

## Tips for Selecting Training/Consulting Support for School Personnel

The first decision is whether you need an outside trainer or consulting services to assist your school in the development of your conflict resolution program. If your school is awarded a CRE grant in the program, in addition to a School Resource Guide providing a multitude of classroom lessons in CRE, your school will also be given a Staff Guide in Conflict Resolution Education. This guide provides a range of training exercises that can be used with staff and parents in CRE. Also during the two day Summer Training offered to your School Team, there will be many specific exercises that can be used with staff and parents in your school community. Think carefully about specifically what services you might need a trainer, consultant or consultant service (like an assembly presentation) to provide your school.

### Selection Criteria to Consider

(not ranked in order of importance)

- \_\_\_\_\_ **Accessibility of the Trainer/Consultant** – Will the trainer/consultant be available for trainings, conversations or meetings when the School Project Manager, staff or students are most available?
- \_\_\_\_\_ **Education or professional experience background** – Is there demonstrated experience and knowledge in the specific area of CRE? What education or past professional experience indicates expertise?
- \_\_\_\_\_ **Style/Approach** – Ask the consultant what style will be used in the sharing of knowledge. Does it sound like a good fit with the segment of the school community you are targeting?
- \_\_\_\_\_ **References or reputation** – Do the references provided indicate not only competency but collaboration? Does the consultant enjoy a strong reputation among Directors of Student Services or principals?
- \_\_\_\_\_ **Experience with Similar Schools and Similar Programs** - Is there a demonstrated track record with good results in other schools? Experience linked with data can be a useful indicator of experience in not only delivering ideas but evaluating the impact.
- \_\_\_\_\_ **Replicable programs** – Is the trainer planning to provide the resources for the school team to conduct replicated training in subsequent years? For example, some peer mediation trainers provide materials so schools can conduct their own follow-up training the following year.
- \_\_\_\_\_ **Cultural Differences** – Do you get the impression the trainer/consultant can bridge innate cultural differences? Is language/translation an issue?
- \_\_\_\_\_ **Fees** – Do the fees seem appropriate? Is it based on fee per hour or per consulting project?