

**Participant:** I do not doubt your success. I am just saying I don't see how these approaches could work in a criminal court. [Faculty begins to fumble with notebook papers and gather his things as if to leave.] I would love to have the opportunity to see what happens to offenders and to help those who would accept help from the court.

**Faculty:** [Still fumbling with things and getting somewhat frustrated] All I know is that this works. You can take it or leave it.

**Participant:** I am just asking if you know of how other judges have used this approach with other case types, mainly a criminal calendar.

**Faculty:** [To the entire group] Well, that is all the time we have. Feel free to give me a call if you have any questions. Good luck.

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Participant Activity

#### 4.2.3.5 Asking and Reframing Questions to Generate Discussion

##### Purpose of activity

This activity involves judicial branch educators in restating questions that are closed (answerable by yes or no) in a way to generate more thought and discussion among participants in an education session.

Possible revisions to the questions provided on the activity sheet include:

1. What have been your experiences with contempt in the courtroom?
2. What about the behavior of the judge in this hypothetical bothers you?
3. Which communication skills did you see demonstrated in the role-play?
4. What about this procedure is clearly stated? What may be vague?
5. What is expected from you now?
6. What has been your experience with a juvenile court assignment?
7. How has this presentation been beneficial to you?
8. Which skills from this course will you most likely use?
9. What will be the challenges/opportunities to implement this in your court?
10. How could this model be used in your work?

##### Use of activity

The activity would be most effective if used after discussing the difference between closed and open-ended questions [see C, [Faculty Communication Skills](#), subpart c, [Questioning and responding skills](#), pg. 11 in the curriculum design].

Faculty may use the questions from the activity sheet as a script for role-play – which would generate a large group discussion, or faculty may have participants read the questions and rewrite them – which would be an individual activity.

##### Relevant Learning Objective

5. Coach a faculty member with regard to asking questions of participants to engage them in discussion and/or to evaluate their learning (for example in a role play situation).

## Enhancing Faculty Performance ~ Achieving Excellence

### Asking and Reframing Questions to Generate Discussion

*The following questions need to be revised or reframed to generate the greatest amount of discussion. Review each question and generate a more effective question, generally an open-ended question will be more effective.*

1. Have any of you ever experienced contempt in the courtroom?
2. Does the behavior of the judge in this hypothetical situation bother you?
3. Did that role-play demonstrate the communication skills we discussed?
4. Is this procedure clearly stated?
5. Do you understand what we expect from you now?
6. How many of you have had a juvenile court assignment?
7. Has this presentation been beneficial to you?
8. Will you use the skills presented in this course?
9. Can you apply this approach in your court?
10. Are you going to use this model?

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Participant Activity

#### 4.2.3.6 Participant Questions

##### Purpose of activity

This activity involves judicial branch educators in considering what participant questions may be telling faculty about the course, about how faculty have presented information, and about the participant's understanding of the content ; in addition, judicial branch educators are to consider how a faculty member's responses to participant questions honor or do not honor adult education principles.

##### Use of activity

This activity would be most effective if used as an introduction to participant questions [see C, [Faculty Communication Skills](#), subpart c, [Questioning and responding skills](#), pg. 11 in the curriculum design]. Judicial branch educators may not be able to fully explain the what participant questions may be telling faculty in the hypothetical situations, but faculty for this course could elaborate on what judicial branch educators say. By this point in the course, judicial branch educators will have an understanding of a safe learning environment and will be able to assess faculty responses in the hypothetical situations and offer suggestions for improving those responses.

##### Relevant Learning Objective

6. Modify how a faculty member handles/answers questions asked by participants (for example in a hypothetical situation).

## Enhancing Faculty Performance ~ Achieving Excellence

### Participant Questions

*The following are hypothetical questions that participants might ask in a faculty development course. Review the questions, assess what the question might be telling the faculty member, and critique the faculty member's answer.*

#### Hypothetical Question 1:

Participant: What is the point of these steps for instructional design?

*What might the question be telling faculty?*

Faculty: Well, I have already said this more than once. These steps are necessary, in the order I have given you, to effectively design a course.

*What might be a more appropriate response for an adult education setting?*

#### Hypothetical Question 2:

Participant: What about when you use a panel? Should they get together and write learning objectives for their part of a course? Or should we give them the course learning objectives so they and the facilitator can be sure to address the necessary content?

*What might the question be telling faculty?*

Faculty: Panel members don't have anything to do with learning objectives.

*What might be a more appropriate response for an adult education setting?*

#### Hypothetical Question 3:

Participant: Are we going to use a curriculum design to develop a course?

*What might the question be telling faculty?*

Faculty: You will find out soon enough.

*What might be a more appropriate response for an adult education setting?*

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Participant Activity

#### 4.2.3.7 Skill and Ability Sets for Experienced Faculty

##### Purpose of activity

This activity involves judicial branch educators in providing detail for the overarching skill sets generally associated with experienced faculty members.

##### Use of activity

This activity is most effective if used after discussions of the skill and ability sets needed by faculty [see C, [Faculty Communication Skills](#), pg. 10, through F, [Team Teaching Skills](#), p. 13 in the curriculum design]. This activity can be a review or summation of what has been discussed and a further exploration of these critical areas that experienced faculty should demonstrate.

This is a small group activity.

##### Relevant Learning Objective

7. Explore the skill and ability sets needed by an experienced faculty member.



## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Participant Activity

#### 4.2.3.8 Improving Current Faculty Development Courses

##### **Purpose of activity**

This activity is to engage judicial branch educators in examining their local faculty development courses and faculty development opportunities and determining if improvements might be made.

##### **Use of activity**

This activity will be most effective near the conclusion of the course. Judicial branch educators will need to have full exposure to the content in the curriculum design before analyzing their local offerings.

This is an individual activity. There is no activity sheet for this activity.

##### **Relevant Learning Objective**

8. Establish a plan to introduce or redesign/enhance/improve current faculty development courses and continuing education/coaching for faculty.

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Participant Activity

#### 4.2.3.9 Enhancing Faculty Skills

##### Purpose of activity

This activity engages judicial branch educators in examining their local development opportunities for faculty, outside the formal education provided in courses or through coaching, and determining if improvements might be made.

Possible approaches could be peer-review, observation of other faculty, team-teaching with a more experienced faculty member, etc.

##### Use of activity

This activity will be most effective near the conclusion of the course [see I, [Working with Current Faculty](#), pg. 14 in the curriculum design]. Judicial branch educators will need to have full exposure to the content in the curriculum design before developing a strategy for further development of current faculty, outside formal education courses or coaching.

This is an individual activity. There is no activity sheet for this activity.

##### Relevant Learning Objective

9. Develop a strategy for enhancing the skills of current faculty who may not feel the need to attend a faculty development course or participate in continuing education.

## Enhancing Faculty Performance ~ Achieving Excellence

### Explanation of Participant Activity

#### 4.2.3.10 Guidelines/Policies for Faculty Selection, Development and Service

##### Purpose of activity

This activity engages judicial branch educators in examining their local guidelines or policies that impact faculty selection or faculty development. These guidelines or policies may not constitute a single body of information, but may be found in committee roles, faculty agreements, and other sources. This activity focuses judicial branch educators on what may be needed locally to best frame faculty service. This activity may generate interest in better defining faculty service.

Some considerations may include: criteria for participation in faculty development courses and what happens after participating; faculty selection and tenure; handling faculty service if ethical issues arise in faculty service or in the general performance of the judicial role; continuing development of skills; etc.

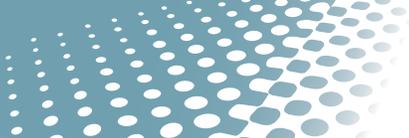
##### Use of activity

This activity will be most effective near the conclusion of the course. Judicial branch educators may not have thought about developing a single document that outlines guidelines for faculty selection and/or development. While they may not completely evaluate the effectiveness of what exists, they may determine that they need a more comprehensive approach to address faculty service.

This is an individual activity. There is no activity sheet for this activity.

##### Relevant Learning Objective

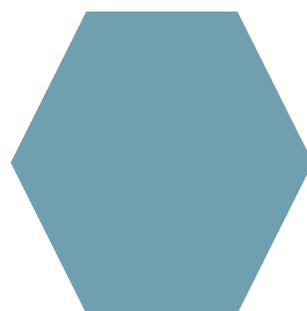
10. Evaluate the effectiveness of ethical guidelines and local policies that may apply to faculty, faculty selection and faculty development.



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# **CURRICULUM DESIGN**

 **BIBLIOGRAPHY**



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## Enhancing Faculty Performance ~ Achieving Excellence

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