

California State University, Fresno
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

Instructor *Leadership for Diverse Communities*

Our candidates are Ethical, Reflective, Critical Thinkers, Valuing Diversity and Life-Long Learning

Conflict Resolution Education: Theory, Research and Application for Educational Leaders Summer Semester, 2010

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<http://www.crededucation.org> www.casel.org

Course Description

Conflict Resolution is a doctoral level course designed to engage the P-12 and higher education leader in inquiry (conflict resolution research and best practice), analysis (conflict theory frameworks) and skill building (implementation of effective conflict resolution strategies—including school-wide program development). The course closely follows the US Department of Education's model curriculum designed to train educators in principles and practices of conflict management.

Core Elements

The Core Elements addressed by this class are: School and Campus Culture, Curriculum and Instructional Reform, Diversity and Equity, Student Development and Learning, Applied Quantitative Inquiry, Applied Qualitative Inquiry, Research, and Professional Practice.

Course Objectives

Doctoral students will engage in conflict inquiry a school sites, gathering data descriptive of the number and nature of conflicts occurring in the school population for a specified period.

Doctoral students will review the body of conflict resolution research and best practice literature related to schools.

Doctoral students will demonstrate personal mastery of effective conflict resolution strategies relative to children, adolescents and adults.

Doctoral students will become familiar with conflict resolution education programs and critique program utility with respect to familiar educational settings.

Administrator Dispositions

The faculty of the KSOEHD fosters the development of the following professional dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will increasingly reflect these dispositions in their work with students, families, and communities.

General Statements

Students with special needs addressed by the American Disabilities Act who need course materials in alternative modes should notify the instructor and immediate reasonable efforts will be made to accommodate those special needs.

Further information on policies regarding plagiarism, cheating, sexual harassment and student conduct can be found in the University Catalog and the Schedule of Courses.

In the interest of safety, students are advised to leave the building in groups. University security escorts are available by calling 278-2132.

Required Texts and Materials

Fisher, R and Ury, W. (1991) *Getting to Yes: Negotiating Agreement Without Giving In*. 2nd ed. New York: Penguin Bks.

Individualized Reading Assignments (assigned by professor with each candidate's experience and goals in mind)

Documents Posted on Blackboard (read ALL over five weeks)

Dimension of Class Activity	Points Contributing Toward Final Grade
1. Class Participation	Physical presence, engagement, teamwork, etc. 100
2. One Book Review/Critique; Five Research Article Reviews*	Book Review/Critique (Written and Presented) 50 Research Article Reviews 5 pts each 50
3. Conflict Resolution System Design*	For current or future setting w/ assessments 125
4. Interview of CRE program leader or Observation of CRE Program activity (outside of class project)* 2-5 pgs.	If you have a CRE program in your current setting, please study a different program. This is a field assignment (you make the arrangements) 25
5. Website Description/Review	Team A Review CREducation.org 50 Team B Review CASEL.org
*all assignments APA style	Total Point Opportunity <u>400 pts</u>

Grading: Percentage of Points Achieved	Letter Grade
95-100	A
90-94	B
85-90	B+
80-84	B
75-79	B-
74 and below	C

(Late assignments will experience 10 point reduction per day after due date.)

Class Routine

Because we have many hours together every Tuesday, we will make concerted effort to learn with and teach each other in a variety of ways. The balance between consistent routine (knowing what to expect) and novelty (staying engaged) may not be perfect every class, but we will start out with this framework and adjust as necessary.

Hour One	Professor's Prerogative
4:00 PM – 5:00 PM	
Hour Two	Book Review Presentations each week
5:00 PM- 6:00 PM	
6:00-6:30	Dinner?
30 min break	
Hour Three	Guest and/or Inquiry Measurable Variables;
6:30 – 7:30	Research and Program Evaluation Design
Hour Four	Guest and/or Research Roundtable
7:30 PM – 8:30 PM	
Hour Five	Small Group Work/Planning for Next Class
8:30-9:00	

Assignment #2a Book Review/Critique

The purpose of a book review is to provide the reader with three things:

- 1) an understanding of the author's orientation to the work
- 2) a good summary of the content of the book
- 3) and a fair critique of the book.

Thus, a book review follows these points as a general outline. Each point has further detail as indicated below:

Author's Orientation

It is only fair to evaluate a book in terms of its stated purpose. So, the initial section of a review is usually a summary of the author's purpose for the book and the audience it was written for. You may have to divine this from your own reading but author's are usually pretty explicit about it in the introduction or the preface. Your critique should honor this. Don't criticize a book for

not addressing theoretical issues thoroughly when it was written to be a lay person's guide to the topic.

Summary of Content

This is usually done chapter by chapter. You don't have to be comprehensive, just give the reader a good sense of the content of the chapter. If it is a very long book organized by sections you may want to summarize content by sections. Or, if it is an edited volume, you may want to place more emphasis on some chapters than others.

Critique

Remember that critique is not necessarily negative. It is an evaluation of the merits of the book. So, you should try to provide commentary on the strengths and weaknesses of the book. Initially the critique should focus on how well the author fulfilled his or her or their stated purpose. From the point of view of the intended audience, how well does this book live up to its promise? If it is an academic book, the traditional areas of critique are its ability to demonstrate thorough knowledge of the literature in the area, its ability to provide theoretical or methodologically or practical advances for the reader, and its ability to present each in a stylistically appropriate manner.

Usual length of book reviews is about 5-7 pages. The usual breakdown for each section is about 5% section #1, about 85% section #2, and about 10% section #3. If you reference other works in the piece (sometimes reviewers compare one book to others that are written for the same basic purpose), make sure you use appropriate reference citations.

Assignment #2b Review of Research Article (X 5)

All article reviews must follow APA guidelines for citation of the journal article. Research articles have a definite design. The authors of these articles will explain in detail research with a group of students, surveys, or single subjects. These articles always include a description of the research question, participants and setting, methodology including the statistical design, results and implications. This critique does not have to be in paragraph format but can be an outline including the listed points.

- Article citation: (practice APA style here)
- Research question
- Participants
- Settings
- Research methodology:
 - Design
 - Dependent variable (what changed, measures)
 - Independent variable (the treatment or the teaching methodology)
- Results
- Discussion/Implications
- Your analysis of the research, relationship to this course, and implications related to current and future work are foci.

Theoretical or Case Study

A case study or qualitative research will include a description of individuals, settings and the methods. A case study can discuss implications of observations, interviews, and/or critiques of individuals and behavior samples. Theoretical models discuss perspectives for organizing thoughts or previous ideas on a topic. Include

- Article citation: (practice APA style here)
- Brief Statement of the author’s purpose
- Individuals
- Settings
- Design: Case study research, Description of teaching model, observations, interviews
- Results
- Discussion/Implications
- Your analysis of the description, relationship to this course, and implications for your current or future work are foci.

Discussion Article

A review of a topic related to conflict resolution education or social emotional curricular areas is also appropriate for review.

- Article citation: (practice APA style here)
- Brief Statement of the author’s purpose
- Model, theory, or treatments discussed
- Settings/Individuals/Situations
- Discussion/Implications
- Your analysis of the discussion, relationship to this course, and implications for your current or future work are foci.

Assignment 3 Conflict Resolution System Design

CRE Systems Design

Introduction

“In designing a system for constructive conflict resolution and conflict resolution education in my setting, I elected to specifically address _____

Before embarking on proposing system components, I analyzed setting needs and considered ‘clients’ or stakeholders. I wanted ALL members of my work community to be supported by this system. In addition, I considered supportive subsystems already in place, such as Human Resources, Personnel, Negotiated Union Processes and Employee Assistance Programs. I also tried to ‘dovetail’ new elements of the system with existing structures. The philosophy that guides this design might be best articulated by this statement: _____

In addition to identifying the underlying values of the system, I considered what I knew of setting history and conflict disposition previously demonstrated by members of the community. In order to inform the reader, initial attention to context will inform the CRE system design that follows.”

1. The Setting

Description including Demographics
Our ‘Conflict Orientation History’
Perceived System Needs
Existing System Strengths

2. My Recommendations for System Design

3. Explanation of Flow Chart Describing Interrelationships of Sub Systems

4. Variables to Be Studied to Assess System Impact or Effects (Pre and Post)

5. Measures to Assess Variables (Pre and Post)

6. Data Collection and Organization Plan

7. What Individuals in this Community Can Expect When Seeking Support for Constructive

Conflict Resolution

- Students
- Parents (or Tax Payers)
- Faculty
- Administration
- Staff
- Community Partners

8. VIII. What Programs or CRE Curriculum will be Implemented to Support Life-Span Development of all Stakeholders?

- Students
- Parents (or Tax Payers)
- Faculty
- Administration
- Staff
- Community Partners

9. IX. Summary: The Big Picture or What the Implementation of My CRE System Design Might Mean to the Larger Community, Society, The Future

References

Appendices

Figures, Tables, Flow Chart, Assessment Measures

Assignment 4 Interview or Observation and 2-5 page Reflection

As you know, there are many examples of CRE programs in our Valley. Fresno Pacific, Fresno State and San Joaquin College of Law, and our school districts all have shining examples of programs in infancy, vigorous youth and maturity. For a list of these sites for observation and or personnel interviews, please see your professor or your colleagues.

This is an out-of-class field assignment, necessary to complete our required 45 hours for this summer class. If the program you wish to observe is not active in the summer, please observe before school is out. If the program you are interested visiting operates all year long, you are fortunate.

Even if you cannot observe mediation being practiced, you can interview program leaders and/or youth practitioner and therefore have data for your Reflection (2-5 pgs). As for structure of this Reflection, “The Three As” will do nicely:

- Observation or Interview of
CRE Program or Practitioner**
- Descriptives (who, what, when, where)
- Association (with reading for this class)
- Affective Response (yours)
- Ahah! (Your insights; understandings)

Assignment 5. Website Description & Review

(one collaborative document per team)

www.CREducation.org or www.CASEL.org

Our Tentative Plan

Topics & Activities May 25, 2010 4-9 PM	
Conflict Survey followed by Course Overview: Theory, Research, Application And Expectations Our Guest: A Special Education Leader & Conflict Manager	Prepare by Reading <i>Getting to Yes</i> by Fisher & Ury <u>Your Individualized Reading Assignment</u> (assigned by professor). A website a day gives the doctor his/her day! Read documents on Blackboard. Start with this one: http://disputeresolution.ohio.gov/pdfs/evaluatingcrep.pdf (248 invaluable pages!)
Topics & Activities June 1, 2010, 4 to 9 PM	
	Prepare by Reading
Topics and Activities June 15, 2010	
Professor’s Prerogative followed by More of Your Presentations of Conflict Resolution Book Critiques and Journal Article Analyses	1. Review All theory research articles posted on Blackboard 2. Ready your Book or Research Review For

<p>Our Guests:</p> <ol style="list-style-type: none"> 1. Pepperdine Strauss Institute of Dispute Resolution CRE Educator/Scholar 2. Professional Community Mediator <p>Prepare:</p>	<p>Presentation</p> <ol style="list-style-type: none"> 3. A website a day gives the doctor his/her day! Read documents on Blackboard. Explore CASEL.org
<p>Professor's Prerogative followed by Your Presentations of Conflict Resolution Book Critiques and Journal Article Analyses</p> <p>Our Guest: A HR Professional in FUSD</p>	<p><i>Getting to Yes</i> by Fisher & Ury <u>Your Individualized Reading Assignment</u> (PRESENTATIONS BEGIN).</p> <p>A website a day gives the doctor his/her day! Read documents www.creducation.org</p>
<p>Topics and Activities June 8, 2010 4-9PM</p>	
<p>Professor's Prerogative followed by</p> <p>Our Guest: Professor Bill Warters, Wayne State University:</p> <p><i>Conflict Resolution in Higher Education</i></p>	<ol style="list-style-type: none"> 1. Prepare by Reading selections of Bill's book. 2. Also review CREducation.org
<p>Topics and Activities June 22, 2010</p>	
<p>Professor's Prerogative followed by</p> <p>More of Your Presentations of Conflict Resolution Book Critiques and Journal Article Analyses</p> <p>Our Guest: Ed.D. grad and CREducator</p>	<p>Prepare by:</p> <ol style="list-style-type: none"> 1. Having ALL observation/interview data ready for presentation 2. Collect evaluation instruments, protocols 3. For inclusion in your final assignment: CRE system design 4. Read a selection of our guest's work 5. Be ready to PRESENT remaining BOOKS

Resources (in progress)

Brown, J. S., Denning, S., Grob, K., & Prusak, L. (2004). Storytelling in organizations: Why storytelling is transforming 21st century organizations and management. NY: Butterworth-Heinemann.

Parkin, M. (2004). Tales for change: Using storytelling to develop people and organizations. NY: Kogan.

Cupach, W., & Metts, S. (1994). Facework. Thousand Oaks, CA: Sage.

Gergen, K. (1991). The saturated self: Dilemmas of identity in contemporary life. NY: Basic Books.

- Jenkins, J., & Gottlieb, E. (2007). Identity conflicts: Can violence be regulated? NY: Transaction Press.
- Kolb & Bartunek, Hidden conflicts in organizations.
- Kroger, Jane (2000). Identity development: Adolescence through adulthood. Thousand Oaks, CA: Sage.
- Kilburg, R. R. (2006). Executive wisdom: Coaching and the emergence of virtuous Leaders. Washington, DC: American Psychological Association.
- Valerio, A. M., & Lee, R. (2005). Executive coaching: A guide for the HR professional. San Francisco: John Wiley and Sons.
- Canary, D. J., Cupach, W. R., & Messman, S. J. (1995). Relationship conflict. Thousand Oaks, CA: Sage.
- Deutsch, M., (1973). The resolution of conflict. New Haven: Yale University Press.
- Folger, J., & Jones, T. S. (1994). New directions in mediation: Communication theory, research, and practice. Thousand Oaks, CA: Sage.
- Goleman, D. (1995). Emotional intelligence. NY: Bantam Books.
- Gottman, J. M., L. F. Katz, and C. Hooven. 1997. Meta-emotion: How families communicate emotionally. Mahwah, N.J.: Lawrence Erlbaum Associates.
- LeBaron, M. (2002). Bridging troubled waters: Conflict resolution from the heart. San Francisco, CA: Jossey-Bass. Planalp, Sally (1999). Communication and emotion. Thousand Oaks, CA: Sage
- Saarni, C. (1999). The development of emotional competence. New York: Guilford Press.
- Kramer, R. M., & Neale, M. A. (1998). Power and influence in organizations. Thousand Oaks, CA: Sage.
- Mumby, D. (1988). Communication and power in organizations: Discourse, ideology and domination. NY: Ablex.
- Tjosvold, D., & Tjosvold, M. (2001). Psychology for leaders: Using motivation, conflict, and power to manage more effectively. San Francisco: John Wiley and Sons.
- Cooperrider, D. L., & Whitney, D. (2005). Appreciative inquiry: A positive revolution in change. NY: Berrett-Koehler Publishers.
- Orem, S. L., Binkert, J., & Clancy, A. L. (2007). Appreciative coaching: A positive process for change. San Francisco: Jossey-Bass.

- Stavros, J., & Torres, C. (2005). Dynamic relationships: Unleashing the power of appreciative inquiry in daily living. Taos, NM: Taos Institute.
- Bavelas, J. B., Black, A., Chovil, N., & Mullett, J. (1990). Equivocal communication. Newbury Park, CA: Sage.
- Gottman, John (2001). The relationship cure. NY: Three Rivers Press.
- Jones, T. S., Remland, M. S., & Sanford, R. (2007). Interpersonal communication through the life span. Boston: Allyn & Bacon.
- Littlejohn, S., & Domenici, K. (2007). Communication, conflict and the management of differences. NY: Waveland.
- Remland, M.S. (2003). Nonverbal communication in everyday life (2nd Edition). Boston, MA: Houghton Mifflin Co.
- Watzlawick, P., Beavin, J., & Jackson, D. (1967). Pragmatics of human communication. New York: Norton.
- Folger, J., Poole, M. S., & Stutman, R. (2006). Working through conflict (4th Edition). Boston: Allyn & Bacon.
- Hocker, J. L., & Wilmot W. W. (2003). Interpersonal conflict (6th Edition). Dubuque, IA: Wm. C. Brown.
- Galtung, J. (2004). Transcend and transform: An introduction to conflict work. NY: Paradigm Publishers.
- Kolb, D., & Williams, J. (2000). The shadow negotiation: How women can master the hidden agendas that determine bargaining success. NY: Simon and Schuster.
- Lewicki, R., Saunders, M., & Barry, B. (2005). Negotiation. Boston: McGraw-Hill.
- Chase, O. G., & Bruner, J. (2005). Law, culture and ritual: Disputing systems in cross-cultural contexts. NY: NYU Press.
- Moffitt, M. L., & Bardone, R. C. (2005). The handbook of dispute resolution. San Francisco: Jossey-Bass.
- Black, P., Harrison, C., Lee, C., & Marshall, B. (2003). Assessment for learning. London: Open University Press.
- Boud, D. (2003). Enhancing learning through self-assessment. NY: Routledge.

- Wilson, L. W. (2004). What every teacher needs to know about assessment. Larchmont, NY: Eye on Education.
- Barbazetti, J. (2006). Training needs assessment: Methods, tools and techniques. San Francisco: Pfeiffer.
- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2003). Program evaluation: Alternative approaches and practical guidelines (3rd Edition). Boston: Allyn & Bacon.
- Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2004). Handbook of practical program evaluation (Jossey-Bass Non-Profit and Public Management Series). San Francisco: Jossey-Bass.
- Kohn, Alfie. *Beyond Discipline: From Compliance to Community*. Alexandria, VA: Association for Supervision and Curriculum Development, 1996.
- Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass, 1998.
- Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam, 1991.
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- Faber, Adele and Elaine Mazlish. *How to Talk So Kids Will Learn*. New York: Avon Books, 1995.
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- Wood, Chip. *Time to Teach, Time to Learn*. Greenfield, MA: Northeast Foundation for Children, 1999.
- Lantieri, Linda and Janet Patti. *Waging Peace in Our Schools*. Boston, MA: Beacon Press, 1996.
- Gossen, Diane Chelsom (ed.). *Restitution, Restructuring School Discipline, 2nd revised edition*. Chapel Hill, NC: New View Publications, 1996.
- Jones, Tricia S., and Daniel Kmitta (eds). *Does It Work: The Case for Conflict Resolution Education in Our Nation's Schools*. Washington, DC: Conflict Resolutions Education Network, 2000. (Available from the Association for Conflict Resolution).

www.acresolution.org

The website of the Association for Conflict Resolution. For more information see listing in Appendix B.

www.cde.state.co.us/action/curric/int/teacher.htm

www.ncip.org

The website of the National Curriculum Integration project developed and administered by the Colorado School Mediation Program. For more information see listing in Appendix B.

www.indiana.edu/~safeschl

The website of the Safe and Responsive Schools Project at the University of Indiana. This site has a wealth of resources for general conflict resolution education.

<http://education.indiana.edu/cas/tt>

This website provides Teacher Talk, a publication of the Center for Adolescent Studies at Indiana University. This site and publication deals with a variety of topics related to conflict resolution education.

<http://cecp.air.org/preventionstrategies/conflict>

This is the site for the Conflict Resolution Peer Mediation Project of the University of Florida.

www.coe.ufl.edu/CRPM

This website is devoted to a project of the University of Florida dealing with development and implementation of conflict resolution education and peer mediation for special education students.

www.abanet.org/dispute/

The American Bar Association Section of Dispute Resolution website deals generally with conflict management and dispute resolution. They actively support certain conflict resolution education programs like the Lawyers Adopt a School Program.

www.usdoj.gov/kidspage/

This website of the United States Department of Justice provides an overview of several conflict resolution education programs including the National Crime Prevention Council's "We Can Work It Out", the California Bar Association's "Lawyers Adopt-a-School Program."

RESEARCH PROVEN BENEFITS

Evaluating Your Conflict Resolution Education Program: A Guide for Educators and Evaluators:

This manual provides an introduction to program evaluation and evaluation tools as well as 125 pages of user-friendly materials for evaluating staff development, student peer mediation programs, and curriculum integration and can be downloaded from the following web site:

www.disputeresolution.ohio.gov/schools/evaluatingcrep.htm

The Office of Juvenile Justice and Delinquency Programs created A Guide to Implementing Programs in Schools, Youth Serving Organizations, and Community and Juvenile Justice Settings. It is available at: www.ncjrs.org/txtfiles/160935.txt

Investing Wisely in Prevention Programs: A new report from the Washington State Institute for Public Policy explores how the government of the state of Washington can get the best return on the dollar when investing in “research-based” prevention or early intervention programs for youth. Its findings include rankings of financial costs and benefits of specific local and national programs. <http://www.wsipp.wa.gov/rptfiles/04-07-3901.pdf>

The U.S. Department of Education’s publication “The Achiever” has an announcement about a new publication “to assist educators in finding and using strategies that have been validated in rigorous studies”. “The federal K-12 grant programs under the No Child Left Behind Act require state and local education officials to use scientifically based research to guide their decisions about which programs and strategies to implement.” The 19-page document “Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide” is available online at <http://www.ed.gov/rschstat/research/pubs/rigorousvid/rigorousvid.pdf>

The web site to subscribe to “The Achiever” newsletter:

<http://www.ed.gov/news/newsletters/achiever/subscribe.html>.

A power point on “Proven Benefits of Conflict Resolution Education Research” by Dr. Tricia Jones of Temple University can be downloaded from the Web site:

www.disputeresolution.ohio.gov/schools/resourcescm.htm

BEST PRACTICE

Standards

Link to National Peer Mediation Standards (www.acrnet.org)

Link to National Conflict Resolution Education Standards (www.acrnet.org)

Statutes

For a link to statutes on conflict management and related topics in the United States, please visit Georgia State University’s Consortium on Negotiation and Conflict Resolution’s (CNCR) Legislative Database which provides access to current and pending school conflict management legislation for school stakeholders, conflict management practitioners, and policy makers.

<http://law.gsu.edu/area51/crisp/>

The Education Commission of the States provides non-partisan information about education policy to help state leaders develop educational systems. This web site contains policy updates related to a variety of topics including CRE and related fields. www.ecs.org/