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Evaluation Strategy

**Classroom Conflict Resolution Skills For Teachers:**

**Evaluation Strategy**

The Classroom Conflict Resolution Skills for Teachers unit curriculum will be evaluated using both formative and summative methods. It is suggested that the unit be taught by a teacher from within each school or school district as they will have some familiarity with the unique characteristics of the environment and its students. This teacher should have some experience with or, at the least, interest in conflict resolution as a teaching tool.

Prior to undertaking the unit, the instructor could conduct casual interviews with fellow teachers and teaching assistants to determine the contexts in which conflict most often occurs within the school. In this way, course material can be focused to cover these situations, though not entirely to change the curriculum, as teachers’ initial perceptions may be faulty. During these interviews the instructor may also enquire as to each teacher’s familiarity and comfort level with dealing with conflict in the classroom.

As a sort of Conflict Resolution Ambassador within the school or district, the unit instructor should gain and maintain a competent level of expertise on conflict resolution using the wealth of information that is available in books, journals, and online. In this way, other teachers may come to the unit instructor with questions or concerns which can further inform curriculum focus.

In the summative arena, follow-up interviews should be conducted by the instructor to determine how well teachers are using the conflict resolution skills from the unit and if any refresher literature or role-play is needed within the current school year. These interviews may also serve to guide the unit’s focus in subsequent applications or years and to ascertain whether the unit should be continued.