



Pre- and Post-Assessment for *Peacemaking Skills for Little Kids (PK-K)*

Teacher's Name: Date:
 Center: Room:

I. Community Building. Goal: The teacher cultivates a peaceful environment in the classroom.		Often/ very well	Sometimes /adequate	Rarely/ poorly
1	The teachers models and teaches principles of the peaceful classroom built on cooperation, trust and respect.	3	2	1
2	Students can sing "That's Cooperation" and explain what it means.	3	2	1
3	Students can explain the meaning of "Hands are for helping."	3	2	1
4	With the teacher's help, students demonstrate cooperation and respect in language and action.	3	2	1
5	The teacher consistently builds community through cooperation and respect. Students independently coach each other in promoting community.	3	2	1
Subtotal:				
II. I-Care Rules. Goal: The teacher teaches and applies the I-Care Rules to foster pro-social behaviors, and to de-escalate and resolve conflicts.		Often/ very well	Sometimes /adequate	Rarely/ poorly
1	The I-Care Rules are posted prominently.	3	2	1
2	Students can explain at least one Rule.	3	2	1
3	Students role-play applying the Rules.	3	2	1
4	With the teacher's help, students apply the Rules in everyday conflicts.	3	2	1
5	The teacher routinely applies the Rules in actual conflict situations, students independently apply Rules.	3	2	1
Subtotal:				
III. Anger Management. Goal: The teacher models and helps students learn and practice different strategies for calming themselves when they get angry.		Often/ very well	Sometimes /adequate	Rarely/ poorly
1	The teacher models and teaches anger management strategies.	3	2	1
2	Students can name a personal strategy for calming themselves.	3	2	1
3	Students role-play using their strategies.	3	2	1
4	With the teacher's help, students use their anger management plans in response to everyday conflicts.	3	2	1
5	The teacher and the students routinely use their anger management plans in response to everyday conflicts.	3	2	1
Subtotal:				
III. Peacemaking Skills. Goal: The teacher and students practice I-Care Statements and the Peace Table to promote a peaceful, problem-solving environment.		Often/ very well	Sometimes /adequate	Rarely/ poorly
1	The teachers teaches the lessons on how to use the I-Care Statement and the basic Peace Table process.	3	2	1
2	Students can give an example of an I-Care Statement, using all four parts.	3	2	1
3	Students role-play using the I-Care Statements and the basic Peace Table process.	3	2	1
4	With the teacher's help, students use the I-Care Statement with the Peace Table process in everyday conflicts.	3	2	1
5	The teacher and the students routinely use the I-Care Statement and Peace Table process in everyday conflicts.	3	2	1
Subtotal:				
Total:				