

Conflict Resolution Education in Teacher Education

The mission of the CRETE project is to provide pre-service teachers and counselors, and school based teaching and counseling mentors with critical skills and knowledge of conflict education and classroom management necessary for cultivating constructive learning environments for children, enhancing student learning and bolstering teacher retention.

Goals:

The goals of the CRETE program include:

- (1) To help higher education faculty infuse conflict resolution education into their existing courses for pre-service education and counseling majors.** The higher education faculty involved in this project will work with the CRETE team to learn CRE and to plan infusion strategies for existing coursework.
- (2) To develop a training program in CRE for delivery to pre-service education and counseling majors outside the higher education course delivery system.** This will enable the CRETE project to develop and assess two different service delivery modalities and compare them in terms of cost-benefit, pragmatic accomplishment, and impact in terms of identified outcome
- (3) To educate school-based teaching and counseling mentors to prepare them to better mentor new teachers and counselors in CRE and its application in classrooms and schools.**
- (4) To evaluate the impact of both curricula and training processes on teacher success in classroom management, establishing positive classroom climate and enhancing student learning. We will also evaluate the impact of these curricula and training experiences on teacher satisfaction and teacher retention.**

Guiding Principles of Implementation:

- **The emphasis will be on adapting CRETE to accommodate the unique needs of the Partner Universities. We recognize that the universities may prefer and require different processes in terms of planning, building support, and embracing the curriculum and delivery.**
- **We will emphasize a concerted, layered learning approach for faculty and students in order to optimize their conceptual and skill development in CRE.**
- **Following best practices in teacher development we will emphasize mentoring as much as possible. We are committed to facilitating the**

faculty mentoring of students pre-service. We are also committed to developing school mentors to provide in-service support and to bridge the implementation process.

- **The evaluation includes formative and summative assessment. We believe it is critical to involve stakeholders in the planning of the project evaluation in order to increase their commitment and follow through.**

ACTIVITIES:

Conflict Education Institute: October 25th and 26th

Individual Coaching and Integration: Between October and May you will meet five times (e.g., once per month in November, February, March, April, and May) for a 1 hour session with one of the CRETE team members to plan how you might integrate this information into your university courses or mentoring of pre-service teachers. The individual sessions will also help identify ways that the CRETE project may better resource you for this work.

Focused Training Topics: Another part of each of these five monthly meetings (between October and May) will be a 2-3 hour focused training session on topics such as culture and conflict, approaches to classroom management using conflict education, emotion and conflict.

Basic Evaluation Participation: Kent State University is evaluating the CRETE project. During the course of the year they will be asking for your participation in simple surveys or phone/e-mail interviews.

EXPECTATIONS:

The expectation is that faculty, instructors, supervisors, and mentors who agree to participate in the CRETE project will participate in all the basic activities of the project.

Resources: Each participant will receive a stipend of \$500 and an additional \$250 for conflict education related material (Manuals Distributed, overview books).

CRETE TIMELINE:

Phase 1 – Planning and Development (Fall 2003 – Summer 2004)

Phase 2 – Curricula Implementation (Summer 2004 – Summer 2005)

Stage 7 – Training for Higher Education Faculty at CSU	Summer 2004
Stage 8 – Continuing Training and Infusion Coaching	2004 -5 Academic Year
Stage 9 – Implement evaluation plan	2004-5 Academic Year
Stage 10 – Select students for student training	Fall 2004
Stage 11 – Select control students for evaluation	Fall 2004
Stage 12 – Conduct student training	Spring 2005
Stage 13 – Project review and Refinement	Summer 2005

Phase 3 Training Implementation (2005 – 2006)

CSU will implement CRETE curricula for second academic year

Phase 4 Evaluation Completion (2006 – 2007)

CURRENT INFUSION POSSIBILITIES AT CSU:

CSU Course Infusion Structure

	Undergraduate Pre-Service				Graduate Pre-Service	
	Early	Mid	Adoles	Special	MUST	Couns
Introduction to Professions/ Foundations	EDB 200	EDB 200	EDB 200	EDB 200	EDL 505	EDE 678
Multicultural/ Diversity	EDC 300	EDC 300 EDL 305 EDL 312 EDB 303/04 EDL 313	EDC 300 EDL 305 EDL 312 EDB 305 EDL 313	EDC 300 EDL 312 EDL 301 EDL 313	ESE 504 EDB 505	EDE 616
Methods – Content Specific	EDL 312 ECE 416 ECE 402 EST 370	EDM 315 EDM 316 EDM 313 EDM 317 EST 371	EDS 315 EDS 316 EDS 313 EDS 317 EST 371	ESE 411 EST 377 EST 378	EDS 515 EDS 516 EDS 513 EDS 517 EST 572	EDE 670
Field Experience/ Student teaching	EST 480	EST 481	EST 482	EST 487 EST 488	EST 582	EDE 685

Note: The courses in bold face and slightly larger font are the courses where the majority of emphasis will be placed in infusing conflict resolution education. Not all sections of these courses will be CRE infused.

CRETE Team:

Jennifer Batton, Ohio Commission on Dispute Resolution
Ann Bauer, Counseling, Administration, Supervision and Adult Learning (CASAL), CSU
Cliff Bennett, Teacher Education, CSU
Carole Close, WAVE Program, Cleveland Municipal School District
Ray Hart, Bureau of Research Training and Services, Kent State University
TJ Horwood, Bureau of Research Training and Services, Kent State University
Tricia Jones, Psychological Studies in Education, Temple University
Kathy McMahan-Klosterman, Educational Psychology, Miami University of Ohio
Terrence Wheeler, Co-Director, Center for Conflict Resolution, Columbus, Ohio
Kristien Markov-Zenkov, Ass. Dean, College of Education, CSU

CRETE LEADERSHIP TEAM CONTACT INFORMATION (for Non-CSU Members):

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Jennifer Batton is the current Director of Education Programs at the Ohio Commission on Dispute Resolution and Conflict Management.

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Terry Wheeler, J. D. - Training and Curriculum Design Team

Terrence Wheeler is a lawyer with the law firm of Artz & Dewhirst in Columbus. He is also an Adjunct Professor at Capital University Law School where he also serves as Co-Director of the Center for Dispute Resolution.

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