THE EXPLORATION OF CHALLENGES TO INVITING SOCIAL EMOTIONAL

LEARNING IN THE SECONDARY SUBURBAN CLASSROOM

A Dissertation

Presented to

the Faculty of the Graduate School

at the University of Missouri

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Timothy R. Walker

Dr. Barbara N. Martin, Dissertation Supervisor

May 2020

The undersigned, appointed by the dean of the Graduate School, have examined the

dissertation entitled

THE EXPLORATION OF CHALLENGES TO INVITING SOCIAL EMOTIONAL

LEARNING INTO THE SECONDARY SUBURBAN CLASSROOM

presented by Timothy R. Walker a candidate for the Degree of Doctor of Education

and hereby certify that, in their opinion, is worthy of acceptance.

_____

Dr. Barbara N. Martin

_____

Dr. Sandy Hutchinson

_____

Dr. Jason Morton

_____

Dr. Hayet Woods

ACKNOWLEDGMENTS

My family supporters. Terry and Julie Preston, my in-laws, Kim, my sister, and Rob and Andrene Walker, my parents, thank you for your unconditional support. The unwavering commitment to this goal and how you all attended to my family while I was in Columbia or at night class, I cannot thank you enough! Dr. Todd Dain, my principal, who gave me a chance to lead, encouraged me to finish, and found ways to give me the gift of time. Thank You.

Reid and Preston, my sons, you have been my inspiration, cheerleaders, and greatest benefit in this process. You have watched your Dad work to achieve a lifelong goal and I hope it serves as some inspiration for you to be uncomfortable and work hard to get what you want. I will always work hard for you and love you both!

Finally, Lorna, I cannot find the words to express my gratitude to you before, during, after this process. You are a shining example of hard work and I work every day to be half the worker you are. You set the bar amazingly high and I am lucky to have you in my corner. I can say with conviction this dream would not have come true without you and your support. I am unable to thank you enough for all you have done to help me in this in venture. I love you and am so happy we get to keep dating!

Table of Contents

LIST OF TABLES

ABSTRACT

The focus to emphasize Social Emotional Learning in the classroom has increased due to both Kansas state requirements for individualized learning plans and lack of skills reported by the State Education Commissioner (KSDE, 2019). What has not kept up with these demands are viable researched curriculums for social emotional learning available to high schools and more specifically suburban high schools (Williamson, Modecki, and Guerra, 2016). Through the lens of invitational education (Purkey & Novak,2011) and coupled with the work of Elias, Ferrito, and Moceri (2016), it was the goal of the researcher to answer the overarching question what challenges exist to inviting Social Emotional Learning into the Secondary Suburban Classroom?

The location for the study was purposefully selected due to meeting the criteria of being a suburban school district with multiple high schools from which to draw data and examine commonalities or differences. The diversity of the locations allowed the researcher to utilize a mixed-methods approach to engage teachers in a survey and focus groups. Simultaneously, the researcher observed classrooms and documents for evidence of Social Emotional Learning. Finally, the researcher interviewed district and building level administrators for their understanding of supporting social emotional learning. Upon analysis of the various data points, three themes emerged from the data: *The organization is unintentionally invitational, lack of dissemination and training on SEL Standards, and disparity of common routines and processes.* From this research it can be concluded; challenges exist when suburban high schools invite social emotional learning into the classroom and building, and proper training, consistent communication and the invitational process should be considered when planning.

SECTION ONE

INTRODUCTION TO THE DISSERTATION-IN-PRACTICE

Introduction to the Study

The ability to navigate through academic material is necessary in order to be successful in school, however one's desire for constant improvement and overcoming challenging situations can help students access and traverse the pitfalls of working within the parameters created by society (Adelman & Taylor, 2011; Dymnicki, Sambolt, & Kidron, 2013; Weissberg & Cascarino, 2013). In order to teach the latter skills, many schools, districts, and states have implemented programs or policies that added Social/Emotional Learning (SEL) to the standards currently being addressed (Adelman & Taylor, 2011; Dymnicki et al., 2013; Weissberg & Cascarino, 2013). National organizations, such as The Collaborative for Academic, Social, and Emotional Learning (CASEL), The Character Lab, and Character.org along with companies producing whole district curriculums like, Panorama and School Connect, are currently working with policy makers, states, and schools to begin the integration of SEL within schools. On top of an ever-changing landscape of standards and increased accountability, teachers are the ones who are working with students to not only be academically proficient but also to be socially and emotionally proficient (Borba, 2016). Teachers are thrusted into a position where they are working with students to overcome barriers outside of the classroom so that a student may have an opportunity to break a cycle, a belief, or a stigma. Accomplishing this revitalization is best achieved by teaching the whole child, meaning academics, social, and emotional skills (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

The schools who are implementing SEL are discovering or have discovered the relationship between academics and social emotional competence (Durlak, Weissberg,

Dymnicki, Taylor, & Schellinger, 2011). The successful integration of both academics and SEL through coordinated instruction coupled with a staff equipped to address such skills are necessary in order for students to generalize the skills past high school (Zins, Bloodworth, Weissberg, & Walberg, 2007). Wang, Haertel, and Walberg (1997) found in order to affect learning, the highlighting of social emotional influences was just as important as academics and standardized test scores. The presence of social emotional influences further reinforces the complicated and multifaceted tapestry associated with educating the whole child (Borba, 2016, Dymnicki et al., 2013).

In April 2012, the state of Kansas became one of two states to adopt standards meant to improve the readiness of high school graduates in the post-secondary world (Dymnicki et al., 2013). One of the core competencies of this adoption was the creation of support for a statewide Social, Emotional, and Character Development (SECD) Standards (Dymnicki et al., 2013). Unfortunately, the district where this study occurred has just begun to unpack the standards put forth by the state of Kansas. However, the researcher selected this district due to having an interest to implement SEL based on the state standards, having a predilection for strong academics, and leading change within the state, as well as being a suburban district. It was the goal of this research to identify key challenges to inviting and supporting comprehensive SEL standards in a suburban high school setting using an invitational theory approach to bridge the gap in student teacher, student-school, and peer-to-peer relationships.

Statement of Problem

Educating the whole child is a daunting proposition and requires the intentional allocation of resources to benefit teachers and students. While the state where this study

was focused has standards for SEL, it is a common theme within the literature reviewed that these programs are inconsistently implemented or often dependent on available funds (Reyes, Brackett, Rivers, Elbertson, & Salovey, 2012). However, Belfield et al. (2015) found positive economic results for all SEL programs reviewed, meaning that for every dollar spent on SEL programming the return to the school or student was 1.5 – 3 times the amount spent. This, coupled with a multitude of studies on the positive impact of SEL lead to a call for schools to embrace the inclusion of SEL.

The poignant problem examined in this study was the apparent gap in the use of and performance of SEL in suburban districts. Few researchers have studied, or developed programs targeted toward or being adopted by secondary schools in suburban settings (Durlak et al., 2011; Jones, Greenberg, & Crowley, 2015; Payton et al., 2008). In their research, Adelman and Taylor (2011) described formats in schools where SEL is offered in isolation to small subgroups of students but fail to address the whole student body. This mixed-methods case study explored the impediments around inviting a school-wide approach for SEL in a secondary suburban district.

Purpose of the Study

"In many communities, there is less support for and involvement in institutions that foster children's social-emotional development and character" (Weissberg, Durlak, Domitrovich, Gullotta, 2015; pg. 3). It was the goal of this researcher to examine the challenges preventing this involvement, specifically, in the suburban secondary school classroom. The primary focus of this study was to ascertain what, if any barriers exist to the inclusion of SEL in these classrooms. Since many SEL approaches are born out of policies, practices, or processes, it was necessary for the researcher to examine which of

these are supporting or hindering the embedding of SEL in the classroom (Meyers et al., in press). Borba (2016), Goleman (2006), Weissberg, et al. (2015) agreed students are only able to learn social emotional skills when the teacher is also competent in the same skills. This concept led the researcher to utilize the teachers in the setting as a primary source to understand about the obstacles they perceive regarding SEL in the classroom. When considering the two, teachers and policies, then one should look to examine the leaders and how they are or are not supporting SEL. This examination allowed the researcher to interview building and district administrators to gain their perception of obstacles within the school to embedding SEL in the classroom. Overall, this study provided the district feedback as to what challenges exist at the secondary level when attempting to adopt SEL, which is currently being addressed in middle and elementary schools.

Research Questions

The following research questions guided this inquiry with the intent to answer the over-arching question: How can schools create an environment that invites SEL in the suburban classroom?

1. How can schools leverage people, processes, places, policies, and programs to overcome barriers to embed SEL within the suburban school?

2. How do teachers perceive their ability to instruct students relating to SEL skills when it comes to instructing students relating to competencies of SEL?

3. In which areas of SEL do teachers see the greatest need?

4. What changes do teachers identify as required to support the inclusion of SEL in the classroom?

5. How can administrators support SEL in high school settings through changes in policy, processes, and people?

6. What challenges exist in the implementation of SEL in a suburban high school classroom from the perspective of the teacher and administrators?

Conceptual Framework

Upon examination of the multiple layers to SEL, time required to have an effective and consistent program, the key components of published SEL curriculums, and the change required to have an impactful SEL program, the researcher relied on a conceptual framework that not only possesses many facets but also has a model for both change and leadership embedded within it. Invitational education (IE) theory is not only a theory based on leadership of an organization but has a model allowing an organization to change by being inclusive of people, processes, places, policies, and programs (Egley, 2003; Haigh, 2011; Purkey & Novak, 1996, 2008). Variables of SEL as well as the components of invitational education will be intertwined in this section, so a clear connection is made as to how the two different concepts fit together for the purposes of this study; ending with an explanation of the lenses through which the data will be interpreted. Through a foundational understanding of SEL and IE one can begin to have a full understanding of this inquiry.

There are three foundations of IE and five basic domains to SEL. These components aligned together so organizations can further build toward having a successful integration of SEL (Domitrovich et al., 2015; Purkey & Novak, 2008). The explanations of the foundations of IE and components of SEL can be viewed in Figure 1; they are grouped so the components of SEL are juxtaposed its matching foundation of IE.

The researcher used the descriptions of the components of each topic, IE and SEL, and paired them for easier connection.

Foundations of Invitational Education from Purkey and Novak (2016)	Components of Social Emotional Learning from CASEL
Democratic Ethos: the idea that people count and grow through self-governance.	Relationship Skills: the ability to communicate, problem solve, and work with others
	Self-Management: regulation by the individual in a variety of settings and to work toward self-improvement.
Perceptual Tradition: behavior is based on the perception of the individual and their place in the larger community	Responsible Decision Making: making appropriate choices about behavior in a variety of circumstance.
	Social Awareness: examination from a variety of viewpoints and to understand the social and ethical norms
Self – Concept Theory: perception of one's identity.	Self – Awareness: recognition of thoughts and how they impact emotions so that the individual can respond appropriately in a variety of situations.

Figure 1. The connection of the explanations for the foundations of IE and the components of SEL

The basic element that serves as the backbone of the invitational organization is being intentional about the use of all resources (Schoenlein & Young, 2017). The invitational organization relies on the judicious use of resources so the elements of care, optimism, respect, and trust are evident in their application. The acronym I-CORT is used by Purkey and Novak (2016) to capture these five essential elements of being inviting, further stating "an invitation is an intentional choice someone makes and an intentional chance someone takes" (p. 15). Care is characterized by the matching of personal needs with the required outcomes. When paired with optimism, caring is about believing a person will transcend their current position to increase their ability to make a positive difference

(Purkey & Novak, 2008). Respect for others and their decision to accept or reject the invitation is paramount to being invitational. To counter-act the notion of rejecting the invitation the follow-up comes in the form of trust and holding high expectations to share the workload and trusting others to do their part. I-CORT is typically displayed with intentionality in the middle with wheel-like spokes to the other four elements (Haigh, 2011; Schoenlein & Young, 2017). In the invitational organization, the use of these elements will be evident as the leadership works to deploy the five domains of IE.

Invitational Education utilizes a starfish symbol as an analogy for the emphasis placed on the all-encompassing approach expected of invitational organizations. Known as the five P's, these five categories (people, place, policy, process, and programs) are also discussed in the research by Borman (2005); Mattison (2015); Mattison and Blader (2013); and Weissberg and Cascarino (2013) in describing effective implementation of learning and social interventions in schools. The same graphic used as the source for Figure 1 from CASEL, revealed successful SEL requires support from family and community partnerships, school wide practice and policies, and curriculum and instruction. These supports, coupled with those who deliver the instruction, i.e. teachers, fit into the five P's of IE reinforcing the connection of SEL and IE.

In the adoption of a new program within an organization, there should be a valid model for change used to make the new program successful (Hargreaves, 2007; Kritsonis, 2005; Sinha & Van de Ven, 2005; Taplin & Clark, 2012). Purkey and Novak (2016) laid out a double-helix format for change within the framework of IE. The double-helix form is a cyclical twelve-step process that is one of the primary reasons IE was selected as the conceptual framework of choice. In their book *The Other Side of the Report Card*, Elias,

Ferrito, and Moceri (2016) detailed a timetable for adopting the grading of SEL in the classroom in a district setting and it is cyclical in nature, as well. Both models of change build upon themselves and evaluate the processes, policies, programs, and people throughout to ensure sustainable implementation and continuation of SEL.

The double helix of change ultimately leads an organization to achieve full transformation and be invitational. In a seven-step process by Elias, Ferrito, and Moceri (2016), they outlined the process to adopt SEL as a measured skill on the progress reports of a school. Eventually, it will be necessary to match these two processes to reinforce the use of IE as the choice framework to approach the adoption of SEL and thus explore the barriers of its inclusion in the classroom.

As discussed earlier the double helix of organizational change has three major components, occasional interest, systematic application, and pervasive adoption (Purkey & Novak, 2008). Each of the phases has four sub-steps to make the transition to being fully invitational (Purkey & Novak, 2008, Schoenlein & Young, 2017). These phases are broken down into what Purkey and Novak (2016) referred to as knowledge points which repeatedly follow the order of, awareness, understanding, application, and adoption in an ever-spiraling process to build on the previous step.

Contained in the first phase of the double helix, occasional interest, are the categories of initial exposure, structured dialog, general agreement to try, and uncoordinated use and sharing (Purkey & Novak, 2008, Schoenlein & Young, 2017). It would be in this phase where faculty and school personnel are exposed to what it means to be invitational, reminding them of the true goals of working with students. The second step, structured dialog, will include previewing plans from other schools, reading how IE

has impacted other schools, or hearing a speaker with IE experience and then debriefing that activity with a structured dialog as to how this idea of being invitational will improve or build on their existing systems (Purkey & Novak, 2008). Agreeing to try being inviting will be the third step. Which includes testing out ideas or assessing if current practices align with being invitational. Finally, professionals will begin to use some of the ideas or tactics of IE in their classroom or work area (Schoenlein & Young, 2017). These activities will be uncoordinated and used to learn what systems are working or causing problems in their goal to be invitational (Purkey & Novak, 2008).

As the organization progresses beyond occasional interest, they move into the second phase of IE adoption, systematic application (Purkey & Novak, 2008). The four intermediary steps in this phase are intensive study, applied comprehension, strand organization, and systematic incorporation. It is in this phase where the organization will begin to organize practices, people, process, policies, and places to align with the three foundations, democratic ethos, perceptual tradition, and self-concept theory, and the five elements, intentional, caring, optimism, respect, and trust (Purkey & Novak, 2008). This will be accomplished with studying how groups and scholars apply IE and how the organization will fit it to their needs (Purkey & Novak, 2008, Schoenlein & Young, 2017).

Finally, the organization is organized and beginning to incorporate IE as they progress to the final phase or pervasive adoption. The organization proceeds in developing leaders, in depth analysis and extension, confronting major concerns, and transforming (Schoenlein & Young, 2017). Each action requires a deeper understanding of IE and its application to the larger organization (Haigh, 2011). The groups are able to

discern if a new practice fits into the IE model and begins to confront major issues impeding their progress, such as racism, sexism, elitism, etc. (Purkey & Novak, 2008). Ultimately, the organization is intentionally inviting with caring, optimistic, respectful, and trusting professionals working together to be successful (Purkey & Novak, 2008, Schoenlein & Young, 2017).

Within this section, the theory of IE was introduced and how it can be used to embed SEL. Demonstrating that not only does IE require whole building learning and participation, but it addresses the areas thought to be important enough to be the anchors used by CASEL to further the understanding and use of SEL in schools. Educating the whole student includes working with, educating, involving, and training all those who will have contact with that student on a day-to-day basis (Adelman & Taylor, 2006, Weissberg, et al, 2015, Weissberg & Cascarino, 2013). By merging the change models from Purkey and Novak (2016) and Elias et al. (2016), school personnel will establish themselves as an educator of the whole child.

Design of the Study

Gutterman and Fetters (2018) discussed the choice researchers face when there is a desire to use a mixed-methods approach and case study. They advance the research in these two areas by proposing an additional format of mixed-methods case study (MM-CS) or case study mixed-methods (CS-MM) (Gutterman & Fetters, 2018). Hanson, Creswell, Clark, Petska, and Creswell (2005) identifed the various forms of mixed method approaches for the social sciences. Both speak to the versatility of a mixed methods approach which allows for data to drive the research through various means and sources (Gutterman & Fetters, 2018; Hanson, et al. 2015). For this particular study of

challenges to the invitation of SEL in suburban high schools, the researcher used a mixed-methods case study (MM-CS) (Gutterman & Fetters, 2018) to examine what if any challenges exist in the selected sites.

When presented with a large subject matter such as providing SEL in a high school setting, it the researcher to weighed the options and theories from which to examine the data regarding how SEL is implemented (Creswell, 2014; Merriam & Tisdell, 2016). It is reported that SEL can come in a myriad of forms, from small isolated programs designed as interventions for small populations to large school-wide formats (Adelman & Taylor, 2006; Creemers & Kyriakides, 2011; Joseph E Zins, 2004). This fact lended itself to a mixed methods approach that would account both for scale of the program as well as perceptions of the professionals and students who utilize these programs (Creswell, 2014; Merriam & Tisdell, 2016). Specifically, using what Creswell (2014) called a convergent parallel mixed methods design allowed the researcher to gather quantitative and qualitative data simultaneously. This approach permitted all other documents to be targeted to specific gaps or emphasis discovered upon review of the results (Creswell, 2016). The researcher used a blend of various designs of mixed-methods within the convergent parallel approach. Hanson, et al. (2015) highlighted a concurrent design of data gathering where both qualitative and quantitative data are gathered simultaneously. In this case, the data gathered concurrently was in the form of focus groups, interviews, survey results, document analysis, and observations.

The portion of the research centered around the case study was the setting selected for the given study, five suburban high schools with the same district. It is necessary for case studies to be bounded (Merriam & Tisdale, 2016) and in this case, the

boundaries were the five high schools and specifically its teachers, counselors, social works, and administrators. This population was the primary source in determining challenges to inviting SEL into the classroom. Teachers volunteered to participate in a teacher focus group to discuss their experience embedding SEL in their classroom. Others invited to participate in the focus groups in determining the challenges to inviting SEL into the classroom were the social workers and counselors (n=7). The Kansas Department of Education (n.d.) ties the standards for SEL to counselors, thus they are an important group from whom to gather data. The researcher interviewed one building level principal from each high school (n=6) to explore if SEL is supported through policy, people, and processes. Finally, information from the seven focus groups and five administrator interviews aided in guiding the interview of the district level administrator who oversees the implementation of SEL (n=1). Ultimately, all the information gathered was analyzed through a worldview that seeks truth through various perspective and matches with MM-CS design.

A research paradigm helped the researcher in the analysis of the data and in identifying results or solutions (Creswell, 2014). Since the researcher was relying on the various experiences of teachers and their perceptions of what is preventing them from including SEL in their school, it will be necessary to rely on a fluid worldview. One such view is using the pragmatic view of the world (Creswell, 2014). Creswell (2014) argued this view is a good fit for mixed methods design because it allows the researcher to analyze what is working at the time. It is in this view where researchers are to utilize all available approaches to comprehend a problem (Rossman & Wilson, 1985). Meaning

there are various methods to inviting SEL into the classroom and it will not be the same among all those surveyed, thus the use of the case study will enhance the data analysis.

Population and Sample

Limiting the population as well as the demographics of the cases allowed for more reliable comparisons and conclusions among programs offered at various locations (Merriam & Tisdell, 2016). In this particular study, the case was limited to five high schools in a suburban district at various levels of SEL implementation but none that are comprehensive, consistent, or school/district-wide. The purpose for limiting the population to a suburban district was as Creemers and Kyriakides (2011; 2013) and Adelman and Taylor (2011) argued SEL is effective in areas where there are multiple barriers to learning, i.e. urban and rural settings, however there is little research of SEL being effectively implemented in suburban settings. Therefore, it was the goal of the researcher to demonstrate the need and identify the challenges for implementing comprehensive SEL in a suburban setting. The researcher created a survey using the Qualtrics Software. This survey was electronically sent to all certified staff members at the five high schools (n=530) with 67 completed surveys. Specifically, the sample for the focus groups was any of the 530 staff members in the district who were surveyed, as they were given the invite to participate in a focus group. Interviews were limited to five administrators, one per building selected by the head principal and one district level administrator, who oversees SEL for the district. It is worth noting one school had two principals participate in the interviews. There was no need to further limit the population to smaller groups or sub-groups since SEL is a topic bridging multiple contents (Adelman & Taylor, 2006, Weissberg, et al, 2015, Weissberg & Cascarino, 2013).

Instrumentation

Within this mixed design, study data were collected in a myriad of ways. The quantitative data were in the form of a survey administer to 530 certified staff members. Qualitative data were gathered in the forms of focus groups, interviews, document analysis and observations. Prior to any data being gathered the researcher submitted permission to research from the gate-keeper of the district, in this case the Director of Assessment and Learning, and submitted for approval from the Institutional Review Board (IRB) at the University of Missouri – Columbia. A letter was submitted to the gate-keeper and the research was approved (Appendix B). The protocols of interviews, surveys, and focus were submitted to the IRB and were approved (Appendix B). These two documents allowed the researcher to begin the gathering of data using the following protocols.

Survey Protocol

In order to plan, evaluate, or gain information about a program it is best to use surveys (Fink, 2017). For the quantitative portion of the research, the researcher administered a survey from Panorama, a company working with schools to assess SEL in students, to staff at each of the high schools. The company makes all their surveys free for public use which allowed the researcher to use it for this application. The survey itself assessed teacher's perceptions of school climate, student mindset, faculty growth mindset, grit, educating all students, and other background questions about the staff member.

The areas assessed in the survey are defined in the documents available by Panorama and are based in current research around SEL (Panorama, 2018). Educating all

students is defined as the perceptions around student readiness to confront issues of diversity. School climate looks to assess the overarching social and learning environment of the school. Faculties' perceptions of a student abilities to control and change their in-class performance is addressed in the area entitled mindset of the student, while the faculty growth mindset examines the if staff feels instruction can improve over time. Finally, Grit is the student's ability to overcome obstacles in the classroom to achieve long-term goals. The survey was given to 530 teachers at each of the five schools through electronic means with 67 returned completed. The survey was reconstructed by the researcher using Qualtrics software so the researcher can organize the scoring and offer the questions in a random order. This random ordering of questions and the ability to see only a few at time will help the researcher ensure the questions are not viewed as connected and thus enhance the quality of the survey (Field, 2013; Fink, 2017).

The teacher survey required reliability and validity assessment. To ensure reliability the researcher utilized a test-retest model (Fink, 2017). Over the course of three weeks, the survey was administered to 29 secondary education teachers. After the initial survey, it was determined no major changes to the format or questions on survey were required. This initial assessment allowed the researcher to establish the overall and topical Cronbach alpha scores for internal reliability displayed in Table 1. The Cronbach scale measures how the questions relate to one another with a high score of 1 showing perfect consistency reliability, >.80 is a good reliability .70 is considered adequate, and >.60 would be considered moderate (Field, 2013).

Table 1

Internal reliability scores and test-retest results

Topic	Chronbach α	Pearson Coefficient	Mean
School Climate	.72	.15	3.3
Educating all students	.69	.18	3.8
Student Mindset	.69	.18	3.7
Faculty Mindset	.51	.29	3.8
Grit	.41	.16	3.1
Overall Score	.77	.27	3.5

Within Table 1 is also displayed the Pearson Coefficient (r). The score is used for the test-retest portion of establishing reliability of a survey (Field, 2013). Of the 29 initial completers of the survey, 16 retook the survey 3 weeks later and their scores were compared to learn how reliable the questions are. Perfect reliability in this case is a score of 1 with 0 being no reliability (Field, 2013). The scores shown in table represent a weak positive correlation (Field, 2013). The Panorama survey has content aligned to work done by CASEL and other interest groups in SEL, which helped to establish content validity as Fink (2017) also discussed how surveys can have high content validity by being constructed based on current research and contribution from leaders in the topic. The researcher utilized the results of the survey to help in determining areas which hamper the ability for teachers to implement SEL standards into their classroom.

Focus Groups Protocol

As suggested by Kruger and Casey (2015), the researcher arranged focus groups to obtain the richest accounts in the shortest amount time. The source of the focus groups were volunteers from the specific sites who are classroom teachers of any content or grade, counselors, and social workers. In order to accomplish this, Fink (2017) suggested

the use of audio recording and field notes to expedite the question/response time and

providing each participant a copy of questions (Appendix D) prior to the meeting.

Overall, each focus group met once. The meetings utilized the questions in Appendix D

to gain insight to the exposure of the teachers to SEL and the standards from the state of

Kansas. The focus group questions were piloted and face validity was established by

sharing the questions with 15 secondary education teachers. The pilot resulted in no

changes to the initial questions. Kruger and Casey (2015) and Merriam and Tisdell

(2016) both suggest piloting and establishing face validity to ensure posed questions not

only make sense but will obtain the desired information. The professional staff were

provided an opportunity to volunteer for focus groups embedded within the survey

administered. These focus groups (N =7) met after the school contract day and were

managed with an electronic sign up. The researcher transcribed the notes and recordings.

The researcher allowed the participants to review the transcription through member

checking, so they could ensure their voice was sufficiently captured (Creswell, 2014).

The focus groups ranged in size from 2 – 4 people. Kruger and Casey (2015) suggest

having sizes of focus groups of 6 – 8 people to have rich conversation. While the focus

had few participants, they were conversational between the participants as they each

brought different perspectives about SEL in the classroom.

Focus groups played an integral role in the examination of the development,

implementation, and barriers of SEL in a suburban high school setting due to the

researcher requiring multiple perspectives on a single subject (Krueger & Casey, 2015;

Merriam & Tisdell, 2016). The experiences of those who interact with students on

social/emotional levels were one aspect most relevant within the frame of this research.

This required the researcher to utilize focus groups with an approach to ascertain the experiences in teaching SEL and their overall vision of how SEL should look in suburban settings (Krueger & Casey, 2015). All data from the focus group were analyzed using coding that allows a visual representation of emerging themes and how data aligns to the research questions (Yin, 2014).

Interview Protocol

Furthermore, it was necessary for the researcher to conduct individual interviews. Individuals were selected based on their position and responsibility to allocate resources, make and enforce policy, and reinforce processes in order to support SEL in the classroom. In this particular setting, the person interviewed was the building principal or administrator (n=6) who oversees SEL. Additionally, the district level administrator (n=1) who oversees the counselors and social workers was interviewed, as this individual also oversees SEL for the district. These seven (N=7) interviews were conducted to elicit the subjective experiences of participants resulting in a retrospective analysis of the meaning of lived experiences by Seidman (2013). Open-ended questions were used to allow participants to engage in meaningful reflection on their experiences using, witnessing, and including SEL (Merriam & Tisdell, 2016; Seidman, 2013; Yin, 2014). Overall, the goal was to be able to ascertain the importance placed on SEL by those who are making decisions.

The interviews utilized a semi-structured format. Similar to the focus group, the responses were recorded and field notes scribed. The participants were provided the questions (Appendix D) prior to the meeting as well as given the opportunity to member check the transcription of the recording for revision if necessary. The interviews were

scheduled based on the availability of the principal or administrator and were scheduled each for one hour. The semi-structured format allowed the researcher to follow-up to any responses requiring more explanation (Oppenheim, 1992). After the focus groups, if the teachers had highlighted additional issues there might be follow-up questions to the administrator. Kruger and Casey (2015) and Merriam and Tisdell (2016) suggested to have any questions piloted and checked for face validiity, ascertaining if the questions make senses and solicit an on topic response. The researcher shared the questions (Appendix D) with 10 secondary adminisitrators and no changes to the questions were required.

Document Analysis

Another source of data collected came from school or district-based documents that support or refute the implementation of comprehensive SEL. Mission and vision statements are one source that will provide key information to see how the organization values character and their adherence to developing the *self* (Sinek, 2009). Assuming these statements drive what is being done within an organization, one is able to use key words to aid in the coding of focus group data, as well as ascertaining if these vision and missions are being generalized to those who are tasked with carrying them out on a daily basis (Levi, 2014; Merriam & Tisdell, 2016; Sinek, 2009; Yin, 2014). Examining the course catalog descriptions informed the researcher which classes are touting SEL skills as a competency taught in their class and to whom those classes were directed. Consequently, these course descriptions will have some bias, as do many documents (Merriam & Bierema, 2014; Yin, 2014) created to make a course seem appealing to a student. The researcher cross-referenced theses descriptions offered with the schools'

vision and mission statements, including the five competencies of SEL from CASEL, as a means to see if indeed there are strides being made to incorporate SEL into the regular classroom setting. Other documents included were lesson plans, faculty meeting agendas, or the professional development plan. The identification of classes offered through nationally affiliated programs such as the Advancement Via Individual Determination (AVID) or Reconnecting Youth (RY) and even locally created programs whose focus is interpersonal skills will help in demonstrating if SEL is being offered to only a small fragment of the school's population. This fragmentation can inhibit the overall impact of SEL programs and can create an *us vs. them* mentality (H. S. Adelman & L. Taylor, 2011); further supporting the need for comprehensive SEL. The overall analysis was conducted using the document analysis tool found in Appendix *D*. Designed by the researcher, this tool was meant to find the audience of the class, i.e., what grade level is meant to take the course, purpose of the class, and synonyms or phrases found in the descriptions of the SEL competencies.

Observations

The researcher completed a series of formal and informal observations in order to gain further insight about how SEL is addressed in the classroom setting, (Creswell, 2016; Merriam & Tisdell, 2016). Completed over a specific amount of time and limited to specific classrooms where SEL should be witnessed, the researcher used the observation protocols found in Appendix E. The observation was an unstructured observation and took place in the empty classroom. The researcher sought phrases or words similar to or synonyms of the words found in CASEL's five competencies of SEL posted within the setting and using New York's SEL environmental observation and

reflection tool (Appendix D) to view the layout of the room being conducive to peer

interaction, reflects the diversity of the school, and posted classroom routines. The

second portion examined was a structured checklist (Creswell, 2016; Merriam & Tisdell,

2016) seeking out explicit teaching of SEL standards in a classroom setting. Similarly

included in the structured observations was the setting of the room itself. The observer

was able to ascertain if there is opportunity for students to interact with one another and if

visuals representing SEL are present. This is important to the research because the

opportunity for students to interact and the visual reminders served as a means to enhance

SEL (Adelman & Taylor, 2011; Creemers & Kyriakides, 2011; Dymnicki et al., 2013).

The structured observations (Creswell, 2016; Merriam & Tisdell, 2016) allowed the

researcher to listen for how students and staff interact. The coding of these interactions

allowed the researcher to notice if professionals are using similar verbiage related to SEL.

The observations also aided the researcher in viewing the phenomenon in its native

setting (Creswell, 2016; Merriam & Tisdell, 2016), possibly revealing SEL being

addressed in isolated incidents without one common theme or message aligning to the

schools' vision; further reinforcing the case for a comprehensive approach (Adelman

&Taylor, 2011). These observations utilized New York's SEL observation and reflection

tool (Appendix D) to gain insight to the occurrence or witness of implicit and explicit

examples of positive social emotional development and is used with permission from

EngageNY.org.

Data Analysis

In order to gain perspective about the challenges of the employment of SEL in the

suburban high school setting, it was necessary to analyze the data collected to see how

they answer the aforementioned research questions. By answering these questions, the researcher was able to answer the over-arching question: *How can schools create an environment that invites SEL in the suburban classroom?* Fink (2017), and Merriam and Tisdell (2016) would agree it is necessary to code all data collected individually then overlay the results to find the patterns or commonalities within the data.

For the quantitative data collected, the examiner reported results based on percentages of responses and the basic statistical calculation of range, mean, mode, and standard deviation. This will provide insight of how teachers rated the schools in various competencies relating to SEL as well as how connected they are to the school and its activities.

Corroborating the information found in the analysis of the vision, mission, and course descriptions to the SEL standards was necessary to identity when SEL is being offered and if it is witnessed in the vision and mission statements. To do the coding the researcher will examine the documents for synonyms of the ideals of SEL from CASEL, responsibility, efficacy, advocacy, teamwork, collaboration, etc.

Matching observational data collected to the appearance of SEL language found in the vision or mission statements of the schools allowed the researcher to establish if the mission and vision permeated into the classroom and if students are receiving information about SEL in their everyday attendance. As suggested by Krueger and Casey (2015), the resarcher coded the observation notes based on the language found in the vision and mission of the school and district as well as language found in the state SEL competencies.

The data analyzed through surveys, documents, and observations helped in the investigation of the subsequent set of qualitative data. The qualitative data from the focus groups and interviews was subjected to what Merriam and Tisdell (2016) consider simultaneous review. Meaning that as the researcher progressed through the layers of interviews and focus groups, it would be expected for the recording to be transcribed and reviewed making notes, designing follow-up questions, and identifying preliminary themes to test if they reemerge. A portion of this verification involved each member of the focus group or interview to check the transcriptions which allowed them to verify their ideas were appropriately captured (Kruger, 2015).

Merriam and Tisdell (2016) suggested having a plan when analyzing qualitative research. All recordings were transcribed, and each line numbered to allow for easy referencing (Merriam & Tisdell, 2016). For this study, the researcher highlighted or annotated the transcription seeking first to understand the teacher's perspective on SEL in the classroom; followed by what is preventing them from including it in their everyday instruction. A similar process occurred for the interviews with the difference being to examine how the administrator understands their role in promoting SEL, how polices can impact its inclusion, and how they can support it in their building. Similar to the interviews, the transcriptions were coded based on SEL standards and sought to identify words associated with challenges teachers face imbedding SEL in their classroom.

Credibility of the Study

It is important to address any biases the researcher has in regard to the topic or location being studied (Creswell, 2014). It should be noted the researcher taught special education for five years and at that time the researcher worked with students who were

labeled as *Emotionally Disturbed*. It is through this work where the researcher began to study SEL and how the standards impacted learning.

Also, worth noting is the researcher is employed at the district being studied. Currently, the researcher is one of department coordinators although the researcher holds no evaluative power over other teachers. However, if this consideration is not carefully monitored it could taint the interpretation of the data (Merriam & Tisdell, 2016), and the researcher will constantly be aware of this bias. Since the location in question is one school district the conclusions made will be isolated to this one location, however identifiable information will be removed from the data analysis. The other notable limitation is the efficacy survey to teachers is not highly reliable, however, through the use of the focus groups the researcher gained more clarity regarding barriers preventing teachers from teaching SEL. The use of a mixed design enhanced this creditability of the study.

Design Controls

The researcher implemented various design controls to reduce bias with both the data collection process and interpretation. When observations of classrooms were conducted, the teacher notified the staff member of their intent and what they are observing, while reinforcing the fact that this is not an evaluation of their skills or teaching. Focus group questions were open-ended so honest discussion can be had (Merriam & Tisdell, 2016), as suggested by Kruger and Casey (2009) when considering the type of questions to ask during an interview. The data coded was to align to what is found in the principles from CASEL to adhere to a consistent theme creation (Merriam & Tisdell, 2016).

Definition of Key Terms

In this section, defined are key terms to provide appropriate context for these usage as well as a better understating.

Secondary School: A school composed of students who are in their 9th – 12th year of study ranging in age from 14 – 18 years-old.

Social Emotional Learning: the expectation of handling one's emotions so that one may contribute to overall betterment of society (Dymnicki et al., 2013; "Kansas Department of Education,").

Relationship Skills: the ability to communicate, problem solve, and work with others

Self-Management: regulation by the individual in a variety of settings and to work toward self-improvement.

Responsible Decisions Making: making appropriate choices about behavior in a variety of circumstance.

Social Awareness: examination from a variety of viewpoints and to enhances understand the social and ethical norms

Self-Awareness: recognition of thoughts and how they impact emotions so that the individual can respond appropriately in a variety of situations.

Variables from Panorama Survey (Panorama, 2018):

School Climate: Perceptions of the overall social and learning climate of the school

Educating All Students: Faculty perceptions of their readiness to address issues of diversity

Student Mindset: Perceptions of whether students have the potential to change those factors that are central to their performance in class

Faculty Growth Mindset: Perceptions of whether teaching can improve over time

Grit: Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Suburban: a smaller community adjacent to or within commuting distance to a larger city.

Challenge: a circumstance or obstacle that keeps people or things apart or prevents communication or progress.

Invitational Education: a theory of leadership and change offering "…concrete, practical, safe, successful, and democratic solutions for problems the routinely harm organization and people within them." pp. vii (Purkey & Novak, 2008, p. vii)

The 5 P's of Invitational Education: refers to people, place, policy, process, and programs which Novak and Purkey (2008) indicate are present in all schools and impact the overall culture of the school to make it invitational.

Significance of Study

The purpose of this study was to examine the barriers to implementing SEL in the specific setting of a suburban high school. In this section rationale was provided for the importance of SEL in a school setting as well as the why the setting of suburban secondary schools. Noting the gap in the literature, and the how this study contributes to

the greater body of literature is vital to supporting the purpose to continue this research (Galvan & Galvan, 2017).

In support of further investigating SEL in the school setting, it is necessary to look at both national perspectives as well the actions at the state and local levels. Adelman and Taylor (2011) noted by addressing the social-emotional needs of a child, it can help to overcome other barriers present in their learning. Further, the work of multiple researchers has found that student outcomes improve when SEL is being address within a school setting (Brackett & Rivers, 2014; Jones et al., 2015; Payton et al., 2008; Reyes et al., 2012; Weissberg & Cascarino, 2013).

In 2017, the state of Kansas launched a school redesign campaign, of the five major outcomes in the redesign the state included social-emotional growth as the top outcome (Kansas Department of Education, 2018). This outcome was based on state-wide focus groups conducted by the Education Commissioner of the State of Kansas, where respondents shared that non-academic skills were more important in the education of the child than academic with the ratio of academic to non-academic skills responses being about 1:3 (Kansas Department of Education, 2018).

The meta-analysis' of SEL conducted by Durlak et al. (2011) and Belfield et al. (2015) revealed much about the variety of programs currently being used in schools around the world and the type of student or school setting in which they are taking place. In his research, Durlak et al. (2011) noted 16% of the reporting schools fell into the suburban category and 13% of the programs were conducted in high schools. Of the six programs reviewed by Belfield et al. (2015), three were offered to students in a secondary

setting but only one of those three were offered to all students and only in the ninth grade, with the other two programs being directed toward at-risk students only.

Summary

In summation, the ability for SEL instruction to aid in the education of the whole child is underutilized in suburban districts. The researcher aimed to determine if barriers exist in a suburban setting that hinder their students to be more well-rounded by having self-awareness, self-management, strong relationships skills, the ability to make difficult decisions, and social awareness. Leveraging focus groups, interviews, surveys, and document analysis, it was the goal of the researcher to identify the challenges to providing this whole child education, so districts will work to overcome them to produce a higher quality product. By overcoming these challenges, it was the goal of the researcher to witness SEL being addressed in all classrooms so all students may improve, because as Durlak et al. (2011) stated, "Emotions can facilitate or impede children's academic engagement, work ethic, commitment, and ultimate school success" (p. 2).

SECTION TWO

PRACTITIONER SETTING FOR THE STUDY

Introduction

In this section of the dissertation-in-practice proposal, the researcher will discuss a brief overview of how The School District fits into the Kansas system of the use of SEL, and the current state of The High Schools as well as its current goals that include the researched topic of SEL in the District and Secondary Setting. Next, the leadership of the schools and district are analyzed to gain a better understanding of who is involved in the inclusion of SEL in the classroom. The summary will connect the history, organization analysis, and leadership, to offer an understanding for the application of IE while studying the barriers of including SEL in the suburban secondary classroom.

History of the Organization

Started in 1969, The School District draws on an area plagued with controversy (Euston, 2018, Johnson County Parks and Recreation, 2018). The postal code of The School District and the school districts unified to create the larger district, have led the way in racial reform of education and at the same time been just as guilty of the gerrymandering used to hold specific groups out of certain areas (Kraske, 2018; Johnson County Museum). Further complicating matters, there was a recent labor dispute between the district and its teachers.

Composed of five high schools, the district is one the larger districts in the state of Kansas. The last high school opened in 1975, although the district is showing signs of growth despite the neighborhoods being mostly developed. With a new elementary school opening in the fall of 2018 (Shawnee Mission School District, 2018). The district is currently in-between leadership, hiring the most recent superintendent after the last one resigned amid controversy (Bergen, 2017). The new leadership is currently evaluating

the direction of the district as it begins to plan their long-term goals and fill other voids in the district level leadership.

Overall the Shawnee Mission School district serves the County of Johnson County, Kansas and the district includes the area North of Interstate 435 to the county line in the north and as far East to the state line with Missouri as far west as Ridgeview Rd. (Shawnee Mission School District, 2018). The district currently serves 27,333 students with 8,320 students in the secondary setting. The five high schools are fed by five corresponding middle schools, which serve grades seven and eight only. Recently, the district closed and combined a number of elementary schools to update them and make them larger, having 33 now which is down from the 38 they once had. Other specialty schools exist within the district as well, one early childhood education center, a center for advanced achievement, a therapeutic day school, and one alternative high school.

The study will take place in the five high schools within this district. Table 2 outlines their make-up ethnically and socioeconomically, as well as provides indictors used by the state and district that mark success of the school and district.

Table 2

Demographic and Measures of Success for the five high schools (KSDE, 2019)

School	Demographics					ACT Scores	Graduation Rate
	Caucasian	African American	Hispanic	Other	SES		
A	84.61%	1.88%	6.70%	6.81%	7.81%	25.6	96%
B	56.46%	7.41%	27.15%	8.89%	47.15%	21.2	84.1%
C	63.15%	10.73%	17.77%	8.35%	26.86%	24.1	90.4%
D	65.92%	8.65%	17.23%	8.19%	27.06%	24.3	90.2%
E	55.05%	15.04%	21.45%	8.46%	42.62%	22.3	88.2%

One can see disparities when comparing the High School A to the other four high schools. While the study is examining all five school holistically and without comparison, this disparity stands out and may impact the perception of the staff and their need for the inclusion of SEL in the classroom.

Organizational Analysis

Over the last few years, the state of Kansas has been a hotbed of controversy when it comes to the state of affairs of its education system and this is no different from the district where this study is occurring. The two have been the focus of national and local news due to funding, human resources, and equity issues, which have left many people jockeying for political positions and having to establish themselves to make the changes necessary to the whole system to benefit students (Bergen, 2017). Bolman and Deal's (2013) political frame will be used to analyze the district concerning making the changes necessary to include SEL in the curriculum of its high schools and specifically the location of the study. While the conversation regarding SEL is not new to the state of Kansas, most of its districts have not implemented programs with fidelity. Recently the implementation of the SEL standards have moved from a suggestion to a requirement from the state (Kansas Department of Education, 2018). Even though it was one of the first states to adopt state-wide SEL standards, it continues to promote them and their legitimacy by affiliating with the Character.org Organization and through its newly started Kansas Can! Initiative.

Bolman and Deal (2013) argued, "A jaundiced view of politics constitutes a serious threat to individual and organizational effectiveness" (p. 183). This frame focuses on the allocation of resources when they are scarce and how those interested in

using the resources differ on their allocation (Bolman & Deal, 2013). This state and district are all too familiar with this idea and have been praised and demonized for the allocation of these resources. The site where the study takes place participates in the politics by proxy, as it is subservient to the two larger entities, the state and district.

While the schools are not the focus of much of the political strife felt by both the district and state, nonetheless, it affects the schools. One such example of how the politics are influencing the implementation of SEL is the number of classes teachers are contracted to teach in a given day. In this district it is six courses and then most instructors have an additional homeroom or advisory hour, which the state mandates in order to work on what they call the Individual Plan of Study or IPS (Kansas Department of Education, 2018). While the state did not intend for this time to be an additional course for teachers, many feel it is. Especially when asked to address lessons focusing around mental health, college or career readiness, and long-term academic planning. This would translate to any expectation that included additional lessons around SEL will be embraced by some but not all instructors and further makes the case for embedding it within the existing curriculum. Furthering the frustration is that district has made recent headlines with labor disputes between the teachers and district, leaving many teachers only fulfilling their contract verbatim and contributing to additional volunteered time after school.

When one considers the influence of the classroom teacher over what is covered or prioritized in their content versus the influence the state or district has over the same subject, the influence of the teacher is realized. French and Raven (2005) would describe it as one where the influence or the priority exerted by the external source must be greater

than of that of the individual's interests. Meaning the external entity, principal, district leaders, or state education department, must make a case to the classroom teacher to justify the allocation of the most precious resource, time, to dedicate to these standards meant to help students become better equipped to overcome adversity and collaborate with one another. This researcher intends to discover what is hindering the classroom teacher from including SEL in their classroom as part of the regular routine of curriculum.

In the district there is an agenda being set to begin the process to explore and examine the SEL standards laid out by the state. This *agenda setting* (Bolman & Deal, 2013) is the beginning to the district attempting to leverage influence over how it will address the SEL standards. The process began when they sent out an email soliciting people to receive training and begin examining and mapping the SEL standards. Held at an off-site location, substitutes were paid for and attendees were introduced to the SEL standards. Finally, the leaders tasked them to take the findings back to their respective school to ascertain what is already being done to assess or address the standards. Those who are seeking to make this change are attempting to find those *back channels of communication* allowing ideas to evolve, take on a life of their own, and appear to be an organic movement to include SEL, thus trying to influence from inside and outside of the classroom (Bolman & Deal, 2013; French Jr. & Raven, 2005).

While the district may need a political makeover when viewed by their stakeholders, they are working to increase their political influence over the classroom teacher and individual schools by engaging those frontline teachers to create and instigate changes within their building (Bergen, 2018). The principals who will be able to

capitalize on this shift and create change from within will need to be adept at walking the line of influence while transforming leaders and the school to view their role to one of propelling students to accomplishing more than what they once thought possible.

Leadership Analysis

The leadership of the District is one wrought with recent turmoil and turnover in many levels of the district and the building (Bergen, 2017). Having just hired the replacement superintendent, the district is in the process of filling other major positions, leaving some people currently overseeing multiple areas. In its current state the leadership appears to be consolidating and evaluating how the district stands when compared to similar sized districts, and what measure should be used to measure its progress. As of 2019, the board approved the strategic plan set in place by the superintendent and his committees comprised of parents, students, educators, and building principals (District, 2019). The plan will aid in guiding the district as it progresses the next five years as well guide the style of leadership required to accomplish the objectives.

Two of the objectives listed in the plan call out specific skills associated with SEL being performed at the school level (District, 2019). At the school level, where the study is taking place, the call to include and focus on SEL will require solid leadership that can both sustain and transform as well. Burns and Glover (2003) state in their summary of eight various leadership styles that while leadership models appear to provide a framework for leading, the same models also lack empirical support for the model. They go on to state, "(these leadership frameworks) are also artificial distinctions in that most successful leaders are likely to embody most or all of these approaches in their work"

(Burns & Glover, 2003, pp. 31). The demands placed on the building leadership and the interpretation open to leadership models, means that building leaders will have to lean on others to assist in meeting the objectives.

While the superintendent could make demands of those under him, he chose to illicit help of various others to begin the process of change and is continuing to empower others to lead the change. This approach sends a powerful message to the building level leaders who are expected to meet the plan's objectives. The message of inclusion, longevity, diversity, empowerment, and resourcefulness highlighted in the strategic plan harkens to a mindset of sustainable or transformational leadership (Antonakis, 2012; Avery & Bergsteiner 2011; Bass, 1985; Hargreaves & Fink, 2006; Northouse, 2013).

Sustainable Leadership

Sustainable Leadership is anchored by seven principles and focuses on the ability of the leaders to impact the organization over time (Avery & Bergsteiner 2011; Hargreaves & Fink, 2006; Northouse, 2013). The seven principles of the sustainable leader introduced by Hargreaves and Fink (2006) are; depth, length, breadth, justice, diversity, resourcefulness, and conservation. Depth is referring to the leader's ability to show and build a level learning within the organization that is both deep and all-encompassing. Length, in this case, refers to the ability of the program or organization to withstand changes to the leadership and ensure these changes only enhance the whole organization (Hargreaves & Fink, 2006). Success of the organization can then be dependent in the breadth of knowledge possessed by the leader and their ability to impact multiple areas of the organization (Fullan, 2005). While these three principles alone have the makings of a great leader, the next four are the principles allowing this leadership

style to be suited to a permanent ever-changing institution like a school (Hargreaves & Fink, 2006).

Justice, diversity, resourcefulness, and conservation are the final four principles anchoring the theory of sustainable leadership, and it is in these principles where one finds the leaders' ability to navigate a transient landscape while keeping the whole organization focused on success (Cook, 2014; Hargreaves & Fink, 2006). Justice involves the leader acting with long-term objectives in mind weighing the impact on the now and the future judiciously to minimize negative impact (Cook, 2014; Fullan, 2005). The ability for the leader to then adapt and change within a complex political, procedural, or professional climate is the reason diversity is included as the fifth principle of this theory. Using the aforementioned principles to progress the organization, it is then the responsibility to be resourceful in how they lead the organization to accomplishing its goals (Fullan, 2005; Hargreaves & Fink, 2006). Finally, the ability to manage those resources, learn from the past, and think to the future is described in the principle of conservation. Sustainable leadership is a theory addressing how a leader cultivates a culture to outlast themselves and other leaders in it, while the other leadership theory, Transformational Leadership, emphasizes the ability enable others to be better (Cook, 2014; D'Annunzio-Green, Gerard, & McMillan, 2017; Hargreaves, 2007).

Transformational Leadership

Northouse (2013) synthesized a working definition of transformational leadership to include the leader's ability to impact one-on-one relationships or whole organizations and cultures and linking leaders to followers during this process of change. Summing up various researchers saying, "Transformational Leadership is a process that changes and

transforms people. It is concerned with emotions, values, ethics, standards and long-term goals…. (It) involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them." (Northouse, 2013, pp 160) Burns (1978) first began to differentiate the theory from others stating transformational leaders raise the ambition level and morality of the leader and the follower. Ultimately, Bass (1985) laid out four factors of the transformational leader to include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. It will be these four factors that will help in determining the leadership theory best applied to the one involved in this study.

The first of the four factors is idealized influence or charisma, it describes the leader as being one whom makes people want to follow them and ascribe to their vision. It involves the emotional appeal of the leader in question (Antonakis, 2012). The ability to then harness this charisma and apply it to the work force is the second of the four factors, inspirational motivation (Northouse, 2013). This factor is indicative of having high expectations for followers and soliciting commitment from them to progress toward a common goal. In working toward this common goal, it is necessary for the leader to then exert adeptness in the third factor, intellectual stimulation (Antonakis, 2012; Bass, 1985). In this factor, the leader challenges his followers' assumptions about what is possible and encourages them to go beyond their preconceived notions to move parts of the organization forward a little a time (Bass, 1985). Through this process of trying new techniques and branching out, it is then necessary for leader to coach and advise the followers, so they too can experience success (Bennis & Nanus, 1985). This is included in the fourth factor of the transformational leader, individualized consideration. In this

factor, the leader is coaching followers, delegating duties, and challenging the status quo to illicit change (Northouse, 2013). The transformational leader can be described as a coach and a cheerleader. One who coaches others to be better and cheers others on while they are trying something new, as reflected of the principal in this setting.

Application of Leadership Theories

In examining the strategic plan from the district and the frameworks for the two leadership styles, transformational and sustainable, one can conclude principals within the district are being asked to follow one of these two theories of leadership. In his statement introducing the strategic plan, the superintendent uses words and phrases such as, aspirational, caring, commitment, journey, road map, clarity, living document, give voice, inclusivity, and legacy (Shawnee Mission School District, 2019). In another portion of the document he discusses being judicious with resources, implementing in phases, and community engagement as assumptions made during the implementation and planning process (Shawnee Mission School District, 2019**)**. These words and phrases lend themselves to encouraging a sustainable leadership approach with the schools which is being exemplified by the one who is at the top of the organization.

Implications for Research in the Practitioner Setting

Since 2007, Kansas has been leading the way when it comes to their adoption of statewide Social Emotional Learning Standards that were recently revised in June of 2018 ("Kansans Can,"). After members of the statewide chambers of commerce agreed the most important skills for graduates were non-academic ("Kansans Can," 2016), the burden to enhance these skills has been placed squarely on the schools. When pressed to find researched, viable, and school wide approaches for SEL growth, schools who fall

into the suburban category are left unattended. These schools are at a disadvantage because they do not have the ability to pull from similar government funding or to obtain university partnerships for research whereas schools in rural and urban settings typically can.

The need for researched options for teaching SEL in schools has opened the doors for groups, like CASEL, to begin to search for programs, frameworks, theories, and assessments having research or any proof to push them to the masses. The lack of researched options for suburban schools is one of the many reasons for this study. Currently, in the schools where the study takes place, the instructional coach and a small committee of teachers push SEL through an advisory program, viewed as extra to teachers and no grade is given for it. This time was set aside by the administrators to fulfill the states mandate for individualized plans of study, which is a requirement for a high school to be accredited (Kansas Department of Education, 2018a). The reasons many of the SEL standards outlined by the state are not included in the general education of students through core classes or electives is one question this researcher hopes to answer.

To start this process the researcher must first examine the current layout of a small segment and then look to increase the impact by demonstrating the impact SEL instruction can have in an isolated case. By researching why these standards are not addressed, one can then work to overcome the challenges in a systematic approach to maximize the resources and return on the investment allocated to accomplishing such work. It would then be the intent to report the findings, so the district and schools can

begin the process of addressing the needs of the teachers to include the standards in the ordinary teaching of students.

Summary

In this second section of the dissertation, the organization where the study will take place was the focus. The researcher outlined the history of the organization, showing how it originated from a place of strife and controversy and continues to embrace that history in some regards. Since the state and district of the study has made news for questionable political practices and is in the process of trying to rebuild a tarnished reputation, the investigator utilized Bolman and Deal's (2013) political frame to have a better understanding of how all parties will embrace or refute change whether it be internal or external. Furthermore, the researcher analyzed the attributes leaders of the high schools should possess to include SEL in the classroom based on the district strategic plan. Conclusions made tying an appropriate leadership theory to that of transformational (Bass, 1990) or sustainable (Avery & Bergsteiner 2011) will help them by empowering people to go beyond what they think is possible. Finally, the researcher shared how this research will be used to effect change on the schools and district to allow more focused efforts to support those expected to implement SEL in the classroom, the teachers. Progressing through the process of building a case for the research it is necessary to commit to an extensive literature review of existing material around the inclusion of SEL in the suburban classrooms. This will help in establishing both command of the topic (Galvan & Galvan, 2017) and noticeable gaps in how SEL is currently being addressed in the secondary setting as well how it can best relate to the theoretical framework of Invitational Education.

SECTION THREE

SCHOLARLY REVIEW OF LITERATURE

Introduction to the Scholarly Review

Being one of the earliest adopters of standards relating to SEL, one might conclude that schools in the State of Kansas might be leading the way in the use of SEL and producing a higher quality student when compared to other states (Dymnicki et al., 2013). Unfortunately, there are very few methods used to quantify a school's effectiveness in producing a student who has what Goleman (2006) would call a high Emotional Intelligence. This, along with the importance on non-academic skills identified by stake holders within the state (Kansas State Department of Education), it should be a priority to begin to explore what is working, where the state and its schools are on the continuum of SEL adoption, and finally what is impeding the implementation of SEL in the schools and specifically the classroom.

Through an extensive review of scholarly information, it was the focus of the researcher to identify gaps in the literature to support the examination of the challenges to inviting Social Emotional Learning (SEL) Standards into the secondary suburban setting. It is important to demonstrate that the skills addressed in most SEL standards are relevant and when effectively addressed, there should be an overall improvement in student learning in the areas not typically assessed on standardized assessments. Further, it is necessary to examine current research to see where and how secondary schools are implementing SEL and its impact on the school community. In order to support further the investigation, the researcher focused on theoretical frameworks and connected them to the execution of SEL, and eventually narrow to one, which the researcher used as the conceptual framework to drive the inquiry.

After the examination of a multitude of leadership theoretical frameworks, and subsequently the narrowing to the conceptual framework, the researcher will provide arguments from the specific conceptual framework of invitational educational leadership theory (IE) (Purkey & Novak, 2008). In this argument, not only will the researcher examine how the implementation of SEL standards is occurring in high schools but investigate how creating an intentionally inviting learning environment can enhance implementation. Upon reviewing the work of Elias (1997), Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011), Fleming and Fairweather (2012), and Domitrovich et al. (2015) surrounding SEL in schools, a noticeable gap was revealed in the research to support the reasoning for the examination of obstacles to employing SEL standards in a secondary suburban setting. Upon substantiating the lack of research and the use of Invitational Education (IE) Leadership Theory, the researcher will connect the themes of SEL with the basic tenants of IE, and how the district can use it to explore the status of the implementation of SEL standards in the district.

Throughout this literature review, the researcher will make a case that not only is SEL not addressed in secondary suburban settings and what is being offered is poorly tracked and under used, but the standards are often not given the time needed at the secondary level. The arguments to make this case will be composed of defining SEL and its importance, followed by an examination of where and how schools are successfully implementing SEL. Finally, the researcher will present various theoretical frameworks, and then demonstrate which is the most appropriate for the purposes of conceptually examining the challenges to the implementation of SEL in the secondary suburban setting.

Social Emotional Learning in Schools

Various researchers and authors have found adversity within the social or emotional spectrum impacts student learning (Adelman & Taylor, 2006; 2011; Wehby, Lane, & Falk, 2003; Weissberg & Cascarino, 2013). This has led many states, districts, or schools to adopt curriculums or standards to help in addressing the student's ability to overcome their inability to learn by reducing the impact social and emotional well-being can have on a student (Sklad, Diekstra, Ritter, Ben, & Gravesteijn, 2012; Zins, 2004). Prior to delving into the theory, the researcher explored literature around SEL by defining it, examining its current state, and why it is vital to student growth.

Social Emotional Learning

The 21st century has increased the burden on schools to prepare students for an ever-changing world (Borba, 2016). The use of technology to communicate has decreased our face-to-face interactions, which is more noticeable as one walks through a public space and observes people using smart devices, oblivious to their surroundings. This shift in communication, as well as the changing demands, is forcing schools to examine how they can have a comprehensive approach to educating the child (Elias et al., 2016; Greenberg et al., 2003).

Social Emotional Learning (SEL) is a result of the work done by the Fetzer Group in 1994 as a method to aid students in the process of making good decisions and exhibiting emotionally appropriate behavior (Greenberg et al., 2003). For the purposes of this research, the researcher will use the definition of SEL offered by one of the leaders in the promotion of SEL in Schools, the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL defined SEL (2015) as:

…the process through which children and adults acquire and effectively

apply the knowledge, attitudes, and skills necessary to understand and

manage emotions, set and achieve positive goals, feel and show empathy

for others, establish and maintain positive relationships, and make

responsible decisions. (p. 5)

Using this definition, many researchers have argued that focusing on academic tasks

alone will not bring about as successful of a child academically or from a mental health

perspective, but rather inhibit their ability to engage fully in the school experience

(Dymnicki et al., 2013; Elias, 1997; Gorman, 1999; Zins, 2004). Moreover, some

researchers have identified deficiencies in SEL as barriers to student learning (Adelman

& Taylor, 2006).

Operating from this definition, schools, companies, and non-profit groups are

working to provide opportunities to enhance SEL in schools through standards and

programming. Programs such as RULER from Yale, centers like the Character Center at

the University of Missouri – St. Louis, and non-profits leading the national call for SEL

like Character.org and CASEL are in the process of attempting to quantify the gains

made by implementing SEL in schools. Through these programs or organizations, it is

possible for SEL to be common language in the halls of many centers of learning.

Current Status of SEL in Schools

The use, measure of, and frameworks to support SEL in schools is currently being

examined CASEL (2018). As recent as 2018, the organization put out a call and created

task forces to examine many of the aforementioned practices in SEL (CASEL, 2018).

SEL is currently being widely used in a number of settings (Belfield et al., 2015). The

state of Kansas has a set of standards for SEL, sequenced to run from kindergarten to graduation (KSDE). The Character.org organization recognizes schools and districts as being *National Schools of Character* for promoting and teaching SEL in the school. There are numerous schools across the country using programs to further promote SEL; RULER, Strong Kids, and School Connect are just a few that scholars, practitioners, and organizations are beginning to explore the results of the long-term implementation of these SEL programs (Domitrovich et al., 2015).

CASEL has five core competencies in their model of SEL: self-awareness, self-management, responsible decisions making, relation skills, and social awareness (Domitrovich et al., 2015; CASEL; Elias, 2016). Durlak et al. (2011) similarly reinforced these five ideals with the notion that students are not learning alone or in isolation, but rather as collectives or in collaborative units. This, combined with the five ideals of SEL, makes a strong case to offer SEL in the school setting.

Schools wanting to implement SEL are not lacking resources to help accomplish this goal. Elias et al. (2016) offered the most integration by suggesting SEL not only be taught in classes but also included on the report card of students. Domitrovich et al. (2015) provided tables and checklists for various programs describing the age targeted, training needed by staff, as well as the support offered. In short, schools are able to choose from many programs that offer explicit instructions for teachers to follow or ones that offer lessons that are more tailorable to the individual students or population. A school simply needs to decide and make SEL a priority and they will not be short on free or paid resources to aid in their endeavor. There is evidence of schools teaching SEL at all levels of the education system as well across socio-economic, racial, and cultural

boundaries (Belfield et al., 2015; Domitrovich et al., 2015; Durlak et al., 2011). This makes SEL widely accepted and appealing, but why should schools care about it?

Importance of SEL

Identified as a barrier to learning by Adelman and Taylor (2011), lack of understanding in the five competencies of SEL can impact a student's ability to be successful. There have been numerous studies indicating how the lack of skills associated with SEL not only inhibit a student's ability to learn but also can arrest their development throughout their education (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2012; Brackett & Rivers, 2014; Gorman, 1999; Harrison, Bunford, Evans, & Owens, 2013; Hoge, Liaupsin, Umbreit, & Ferro, 2014; Jones, Greenberg, & Crowley, 2015). One researcher has gone so far as to monetize the skills which can be taught through SEL programming and found none to have a negative return on investment, meaning that every dollar spent on SEL in a given setting returned a larger value than what was spent to begin the intervention (Belfield et al., 2015).

Following up on the economic value of SEL, the Commissioner of Education in Kansas found the core competencies highlighted by CASEL as important to community members and business leaders when he conducted focus groups in various locations across Kansas ("Kansans Can," 2016). Many groups reported the skills not typically associated with academics are more important than the more traditional academic skills and the students more adept at these non-academic skills are more employable or easily trained. Many researchers have found the inclusion of SEL can, not only, increase school participation and overall student well-being, but also improve academics (Durlak et al., 2011; Elias, Zins, Graczyk, & Weissberg, 2003; Weissberg & Cascarino, 2013). These

findings further the case to include SEL as an integral part of the education of a child and more over to revisit the skills included in the education of the student.

Embedding SEL in Schools

In this section, the researcher will explain the plan laid out by Elias et al. (2016) for SEL inclusion. Later one can expect this plan to be matched to the conceptual framework's model of change to grasp the full understanding of how the two, SEL and invitational education, work together.

Groak, Hatfield, and Wanless (2015) discussed the readiness of an organization to implement SEL, stating not only should the program be performed with fidelity, but also the dosing should be high quality and frequent. This idea furthers the case Elias, et al (2016) made to begin to include SEL on the report card of a school, through careful, systematic feedback on social emotional skills (SES) on grade cards of students (Elias, 1997 & 2003; Elias et al., 2016; Greenberg, 2003). For this suggestion to come to fruition, it is necessary for a district to embark on a journey of reflection and growth (Elias et al., 2016).

Elias et al. (2016) offered two options for beginning the process to integrate SES on the grade cards of students. Option one is inductive or focuses on what the district is currently doing to assess and teach SES, while option two is deductive (Elias, 1997 & 2003; Elias et al., 2016). This means the district is prioritizing the SES on which they want to focus and identifying how they will measure and assess it. The district in question is currently using option one, which the researcher will explain the seven steps involved in the three-year process. This multi-level and multi-year approach is favored by CASEL and researchers alike (Elias, Graczyk, Weissberg, & Zins; 2003). The

following is the explanation of the seven steps found described by Elias et al. (2016) based on a case study from an urban school district.

Prior to venturing on the path to full inclusion of SES on the report card the district should first engage in assembling district and school-based leadership teams (Elias et al., 2016). These multi-level teams will engage in the first step of the process in year one, being the engagement of professional development around SEL and SES (Elias et al., 2003, 2015, 2016a, 2016b). The second step is the creation of focus groups to align and select seven key SES to assess and track. It is the responsibility of these focus groups to link the SES to the academics already being assessed and taught. Further, these focus groups will include faculty from across the district, varying in both disciplines and age-level taught so as to be representative of all aspects of instruction in a school setting (Elias et al., 2003, 2015, 2016a, 2016b). Continuing in the first year the district would then progress to step three. It is in this step where individual schools begin to develop their three-year plan to pilot reporting and instruction of SES.

Year two begins with the assessment of what is being already being done at the school-level regarding SEL. This is then furthered by district and school-level teams engaging to possess a deeper understanding of SEL by reviewing relevant, researched material, programs, and reports (Elias et al., 2003, 2015, 2016a, 2016b). Step five begins to be broken down to a month-by month plan to accelerate the coordination and planning of SES indicators and how they will be assessed and reported district-wide.

The third year of this process comes full circle to include the preparation of parents, teachers, and students, step six, and the ongoing monitoring and implementation, step seven. Prior to the beginning of school, teachers are trained how to have the

conversation around the SES indicators as well as how to appropriately score them based on the previously made rubrics (Elias et al., 2003, 2015, 2016a, 2016b). Further parents and students are prepped to engage in the conversation at home around what the rubrics indicate. Finally, in step seven the reporting of the SES are utilized to further develop and implement culture and climate change within the schools. The implementation and satisfaction of the individual school plans are monitored and adjusted regularly to ensure they are meeting the needs of the students.

While the above description is a method to implement the grading of SEL in a school, there is one glaring gap as it pertains to this study. The case study explained is from an urban district, which is a theme witnessed in much of the literature reviewed (Elias et al., 2016). This gap and others will be further explained, reinforcing the need for research such as this.

Gaps in the Literature

This research focuses on challenges to the implementation of SEL in a secondary suburban school setting. While the district in question leans on the state developed standards to address SEL in a high school setting, there is little if any time directly addressing them in a classroom. The researcher will show in this section the lack of research of SEL in Secondary Suburban settings; leaving schools who fall into this category seeking researched-based interventions, so they too can impact student achievement by improving a student's social/emotional well-being. Guerra, Modecki, and Willamson (2016) stated, "given the clear links between the skills with the five competency domains defined by CASEL and the adolescent adjustment, it is surprising

that few school-based SEL programs have been designed for or evaluated with high school students" (pg181).

Numerous researchers (Belfield et al., 2015; Domitrovich et al., 2015; Durlak et al., 2011; Payton et al., 2008; Sklad et al., 2012) have found benefits to teaching SEL in a school setting, whether it be through whole school or small group intervention. They all agree there are positive gains made by the inclusion of SEL in the education of the child. In each of these studies, there is a lacking representation of schools that are the majority white and not on free-or reduced lunch, which to the layperson is a typical marker of a suburban school (Sulak, 2016). In the review of the economic benefit of SEL in the school, Belfield et al. (2015) reviewed programs at six schools; no programs were offered school wide and to grades 9-12. Durlak, et. al (2011) examined school-based interventions teaching SEL and it was noted of the 213 total programs only 27(13%) were offered in high school settings and 35(16%) were in suburban settings. From these two figures, one could estimate only five (2%) of the high schools were in the suburban secondary setting. Moreover, these studies include few programs specifically targeted at all high school students, instead reporting on small group interventions or cohort-based interventions with no spiraling of learning taking place over the four years of attendance. Brackett et al. (2015) and Durlak (2015) corroborated this idea with the fact there are few theories comprehensive enough to capture the essence of a truly successful SEL program. In fact, Williamson, Modecki, and Guerra (2016) are only able to identify programs *showing promise*, which means there are no programs showing positive effects in three or more research trials, also called *what works* in their chapter of the *Handbook of Social Emotional Learning*.

The gap in the literature then leaves two sections under researched, SEL in secondary schools and suburban settings. It is the goal of this researcher to identify the challenges to inviting SEL into the secondary suburban schools, which can then contribute to the overall inclusion of it in the same setting. In order to better understand the data gathered and how the systems in place interact with each other, it is necessary for the researcher to approach the topic using theory grounded in change and leadership.

Theoretical Framework

The adoption of SEL in the general education classroom requires significant changes to the learning environment (Greenberg et al., 2003; Jones et al., 2015; Weissberg & Cascarino, 2013). When coupled with the emphasis placed on the various relationships in a school setting to have successful SEL, the theories examined require the inclusion of change and leadership.

Leadership Theory

Searching for a conceptual framework that successfully encapsulates the requirements of SEL implementation, the researcher sought the branch of theories in the area of leadership; some whose models have components of change embedded within them or explicitly embrace change and introduction of new material. Three such leadership models are transformational leadership (Bass, 1990), sustainable leadership (Hargreaves & Fink, 2012), and invitational education (Purkey & Novak, 1984). All of these models have components of change within them and some take into account the individuals involved in the effective execution of SEL in the suburban setting – students, teachers, support staff, and stakeholders (Bass, 1990; Hargreaves & Fink, 2012; Purkey & Novak, 1984). Nonetheless, the researcher still must consider which of the

aforementioned theoretical frameworks provides a component for sustainable growth while accounting for the multi-layered process of adopting a new program in a school such as SEL.

Transformational leadership.

Transformational Leadership (TL) was the first of the three leadership frameworks examined. The definition was summarized by Northouse (2015) as being a leader who is occupied with the idea of inspiring those whom they lead by challenging them to improve; thus, transforming the followers and the organization for the better. Researchers have described the traits of the transformational leader as charismatic, inspirational, intellectually stimulating, and considerate of the individual (Bass, 1990; Bennis & Nanus, 1985; J. Burns, 1978).

Traits of the transformational leader.

In order to fully under the theory of TL, it is necessary for the researcher to explore the traits of this theory and what makes it unique from sustainable leadership and invitational education. Bass (1985), Bennis and Nunnis (1985), Kouzes and Posner (1987) conceptualized the traits of the transformational differently. Bass (1985) focused on the individual whereas Bennis and Nunnis (1985) incorporated organizational ideas into their traits. Later, Kouzes and Posner (1987) included actionable ideas in their traits. *Figure 2* organizes the traits in such a way as to match the three ideas from the respective researchers.

Bass (1985)	Bennis and Nunnis (1985)	Kouzes and Posner (1987)
Idealized Influence (Charisma)	Have a clear vision	Model the Way
Inspirational Motivation	Social Architects	Inspire a Shared Vision
Intellectual Stimulation	Create trust in the organization	Challenge the Process
		Enable other to Act
Individualized Consideration	Creative Deployment of self	Encourage the Heart

Figure 2: The factors of Transformational Leadership from three different researchers.

The initial trait of TL is best described by inspiring others by having a clear well-articulated vision and expectations (Bass, 1985; Bennis & Nunnis, 1985; Kouzes & Posner, 1987). Within this trait one can find the reference from Antonakis (2012) around the emotional appeal of the leader to their followers as well as their ability to be succinct with how the leader envisions the organization progressing. In this first trait, the leader is laying out their realistic plan for the organization to allow for followers to find their fit in the vision (Bennis & Nunnis, 1985). During this stage it is also necessary for the leader to identify the common values they have with both the organization and those whom they lead. It would be in this stage where the layperson may witness the leader in their start as a leader within an organization.

Highlighted in the green in Figure 2 is the second trait of TL. It is in this trait where the leader is beginning to align their vision to those of their followers through the use of shared social mores and rejuvenation. Bass (1985) and Kouzes and Posner (1987) both use the word inspire in their description of the trait, while Bennis and Nunnis (1985) use the word mobilize. Both words implying this trait is the start of the transformation process of the organization and thus strengthening the leader as truly transformational.

In the third trait, highlighted yellow in *Figure 2*, the organization is shifting and beginning to evolve to reflect the shared vision created in the first two traits. Notice in *Figure 2* trait three has two sections for the third column. Kouzes and Posner (1987) view this as two separate traits while Bass (1985) and Bennis and Nunnis (1985) view it as one. All three researchers' descriptions are homologous implying ideas such as trust, implementing, risk-taking, and creativity. It is in this feature where the organization will begin to challenge the processes and polices dictating its success and changing them to improve the whole organization.

Finally, in the orange highlight in *Figure 2*, one can see the final attribute to TL. Characterized by the ideas of delegation, support, individualization, learning, and autonomy, the leader is cooperatively working with others in the organization based on the need of the individual or sub-group (Bass, 1985; Bennis & Nunnis, 1985; Kouzes & Posner, 1987). They are becoming the *role models* of the organization and the followers (Avolio & Gibbons, 1988) are emulating their actions and ideas. While different followers may possess varied perceptions of the leader based on their need, the followers would agree the leader is supportive of their efforts to improve the organization.

Through these qualities of TL, one can witness how a leader can systematically transform an organization. While Bass (1985), Bennis and Nunnis (1985) and, Kouzes and Posner (1987) differed on the number of traits or the phrasing used to describe each trait, one can see the underpinnings of the theory through their similarities and synonyms used. These traits yield improved relationships with those whom they lead as well as their supervisors (Bass, 1990); however, these traits do not necessarily lead to sustainable change within an organization (Antonakis, 2012).

Connecting transformational leadership to SEL.

At first glance, transformational leadership appears to have everything needed to facilitate the implementation of SEL. TL can illicit change, encourage others, and propel an organizations or individuals to attempt new ideas, (Elias, O'Brien, & Weissberg, 2006; Yukl, 1999). Northouse (2015) emphasized the word morals in his assessment of the theory concluding on its strengths with the phrase "Morals Matter" (pp.177). Elias, O'Brien, and Weissberg (2006) connected TL and SEL, highlighting the need to lead with vision and courage, school wide integration and implementation with integrity. However, in 2016 Elias et al. tended to focus more on the use of committees and teams to implement SEL. Elias et al. (2003) indicated turnover as one of the barriers to implementing sustainable SEL programing which other models of leadership like invitational education, have been shown to overcome (Egley, 2003). The importance in TL is placed on the followers, which is admirable when speaking of a simple hierarchical organization. However, when considered in a school setting, the hierarchy is more complex (Egley, 2003; Elias et al, 200; Purkey & Novak, 2008).

When examining SEL and TL one begins to see where this theory will fall short in involving the multiple levels of involvement required for successful SEL (Domitrovich et al., 2015; Dymnicki et al., 2013; Elias, 1997; Weissberg & Cascarino, 2013; Zins, 2004). Further some critics of transformational leadership have implied the first trait, charisma, as more of a quality with no reliable means to teach or train others to have it (Bryman, 1992, pp. 100–102).

This weakness results in the researcher seeking out another form of leadership theory with evidence supporting a change to the organization. When further considering

the relationship emphasized in TL of the leader and the follower, an inherent

reciprocation is implied. However, in a school setting the leader may be two to three

people removed from the primary consumer of SEL, the student. Yukl (1999) called this

danger of TL *heroic leadership*, meaning there is little to no thought given as to enabling

the consumers to share in the overall outcome. This warning is counter to the ideas from

Brackett, et. al (2012) and Brackett and Rivers (2014), and Collie, Perry, & Shapka

(2012) of teachers and, ultimately, students owning their learning around social-

emotional skills. These weaknesses result in the researcher seeking out another

leadership theory with evidence supporting a change to the organization.

Sustainable leadership

Hargreaves and Fink (2003) offered a definition of sustainable leadership as it

applies to education.

> Sustainable leadership matters, spreads and lasts. It is a shared
> responsibility, that does not unduly deplete human or financial resources,
> and that cares for and avoids exerting negative damage on the surrounding
> educational and community environment. Sustainable leadership has an
> activist engagement with the forces that affect it and builds an educational
> environment of organizational diversity that promotes cross-fertilization of
> good ideas and successful practices in communities of shared learning and
> development. (2003, pp 3)

Further dissection of this definition identified the seven principles of sustainable

leadership: depth, length, breadth, justice, diversity, resourcefulness, and conservation

(Hargreaves & Fink, 2004, 2012). Avery and Bergsteiner (2011), were some of the first

to pilot the idea of sustainable leadership with a primary focus in the business sector,

where Hargreaves and Fink's (2006) are the ones most associated with its use in the

educational setting. To affirm this theory and its use in this research it will be neccary to

explore the princples of sustainable leadership and how it interacts with the ideas of SEL in the secondary suburban setting.

Principles of sustainable leadership

The foundations of sustainable leadership work in two parts, with its ultimate goal to engage continuous organizational improvement with purpose and passion while not sacrificing humanistic values (Fullan, 2005). The sustainable leader uses the first three principles, depth, length, and breadth, to create the foundational understanding of themselves as a leader, the organization itself, and those who follow (Hargreaves, 2007). These three principles allow the leader to have a three-dimensional understanding of the organization and those within it. The leader then uses this knowledge to build on the final four principles, justice, diversity, resourcefulness, and conservation, to begin to effect long lasting change to the organization (Cook, 2014; Hargreaves, 2007).

In his work, Hargreaves (2007), began to expand on these seven principles with more thought and direct phrases to better capture their essence. Primarily, he claimed sustainable leadership matters. He and Cook (2014) both argued how this theory of leadership preserves and protects while promoting an enriching life. This was an expansion from the singular idea of depth, which simply places the emphasis on lasting learning. Hargreaves (2007) goes on to say sustainable leadership lasts because the definition focuses around the succession of the ideals which should be larger than the leader itself and how those values persist beyond their time with the organization. Concluding the three-dimensional view, sustainable leadership spreads (Hargreaves, 2007). This principle refers to how the leader delegates work and diffuses their abilities

to others, so they too may continue to accomplish the work of the leader, ever

perpetuating the values of the organization (Cook, 2014).

As noted earlier, the last of the four principles are utilized to build upon the

previous explained three. Hargreaves (2007) expanded on the idea of justice, stating

"sustainable leadership does no harm to and actively improves the surrounding

environment" (pp. 225). These organizations share knowledge and operate to improve

the overall environment. This is accomplished by valuing the diversity of the

organization and its environment (Cook, 2014; D'Annunzio-Green, Gerard, & McMillan,

2017; Hargreaves, 2007). Resourcefulness is the final of the basic principles of

sustainable leadership (Hargreaves, 2007), and refers to material, human, and financial

resources. Resourcefulness is the leader's ability to makes decisions and deplete any one

of these areas while accounting for the impact of the decisions (Cook, 2014;

D'Annunzio-Green, Gerard, & McMillan, 2017; Hargreaves, 2007). Finally, the most

important of the principles, which encapsulates the idea of sustainability, is connectivism.

D'Annunzio-Green, Gerard, and McMillan (2017) discussed this as the ability to learn

from the past, present, and future. This theory highlighted the ability to engage the

stakeholders and the followers in dialog around the other principles to make the decisions

that will sustain the organization (Hargreaves & Fink, 2006).

Sustainable leadership applied to SEL

While these principles appear all encompassing for long-lasting improvement of

an organization, one can see it mainly focuses on the organization itself and those who

are executing the change (D'Annunzio-Green, Gerard, & McMillan, 2017l; Hargreaves,

2007). Also lacking in this model of leadership is a common language or verbiage

necessary to carryout SEL with fidelity into the educational setting (Bear, Chunyan, &

May, 2018; Brackett et al, 2012; Durlak, 2016). D'Annunzio-Green, Gerard, and

McMillan (2017) identified the inability to operationally define sustainability from the

various frameworks available. These gaps in the model emboldened the researcher to

seek an additional model that was inclusive of all facets involved in the creation and

continuation of a successful SEL program in a secondary setting (Elias, 1997, 2016;

Greenberg et al., 2003; Zins, 2004)

Invitational leadership

When seeking a leadership theory that not only accounts for those who are

employing, using, and supporting a system, the work Purkey and Novak (2016)

completed around Invitational Education (IE) tended to align with the purpose of this

inquiry. By definition, invitational education is a setting where learners are positively

engaged or invited to participate in the process of learning (Egley, 2003; Haigh, 2011;

Purkey & Novak, 2008). Resting on the four principles of respect for people, trust,

optimism, and intentionality and coupled with the five pillars of people, places, policies,

programs and processes, invitational education lends itself to addressing all individuals

involved in the learning process (Egley, 2003; Haigh, 2011; Purkey & Novak, 2008).

Furthermore, Purkey and Novak (2016) provided a double-helix shaped model for change

that is composed of twelve steps and has been found to yield efficient school wide

changes, as exampled in the recent Invitational Education Toolkit (Schoenlein & Young,

2017). The double-helix model combined with the five pillars and four principles

provide a substantial foundation to overlay the model of SEL adoption put forth by Elias

et al. (2016).

IE: Conceptual Framework

An invitational school is "…intentionally created by staff who offer care, optimism, respect, and trust to all stakeholders" (Purkey & Novak, 2008, p. 6). This quote superimposed on this quote from Domitrovich et al. (2015) describing SEL programming being "…a systemic approach to SEL programming entails integrating SEL across school activities, both in and outside of the classroom, and even reaching into the community" (p. 4), helps to reinforce the connection of SEL and IE.

In this section, the researcher will discuss IE so one can possess a foundational understanding of the domains of IE and how the domains are practiced through the five elements and five P's so an organization can be viewed as inviting. The researcher will then discuss the double-helix format of change utilized by IE. Finally, it is necessary to connect the of elements of SEL programming to the domains and change process in IE in order to solidify how IE is best suited for the exploration of SEL in the suburban setting.

The Invitational Organization

The invitational organization operates by maximizing three specific foundations, democratic ethos, perceptual tradition, and self-concept theory (Purkey & Novak, 1984, 1996, 2008). Innovational organizations use these three foundational ideas to support the five basic elements of IE, the adoption of IE, and finally how the organization operates to meet their end goal.

An organization that is invitational will be described as intentional, caring, optimistic, respectful, and trustworthy (Purkey & Novak, 2008). These elements compose the five basic elements of IE and underpin the utilization of the five P's, people, places, policies, processes, and programs, found in the model of IE (Haigh, 2011; Purkey

& Novak, 2008; Thompson, 2004). Young and Schoenlien (2018) best described the *Five P's* in the school making the following connections: *Places* include classrooms creating atmospheres for learning where student are engaged, *Policies* will demonstrate equitable opportunities to learn is of the utmost importance, *Processes* are consistent, transparent, and carried in a way to promote commitment and contribution, *People* are treated with respect and are supported in their quest to learn, even if it is difficult, and *Programs* are learning programs which activate students' willing to be participants in their own education. Purkey and Novak (2016) further described the ideal invitational organization using the metaphor of Jell-O, meaning that when one portion is poked the rest of the organization reacts in turn; slowly bringing about the change necessary to become fully inviting. All of these components, the five P's and the five elements, help to build from the foundational theory of IE in that invitational organizations possess democratic ethos, perceptual tradition, and self-concept. As Legros and Ryan (2015) concluded, a leader who can engage multiple areas to contribute to the endeavor of the organization to be invitational does so by leading an inviting organization.

As one examines IE, one might see a variety of theories from notable researchers throughout time (Schoenlin, Shaw, & Siegel, 2013). IE was first described by William Purkey (1978) to be a method to enhance learning by enhancing the self-concept. Novak and Purkey (2001) postulated IE as, "…the process by which people are cordially, creatively, and consistently summoned to realize their potential" (pp. 7).

Principles of the Invitational Organization

The groundwork of IE lies in its three large ideas, democratic ethos, perceptual tradition, and self-concept theory. These three ideas are designed to work together to

enhance an organization and strengthen the communicative practices of it (Novak & Purkey, 2001). While these ideas are presented in an order, they are not necessarily sequential.

Democratic ethos is the first concept of IE. Novak and Purkey (2001 & 2008), Schoenlin, Shaw, and Siegel (2013) described this as having respect for the ability of people to voice their concerns and make appropriate choices around those concerns. This can be achieved by having deliberate dialog, mutual respect, and stressing the importance of shared activities (Novak & Purkey, 2008). In the world of behaviorists, there is a saying that perception is 99% of reality. This phrase sums the foundational idea of called perceptional tradition. "The perceptual tradition states that all human behavior is a function of the perceptions that exists for any individual at the moment of acting…" (Novak & Purkey, 2008). Peoples' perceptions can be learned through communication and once it is known, can help in explaining behavior appearing to be illogical (Novak & Purkey, 2008). Finally, self-concept theory completes the foundations of IE and is described by Schoenlin, Shaw, and Siegel (2013) as the image of the self, regarding one's personal characteristics, significance, and identity. It is a process where the idea of being intentionally inviting becomes important as the *self* is typically resistant to change (Novak & Purkey, 2008). Purkey (1978) concluded by inviting others to learn about themselves, they can work to improve the overall organization and possess a shared sense of accomplishment.

The Essentialness of Five in IE

When discussing IE, it is impossible not to notice the use of five within the framework. The assumptions of the invitational organization, domains and elements all

come in groups of five. It is in this section the researcher will discuss these areas and how they impact the overall organization to make it inviting.

Assumptions of IE.

The first group of five to be found in IE are the assumptions, designed to help educators focus and behave in a democratic manner (Novak & Purkey, 2008). Schoenlin, Shaw, and Siegel (2013) only use four assumptions in their definition of IE, but Novak & Purkey (2001, 2008) use five. Using the five assumptions from Novak and Purkey (2001,2008) allows the application of IE to be better suited to an educational environment. The assumptions occur in a specific order and are as follow:

1. People are able, valuable and responsible and should be treated accordingly.

2. Education is a cooperative, collaborative process where everyone matters.

3. The process is the product in the making

4. People possess relatively boundless potential in all areas of worthwhile human endeavor.

5. Human potential can be best realized by places, programs, and processes that are specifically designed to encourage human potential, and by people who are intentionally inviting with themselves and others, personally and professionally. (Novak & Purkey, 2008, ppg. 11)

In the inviting school, it is automatically believed all people can learn, work together, produce a product, have potential to do more, and everything matters to be successful. The idea of being inviting has been found to have positive effects on teacher satisfaction and viewing the principal as an agent of change (Egley, 2003).

Elements of IE.

Following the assumptions, there are five additional elements of the inviting organization. The pneumonic I-CORT is used to reference these elements (Novak & Purkey, 2008). The order of these is not linear, but it is in a specific arrangement and central is intentionality. In the school setting this is witnessed in the verbiage and purpose of how tasks are done or engaged (Egley, 2003; Novak &Purkey, 2001). Invitations are not given out at random but with purpose and intent. The next of the elements is one where authors differ in thought. Shaw (2004) postulated it should be genuineness and Novak and Purkey (2008) labeled the term care. Both authors have similar ideas in the application, the teacher should thoughtfully plan for students, so they can engage in material and live out their potential in the product. These professionals recognize the need for fulfillment by those who are completing the tasks they invited to complete (Novak & Purkey, 2001,2008). Optimism is the next of the five elements of IE. Schoenlin, Shaw, and Siegel (2013), noted it is the positive outcomes easily attained by those who are invited to engage the endeavor. As documented by Purkey and Strahan (2002), respect is key when managing classroom discipline and is the fourth element of IE. This respect for others and their ideas should be evident to those on the outside of relationships looking in. It should be witness by students and teacher alike toward peers, faculty, and those who support students in other means. Trust, the final element of IE is the idea of people, places, policies, programs, and process being lead with fidelity and consistency (Egley, 2003; Haigh, 2011; Novak & Purkey, 2001,2008; Schoenlin, Shaw, & Siegel 2013).

The five powerful P's

These elements lead to the next group of five, which some call domains of IE (Novak & Purkey, 2001 & 2008; Schoenlin, Shaw, & Siegel 2013). More commonly known as the *5 P's*, they are people, places, policies, programs, and process (Haigh, 2011; Novak & Purkey, 2001, 2008; Schoenlin, Shaw, and Siegel 2013). It is in the five P's where Purkey and Novak (2001, 2016) use the starfish analogy. The starfish symbolizes how the connection of IE and the five powerful p's, when implemented with an invitational attitude, can be used to overcome the biggest obstacles in schools. Young and Schoenlien (2017) stated the starfish is the representainon of the physical environment where one teaches and further explain the five P's and how they relate to the educational setting. In Figure 3 the five P's are shown with Purkey and Novak's (2008) single word descriptors and Young and Schoenlien's (2017) connection to the educational setting.

Domain	Purkey and Novak (2016, ppg 19)	Young and Schoenlien (2017 ppg. 10)
People	Trusting, Respectful, Optimistic, Caring, Accessible, Courteous, Intentional	Treating people as indivisuals. Supporting their needs, even when that is difficult or unappreciated.
Places	Functional, Attractive, Clean, Effieicent, Aesthetic, Personal	Classroom that create an engaging learning environemnt.
Policies	Inclusive, Fair, Equitable, Tolerant, Defensible, Consistent, Just	Rules that demonstrably focus on the importance of learning and require fairness and equtiy for all.
Programs	Enrching, Stimulating, Healthful, Interactive, Constructive, Developmental	Learning that is sequnced in content-rich and engaging lessons encouraging student participation.
Processes	Academic, Interdisciplinary, Encouraging, Democratic, Cooperative, Collaborative	Consistent, fair and transparent processes that encourage and reward participation and engagment.

Figure 3: The comparison of the five P's and how they relate to the eduational setting.

While one can see many of the elements and domains of IE within the descriptions, it is worth nothing the expliciteness used in Young and Schoenlien's (2017) descriptions. They are very intentional about how the edcucation setting should leverage these domains to include all. Fink (2013) even suggested a sixth P which he labelled politics. He stated by not addressing the politics involved in the school system the successful invitational approach will not be successful. However, this sixth has yet to be adopted by the Purkey or Novak in their writings.

Change Using Invitational Education

The image of a double helix is used to aid in the visualization of the adoption of IE (Purkey & Novak, 2008; Young & Schoenlien, 2017). Using such a process can create change when it comes to the adoption of a new program like SEL. The helix is typically shown in a grid with three rows for interest in the topic; occasional, systematic, and pervasive, and four columns of knowledge points; awareness, understanding, application, and adoption (Purkey & Novak, 2008; Thompson, 2004; Young & Schoenlien, 2017). This grid makes the process of becoming an educationally inviting organization a twelve-step process with each step having its own criteria. The following is a description of the twelve steps from Purkey and Novak (2016) with the researcher beginning to overlay the change model to SEL adoption.

The first phase is occasional interest. This phase has four major components, initial exposure, structured dialogue, general agreement to try, and uncoordinated use and sharing, to start the organization on their journey to becoming inviting. It is in this phase where the concepts of being invitational are introduced and where the organization begins to standardize, understand, and define the foundations, elements, and domains of

invitational education. During this time participants in the organization dialog about what the positive aspects of the topic are, agree to try it, and then report about what was tried (Benjamin, Butzin, Fretz, Hasen, & Schoenlein, 2014; Novak & Purkey, 2008). Teachers are thereby exposed to the function of being inviting and the application of verbiage to be inviting as well (Shaw & Sigel, 2010).

Having experienced success in the trying to be invitational and beginning the process to becoming pervasively inviting, the organization proceeds to the next phase, systematic application. The sections of the phase are engaging in intensive study, applying comprehension, organizing strands, and systematically incorporating the plans (Novak & Purkey, 2008). It is in this phase where the organization will adopt or adapt graphics to depict their mission to be inviting (Benjamin et al., 2014). The understanding of the foundations elements and domain are put into practice across various areas of the organization (Shaw & Sigel, 2010). It is here where Benjamin, et al., (2014) promoted creation of cross-categorical committees to review and refine the keys to being inviting, which will end in the regular meeting of the committees and formation of a leadership team to progress to the third phase of adoption.

Finally, in the pervasive adoption phase, leaders begin to identify the larger projects to be pursued, creation of new programs or initiatives takes place, major concerns are addressed, and full adoption of the program is made (Benjamin et al., 2014). Novak and Purkey (2008) defined the four steps using leadership development, depth analysis and extension, confrontation of major concerns, and transformation. Once this process is completed the behavior becomes the norm and not the exception, which Shaw

and Siegle (2010) referred to this as the plus factor of innovational education. Parallels of IE and SEL will be highlighted in the following section to link the two concepts.

Invitational Education and Social Emotional Learning

Successful school-wide SEL involves engaging multiple groups within and outside the school and its adjoining community (Domitrovich et al., 2015; Dymnicki et al., 2013; Elias, 1997; Weissberg & Cascarino, 2013; Zins, 2004). Using IE as the underpinning for the adoption of SEL, it is the goal of the researcher to demonstrate how these two concepts intersect so that IE can drive successful SEL adoption, thus aiding in the identification of barriers in the performance of SEL. First, one should examine the framework described by Domitrovich et al. (2015) and how it overlays with the graphic offered by Young and Schoenlien (2017) regarding the school application of the five P's (Appendix 1). From words found in the outer rings of the SEL framework, one can find classroom and policies explicitly in the graphic of the five P's. Further, one can make connections to words that are synonymous or logically paired, practices pairs with process, family and community partnerships connect with people, and finally, instruction compliments programs. This juxtaposition helps to convey the connection of how IE is a suitable foundation for the study of the adoption of SEL, as both engage similar parts of the organization.

The overlapping of IE and SEL is also apparent as one dives deeper into the literature of both concepts. Domitrovich et al. (2015) described successful SEL programming flourishes in environments that have supportive relationships and make learning challenging, engaging, and meaningful. Burns and Martin (2010) noted in the invitational organization the involvement of people in as many activities requiring

cooperation and positive results can help them assimilate into a team. The description of involving people in positive teams to cooperate and produce aligns with overall goals of SEL to have children who cooperate and produce despite setbacks (Weissberg & Cascarino, 2013). These parallels continue to reinforce the use of IE in the examination of SEL.

The Double Helix and Social Emotional Learning

In this section, the researcher will overlay the inclusion of SEL mapped out by Elias et al (2016) to the double helix of IE included in the work from Purkey and Novak (2016). Within *Figure 4* is a rendering of how the two processes are similar and how they work together to not only make SEL in the secondary setting a reality, but to do it in a way that is inviting. The right side of the graphic depicts the timeline for inclusion of SEL, which Elias et al (2016) expected to take 3 years from inception to full monitoring and evaluation. This timeline has the three corresponding phases of IE adoption, which have no specific time tied to them but juxtapose the steps of IE adoption and how they fit with SEL. The rungs of ladder contain one of the twelve steps of IE adoption while nestled between them is the corresponding phases of SEL inclusion.

Double Helix of
Invatational Education

Transformation

Monitoring and implementation

Confronting major issues

Prepare teachers, parents, and students

In-Depth Analysis and Extension

Coordination and planning to create indicators

Leadership Development

Deepen knowledge

Systematic Incorperation

Strand Orginization

applied comprehension

Intensive Study

Feasable rating scale

Uncoordinated Use and Sharing

Analyze report cards and propose SEL options

General Agreement to Try

Become familiar with background literature

Structured Dialogue

Create leadership teams

Initial Exposure

Persuasive Adoption
Year 3

Systematic Application
Year 2

Occasional Interest
Year 1

Figure 4: Phases of IE inclusion with the corresponding steps of SEL initiation
Double helix of invitational education, by Steven Kessler, reprinted with permission.

In the initial phase of change, occasional interest, there is an expectation of

renewal, inclusion, learning, and exposure to the idea of what it means to be an

invitational organization (Purkey & Novak, 2008). The four sub-steps to this primary step

are, initial exposure, structured dialog, general agreement to try, and uncoordinated use

and sharing (Purkey & Novak, 2008). It would be during this time in the process where

the first step in the adoption of SEL would take place. In this step and leading up to this

step, the school or district would have created school or district leadership teams to begin

the exploration of SEL inclusion and agreed to try SEL. There would also be professional

development about SEL, familiarization with the literature and programs available, as well as the benefits to its inclusion. In Elias et al. (2016) steps, this initial step would take a semester to complete and lead to the next step in the process of adoption. Purkey and Novak (2016) would also suggest the acknowledgement of best practices already in place as well as the ability for schools to explore what makes these processes unique which corresponds to the structure of the chapters involving SEL in various setting edited by Durlak, et al (2015).

Within the second phase of the helix, systematic application therein lies an additional four steps that is typically progressed to after having small amounts of progress and agreement of people to begin to work beyond their own classroom (Purkey & Novak, 2008). It is in this phase the leadership committee examines the larger picture of inclusion and systems begin to change. Specifically, according to Purkey and Novak (2016), the steps in this phase are, intensive study, applied comprehension, strand organization, and systematic in corporations. Within the timeline provided by Elias et al. (2016), this would fall into what they saw as step two and three of the adoption of SEL. In these phases, the district leadership team would be exploring the true nature of SEL and its five components to obtain a rich understanding of how they function together. In addition, they would be identifying seven of the most important skills of SEL on which they would like to focus. They would use the programs identified in this step to assess how they would address those identified skills as well as the deficiencies in other areas. Numerous researchers (Elias, 1997, 2016; Elias, Zins, Graczyk, & Weissberg, 2003; Greenberg et al., 2003) would all agree it takes more than one group or groups in order to support SEL in schools. In this second phase of IE adoption, Purkey and Novak (2016)

stated it would be necessary to divided up into the five P's, people, processes, places, programs, and polices. This is similar to the ideals set out by Elias et al. (2016) when he suggested people divided up between the seven identified SEL competencies but also into small niches of schools. These school leadership teams would consist of professionals within the building to include others as evidenced in the final phase of IE adoption.

In the final phase of becoming the invitational organization, pervasive adoption, Purkey and Novak (2016) called for leadership development, depth analysis and extension, confrontation of major concerns, and transformation. They noted in this phase school personnel teach others about invitational education which will strengthen their own bonds to the idea. The leadership of the groups based around the 5 P's begin weave invitational ideas within the school and other school goals while leading projects to support learning, leading, and transitioning. Paralleling Elias' year of embedding SEL with in the curriculum. During the phase, all new initiatives would be checked against the goals of being inviting and then modified to meet the invitational needs of the school. From the SEL standpoint, programs would be double-checked to verify their validity with the both seven targeted SEL concepts and how they fit into the larger goals. Invitationally speaking, community members are invited to show a positive message reading hot topics identified by the school and included in the abatement of these issues as well as how to best have these potentially contentious conversations. Many researchers, who urge the inclusion SEL, also share this idea of including community members (Borman, 2009; Borman, Hewes, Overman, & Brown, 2003; Durlak et al., 2011; Greenberg et al., 2003; Wang, Haertel, & Walberg, 1997). Finally, the school would be fully invitational and have support from the entire community and be sought

out by others as the exemplar for IE. This would parallel the goal of Elias et al. (2016), to lead the implementation of SEL for all children.

Summary

In summation, there is an under-researched portion of education in the suburban high school setting (Baldassare, 1992) regarding the implementation of SEL (Belfield et al., 2015; Brackett & Rivers, 2014; Domitrovich et al., 2015; Durlak et al., 2011; Elias et al., 2003) sd viewed through the lens of invitational education. Specifically the researcher wants to investigate what is prohibiting the adoption of SEL in the secondary suburban setting. For the purposes of this research, invitational education will serve as the leadership theory used to examine the adoption process of SEL in the secondary setting, so the researcher will be able to examine all aspects required to have successful SEL as laid out by CASEL.org. Their graphic depicting a framework for SEL (Appendix 1) has terms similar to the description of the five P's of IE (Appendix 1) from Young and Schoenlien (2017).

Lacking evidence of SEL research in the secondary setting coupled with the underwhelming research of SEL in the suburban setting is enough to call for a study such as this. The exacting parallels in ideals and approach of the Invitational Education to those found in the research regarding Social Emotional Learning, allows the researcher to make a case to utilize the underpinnings of IE to examine the adoption of SEL. Once completed the researcher will use the finding to impact their school, district, and others through professional development and publication of the findings.

SECTION FOUR

CONTRIBUTION TO PRACTICE

Introduction

In the latest redefinition of a successful graduate of Kansas Schools, the Kansas Department of Education agreed that one of the measurable outcomes of success would be the local measurement of the social emotional growth of students (Kansas Department of Education, 2019). While standards for Social Emotional Character Development have existed in the state since 2012, the recent emphasis on them has many districts examining how they are to assess them and more over how these standards should be embedded into the classroom. Within the review of the literature, a noticeable gap was found in the lack of research involving viable instructional options for secondary schools and more specifically in suburban secondary schools.

Research Questions

The following research questions guided this mixed-methods research:

1. How can schools leverage people, processes, places, policies, and programs to overcome barriers to embed SEL within the suburban school?

2. How do teachers perceive their ability to instruct students relating to SEL skills (domains) when it comes to instructing students relating to competencies of SEL?

3. In which areas of SEL do teachers see the greatest need?

4. What changes do teachers identify as required to supporting the inclusion of SEL in the classroom?

5. How can administrators support SEL in high school settings through changes in policy, processes, and people?

6. What challenges exist in the implementation of SEL in a suburban high school classroom from the perspective of the teacher and administrators?

Connection to Conceptual/Theoretical Framework

When beginning new programs in an organization Hargreaves, 2007; Kritsonis, 2005; Sinha & Van de Ven, 2005; Taplin & Clark, 2012 all agreed successful organizational change requires a tested model of change. Futher to sustain the multifaceted approach suggested by Elias (2016) for embedding SEL in a school, the leader in question is required to be adept at impacting multiple areas of the organization at one time. The call for organizational change and the leadership required to implement SEL, forced the resarch to examine various forms of leadership involving both models of change and leadership.

The three models considered were, Transformational Leadership (Bass, 1995) Sustatiainable Leadership (Hargreaves & Fink, 2004), and Invitational Education (Purkey & Novak, 1996). Ultimatley, transformational leadership was ruled out due to the lack of connection of the leader to the end-user of SEL, the student, as well as it's inherent lack of overall reach with the organization which Domitrovich et al., 2015, Dymnicki et al., 2013, Elias, 1997, Weissberg and Cascarino, 2013, and Zins, 2004 all agree is required to have successful SEL in a school. Sustainable ledership was disgarded as a viable theory for the implementation of SEL by the researcher as well. It's lack of common verbiage, inability to impact multiple facets of the organization, and difficulty to operatonally define sustainablity (Bear, Chunyan, & May, 2018; Brackett et al, 2012; D'Annunzio-Green, Gerard, & McMillan, 2017; Durlak, 2016) was the root cause for the researcher to progress to a different theory of leadership. Due to its model for impacting multiple portions of an organization and its twelve-step model for system change, the researcher

concluded to use the conceptualization of invitational education as the lens on which to analyze the research to embed SEL in the secondary suburban setting.

The invitational education theory of leadership involves focusing on three major principles by leveraging five different components of an organization. These three principles are democratic ethos, perceptual tradition, and self-concept theory (Purkey & Novak, 1984, 1996, 2016) and are used to impact what Purkey and Novak affectionately call the *Five P's.* These five areas and the pictorial depiction of the startfish are people, places, processes, programs, and policies (Purkey & Novak, 1996). The idea behind the starfish metaphor is to show how improvement on one aspect can strenthen others and how in order to improve one aspect it may be necessary to step back and reevelaute the area in question. Which is similar to how a starfish squeezes a shell in an alternating pattern using four of the five available appendages to squeeze so all do not get over-worked.

The final component of invitational education is the double helix model of change presented by Purkey and Novak (1996). This model was tied to the timeline for the adoption of SEL created by Elias (2016) in an orginal adpation of the double helix matching each of the twelve steps to one of the steps suggested by Elias (2016). It is through this progression where the two ideas, SEL and IE, overlap by including multiple facets of an organization to embedd and transform (Bear, Chunyan, & May, 2018; Brackett et al, 2012; D'Annunzio-Green, Gerard, and McMillan, 2017; Durlak, 2016). Finally, IE helped to guide the researcher on which facets of the organization to examine based the impact of the Five P's, people, places, processes, programs, and policies. This approach lended itself to a mixed-methods approach which allowed the resaecher to

converge multiple data sources to reveal clear challenges to the embedding of SEL in the suburban high school.

Participants and Data Collection

The location of this study was a suburban school district located on the border of Kansas and Missouri. It is located 15 miles from the center of downtown Kansas City, Missouri and adjacent to two equally large suburban districts, which residents refer to as the Big Three. According to the Kansas Department of Education (2019), it is the third largest district in the state, with five general education high schools, whose staff, principals, classroom, and documents served as the primary sources of data for this study. The populations of the high schools are shown below, Table 3, along with demographic information. The data is indicative of the data one expects when examining suburban schools and communities (Baldassare,1992).

Table 3

Description of Organization Structure of the Participants

	Student		Teacher			Principal	
School	Enrollment	F/R Lunch	Total Teachers	Avg Exp	Advanced Degrees	Yrs at Site	Highest Degree
A	1787	7.81%	109	18	84.5%	3	Doctorate
B	1568	47.15%	102	10	56.8%	2	Masters
C	1659	26.86%	112	12	62.3%	8	Doctorate
D	1523	27.06%	97	17	64.9%	6	Doctorate
E	1656	42.62%	110	14	73.2%	5	Masters

Note: **N = 6 interview participants; 6 building level principals; N = focus groups; participants 1-16 were teachers from 5 school sites,**

Certified staff members within these high school were asked to take part in an electronic survey, during which they volunteered to participate in a focus group to further explore their understanding of SEL. The survey was sent to all certified staff in the five high

schools, N=530, with 67 staff members completing the survey. Follow up requests did

not provide for additional responses. The overall demographics of respondents is shown

in Table 4.

Table 4

Demographic Information Collected from Survey of Staff

	Certified Staff	Certified Support Staff (Counselors, Social Workers, Psychologist)				
Role of in Building	57	10				

Years	Total Years Teaching	Years Teaching in the District	Years Teaching in their building			
0 to 4	12	20	28			
5 to 9	8	10	12			
10 to 14	4	9	6			
> 14	42	27	20			

	4-Year Degree	4 year with Additional Hours	Masters Degree	Masters Degree with Hours	Edu Spec	Doc
Highest Degree Earned	3	4	12	44	2	1

Note: N = 530 with 67 responses

     Beyond the survey, seven focus groups were conducted with a variety of teachers

and certified support staff from all five of the high schools. Illustrated in Table 5 are the

descriptions of the volunteer participants provided during the focus group meetings.

Table 5

Staff Focus Group Demographic Information

Participant	Site	Gender	Age Range	Years of Experience	Years in the district	Content Area
1	A	F	30-40	9	3	Math
2	A	M	30-40	15	4	Fine Art
3	B	F	40-50	19	4	Special Ed.
4	B	M	30-40	13	13	English
5	B	F	40-50	7	4	Counselor
6	B	F	40-50	25	20	Special Ed.
7	C	F	50-60	1	1	World Lang
8	C	F	40-50	13	3	Social Worker
9	C	F	30-40	14	3	Special Ed.
10	D	F	20-30	2	1	Math
11	D	F	20-30	7	7	World Lang
12	D	F	20-30	6	4	English
13	D	F	50-60	15	4	Social Worker
14	D	F	30-40	19	8	Special Ed.
15	E	M	60-70	35	9	Business
16	E	F	30-40	15	3	English

Note: Participants from Seven Focus Groups

Administrators provided the last source of information for individual interviews to aid in the exploration of challenges to embedding SEL in the suburban classroom. These participants volunteered to be interviewed or were appointed by the head principal as the one who has the most experience or oversees SEL in their school. Illustrated in Table 6 is the information gathered around the demographics of each of the principals.

Table 6

Demographic Information for Building Principals Interviewed

Participant	Site	Gender	Age Range	Years of Experience	Years in Leadership	Years in Current Position	Highest Degree
1	D	M	50-60	26	6	5	Doctorate
2	D	M	30-40	10	2	2	Masters
3	A	M	50-60	32	14	2	Doctorate
4	E	M	40-50	28	12	3	Masters
5	B	M	30-40	16	7	4	ABD
6	C	M	30-40	12	8	3	Doctorate
7	Dist	M	50-60	22	20	2	Doctorate

Note: One building had two principals volunteer to be interviewed and Participant 7 oversees SEL and Counselors in the district.

Following this report of the demographic information of the site and participants, the researcher will provide data to answer the research questions that drove this inquiry. It was the job of the researcher to use the coded, transcribed, and analyzed data to extract themes based on recurring ideas or gaps from the data as presented in chapter one.

Presentation of the Data

Within this section the data will be presented to answer the six research questions to begin to identify the challenges faced by suburban schools to embed SEL into the classroom. To analyze the data, the researcher transcribed and coded interviews and focus groups seeking out information regarding support of SEL and the overall understanding of the instruction or supports required. By examining documents such as, the district and building level strategic plans, course offerings, and handbooks, the researcher will report on what, if any, emphasis or offerings there are to support SEL in the district. Finally, the researcher leveraged the examination of the survey administered to teachers and the analysis of classroom observations to extricate major themes that are

challenges to the implementation of SEL. Merriam and Tisdell (2016) considered

simultaneous reviews, such as the above, paramount when completing the parallel mixed

methods form of gathering data outlined by Creswell (2014). It allowed for the

researcher to build layers from which to pull commonalities.

Research Question One

How do schools leverage people, processes, places, policies, and programs to overcome

barriers to embed SEL within the suburban secondary school?

When attempting to explore the notion of leveraging various aspects of an

organization, the researcher engaged in document analysis, interviews, observations,

surveys and focus groups. In this section, the recounting of the results of the analyses

will be discussed to learn how or if these school are leveraging any aspects to invite SEL

into their school.

Policies

The initial analysis began with the exploration and analysis of documents. The

first document examined was the strategic plan of the school district which individual

high schools used to create their own mission statement. Within the strategic plans the

researcher found a mission statement and expected outcomes of policies or programs.

Beginning with the mission statement:

> The mission of the School District, the bridge to unlimited possibilities yet
> to be discovered, is to ensure students construct their own foundation for
> success in life's endeavors through relevant, personalized learning
> experiences orchestrated by talented, compassionate educators and
> distinguished by:
> - an inclusive culture
> - an engaged community
> - and robust opportunities that challenge learners to achieve
>   their full potential.

Then continued with examination of the objectives, two of which have direct relation to skills mentioned in the SEL Standards in the State of Kansas. One objective being; "Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness" and the other being "Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community" (School District Plan, 2019). Utilizing synonyms of key words from the CASEL diagram of SEL (Appendix A), the researcher pulled portions of the mission and objectives, which coincide with the tenants of SEL. From the mission statements alone, construct, success, compassionate, inclusive, engaged, and potential, are words synonymous with those found in literature from CASEL and the state standards. Further, from the objectives, resilience, masters, competencies, readiness, interpersonal, engaged, empathetic, and community, are words found to be related to the SEL standards. It is from this foundation the member high schools constructed their own mission statements (see Table 7), and the basis for how the researcher codified them, to verify alignment and consistency in message.

Table 7

Mission Statements of the five high schools

School	Published Mission Statement
A	The *School* community works closely together to guide student learning. We have high expectations, provide outstanding instruction, encourage positive relationships, and allow students to build life skills to prepare them for their future.
B	As the staff at *School*, our goal is to provide a world-class education that will develop life-long learners and responsible, globally-conscious citizens through high expectations for student achievement within a caring school environment. *Our School* is a uniquely, amazing place where students can be themselves and yet be part of something much larger than themselves - The Tribe. Always remember - "Where Tradition Began….Excellence Continues" - *SCHOOL* PRIDE!
C	Our *School* CORE serves as a foundation to guide our students' efforts in the classroom & community. We Are… Conscious: Growth-oriented, Curious, Enthusiastic, Intentional Decision Makers On Point Accountable, Present, Punctual, Responsible Respectful Of Self, Peers, Adults, Property *School* Kindness Zone Engaged Focused, Aware, Ready to Learn, Actively Involved
D	Our mission is to personalize learning to ensure that ALL students are socially responsible, informed, and productive life-long learners.
E	*School* establishes and upholds high standards that all students are expected to achieve through the creation of partnerships among teachers, students, parents, and the community that support student achievement in a safe and caring environment.

Note: The italics represent the portion replaced to protect the school/district in the study, also formatting has been altered for readability.

As revealed by Table 7, there were different approaches espoused in each of the

mission statements. School A differs from the district mission statement in the sense

there is permission being granted to students to build lifelong social skills but only on the

terms of the school. Whereas schools B, C, and D offer a much more student centered

approach stating the mission of the staff is to act on behalf of students in some manner to

promote growth, learning, accountability, caring, productivity, and other values more

closely aligned to the values found in the district mission statement. School E, makes an attempt to have a student-centered mission statement but leads with the school establishing and upholding values in which to hold students.

Programs

Building from the mission statements of the district and high schools, the researcher sought to learn what programs or classes are offering SEL as a component of their learning outcomes. This research was completed by the researcher examining the course offerings for phrases and words from CASEL's components of SEL. The words searched are found in the left column of Table 8. Column 2 of Table 8 indicates the number of occurrences of the particular word or phrase even it is not related to SEL, an example would be the word *social* could relate to social studies in the academic sense or to the idea of being social and interacting with others. The investigator then examined each occurrence and recorded if the use was associated with an outcome of SEL and then noted the course name or category in which it was found.

Table 8

Analysis of course offerings and their tie to mission statements and SEL.

Word/Phrase	Occurrence in Plan of study	Based in SEL	Category/Class name
Self Awareness	1	0	
Self Management	0	0	
Relation Skills	0	0	
Responsible/ity Decision Making	0	0	
Relationship Skills	0	0	
Social	67	8	Debate, Social Skills, Cadet Teacher
Emotional	2	2	
Viewpoints	0	0	
Ethics	1	1	Sports Med 3
Self-improvement	0	0	
Teamwork	5	5	Debate, theatre, explore med science
Risk	3	0	
Leadership	40	13	ROTC, Teacher Ed, Debate
Empathy	0	0	
Ethos	0	0	
Community	33	13	ROTC, Marketing, Community Service offered only at 1 school
Relation	26	7	Debate and Journalism

Note: Data from the 5 high schools program of study

Based on Table 8, there is evidence of SEL being tied to some courses and some of the

areas appearing more than once for a specific word or phrase, with courses associated

with debate having the most frequent tie to SEL skills.

Being consistent with the interpretation offered by Young and Schoenlein (2017)

of programs in the school setting, the researcher also examined other programs in the

buildings which may be offered to all students and students are encouraged to

participation. For school D, they have a program utilizing an alliteration of their mascot

and the word *RISE*. Any student is eligible for the recognition as long as they meet the

quantitative requirements of one or less tardy and unexcused absence, no discipline referrals, and no failing grades. Beyond the measurable requirements the student should be respectful to others, initiate change, show school pride, and be an empowered learner, the qualities make up the word *RISE*. Similarly, at School C there is a program called *CORE*. Students are nominated by staff and peers for this monthly recognition based on being conscience, on point, respectful, and engaged. Further in schools A, C, and D they have participated in Link Crew, a national program started in California by the Boomerang Project to enhance the transition experience for ninth grade students (Boomerang Project, 2020). Within this program all ninth graders work on skills tied to SEL while selected upper classmen lead them in small group activities. Programs in schools B and E have also focused around the national program called Top 20. Although school E is the only one to have had teachers complete the national training, school B has been completing a book study on the program as well as working with faculty from School E.

People

In the examination of people inviting SEL into the classroom, the researcher went to classrooms and observed how the classes were organized and if the teacher was applying skills associated to modeling high SEL to students. After visiting ten classrooms across the district the researcher witnessed many great teachers, who unbeknownst to them, used SEL in a manner consistent with the document but with no evidence of assessment to learn its impact. At the same time, the teachers were also not inviting the standards or application of SEL into the classroom through their actions either, as evidenced in Table 9. When examining these classrooms, the checklist in

Appendix D served as the document the researcher during these observations with the following results.

Table 9

Results from the Classroom Observations of the Application of SEL

	N	Witnessed Application of behavior by the adult in the room
Greeting Students	10	5
Interaction at Eye Level	10	3
Red Flag Behavior	10	7
Use of positive praise	10	6
Using students' names	10	8

Referred to within Table 9 are the use of red flag behavior, which are operationally defined in Appendix D as lack of transitions, negative tone, lack of verbal cues or visual cues, and using group directions or lack of individual connection. The occurrence of these red flags was witnessed by the observer in a majority of the classes and is in indication of lack of invitational mindsets toward SEL.

Furthering the examination of the invitation of people to use and be involved in the inclusion of SEL, the researcher examined the data from interviews and focus groups to help answer who should be involved in the planning of the program. Each of the groups, teachers and administrators, agreed students, teachers, administrators, counselors, and social workers should be involved in the planning. On the other hand, they were perplexed when asked about how businesses or other community members could fit in the planning. Principal 5 stated, "I don't know how they fit in." But then followed up with a "businesses would be good as resources or filling gaps in needs". Only principal

1, indicated they would solicit feedback from businesses regarding student behavior or habits around the SEL standards. Interviewee Number 4 stated, "Parents who might say well you can't tell my kid how to respond to this who then themselves might not appropriately respond in a professional manner to a teacher." Conversely interviewee Number 5 stated, "we want parents involved." Overall there was disagreement among the participants as to who from outside of the school should be involved in the invitation or implementation of SEL.

Processes

Processes were assessed through the examination of documents and how they invited involvement from others, whether they be stakeholders, parents, students, or teachers. Documents included were newsletters, enrollment cards, and handbooks for students. Newsletters and handbooks are communicated to parents electronically, while the enrollment cards are sent home with the students and made available in other formats as well. However, no specific data presented itself as none of the principals can verify how many parents read the newsletter or handbook. One other aspect inviting stakeholders to engage in the school is the use of a site council; this council is mandated by the state and is composed of parents, business leaders, and school staff. However, at the current time of this study the site councils were not being leveraged to enhance, evaluate, or add to the direction or instruction of SEL in the schools as there were no noted agenda items that addresses SEL.

Processes also included those classroom and school-based procedures allowing students and others to access content, people, or specific places. The invitational environment dictates they should enhance the experience and make it apparent that

engagement is not only invited but expected (Purkey &Novak, 1996). In the observation of classrooms, the researcher witnessed some classrooms were arranged to be more inviting. This framing of the classroom is addressed either in the physical placement of desks, chairs, and tables or in the evidence of schedules and routines. Of the ten classrooms observed, three of them had desks or tables arranged in a way that invited peer-to-peer interaction, whether the desks were in clusters of three to four students or that same number allocated to one table. One teacher had a full agenda on the board while others had running lists of tasks completed or upcoming assessments; no specific routines existed based on the observations. Transitions between agenda items or the duration of agenda was not specifically communicated to any of the students in any of the classes. Teachers mainly relied on the completion of the listed task to dictate transitions and then utilized vocal cues for transition to the next item. The use of timers or visual cues for transition was not observed.

Places

Places observed were the hallways and main offices of the individual schools and ten classrooms. Each of the buildings had their mission statement posted visible for incoming people and the staff in the main office were welcoming and helpful. The hallways were well lit considering the few windows in most of the buildings. Schools B, C, and D had posters up of the mission statement or incentive programs for students. There were communication boards in all of the high schools communicating events and organizations in which students may be involved.

Classrooms were similar to the hallways. While the physical organization of furniture may not have been inviting due to arrangement, there was evidence of posters

with positive slogans on them. Only four of the classrooms had student models or exemplars hanging on the walls. Most of the walls were decorated with school-based material about procedures for emergencies or posters relating to curriculum or perseverance. Overall, the schools and classroom were neutral on their invitation of SEL, meaning there was no intention to uninvite people, but not much done to engage them between the two spaces. The hallways and main offices appeared to have a more invitational approach compared to the classrooms. From the analysis of the data regarding the use of People, Processes, Programs, Places, and Policies, it can be concluded efforts are being made to make an inviting environment although there is no clear intentionality to this effort outside of what individuals do in their environment.

Research Question Two

How do teachers perceive their ability to instruct students relating to SEL skills (domains) when it comes to instructing students relating to competencies of SEL?

Considering the capacity for instructors to teach or instruct students on SEL skills, the researcher sought to utilize a quantitative approach to examine this concept. The researcher used a survey available from the Panorama Company. The aspect of the Faculty survey (see Appendix C), which focused on seeking an answer to research question two were the components titled *Educating All Students* and *Faculty Growth Mindset.* According to the survey, *Educating All Students* equates to faculty perceptions of their readiness to address issues of diversity and *Faculty Growth Mindset* is the perception of whether teaching can improve over time. Revealed in Table 9, are the results from the survey. *Educating all students* is based on nine questions, should all responses be a five, participants would achieve the maximum score of 45. An average

greater than 22.5 (M>22.5) would indicate teachers believe they have ability address

multiple religions, ethnicities, or abilities in their classroom as well as their ability to

navigate difficult conversation around these same topics. *Faculty growth mindset* is

based on eight questions with a scale of 1 – 4 for a total possible of 32 points, which a

M>16 translating to teachers having the opinion they can adjust their teaching styles and

how they interact with students.

Table 10

Results from the Panorama Teacher Survey for Two of the Categories Assessed

	N	Min.	Max	Mean	Std Deviation
Educating All Students	67	19	45	33.76	4.76
Faculty Growth Mindset	67	12	32	27.23	3.73

Upon the further examination of the data, any concerns would be those teachers

who fell below middle of the total point possible range, 22.5 or 16 respectively. For the

Educating All Students category, there were two teachers who fell below the middle (M =

22.5) scoring 22 and 19, while these numbers are not far off the possible mean (M=22.5)

they are two standard deviations from the Mean in Table 10 (M=33.76). Representing

the fact, these teachers are in the bottom 2% of all the respondents and feel there is little

they can do to change how inclusive they are in the classroom or in their ability to engage

in difficult conversations. However, overall, the majority of teachers believed that they

could impact the inclusiveness of the classroom and engage in difficult conversations,

which suggests that such inviting behaviors enhance the ethos of their classroom.

Research Question Three

In which areas of SEL do teachers see the greatest need?

Question three was used to address what areas of SEL are a priority as perceived by the teachers. In other words, how do teachers see students struggle in the use of their SEL skills. This was measured both in a quantitative and qualitative format. One question for the focus groups focused around how teachers see students using SEL regularly in class, followed by two areas assessed in the survey administered to teachers. From the survey one area was the *Grit of Students*, denoted as to how well they persevere through setbacks, and the other being *Student Mindset*, the potential for a student to control their performance in the classroom. Illustrated in Table 10 are the results from the two areas, *Student Mindset* had six questions with answer being assigned a value of 1 – 5 for 30 possible points. A mean greater than 15 (M>15) for the total score would indicate teacher perceived students to have the skills to control classroom performance. While *Student Grit* has only five questions with answers scored 1 – 5 for 25. A mean greater than 12.5 (M>12.5) would indicate teachers perceive students have the skills or are able to overcome classroom-based obstacles or setbacks.

Table 11

Results from the Panorama Teacher Survey for Grit and Mindset

	N	Min.	Max	Mean	Std Deviation
Student Mindset	67	13	30	22.9	3.93
Student Grit	67	7	23	14.69	3.16

As shown in Table 11, the mean of *Student Mindset* is 22.9, indicated teachers believe students can control their performance in class. *Student Grit* had a mean of 14.69, which is also greater than the potential mean of 12.5. While this may appear positive, considering the standard deviation of 3.16 indicated the majority of the teachers fell in

between a score of 11.53 and 17.85 for their scores. It is worth further examining the

results to see if any fell below an average of 2.5 for total results when considering

Student Grit as revealed in Table 12.

Table 12

Results from individual Questions Assessing Student Grit

	Min.	Max	Mean	Std Deviation
1. If your students have a problem while working towards an important goal, how well can they keep working?	1	5	2.91	.93
2. How often do your students stay focused on the same goal for several months at a time??	1	5	2.59	.92
3. Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are your students to continue to pursue one of their current goals?	2	5	3.14	.69
4. When your students are working on a project that matters a lot to them, how focused can they stay when there are lots of distractions?	1	5	3.39	.9
5. If your students fail to reach an important goal, how likely are they to try again?	1	5	2.91	.93

Note: N=67

As indicated in Table 12, none of the questions regarding S*tudent Grit* scored

below the potential mean (M<2.5) although three questions came within .5. Questions

number 2, 1, and 5 were .09, .41, and .41 respectively from 2.5 representing the three

areas where teachers perceive weakness when considering student habits and behaviors.

They were the lowest not only in this group but in the group of questions around *Student Mindset* as well.

When asked how they see student using SEL skills in class during the focus groups, there was evidence of both Grit and Student Mindset as voiced by the participants. A compilation of these quotes is shown in Table 13.

Table 13

Individual Responses to How SEL is Seen Being Practiced in the Classroom

Teacher	Response
11	I've seen it in some of the ways that they approach conversations like with an encouraging tone and may like they give space for the other student to try to work it out themselves.
10	For my class in particular people get frustrated with math like hate to say it but they do. So that learning how to handle your emotions and the stress and frustration I guess when you don't get things is something really valuable for them. And so I imagine I'm using an athlete come across the problem that they don't know or that they just get stuck like. How do you adapt in that situation?
12	I see a lot to like in the journal that I give the kids like the way that they can reflect on those kinds of things has been pretty impressive too like how they can internalize. Like they can internalize kind of those things that maybe they won't be able to outright say that they know how to do. But like when you have a pointed question that they have to answer in their journals like they do actually know those kinds of things you have to reflect on them.
2	I don't know if other students know how to help their peers out how to give them support or if they feel comfortable giving support or know how to give support. You know one of the things I teach kids early on as we do like the musicians clap where we like to stomp our feet till I give you know support. If somebody plays something from the class we give them claps and props.
2	Some are better than others. And I quite honestly I'm not sure where it comes from. You know I don't know if it's just something natural. If it's just the natural leader in them coming out where they see someone in distress and really reach out to them. I think that if kids knew what to do or how to approach it I think more would do it. I feel like most of them just aren't sure and also don't want to take that risk and reach out to them. I think it's a lot of risk taking.
3	In good ways and bad like I think I see a lot of struggle with failure. I see I've seen a lot of them shut down when something presents itself as too challenging and or no buy in.

4	Some of them have a surprising lack of tact. Like when they aren't necessarily happy with an evaluation that they've received or criticism that they receive often they can come off as being very defensive. And I've gotten emails that are not very tactful e-mails that are like why did I get this on my assignment.
15	We kind of assume at the high school level that they're prepared to handle.
6	I see probably that empathetic side somewhat. Or if somebody is having a bad day or you can tell they've been crying students will be like you know OK are you all right…. But I don't think they would know how to handle the situation.

Note: The italics represent the portion replaced to protect the identity of the school/district/individual in the study.

Evidenced in Table 13 are the responses from teachers, and the answers vary from how students are using SEL to how they are not using it. Both sides are important, as one is a strength and the other a weakness. Teachers 2, 4, and 6 all indicated a lack of SEL around peer support or interaction with others, either students or adults in the classroom. Where teachers 10, 11, and 12 discussed how they see students work through problems of a more academic nature. From this data it is suggested that the disparity of handling an academic problem versus a social problem is an indication of a weakness in SEL. This feedback matches the findings from the survey around students lacking the ability to persevere, plan, and follow-through.

Research Question Four

What changes do teachers identify as required to supporting the inclusion of SEL in the classroom?

In the focus groups, teachers were asked specifically asked about changes needed to help in the support of instructing students in on the SEL Standards. Shown in Table 14, the agreement across all schools was training and time were needed for the successful implementation of SEL standards.

Table 14

Challenges to Inviting SEL in the Classroom

Teacher	Response
5	Time and Planning
6	Also making others aware of the model and the curriculum to be taught and helping them to figure out how to weave those things into the curriculum.
4	Am I adding something to your plate
11	What are the actual standards?
10	More training for use would be really helpful

Overall, the sentiment of lack of time and training were seen in each of the focus groups.

The other change identified by teachers was the idea of *buy in*, by either students or staff. The state has required individual plans of study (IPS) and the use of a time called advisory as a mean to help students have time to both complete their IPS and help in college and career readiness. The programs and curriculum for this time is typically left to individual schools to design and has been in a constant state of flux for this years' senior class. One teacher shared their thoughts from colleagues and students,

> "We don't like it and I feel like we've had it for years now and I feel like we've still struggled to get some of them to be on board because it kept trickling down from the older grades that this isn't something we care about."

This sentiment was echoed in the other four high schools as well.

Research Question Five

How can administrators support SEL in high school settings through changes in policy, processes, and people?

Administrative support was measured qualitatively and quantitatively. Both building level administrators and district level administration were involved in the data collection. Specifically, the interview with the principals and the district administrator who oversees counselors and social workers. For the quantitative measure, the researcher relied on the questions surrounding S*chool Climate,* or perceptions of overall social and learning climate of the school as reflected in Table 15.

Table 15

Results from Questions Assessing School Climate

	N	Min.	Max	Mean	Std Deviation
School Climate	67	19	43	31.06	4.51

Consisting of nine questions with answers being given a value of 1 – 5 the total possible score for any responder was 45 with the potential average or mean being 22.5. In the case of the staff responses, overall the mean scare was 31.06, which translated to the staff viewing the overall climate around social and learning as positive. Upon further examination, there were only two respondents below both the calculated mean and the potential mean, with total scores at 22 and 21. Even though these are two standard deviations below the calculated mean, the answers are only less than 1.5 below the potential mean of the category, indicating a slightly negative view of school culture for these individuals, but overall a positive view of the school culture for the majority.

Table 16

Results from individual Questions Assessing School Climate

	Min.	Max	Mean	Std Deviation
1. On most days, how enthusiastic are the students about being at school?	1	4	2.99	0.6
2. To what extent are teachers trusted to teach in the way they think is best?	1	5	3.75	0.86
3. How positive are the attitudes of your colleagues?	1	5	3.62	0.76
4. How supportive are students in their interactions with each other?	2	5	3.43	0.71
5. How respectful are the relationships between teachers and students?	2	5	3.81	0.69
6. How optimistic are you that your school will improve in the future?	1	5	3.62	0.95
7. How often do you see students helping each other without being prompted?	2	4	2.75	0.6
8. When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	2	5	3.32	0.74
9. Overall, how positive is the working environment at your school?	1	5	3.8	0.83

Note: N=67

Extracted from Table 16, two questions, 1 and 7, specifically assessed students received no scores of five, and these same questions are the only two with means less than 3. Conversely, the question "How supportive are students in their interactions with each other?" received no scores of 1. This juxtaposition is interesting because teachers

perceived a student more likely to support their peer but on average would not expect them to help a peer or be enthusiastic about being in school.

From a standpoint of having an overall positive culture, the mean score was 3.8. However, the highest mean overall was the question around the respect level between staff and students at 3.81. Interestingly though the questions regarding the support of colleagues or their positive attitudes were two of the lower scores, at means of 3.32 and 3.62 respectively. One clear indication of administrative support is question number 2, with a mean of 3.75, indicating it is clear teachers feel trusted to do what is best when it comes to instruction. In summation, given the high overall average of 31.06, this indicated the value of culture is more tied to teachers' positive perceptions of students versus their negative perceptions of colleagues.

When interviewing principals and the district director of counselors and social workers, other methods of support were offered as well. Administrative Interviewee number 7 stated how he can understand how administrators would lack support for SEL in the classroom because it is intangible. Specifically saying, "Administrators may think is there some way we are measuring the value added to doing this?" This is different from the reaction at the building administrative level that was in support of embedding SEL and most were looking at ways to include it. Administrative Interviewee 6 stated, "It is up to the building leaders to support teachers." Even going as far to say, "We recognize the value of every student and work to have places where the student can connect." While the director of counselors and social workers stated that he is working to streamline and curate the programs or remnants of SEL programs around the district and it would be the first step in solidifying a direction for the district. In the interview with

the District level administrator, he shared about the district's work of exploring SEL

standards with teachers, social workers, and counselors. This cadre, as he called it, has

been meeting for the last two years. While no results have been shared, the cadre

members have been examining what practices are being carried out in their schools,

which support SEL inclusion. However, this work might not be filtering down to the

instructional staff at this stage of implementation.

Research Question Six

What challenges exist in the invitation of SEL in a suburban high school classroom from

the perspective of the teacher and administrators?

The answer to this question was revealed in the focus groups and interviews. By

examining the voices from both teachers and administrators, one can begin to construct

challenges to the invitation of SEL. There were times during the collection of data when

indications of lack of overall knowledge about the SEL standards was expressed. When

asked about their experience with the state standards for SEL, Principals 2, 3, and 5 all

expressed a lack of knowledge with the standards. Also worth noting, is the teachers

involved in the focus groups shared a general lack of knowledge in the fact that SEL

standards even existed, this fact becomes a major challenge to inviting SEL into the

classroom.

Delving deeper into the awareness of inviting SEL into the classroom from the

standpoint of the teacher, it is necessary to consider workload of the educator. As

educator 15 expressed when asked about challenges to embedding to SEL, "What other

programs will be laid to rest or is this going to be on top of everything else?" Principal 3,

identified another impediment as training and readiness, stating, "…when we start

implementing a social emotional learning program, I think it's going to trigger some reactions from the kids and that the teachers aren't trained properly." As shown in Table 16, participants in the interviews and focus groups provided three significant challenges to the invitation of SEL into the classroom. The responses fell into the category of *time needed to teach or assess*, *training required for teachers*, and *lack of overall knowledge of the standards or expectations*.

Table 17

Barriers to Inviting SEL in the Classroom

Time	Training	Lack of Knowledge
Principal 1 – "I think it's tough for these teachers because they're looking at their standards that they have to deliver they're looking at their pacing guide they're looking at all of their content relevant pieces that they have to fit in in a certain amount of time and they feel the pressure of OK then how am I going to add something to this class." Principal 4 – "The classic Oh here's one more thing and I get it we are teaching six (classes) at a hundred miles an hour. How and when to embed it and get this priority standard in geometry honors you know I don't have time it takes extra effort it takes extra time." Teacher 16 – "Is it perceived as another ball to juggle or a gym thing."	Principal 3 – "Well I think they would need to have a good professional development so that they kind of know what they need to do and what they don't know." Teacher 4 – "that they train a set of teachers or something and then instead of putting on a micro presentation we came in and modeled the lessons." Teacher 10 – "more training for would be really helpful." Teacher 12 – "I don't know if I feel like we have that much training at all right now to be honest like we do kind of talk about it in some professional development.	Principal 4 – when asked about staff knowledge, "Very little very limited." Principal 2 – "I think more teachers are becoming aware of it and as an administrator I am becoming aware of it." Teacher 1 – "I'm going to say I am not sure." Teacher 2 – "It just hasn't been on the priority list at least not near the top." Principal 5 – "I do think we have a tendency to focus so much on achievement and assessment and I think maybe as a whole we've put some of these things to the backburner."

| | Teacher 11 – "No I think it's important too for teachers to occasionally be transparent with like how we ourselves address our own social emotional learning." | |

One teacher, Number 12, even discussed how teachers could be trained to share and acknowledge their own deficiencies by saying, "When we're showing ourselves being vulnerable in the ways that it applies to our lives as adults, it shows that we have struggles too."

While both administrators and teachers agreed on the ideas of time, training, and lack of knowledge as challenges. However, teachers in the focus groups identified a fourth barrier not mentioned by any of the administrators, that of *teacher buy in*. Teacher 2 captured it in their statement, "I mean unless there's some kind of buy in they just all have to be behind it." This sentiment was echoed by teachers in all focus groups. Specifically, the teachers identified *buy in* as more than just time involved, but the preparation and responsibility of adding the additional workload of teaching and assessing SEL.

Discussion of the Findings

To answer the overarching questioning of how schools can create an environment that invites SEL into the suburban classroom, six sub-questions required exploration and analysis to extract major themes around invitational education and SEL. Presented in this section are those themes that emerged through the analysis of data. While provided in an order, not one them is more important than the other. The themes of *unintentional invitation, lack of dissemination and training on SEL Standards, and disparity of common*

routines and processes, will be the first steps in creating an invitational atmosphere, which not only invites SEL but also seamlessly includes it within classrooms to improve student outcomes.

Theme: The Organization is Unintentionally Inviting

Purkey and Novak (2016) established four levels of the invitational organization being either unintentional or intentional and inviting or disinviting. As expressed in the findings from interviews, observations, document analysis, and surveys, the schools and district at large displays no evidence of being fully aware of how inviting they are being in various aspects of the organization. The idea of being unintentionally inviting is described by Purkey and Novak (2016) as professionals known to be natural leaders, or teachers but are unable to explain why they have positive outcomes. Typically, these organizations experience success on their best days and struggle when the outcomes become more difficult to attain (Shaw & Siegel, 2010). These organizations can also become easily disorganized, unpredictable, and disoriented (Purkey & Novak, 2016). Adelman and Taylor (2006), Creemers and Kyriakides (2011), and Joseph E Zins (2004) all agree when SEL is examined and implemented it is found to be offered inconsistently across buildings, cohorts, and classrooms. This fact necessitates the organization be proficient and organizaed with their approach to SEL. In order for an organization to be successful in it's implmentation of a new program, this lack of profciency and organization falls behind when an organization is operating as unintentually inviting. Figure 5, which is an adaptation of Figure 3 , shows how the ditrict's strategies in the most recent strtegic plan coincide with the definitions or descriptions of the five P's of invitiaonl education.

Domain	2019 District Strategic Plan Strategies	Young and Schoenlien (2017, ppg. 10)
People	We will reimagine teaching and learning to gurarantee relevant opportunities for personalized learning experiences	Treating people as indivisuals. Supporting their needs, even when that is difficult or unappreciated.
Places	We will strategically focus resources to support state-of-the-art facilities to accomplish our beliefs, mission and objectives.	Classroom that create an engaging learning environemnt.
Policies	We will relentlessly create a fully unified, equitable, and inclusive culture.	Rules that demonstrably focus on the importance of learning and require fairness and equtiy for all.
Programs	We will create the climate to cultivate quality educators so they flourish in pursuit of our mission.	Learning that is sequnced in content-rich and engaging lessons encouraging student participation.
Processes	We will design systems that support our mission and beliefs.	Consistent, fair and transparent processes that encourage and reward participation and engagment.

Figure 5: District Strategies aligned to the Five P's of Invitational Education.

Demonstrated in Figure 5 would be the district's willingness to be and operate

invitationally, even though there is disconnect among schools and within them from the

appropriate use of the five P's.

Further, observations and teacher feedback in surveys and focus groups

demonstrated a willingness to learn to engage students in material around SEL, but the

lack of invitation for the student to be a part of their own learning resounds in the

perception of students' *grit* and *growth mindset*. Having a shared consensus that students

feel this has been to done to them and not for them or with them, the idea of *buy-in*

discussed in numerous focus groups reinforces the idea. The students and teachers lack

fidelity with the offering of SEL, which serves as an obstacle to overcome. The lack of

fidelity has more to do with the invitation to join in the process as opposed to the willingness to instruct or learn more about it.

Further reinforcement of the theme of being unintentionally inviting; data supports teachers and administrators are willing to invite parents and stakeholders into the process of SEL implementation but lack the ability of how to be intentional in their invitation. This is due to the disorganization around a focused effort to instruct SEL Standards and the disjointed programs and polices being implemented across the district. Overall, this lack of a common venture across the district leaves schools to engage in their own independent venture to fulfill expectations of the state to teach and measure SEL.

Theme: Lack of Dissemination and Training on SEL Standards

For the last two years, there has been a cadre of teachers, social workers, and counselors working to identify what standards are already being addressed in the district and how they are being addressed. To date this work has been done in a vacuum with no time given to their findings by secondary, high school, leaders. Based on the first theme of being unintentionally inviting, this lack of time given is due to other items or initiatives taking priority. Other priorities like, diversity training for staff, trauma informed schools, exploration of minimum proficiency for core classes are all important work, but two of the three of the topics can be addressed through an invitational approach. As earlier noted in the apparent gap of the research, the only subgroup less researched when it comes to SEL in high schools is SEL in the suburban high school. The lack of knowledge around these areas should then come as no surprise to those wondering why it is not a priority or being addressed in the classroom. Williamson,

Modecki, and Guerra (2015) cited how researchers have found SEL programs to effectively increase positive youth outcomes, school participation, social adjustment, and academic achievement. Further they denoted how these SEL skills are germane to other models of prevention, promotion, and recovery.

Administrators admitted to little knowledge of the SEL standards. One principal, 2, claimed knowing these standards and the expectations would change how he disciplines and has conversations with parents about their student. Stating he could show the standard, how their child is not meeting the standard, and then create a plan to bring them up to the level of expectation. This approach is reflective of an invitational mindset however does not occur due to a lacking in the ability to invite others to the conversation combined with lack of skill or knowledge of the standards.

In the focus groups, it was evident teachers were curious what the standards were and at the same time lacked the time to read, review, or implement them. Furthering the case for quick reference guides and tying them to standards already being assessed in the classroom. While talk of teacher buy-in took place in some of the groups, the consensus was, this is best for students and provides a different aspect to having them engage in the material other than rigor. Teachers expressed an interest in how to leverage themselves, classrooms, or lessons to not only make them approachable to students but also more importantly make them feel welcomed. Being welcome to the process of learning is important to students and the lack of this being welcomed is supported by Adelman and Taylor (2006, 20011) as one of the barriers to learning.

Theme: Disparity of Common Routines and Processes

Many of the staff members recounted about the shift of focus in policy from the *No Child Left Behind Act* to *Every Student Succeeds Act*, and how this shift has not allowed them time to explore other ways in which students learn and did not allow them to focus on how to leverage differences in students to increase the capacity to engage in the material. This shift in focus has left many teachers unfocused and searching for consistency. The district level interview revealed there are remnants of many programs around the district, which teachers still utilize. The use of them is not because they are the best, but they were trained to do them. The recent changes in policy and administration allowed for a flood of reemergence of strategies of the past being adopted in fragmented pieces or by one or two staff members. High school B, admitted to using the Top 20 program and leaning on the trained staff from high school E. This is not the model for change suggested by Elias et al (2016) or Purkey and Novak (2016). This fragmentation is counter to the model in the double helix toward being an invitational organization as well as the SEL adoption model. Specifically, in the double helix (Purkey & Novak, 2016), there are sections for strand organization and systematic incorporation, which fall in year two of the model for SEL adoption by Elias, et al (2016). Which, according to Figure 4, places the organization in between steps six and eight.
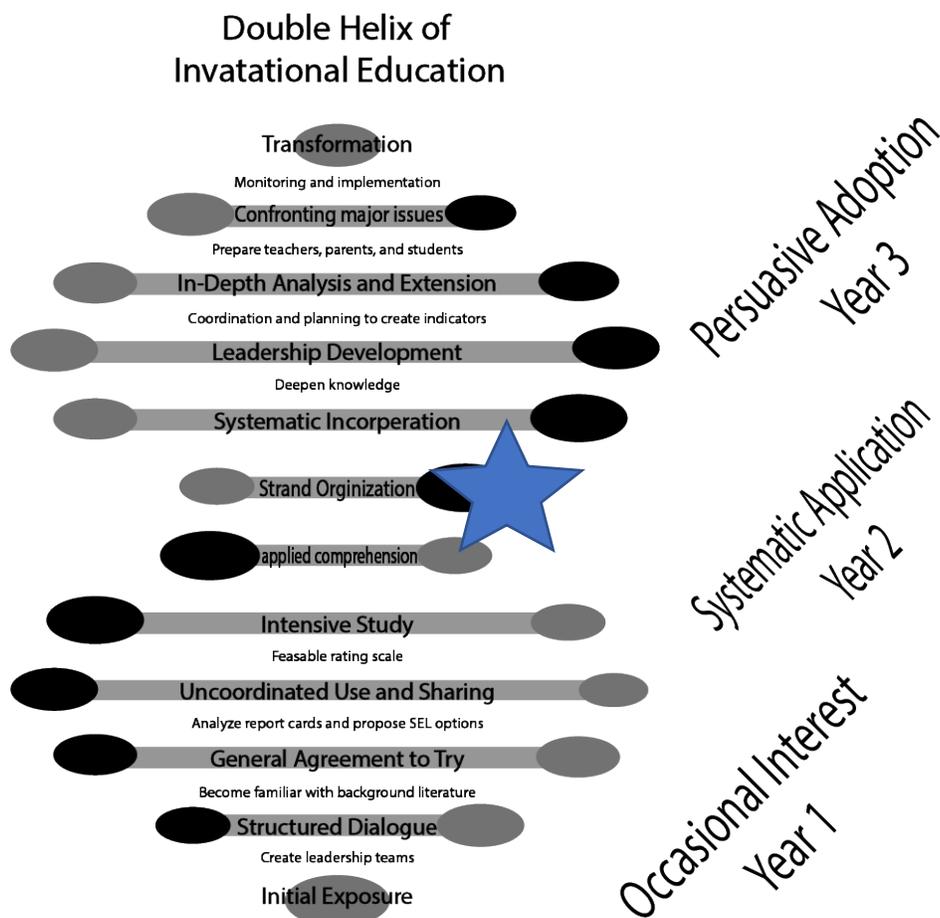
Figure 4: Phases of IE inclusion with the corresponding steps of SEL initiation
Double helix of invitational education, by Steven Kessler, reprinted with permission.

The location of the district within the SEL Double Helix shown using a blue star, to give reference as to where the district is in their quest to be a top tier district and align with their mission statement. This location implies they have engaged in the preceding steps for the embedding of SEL utilizing an invitational approach. Many of these steps have been completed, although who was invited to share in the completion of them is a mystery and was done haphazardly. One example of this haphazard approach is the use of and outcome from the SEL cadre. Unfortunately, short of the findings from the cadre being shared, the engagement of a program evaluation of current SEL practices, or time

being dedicated to the dissemination and training on SEL, it is likely the district will stall

in their attempt to embed SEL and be left in a state of flux, confusion, and disjointedness.

Conclusion

"SEL is the most important work we do and can dictate so many other successes

in schools." as noted by Teacher 11. True words spoken by a participant who also shared

frustration in the lack of time needed to work with students on these important skills.

This research sought to examine how suburban schools were implementing SEL or what

was standing in the way of many dedicated professionals who desire to work with

students to improve SEL skills. Overall, determining the challenges to inviting SEL into

the suburban high school was the ultimate goal. This was realized not only through an

exhaustive literature review of SEL, connecting the implementation of SEL to the

conceptual framework of invitational theory, and finally analyzing the data to yield

thematic challenges in the invitation.

The research in this study was focused through an invitational education approach

designed by Purkey and Novak (1996). The theory allowed the researcher to draw on the

multifaceted approach to SEL which requires a wholistic school approach (Belfield et al.,

2015; Domitrovich et al., 2015; Durlak et al., 2011; Payton et al., 2008; Sklad et al.,

2012). Leveraging the five P's of IE and the SEL Standards from CASEL, the researcher

discovered the orgnization in question is unintentionally inviting in regard to SEL. While

there might be some small pockets of success with disjointed efforts being made by few

teachers who make teaching SEL skills appear easy, overall there are unintentional

invites district wide. Purkey and Novak (2016) found guesswork and inconsistenacies in

these types of organizations. Which is counter to the ideas suggested Adleman and

Taylor 2011, Elias, et al; (2016), and Zins (2003) who call for consistent application, training, and fidelity inorder to scale the instruction to a large, school wide appraoch. Based on this research the district has unknowingly invited people to be part of SEL in the distrcit and has yet to utilize them or their work in a consistent and meaningful way.

Being the one of the first states to adopt SEL standards, known by the department of education as the Social Emotional Character Development Standards, would allow one to assume teachers are being trained and are well versed in them. Data collected shows the contrary and this serves as a major challenge for this or any district hoping to improve on their students 'SEL. The lack of knowledge through appropriate training around these standards leads to more disjointedness in the application of them. Principals and the District level administrator were equally lacking in their application of the standards or how they were being used within classrooms. Brackett et al. (2015) and Durlak (2015) agreed the lack of understanding SEL and the support for high schools in general regarding SEL implementation was a barrier to overcome. Furthermore, this barrier is supported by Adleman and Taylo (2011), who revealed a lack of SEL skills as a barrier to learning.

From the standpoint of the teachers interacting with students, they reported a general willingness to learn more about SEL and how to assess or teach it. Their concerns paralleled the concerns of the administrators interviewed. They viewed time, training, staff and student buy-in, and lack of knowledge as major obstacles to overcome to embed SEL into classrooms. Further in agreement the implementation of SEL would need to be accomplished in a way so it would not take away from instruction but enhance it for the students and teachers. The administrators and teacher also agreed it would have

to be a unified message from all staff in order to be successful. Not only do these

sentiments echo thoughts from Young and Schoenlien (2017) around the inviting school,

but also are found in research about successful SEL implementation (Borman, 2005,

Borman et al, 2003, Brackett et al, 2015).

 In summation, this research encountered a district struggling with their identity

and seeking to progress in the implementation of SEL. The words in the mission and

strategies conveyed growth and inviting ideas, the anticipated problem being the support

was lacking. Due to the incoherent organization of programs, processes, or policies the

results indicated reasons why success is not occurring districtwide.

Plan for Dissemination of Practitioner Contribution

 Upon completion and approval of this Dissertation-in-Practice by the doctoral

committee, there will be a meeting with district and building level leadership to share

results, and what recommendations are made based on the data collected. This executive

summary will include findings and suggestions for future implementation and direction.

Recommendation Presentation

Challenges to Inviting Social Emotional Learning into the Suburban High School

The focus to emphasize Social Emotional Learning in the classroom has increased due to both Kansas state requirements for individualized learning plans and lack of skills reported by the State Education Commissioner. What has not kept up with the demands are viable researched curriculums for social emotional learning available to high schools and more specifically suburban high schools. This gap combined with other challenges discovered through this mixed methods research translates to changes being recommended to overcome challenges to invite social emotional learning into the suburban secondary classroom. Through the lens of invitational education (Purkey & Novak,2011) and coupled with the work of Maurice Elias (2016), it was the goal of the researcher to answer the overarching question:

What challenges exist to inviting Social Emotional Learning into the Secondary Suburban Classroom?

The following question drove the study when answering the larger question:

1. How do schools leverage people, processes, places, policies, and programs to overcome challenges to invite SEL within the suburban school?
2. How do teachers perceive their ability to instruct students relating to SEL skills when it comes to instructing students relating to competencies of SEL?
3. In which areas of SEL do teachers see the greatest need?
4. What changes do teachers identify as required to supporting the inclusion of SEL in the classroom?
5. How can administrators support SEL in high school settings through changes in policy, processes, and people?
6. What challenges exist in the implementation of SEL in a suburban high school classroom from the perspective of the teacher and administrators?

Conceptual Framework	Participants	Data Analysis
Invitational Education states organizations are to intentionally invite participants to engage by creating and leveraging programs, policies, people, places, and processes demonstrating how the organization is caring, optimistic, respectful and trustworthy.	5 – High Schools 6 – Interviews with building level Principals 7 – Focus Groups totaling 16 teachers 1 – Interview with District Administrator	Utilizing a Parallel-Mixed-Methods (Creswell, 2014), the researcher gathered data from multiple sources and analyzed them independently of each other highlighting the themes, these theses were overlaid to create multiple layers of thematic results leading to organizational recommendations.

Description of organizational setting for the research

       Having revealed the gap in the literature around lack of SEL being researched in schools to Secondary Suburban Schools, the researcher selected one of the three largest school districts in the state of Kansas. The District is composed of five general education high schools, which were the focus of this study. While 530 certified staff members were surveyed, teacher participants in the focus groups were volunteers; having selected their willingness to participate during the survey. Administrators were nominated by their building principals or volunteer based on their expertise or curiosity in and around Social Emotional Learning. The District level administrator was chosen for his involvement with counselors and social workers, as well as is involvement in the districts strategic plan to assess Social Emotional Learning.

	Student		Teacher			Principal	
School	Enrollment	F/R Lunch	Total Teachers	Avg Exp	Advanced Degrees	Yrs at Site	Highest Degree
A	1787	7.81%	109	18	84.5%	3	Doctorate
B	1568	47.15%	102	10	56.8%	2	Masters
C	1659	26.86%	112	12	62.3%	8	Doctorate
D	1523	27.06%	97	17	64.9%	6	Doctorate
E	1656	42.62%	110	14	73.2%	5	Masters

Note: **N = 6 interview participants; 6 building level principals; N = 7 focus groups; participants 1-16 were teachers from 5 school sites,**

While the themes and recommendations presented below appear in an order there is not one more important than the other.

Themes from the Data Analysis

Organization is unintentionally inviting – this can lead to unexplainable success and real struggle when success is not easily found. The lack of common venture leaves school to engage in their own adventure.

Lack of dissemination and training on SEL standards – teachers and administrators are curious about the standard and acknowledge instruction on SEL is best for students.

Disparity of common routines and processes – teachers' have had focus shifted for them from program to program and administration to administration. They have fallen back on what they were trained on or caught from a one-time PD. This leaves remnants of programs and fractionated services and instruction

Recommendations

1. Engage in a program evaluation to learn what, if any, SEL programs are being offered in part or in whole and to whom they are being offered within the high school setting.

2. Educate staff members on the standards for SEL from the state and how the district will be assessing and implementing them.

3. In order to be inviting the district and staff will learn about what it means to be invitational and how to implement invitational education theory into the classroom and school settings.

Showcased below are the districts strategies from the strategic plan aligned to invitational education's Five P's.

People
•We will reimagine teaching and learning to gurarantee relevant opportunities for personalized learning experiences

Places
•We will strategically focus resources to support state-of-the-art facilities to accomplish our beliefs, mission and objectives.

Processes
•We will design systems that support our mission and beliefs.

Invitational Education

Programs
•We will create the climate to cultivate quality educators so they flourish in pursuit of our mission.

Policies
•We will relentlessly create a fully unified, equitable, and inclusive culture.

SECTION FIVE

CONTRIBUTION TO SCHOLARSHIP

Target Journal

The target journal for this completed study is the *Journal of Character Education (JCE)*. JCE is the official journal for Character Education and SEL. Typically published twice per year, the JCE is a peer-reviewed, scientific journal using a double-blind review system to generate a 30% acceptance rate. Submissions can be done at any time and completed via email (J. o. C. Education, 2018).

Rationale for this Target Journal

While the JCE is newer, having been published since 2003, it is looked to by organizations such as CASEL and read by those who are leaders in the field of SEL. This study meets its expectations to have research relevant to the implementation of Character education programs from the school perspective. The submission should be between 10-20 double spaced pages not including references with a 100-150 word abstract. A separate title page with information about the author should also be included to allow for the blind review of the article.

THE EXPLORATION OF CHALLENGES TO INVITING SOCIAL EMOTIONAL LEARNING IN THE SECONDARY SUBURBAN CLASSROOM

by

Timothy R. Walker

Tim Walker works in a secondary suburban school where he teaches special education. He found a passion for Social Emotional Learning working with students with Emotional Disabilities realizing they did not want to go to class. Through observations in classes while co-teaching he quickly realized a missing component was found within standards no longer addressed in the high school setting.

ABSTRACT

The focus to emphasize Social Emotional Learning (SEL) in the classroom has increased due to Kansas state requirements for individualized learning plans and lack of skills reported by the State Education Commissioner (KSDE, 2019). What has not kept up is demands for viable researched curriculums for SEL available to suburban high schools.(Williamson, Modecki, and Guerra, 2016). Using invitational education (Purkey & Novak,2011) coupled with the work of Maurice Elias (2016), it was the goal of the researcher to answer the overarching question what challenges exist to inviting SEL into the Secondary Suburban Classroom?

The location for the study was purposefully selected due to being a suburban school district with multiple high schools from which to draw data and examine commonalities or differences. The researcher utilized a mixed-methods approach to engage teachers in a survey and focus groups, observed classrooms and documents for evidence of SEL., and interviewed district and building level administrator for their understanding of supporting SEL. Upon analysis of the various data points, three themes emerged from the data: *The organization is unintentionally invitational, lack of dissemination and training on SEL Standards, and disparity of common routines and processes.* From this research it can be concluded; challenges exist when suburban high schools invite SEL into the classroom and building, and proper training, consistent communication and the invitational process should be considered when planning.

Introduction to the Study

The ability to navigate through academic material is necessary in order to be successful in school, however one's desire for constant improvement and overcoming challenging situations can help students access and traverse the pitfalls of working within the parameters created by society (Adelman & Taylor, 2011; Dymnicki, Sambolt, & Kidron, 2013; Weissberg & Cascarino, 2013). In order to teach the latter skills to students, many schools, districts, and states have implemented programs or policies that added Social/Emotional Learning (SEL) to the standards currently being addressed (Adelman & Taylor, 2011; Dymnicki et al., 2013; Weissberg & Cascarino, 2013). National organizations, such as The Collaborative for Academic, Social, and Emotional Learning (CASEL), The Character Lab, and Character.org, along with companies producing whole district curriculums like, Panorama and School Connect, are currently working with policy makers, states, and schools to begin the integration of SEL within schools. On top of an ever-changing landscape of standards and increased accountability, teachers are the ones who are working with students to not only be academically proficient but also to be socially and emotionally proficient (Borba, 2016). Teachers are thrusted into a position where they are working with students to overcome barriers outside of the classroom so that a student may have an opportunity to break a cycle, a belief, or a stigma. Accomplishing this revitalization is best achieved by teaching the whole child, meaning academics, social, and emotional skills (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

The schools who are implementing SEL are discovering or have discovered the relationship between academics and social emotional competence (Durlak, Weissberg,

Dymnicki, Taylor, & Schellinger, 2011). The successful integration of both academics and SEL through coordinated instruction, coupled with a staff equipped to address such skills, is necessary in order for students to generalize the skills past high school (Zins, Bloodworth, Weissberg, & Walberg, 2007). Wang, Haertel, and Walberg (1997) found in order to affect learning, the highlighting of social emotional influences was just as important as academics and standardized test scores. The presence of social emotional influences further reinforces the complicated and multifaceted tapestry associated with educating the whole child (Borba, 2016, Dymnicki et al., 2013).

In April 2012, the state of Kansas became one of a handful of states to adopt standards meant to improve the readiness of high school graduates in the post-secondary world (Dymnicki et al., 2013). One of the core competencies of this adoption was the creation of support for a statewide Social, Emotional, and Character Development (SECD) Standards (Dymnicki et al., 2013). Unfortunately, the district where this study took place has just begun to unpack the standards put forth by the state of Kansas. However, the researcher selected this district due to having an interest to implement SEL based on the state standards, having a predilection for strong academics, and leading change within the state, as well as being a suburban district. It was the goal of this research to identify key challenges to inviting and supporting comprehensive SEL standards in a suburban high school setting using an invitational theory approach to bridge the gap in student teacher, student-school, and peer-to-peer relationships.

Statement of Problem

Educating the whole child is a daunting proposition and requires the intentional allocation of resources to benefit teachers and students. While the state where this study

was focused has standards for SEL, it is a common theme within the literature reviewed that these programs are inconsistently implemented or often dependent on available funds (Reyes, Brackett, Rivers, Elbertson, & Salovey, 2012). However, Belfield et al. (2015) found positive results for all SEL programs reviewed, meaning that for every dollar spent on SEL programming the return to the school or student was 1.5 – 3 times the amount spent. This coupled with a multitude of studies on the positive impact of SEL lead to a call for schools to embrace the inclusion of SEL.

The poignant problem examined in this study was the apparent gap in the use of and performance of SEL in suburban districts. Few researchers have studied, or developed programs targeted toward or being adopted by secondary schools in suburban settings (Durlak et al., 2011; Jones, Greenberg, & Crowley, 2015; Payton et al., 2008). In their research, Adelman and Taylor (2011) described formats in schools where SEL schools offer in isolation to small subgroups of students but fail to address the whole student body. This mixed-methods case study explored the impediments around inviting a school-wide approach for SEL in a secondary suburban district.

Purpose of the Study

"In many communities, there is less support for and involvement in institutions that foster children's social-emotional development and character" (Weissberg, Durlak, Domitrovich, Gullotta, 2015; pg. 3). It was the goal of this researcher to examine the challenges preventing this involvement specifically in the suburban secondary school classroom. The primary focus of this study was to ascertain what, if any barriers exist to the inclusion of SEL in these classrooms. Since many SEL approaches are born out of policies, practices, or processes, it was necessary for the researcher to examine which of

these are supporting or hindering the embedding of SEL in the classroom (Meyers et al., in press). Borba (2016), Goleman (2006), Weissberg, et al. (2015) agreed students are only able to learn social emotional skills when the teacher is also competent in the same skills. This concept led the researcher to utilize the teachers in the setting as a primary source to understand about the obstacles they perceive regarding SEL in the classroom. When considering the two, teachers and policies, one should look to the leaders in question to examine how they are or are not supporting SEL. This examination allowed the researcher to interview the building administrators to gain their perception of barriers within the school to embedding SEL in the classroom. Overall, this study provided the district feedback as to what challenges exist at the secondary level when attempting to adopt SEL, which is currently being addressed in middle and elementary schools.

Research Questions

The following research questions guided this inquiry with the intent to answer the over-arching question: How can schools create an environment that invites SEL in the suburban classroom?

7. How can schools leverage people, processes, places, policies, and programs to overcome barriers to embed SEL within the suburban school?

8. How do teachers perceive their ability to instruct students relating to SEL skills (domains) when it comes to instructing students relating to competencies of SEL?

9. In which areas of SEL do teachers see the greatest need?

10. What changes do teachers identify as required to supporting the inclusion of SEL in the classroom?

11. How can administrators support SEL in high school settings through changes in policy, processes, and people?

12. What challenges exist in the implementation of SEL in a suburban high school classroom from the perspective of the teacher and administrators?

Conceptual Framework

Upon examination of the multiple layers of SEL, time required having an effective and consistent program, the key components of published SEL curriculums, and the change required to have an impactful SEL program, the researcher relied on a conceptual framework that not only has many facets but also has a model for both change and leadership embedded within it. Invitational education (IE) theory is not only a theory based on leadership of an organization but has a model allowing an organization to change by being inclusive of people, processes, places, policies, and programs (Egley, 2003; Haigh, 2011; Purkey & Novak, 1996, 2008). Variables of SEL as well as the components of invitational education will be intertwined in this section, so a clear connection is made as to how the two different concepts fit together for the purposes of this study; ending with an explanation of the lenses through which the data will be interpreted. Through a foundational understanding of SEL and IE one can begin to have a full understanding of this inquiry.

There are three foundations of IE and five basic domains to SEL. These components aligned together so organizations can further build toward having a successful integration of SEL (Domitrovich et al., 2015; Purkey & Novak, 2008). The basic element that serves as the backbone of the invitational organization is being intentional about the use of all resources (Schoenlein & Young, 2017). In being

intentional, the organization relies on the judicious use of resources so the elements of

care, optimism, respect, and trust are evident in their application. The acronym I-CORT

is used by Purkey and Novak (2016) to capture these five essential elements of being

inviting, further stating "an invitation is an intentional choice someone makes and an

intentional chance someone takes" (p. 15). Care is characterized by the matching of

personal needs with the required outcomes. When paired with optimism, caring about the

outcomes and knowing a person will transcend their current position, and will begin to

increase the ability to make a positive difference (Purkey & Novak, 2008). Respect for

others and their decision to accept or reject the invitation is paramount to being

invitational. To counter-act the notion of rejecting the invitation the follow-up comes in

the form of trust and holding high expectations to share the workload and trusting others

to do their part. I-CORT is typically displayed with intentionality in the middle with

wheel-like spokes to the other four elements (Haigh, 2011; Schoenlein & Young, 2017).

In the invitational organization, the use of these elements will be evident as the leadership

works to deploy the five domains of IE.

Invitational Education utilizes a starfish symbol as an analogy for the emphasis

placed on the all-encompassing approach expected of invitational organizations. Known

as the five P's, these five categories - people, place, policy, process, and programs, are

also discussed in the research by Borman (2005); Mattison (2015); Mattison and Blader

(2013); Weissberg and Cascarino (2013) in describing effective implementation of

learning and social interventions in schools. The same graphic used as the source for

Figure 1 from CASEL, revealed successful SEL requires support from family and

community partnerships, school wide practice and policies, and curriculum and

instruction. These supports, coupled with those who deliver the instruction, i.e. teachers, fit into the five P's of IE reinforcing the connection of SEL and IE.

In the adoption of a new program within an organization, there should be a valid model for change used to make the new program successful (Hargreaves, 2007; Kritsonis, 2005; Sinha & Van de Ven, 2005; Taplin & Clark, 2012). Purkey and Novak (2016) laid out a double-helix format for change within the framework of IE. The double-helix form is a cyclical twelve-step process that is one of the primary reasons IE was selected as the conceptual framework of choice. In their book *The Other Side of the Report Card*, Elias, Ferrito, and Moceri (2016) detailed a timetable for adopting the grading of SEL in the classroom in a district setting and itis cyclical in nature, as well. Both models of change build upon themselves and evaluate the processes, policies, programs, and people throughout to ensure sustainable implementation and continuation of SEL.

The double helix of change ultimately leads an organization to achieve full transformation and be invitational. In a seven-step process by Elias, Ferrito, and Moceri (2016), they outlined the process to adopt SEL as a measured skill on the progress reports of a school. Eventually, it will be necessary to match these two processes to reinforce the use of IE as the choice framework to approach the adoption of SEL and thus explore the barriers of its inclusion in the classroom.

As discussed earlier the double helix of organizational change has three major components, occasional interest, systematic application, and pervasive adoption (Purkey & Novak, 2008). Each of the phases as four sub-steps to make the transition to being fully invitational (Purkey & Novak, 2008, Schoenlein & Young, 2017). These phases are broken down into what Purkey and Novak (2016) referred to as knowledge points which

repeatedly follow the order of, awareness, understanding, application, and adoption in an ever-spiraling process to build on the previous step.

Contained in the first phase of the double helix, occasional interest, are the categories of initial exposure, structured dialog, general agreement to try, and uncoordinated use and sharing (Purkey & Novak, 2008, Schoenlein & Young, 2017). It would be in this phase where faculty and school personnel are exposed to what it means to be invitational, reminding them of the true goals of working with students. The second step, structured dialog, will include previewing plans from other schools, reading how IE has impacted other schools, or hearing a speaker with IE experience and then debriefing that activity with a structured dialog as to how this idea of being invitational will improve or build on their existing systems (Purkey & Novak, 2008). Agreeing to try being inviting will be the third step. Which includes testing out ideas or assessing if current practices align with being invitational. Finally, professionals will begin to use some of the ideas or tactics of IE in their classroom or work area (Schoenlein & Young, 2017). These activities will be uncoordinated and used to learn what systems are working or causing problems in their goal to be invitational (Purkey & Novak, 2008).

As the organization progresses beyond occasional interest, they move into the second phase of IE adoption, systematic application (Purkey & Novak, 2008). The four intermediary steps in this phase are intensive study, applied comprehension, strand organization, and systematic incorporation. It is in this phase where the organization will begin to organize practices, people, process, policies, and places to align with the three foundations, democratic ethos, perceptual tradition, and self-concept theory, and the five elements, intentional, caring, optimism, respect, and trust (Purkey & Novak, 2008). This

will be accomplished with studying how groups and scholars apply IE and how the organization will fit it to their needs (Purkey & Novak, 2008, Schoenlein & Young, 2017).

Finally, the organization is organized and beginning to incorporate IE as they progress to the final phase or pervasive adoption. The organization proceeds in developing leaders, in depth analysis and extension, confronting major concerns, and transforming (Schoenlein & Young, 2017). Each action requires a deeper understanding of IE and its application to the larger organization (Haigh, 2011). The groups are able to discern if a new practice fits in the IE model and begins to confront major issues impeding their progress, such as racism, sexism, elitism, etc. (Purkey & Novak, 2008). Ultimately, the organization is intentionally inviting with caring, optimistic, respectful, and trusting professionals working together to be successful (Purkey & Novak, 2008, Schoenlein & Young, 2017).

Within this section, the theory of IE was introduced and how it can be used to embed SEL. Demonstrating that not only does IE require whole building learning and participation, but it addresses the areas thought to be important enough to be the anchors used by CASEL to further the understanding and use of SEL in schools. Educating the whole student includes working with, educating, involving, and training all those who will have contact with that student on a day-to-day basis (Adelman & Taylor, 2006, Weissberg, et al, 2015, Weissberg & Cascarino, 2013). By merging the change models from Purkey and Novak (2016) and Elias et al. (2016), school personnel will establish themselves as an educator of the whole child.

Discussion of the Findings

To answer the overarching questioning of how schools can create an environment that invites SEL into the suburban classroom, six sub-questions required exploration and analysis to extract major themes around invitational education and SEL. Presented in this section are those themes that emerged through the analysis of data. While provided in an order, not one them is more important than the other. The themes of *unintentional invitation, lack of dissemination and training on SEL Standards, and disparity of common routines and processes*, will be the first steps in creating an invitational atmosphere, which not only invites SEL but also seamlessly includes it within classrooms to improve student outcomes.

Theme: The Organization is Unintentionally Inviting

Purkey and Novak (2016) established four levels of the invitational organization being either unintentional or intentional and inviting or disinviting. As expressed in the findings from interviews, observations, document analysis, and surveys, the schools and district at large shows no evidence of being fully aware of how inviting they are being in various aspects of the organization. The idea of being unintentionally inviting is described by Purkey and Novak (2016) as professionals known to be natural leaders, or teachers but are unable to explain why they have positive outcomes. Typically, these organizations experience success on their best days and struggle when the outcomes become more difficult to attain (Shaw & Siegel, 2010). These organizations can also become easily disorganized, unpredictable, and disoriented (Purkey & Novak, 2016). Adelman and Taylor (2006), Creemers and Kyriakides (2011), and Joseph E Zins (2004) all agree when SEL is examined and implemented it is found to be offered inconsistently

across buildings, cohorts, and classrooms. This fact necessitates the organization be

proficient and organizaed with their approach to SEL. In order for an organization to be

successful in it's implmentation of a new program, this lack of profciency and

organization falls behind when an organization is operating as unintentually inviting.

Figure 5, which is an adaptation of Figure 3 , shows how the ditrict's strategies in the

most recent strtegic plan coincide with the definitions or descriptions of the five P's of

invitational education.

Domain	2019 District Strategic Plan Strategies	Young and Schoenlien (2017, ppg. 10)
People	We will reimagine teaching and learning to gurarantee relevant opportunities for personalized learning experiences	Treating people as indivisuals. Supporting their needs, even when that is difficult or unappreciated.
Places	We will strategically focus resources to support state-of-the-art facilities to accomplish our beliefs, mission and objectives.	Classroom that create an engaging learning environemnt.
Policies	We will relentlessly create a fully unified, equitable, and inclusive culture.	Rules that demonstrably focus on the importance of learning and require fairness and equtiy for all.
Programs	We will create the climate to cultivate quality educators so they flourish in pursuit of our mission.	Learning that is sequnced in content-rich and engaging lessons encouraging student participation.
Processes	We will design systems that support our mission and beliefs.	Consistent, fair and transparent processes that encourage and reward participation and engagment.

Figure 5: District Strategies aligned to the Five P's of Invitational Education.

Demonstrated in Figure 5 would be the district's willingness to be and operate

invitationally, even though there is disconnect among schools and within them from the

appropriate use of the five P's.

Further, observations and teacher feedback in surveys and focus groups demonstrated a willingness to learn to engage students in material around SEL, but the lack of invitation for the student to be a part of their own learning resounds in the perception of students' *grit* and *growth mindset*. Having a shared consensus that students feel this has been to done to them and not for them or with them, the idea of *buy-in* discussed in numerous focus groups reinforces the idea. The students and teachers lack fidelity with the offering of SEL, which serves as an obstacle to overcome. The lack of fidelity has more to do with the invitation to join in the process as opposed to the willingness to instruct or learn more about it.

Further reinforcement of the theme of being unintentionally inviting, data supports teachers and administrators are willing to invite parents and stakeholders into the process of SEL implementation but lack the ability of how to be intentional in their invitation. This is due to the disorganization around a focused effort to instruct SEL Standards and the disjointed programs and polices being implemented across the district. Overall, this lack of a common venture across the district leaves schools to engage in their own independent venture to fulfill expectations of the state to teach and measure SEL.

Theme: Lack of Dissemination and Training on SEL Standards

For the last two years, there has been a cadre of teachers, social workers, and counselors working to identify what standards are already being addressed in the district and how they are being addressed. To date this work has been done in a vacuum with no time given to their findings by secondary, high school, leaders. Based on the first theme of being unintentionally inviting, this lack of time given is due to other items or

initiatives taking priority. Other priorities like, diversity training for staff, trauma

informed schools, exploration of minimum proficiency for core classes are all important

work, but two of the three of the topics can be addressed through an invitational

approach. As earlier noted in the apparent gap of the research, the only subgroup less

researched when it comes to SEL in high schools is SEL in the suburban high school.

The lack of knowledge around these areas should then come as no surprise to those

wondering why it is not a priority or being addressed in the classroom. Williamson,

Modecki, and Guerra (2015) cited how researchers have found SEL programs to

effectively increase positive youth outcomes, school participation, social adjustment, and

academic achievement. Further they denoted how these SEL skills are germane to other

models of prevention, promotion, and recovery.

Administrators admitted to little knowledge of the SEL standards. One principal,

2, claimed knowing these standards and the expectations would change how he

disciplines and has conversations with parents about their student. Stating how he could

show the standard to parents, how their child is not meeting the standard, and then create

a plan to bring them up to the level of expectation. This approach is reflective of an

invitational mindset however does not occur due to a lacking in the ability to invite others

to the conversation combined with lack of skill or knowledge of the standards.

In the focus groups, it was evident teachers were curious what the standards were

and at the same time lacked the time to read, review, or implement them. Thus,

furthering the case for quick reference guides and tying them to standards already being

assessed in the classroom. While talk of teacher buy-in took place in some of the groups,

the consensus was, this is best for students and provides a different aspect to having them

engage in the material other than the rigor. Teachers expressed an interest in how to leverage themselves, classrooms, or lessons to not only make them approachable to students but also more importantly make them feel welcomed. Being welcome to the process of learning is important to students and the lack of this being welcomed is supported by Adelman and Taylor (2006, 20011) as one of the barriers to learning.

Theme: Disparity of Common Routines and Processes

Many of the staff members recounted about the shift of focus in policy from the *No Child Left Behind Act* to *Every Student Succeeds Act*, and how this shift has not allowed them time to explore other ways in which students learn and did not allow them to focus on how to leverage differences in students to increase the capacity to engage in the material. This shift in focus has left many teachers unfocused and searching for consistency. The district level interview revealed there are remnants of many programs around the district, which teachers still utilize. The use of them is not because they are the best, but they were trained to do them. The change in policy and administration allowed for a flood of reemergence of strategies of the past being adopted in fragmented pieces or by one or two staff members. High School B, admitted to using the Top 20 program and leaning on the trained staff from high school E. This is not the model for change suggested by Elias et al (2016) or Purkey and Novak (2016). This fragmentation is counter to the model in the double helix toward being an invitational organization as well as the SEL adoption model. Specifically, in the double helix (Purkey & Novak, 2016), there are sections for strand organization and systematic incorporation, which fall in year two of the model for SEL adoption by Elias, et al (2016).

This location implies they have engaged in the preceding steps for the embedding of SEL utilizing an invitational approach. Many of these steps have been completed, although who was invited to share in the completion of them is a mystery and was done haphazardly. One example of this haphazard approach is the use of and outcome from the SEL cadre. Unfortunately, short of the findings from the cadre being shared, the engagement of a program evaluation of current SEL practices, or time being dedicated to the dissemination and training on SEL, it is likely the district will stall in their attempt to embed SEL and be left in a state of flux, confusion, and disjointedness.

Conclusion

"SEL is the most important work we do and can dictate so many other successes in schools." as noted by Teacher 11. True words spoken by a participant who also shared frustration in the lack of time needed to work with students on these important skills. This research sought to understand how suburban schools were implementing SEL or what was standing in the way of many dedicated professionals who desire to work with students to improve SEL skills. Overall, determining the challenges to inviting SEL into the suburban high school was the ultimate goal. This was realized not only through an exhaustive literature review of SEL, and connecting the implementation of SEL to the conceptual framework of invitational theory , and finally analyzing the data to yield thematic challenges in the invitation.

The research in this study was focused through an invitational education approach designed by Purkey and Novak (1996). The theory allowed the researcher to draw on the multifaceted approach to SEL which requires a wholistic school approach (Belfield et al., 2015; Domitrovich et al., 2015; Durlak et al., 2011; Payton et al., 2008; Sklad et al.,

2012). Leveraging the five P's of IE and the SEL Standards from CASEL, the researcher

discovered the orgnization in question is unintentionally inviting in regard to SEL. While

there might be some small pockets of success with disjointed efforts being made by few

teachers who makes teaching SEL skills appear easy, overall there are unintentional

invites district wide Purkey and Novak (2016) found guesswork and inconsistenacies in

these types of organizations. Which is counter to the ideas suggested Adleman and

Taylor 2011, Elias, et al; (2016), and Zins (2003) who call for consistent application,

training, and fidelity inorder to scale the instruction to a large, school wide appraoch.

Based on this research the district has unknowingly invited people to be part of SEL in

the distrcit and has yet to utilize them or their work in a consistent and meaningful way.

Being the one of the first states to adopt SEL standards, known by the department

of education as the Social Emotional Character Development Standards, would allow one

to assume teachers are being trained and are well versed in them. Data collected shows

the contrary and this serves as a major challenge for this or any district hoping to improve

on their students 'SEL. The lack of knowledge through appropriate training around these

standards leads to more disjointedness in the application of them. Principals and the

District level administrator were equally lacking in their application of the standards or

how they were being used within classrooms. Brackett et al. (2015) and Durlak (2015)

agreed the lack of understand invitational theory and the support for high schools in

general regarding SEL implementation was a barrier to overcome. Furthermore, this

barrier is supported by Adleman and Taylor (2011), who revealed a lack of SEL skills as

a barrier to learning.

From the standpoint of the teachers interacting with students, they reported a general willingness to learn more about SEL and how to assess or teach it. Their concerns paralleled the concerns of the administrators interviewed. They viewed time, training, staff and student buy-in, and lack of knowledge as major obstacles to overcome to embed SEL into classrooms. Further in agreement the implementation of SEL would need to be accomplished in a way so it would not take away from instruction but enhance it for the students and teachers. The administrators and teacher also agreed it would have to be a unified message from all staff in order to be successful. Not only do these sentiments echo thoughts from Young and Schoenlien (2017) around the inviting school, but also are found in research about successful SEL implementation (Borman, 2005, Borman et al, 2003, Brackett et al, 2015).

In summation, this research encountered a district struggling with their identity and seeking to progress in the implementation of SEL. The words in the mission and strategies conveyed growth and inviting ideas, the anticipated problem being the support was lacking. Due to the incoherent organization of programs, processes, or policies the results indicated reasons why success is not occurring districtwide.

References

Adelman, H. & Taylor, L. (2011). Turning around, transforming, and continuously improving schools: Policy proposals are still based on a two-rather than a three-component blueprint. *International Journal on School Disaffection, 8*(1), 22-34.

Adelman, H. S., & Taylor, L. (2011). Expanding school improvement policy to better address barriers to learning and integrate public health concerns. *Policy Futures in Education, 9*(3), 431-446.

Adelman, H., & Taylor, L. (2006). The current status of mental health in schools: A policy and practice analysis. *Los Angeles, CA: UCLA Center for Mental Health in Schools*.

Antonakis, J. (2012). Transformational and charismatic. In D. V. Day & J. Antonakis (Eds.), *The nature of leadership* (2nd ed., pp. 256-288). Thousand Oaks, CA: Sage.

Avery, G. C., & Bergsteiner, H. (2011). Sustainable leadership practices for enhancing business resilience and performance. *Strategy & Leadership*, *39*(3), 5-15, https://doi.org/10.1108/10878571111128766.

Avolio, B. J., & Gibbons, T. C. (1988). Developing transformational leaders: A life span approach. In J. A. Conger & R. N. Kanungo, *The Jossey-Bass management series. Charismatic leadership: The elusive factor in organizational effectiveness* (pp. 276-308). San Francisco, CA, US: Jossey-Bass.

Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly, 15*(6), 801-823.

Baldassare, M. (1992). Suburban Communities. *Annual Review of Sociology*, 18, 475.

   Retrieved from

   http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?d

   irect=true&db=edb&AN=9301100498&site=eds-live&scope=site

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York:

   Collier Macmillan.

Bass, B. M. (1985). Leadership: Good, better, best. *Organizational Dynamics*, *13*(3), 26-

   40.

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share

   the vision. *Organizational Dynamics, 18*(3), 19-31.

Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The

   economic value of social and emotional learning. *Journal of Benefit-Cost

   Analysis, 6*(03), 508-544.

Bennis, W. & Nanus, B. (1985). *Leaders-The strategies for the change*. New York:

   HarperBusiness.

Bergen, K. (2017, April). Shawnee Mission school board approves Superintendent Jim

   Hinson's resignation. *Kansas City Start*. Retrieved from

   https://www.kansascity.com/news/local/article146549594.html

Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and

   leadership* (5th ed.). San Francisco, CA: Jossey-Bass, a Wiley brand.

Borman, G. D. (2005). National efforts to bring reform to scale in high-poverty schools:

   outcomes and implications. *Review of Research in Education, 29*, 1-27.

Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive
school reform and achievement: A meta-analysis. *Review of Educational
Research, 73*(2), 125-230.

Brackett, M. A., Elbertson, N. A., & Rivers, S. E. (2015). Applying theory to the
development of approaches to SEL In J. A. Durlak, C. E. Domitrovich, R. P.
Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning:
Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012).
Assessing teachers' beliefs about social and emotional learning. *Journal of
Psychoeducational Assessment, 30*(3), 219-236.

Brackett, M. A., & Rivers, S. E. (2014). Transforming students' lives with social and
emotional learning. *International Handbook of Emotions in Education, 368*.

Bryman, A. (1992). *Charisma and leadership in organizations*. Newbury, CA: Sage Pub.

Burns, G., & Martin, B. N. (2010). Examination of the effectiveness of male and female
educational leaders who made use of the invitational leadership style of
leadership. *Journal of Invitational Theory & Practice, 16*, 29-55.

Burns, J. (1978). Model of transactional and transformational leaders: New York: New
York Press.

Cannon, R. (2013). [Review of the book *Improving quality in education: dynamic
approaches to school improvement*, by B. P.M. Creemers and L. Kyriakides.
Higher Education Research & Development, 32(1), 157-159.
doi:10.1080/07294360.2012.716939

CASEL.org. Retrieved from http://www.casel.org/

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189-1204. doi:10.1037/a0029356

Cook, J. W. (2014). Sustainable school leadership: The teachers' perspective. *International Journal of Educational Leadership Preparation*, 9(1).

Creemers, B. P. M., & Kyriakides, L. (2010). Using the dynamic model to develop an evidence-based and theory-driven approach to school improvement. *Irish Educational Studies, 29*(1), 5-23. doi:10.1080/03323310903522669

Creemers, B. P. M., & Kyriakides, L. (2011). *Improving quality in education: Dynamic approaches to school improvement*. Routledge, Taylor & Francis Group.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, California: SAGE Publications.

Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. Thousand Oaks, California: SAGE.

Denham, S. A. (2015). Assessment of SEL in educational contexts In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Design, P. (2017). Reconnecting Youth. Retrieved from http://www.reconnectingyouth.com/programs/reconnecting-youth/

District, S. M. S. (2018). Home - Shawnee Mission School District. Retrieved from https://www.smsd.org/

Domitrovich, C.E., Durlak, J.A., Gullotta, T. P., & Weissberg, R. P.(Eds.). (2015). *Handbook of social and emotional learning : research and practice*. New York: The Guilford Press.

Domitrovich, C.E., Dusenbury, L., Weissberg, R. P., Connell, J., & Schaps, E. (2015). *The 2015 CASEL Guide: Effective social and emotional learning programs - middle and high school edition* (pp. 50). Retrieved from http://www.casel.org/

Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (2015). Social emotional learning: Past, present, and future In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405-432.

Dymnicki, A., Sambolt, M., & Kidron, Y. (2013). Improving college and career readiness by incorporating social and emotional learning. *Washington, DC: College & Career Readiness & Success Center at American Institutes for Research*.

Education, J. o. C. (2018). IAP || Journal of Character Education || Submission Guidelines. Retrieved from https://www.infoagepub.com/jce-submissions.html

Education, K. D. o. (2018a). Kansas Education Systems Accreditation (KESA). Retrieved from https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/K-12-Accreditation-Home/KESA

Education, K. D. o. (2018b). Kansas Report Card 2017-2018. Retrieved from

http://ksreportcard.ksde.org/home.aspx?org_no=D0512&rptType=2

Egley, R. (2003). Invitational leadership: Does it make a difference? *Journal of*

Invitational Theory & Practice, 9, 57-70.

Elias, M. J. (1997). *Promoting social and emotional learning: Guidelines for educators*:

Ascd.

Elias, M. J., Ferrito, J. J., Moceri, D. C. (2016). *The other side of the report card :*

Assessing students' social, emotional, and character development. Thousand

Oaks, California: Corwin, a SAGE Company.

Elias, M. J., Leverett, L., Duffell, J. C., Humphrey, N., Stepney, C. T., & Ferrito, J. J.

(2016). How to implement social and emotional learning at your school. Edutopia.

Retrieved from https://www.edutopia.org/blog/implement-sel-at-your-school-

elias-leverett-duffell-humphrey-stepney-ferrito

Elias, M. J., Leverett, L., Duffell, J. C., Humphrey, N., Stepney, C., & Ferrito, J.

(2015). Integrating SEL with related prevention and youth development

approaches In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta

(Eds.), *Handbook of social and emotional learning: Research and practice*.

Guilford Publications. Retrieved from Amazon.com.

Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissberg, R. P. (2003). Implementation,

sustainability, and scaling up of social-emotional and academic innovations in

public schools. *School Psychology Review, 32*(3), 303.

Elliott, S. N., Frey, J. R., & Davis, M. (2015). Systems for assessing and improving

students' social skills to achieve academic competence In J. A. Durlak, C. E.

Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Field, A. (2013). Discovering statistics using IBM SPSS statistics. sage.

Fink, A. (2017). *How to conduct surveys: A step-by-step guide* (Sixth edition. ed.). Los Angeles: SAGE.

Fleming, A. R., & Fairweather, J. S. (2012). The role of postsecondary education in the path from high school to work for youth with disabilities. *Rehabilitation Counseling Bulletin, 55*(2), 71-81. doi:10.1177/0034355211423303

French Jr., J. R. P., & Raven, B. (2005). The Bases of Social Power. In J. M. Shafritz, & J. S. Ott (Eds.), *Classics of organization theory* (6th ed., pp. 311 - 320). Belmont, CA: Wadsworth.

Fullan, M. (2005). Leadership & sustainability: System thinkers in action. Corwin Press.

Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences*: Routledge.

Garibaldi, M., Ruddy, S., Kendziora, K., & Osher, D. (2015). Assessment of climate and conditions for learning In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Goleman, D. (2006). *Emotional intelligence*: Bantam.

Gorman, J. C. (1999). Understanding children's hearts and minds: Emotional functioning and learning disabilities. *Teaching Exceptional Children, 31*(3), 72-77. doi:10.1177/004005999903100312

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*(6-7), 466.

Haigh, M. (2011). Invitational education: Theory, research and practice. *Journal of Geography in Higher Education, 35*(2), 299-309. doi:10.1080/03098265.2011.554115

Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. Journal of Counseling *Psychology*, *52*(2), 224–235. https://doi-org.proxy.mul.missouri.edu/10.1037/0022-0167.52.2.224

Hargreaves, A. (2007). Sustainable leadership and development in education: creating the future, conserving the past. *European Journal of Education, 42*(2), 223-233. doi:10.1111/j.1465-3435.2007.00294.x

Hargreaves, A., & Fink, D. (2004). The seven principles of sustainable leadership. *Educational leadership, 61*(7), 8-13.

Hargreaves, A., & Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. *Journal of School Leadership*, 16(5), 550-565.

Hargreaves, A., & Fink, D. (2012). *Sustainable leadership* (Vol. 6): John Wiley & Sons.

Harrison, J. R., Bunford, N., Evans, S. W., & Owens, J. S. (2013). Educational accommodations for students with behavioral challenges: A systematic review of the literature. *Review of Educational Research, 83*(4), 551-597. doi:10.3102/0034654313497517

Hecht, M. L. & Shen, Y. (2015). Culture and social and emotional competencies In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Hoge, M. R., Liaupsin, C. J., Umbreit, J., & Ferro, J. B. (2014). Examining placement considerations for students with emotional disturbance across three alternative schools. *Journal of Disability Policy Studies, 24*(4), 218-226. doi:10.1177/1044207312461672

Horner, R. H., Todd, A. W., Lewis-Palmer, T., Irvin, L. K., Sugai, G., & Boland, J. B. (2004). The school-wide evaluation tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 6(1), 3-12.

Jagers, R. J., Harris, A., & Skoog, A. (2015). A review of classroom-based SEL programs at the middle school level In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Johnson County Museum, Curated by the Johnson County Parks and Recreation, 8788 Metcalf Ave. Overland Park, KS 66212.

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health, 105*(11), 2283-2290. doi:10.2105/ajph.2015.302630

Journal of Character Education. (2018). IAP || Journal of Character Education ||

    Submission Guidelines. Retrieved from https://www.infoagepub.com/jce-

    submissions.html

Kansans Can. (2016).   Retrieved from http://www.ksde.org/Agency/Fiscal-and-

    Administrative-Services/Communications-and-Recognition-Programs/Vision-

    Kansans-Can

Kansas Department of Education. (2/1/2016).   Retrieved from

    http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-

    and-Assessment-Services/Content-Area-M-Z/School-Counseling/Social-

    Emotional-and-Character-Development - SECD

Kansas Department of Education. (2018a). Kansas Education Systems Accreditation

    (KESA). Retrieved from https://www.ksde.org/Agency/Division-of-Learning-

    Services/Teacher-Licensure-and-Accreditation/K-12-Accreditation-Home/KESA

Kasnsas Department of Education. (2018b). Kansas Report Card 2017-2018. Retrieved

    from http://ksreportcard.ksde.org/home.aspx?org_no=D0512&rptType=2

Kessler, S. (2019) Double helix of invitational education, by Steven Kessler, used with

    permission.

Kraske, S. (2018, June 17, 2017). Kansas City should confront racist past and rename

    J.C. Nichols fountain. *Kansas City Star*. Retrieved from

    https://www.kansascity.com/opinion/opn-columns-blogs/steve-

    kraske/article156692764.html

Kritsonis, A. (2005). Comparison of change theories. *International Journal of Scholarly*

    Academic Intellectual Diversity, 8(1), 1-7.

Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th edition. ed.). Thousand Oaks, California: SAGE.

Legros, I., & Ryan, T. G. (2015). Principal traits and school climate: Is the invitational education leadership model the right choice? *Journal of Educational Leadership, Policy & Practice, 30*(2), 14-29.

Levi, D. (2014). *Group dynamics for teams* (4th ed.). Thousand Oaks: SAGE.

Lewin, K. (1947). Group decision and social change. *Readings in Social Psychology, 3*, 197-211.

Lippitt, R., Watson, J., & Westley, B. (1958). Planned change. *New York*.

Marzano, R. J. (2015). Using formative assessment with SEL skills In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Mattison, R. E. (2015). Comparison of students with emotional and/or behavioral disorders as classified by their school districts. *Behavioral Disorders, 40*(3), 196-209.

Mattison, R. E., & Blader, J. C. (2013). What affects academic functioning in secondary special education students with serious emotional and/or behavioral problems? *Behavioral Disorders, 38*(4), 201-211.

McKown, C. (2015). Challenges and opportunities in the direct assessment of children's social and emotional comprehension In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Merriam, S. B., & Bierema, L. L. (2014). Adult learning: Linking theory and practice. (First edition. ed., pp. 212 - 237). San Francisco, CA: John Wiley & Sons.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: a guide to design and implementation* (Fourth edition. ed.). San Francisco, California: Jossey-Bass.

Meyers, D., Gil, L., Cross, R., Keister, S., Domitrovich, C. E., & Weissberg, R. P. (in press). *CASEL guide for schoolwide social and emotinal learning.* ChicagoL Collaborative for Academic, Social, and Emotional Learning.

Moustakas, C. E. (1994). *Phenomenological research methods*. Thousand Oaks, California: Sage.

Northouse, P. G. (2015). *Leadership : theory and practice* (Seventh Edition. ed.). Los Angeles: SAGE Publications, Inc.

Oppenheim, A. N. (1992). Standardised interviews. *questionnaire design, interviewing and attitude measurement. London: Heinemann*, 81-99.

Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews. Technical Report. *Collaborative for Academic, Social, and Emotional Learning (NJ1)*.

Posner, B. Z., & Kouzes, J. M. (1988). Relating leadership and credibility. *Psychological reports*, 63(2), 527-530.

Prochaska, J. O., & DiClemente, C. C. (1986). Toward a comprehensive model of change in treating addictive behaviors (pp. 3-27). Springer, Boston, MA.

Purkey, W. W., & Novak, J. M. (1996). *Inviting school success: A self-concept approach to teaching, learning, and democratic practice* (3rd ed.). Belmont, Calif.: Wadsworth Pub. Co.

Purkey, W. W., & Novak, J. M. (2016). *Fundamentals of invitational education* (2nd ed.). Kennesaw, GA: International Alliance for Invitational Education.

Redding, S. & Walberg, H. J. (2015). Indicators of effective SEL practice In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Reyes, M. R., Brackett, M. A., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). The interaction effects of program training, dosage, and implementation quality on targeted student outcomes for the RULER approach to social and emotional learning. *School Psychology Review, 41*(1), 82.

Rossman, G. B., & Wilson, B. L. (1985). Numbers and words: Combining quantitative and qualitative methods in a single large-scale evaluation study. Evaluation review, 9(5), 627-643.

School Counseling - Social, Emotional and Character Development.   Retrieved from http://ksde.org/Default.aspx?tabid=482

Seidman, I. (2013). *Interviewing as qualitative research: a guide for researchers in education and the social sciences* (4th ed.). New York, New York: Teachers College Press.

Shaw, D. E., & Siegel, B. L. (2010). *Re-adjusting the Kaleidoscope: The Basic Tenants of Invitational Theory and Practice*. Journal of Invitational Theory & Practice, 16, 105-112.

Shaw, D. E., Siegel, B. L., & Schoenlein, A. (2013). *The Basic Tenets of Invitational Theory and Practice: An Invitational Glossary*. Journal of Invitational Theory and Practice, 19, 30-37.

Sinek, S. (2009). Start with why: How great leaders inspire everyone to take action. New York: Portfolio.

Sinha, K. K., & Van de Ven, A. H. (2005). Designing work within and between organizations. *Organization Science, 16*(4), 389-408. doi:10.1287/orsc.1050.0130

Sklad, M., Diekstra, R., Ritter, M. D., Ben, J., & Gravesteijn, C. (2012). Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology in the Schools, 49*(9), 892-909. doi:10.1002/pits.21641

Suburb [Def 1]. (n.d.). In *Merriam Webster Online*, Retrieved September 15, 2018, from https://www.merriam-webster.com/dictionary/suburb

Sulak, T. N. (2016). School climate and academic achievement in suburban schools. *Education and Urban Society, 48*(7), 672-684. doi:doi:10.1177/0013124514541465

Taplin, D. H., & Clark, H. (2012). Theory of change basics: A primer on theory of change. *New York, NY.* Retrieved from www.*Actknowledge*.org.

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning

interventions: A meta-analysis of follow-up effects. Child development, 88(4), 1156-1171. doi:10.1111/cdev.12864

Thompson, D. R. (2004). Organizational learning in action: Becoming an inviting school. *Journal of Invitational Theory & Practice, 10*, 52-72.

Visser, W., & Courtice, P. (2011). Sustainability leadership: Linking theory and practice. Available at SSRN 1947221.

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1997). Fostering Educational Resilience in Inner-City Schools. Publication Series No. 4.

Wanless, S. B., Groark, C. J., & Hatfield, B. E. (2015). Assessing organizational readiness In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Wehby, J. H., Lane, K. L., & Falk, K. B. (2003). Academic instruction for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 11*(4), 194-197.

Weissberg, R. P., & Cascarino, J. (2013). Academic Learning + Social-Emotional Learning = National Priority. *Phi Delta Kappan, 95*(2), 8-13.

Williamson, A. A., Modecki, K. L., & Guerra, N. G. (2015). SEL programs in high school In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Williford, A. P. & Wolcott, C. S. (2015). SEL and student-teacher relationships In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of*

social and emotional learning: Research and practice. Guilford Publications. Retrieved from Amazon.com.

Yin, R. K. (2014). Case study research: Design and methods, (5th ed.). Los Angeles: SAGE.

Young, J., & Schoenlien, A. (2017). School Transformation made simpe with The Invitational Education Toolkit. Education Today, 17(1), 10-12.

Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. The leadership quarterly, 10(2), 285-305.

Zins, J. E. (2004). Building academic success on social and emotional learning: What does the research say? Teachers College Press.

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. Journal of Educational & Psychological Consultation, 17(2/3), 191-210. doi:10.1080/10474410701413145

SECTION SIX

SCHOLARLY PRACTIONER REFLECTION

During the process of completing the Educational Doctorate program, there are countless ways in which I have grown individually. The first summer in Columbia taught me to listen harder, speak slower, and engage all the senses in the exploration of an organization. That first summer, I had the sense of being an imposter and felt as if I did not belong, only to find out others felt the same and we all had to struggle with the same restlessness and uneasiness. The subsequent summer, I learned to ask better questions, examine multiple facets impacting policy, and engage in the data to allow it to tell the story. Summer two, while easier, presented just as many opportunities to grow in confidence. Those two summers presented a variety of people and perspectives from whom you could learn and grow professionally and personally.

When I think of those summers and describe them to other people, I share about how I learned to do group work effectively, to read articles critically, to listen actively, and to synthesize information appropriately. The summers of group work set me up to transfer the skills learned in those successful groups to my classroom and workplace. The skill of synthesis of material is a skill; I now openly share with others. Along with my continued struggle to do it effectively to support my claims and analysis.

The part of the process I was least prepared for was the impact the fall and spring semesters would have on me as a leader, student, and personally. The first consideration is the group of students with whom I met. We challenged and supported each other in the best ways. They were there to bridge the gap from the literature and we really learned how to lean on everyone's strengths. If one of us was struggling with the content, literature, or just life, there would be an ear or other perspective offered to talk out the disconnect. We would coach each other through this, which I assumed only made life

easier for Dr. Martin. She trusted to us to do our best and we if did not it was made known. We grew those two years, as she provided the right amount of push and freedom.

Once coursework was completed, we spread out to work individually on our dissertations. This process proved to be dauting and rewarding all at the same time. The daunting portion came in different forms, learning to budget your time, consume and organize large amounts of research, and focusing on the product. The reward came in small increments and with the largest payoff being completion of the whole process.

For me the first hurdle was learning how to dedicate the necessary time to focus on writing. It is challenging to balance all of life's needs and wants when a large goal is ahead of you. Consuming large amounts of research was difficult as well, we had to learn to sift through it quickly to extricate main points and useful information, all the while trying to keep the sources organized. Learning to use research to answer questions is skill I will carry with me as I advance professionally.

This process forces you out of your comfort zone as well. To get started I had to reach out to complete strangers, ask for help, and be humbled in my naivety of the process. I had hone weakness so I could progress through the various meeting, focus groups, and interviews to meet my goal. I realized I had to plan ahead, which is not a strength of mine. I used my home school as a pilot and then took what I learned to commence research at the other four buildings, which made for seamless interviews and focus groups. I learned to schedule the times way in advance and lock them in for me and my own sanity so I could still maintain the life balance I also wanted. Eventually the survey included options so I could set up the appoints, schedule follow-up emails, and then ultimately reminder emails. This evolution was a big step for me as this type of

planning was not something I had completed prior to the this experience. I feel more confident in my ability tackle a project such as this in the future.

Relying on other and staying humble is the final area I grew the most. At the beginning of the process we did a strengths finder and one of mine is the strategist. Which means I am able to anticipate problems, pivot, and then move on, often leaving other behind. This was not the case when it came to the dissertation and the data analysis. All I could see were the problems and perseverated on the data not being adequate or enough. It took reaching out and admitting defeat to move on past this. This has been the great lesson for me to learn through the process. Admit your faults, own them, and then work overcome them.

References

Adelman, H. & Taylor, L. (2011). Turning around, transforming, and continuously improving schools: Policy proposals are still based on a two-rather than a three-component blueprint. *International Journal on School Disaffection, 8*(1), 22-34.

Adelman, H. S., & Taylor, L. (2011). Expanding school improvement policy to better address barriers to learning and integrate public health concerns. *Policy Futures in Education, 9*(3), 431-446.

Adelman, H., & Taylor, L. (2006). The current status of mental health in schools: A policy and practice analysis. *Los Angeles, CA: UCLA Center for Mental Health in Schools*.

Antonakis, J. (2012). Transformational and charismatic. In D. V. Day & J. Antonakis (Eds.), *The nature of leadership* (2nd ed., pp. 256-288). Thousand Oaks, CA: Sage.

Avery, G. C., & Bergsteiner, H. (2011). Sustainable leadership practices for enhancing business resilience and performance. *Strategy & Leadership*, *39*(3), 5-15, https://doi.org/10.1108/10878571111128766.

Avolio, B. J., & Gibbons, T. C. (1988). Developing transformational leaders: A life span approach. In J. A. Conger & R. N. Kanungo, *The Jossey-Bass management series. Charismatic leadership: The elusive factor in organizational effectiveness* (pp. 276-308). San Francisco, CA, US: Jossey-Bass.

Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly, 15*(6), 801-823.

Baldassare, M. (1992). Suburban Communities. *Annual Review of Sociology*, 18, 475.

> Retrieved from

> http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?d

> irect=true&db=edb&AN=9301100498&site=eds-live&scope=site

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York:

> Collier Macmillan.

Bass, B. M. (1985). Leadership: Good, better, best. *Organizational Dynamics*, *13*(3), 26-

> 40.

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share

> the vision. *Organizational Dynamics, 18*(3), 19-31.

Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The

> economic value of social and emotional learning. *Journal of Benefit-Cost*

> *Analysis, 6*(03), 508-544.

Bennis, W. & Nanus, B. (1985). *Leaders-The strategies for the change*. New York:

> HarperBusiness.

Bergen, K. (2017, April). Shawnee Mission school board approves Superintendent Jim

> Hinson's resignation. *Kansas City Start*. Retrieved from

> https://www.kansascity.com/news/local/article146549594.html

Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and*

> *leadership* (5th ed.). San Francisco, CA: Jossey-Bass, a Wiley brand.

Borman, G. D. (2005). National efforts to bring reform to scale in high-poverty schools:

> outcomes and implications. *Review of Research in Education, 29*, 1-27.

Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive
school reform and achievement: A meta-analysis. *Review of Educational
Research, 73*(2), 125-230.

Brackett, M. A., Elbertson, N. A., & Rivers, S. E. (2015). Applying theory to the
development of approaches to SEL In J. A. Durlak, C. E. Domitrovich, R. P.
Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning:
Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012).
Assessing teachers' beliefs about social and emotional learning. *Journal of
Psychoeducational Assessment, 30*(3), 219-236.

Brackett, M. A., & Rivers, S. E. (2014). Transforming students' lives with social and
emotional learning. *International Handbook of Emotions in Education, 368*.

Bryman, A. (1992). *Charisma and leadership in organizations*. Newbury, CA: Sage Pub.

Burns, G., & Martin, B. N. (2010). Examination of the effectiveness of male and female
educational leaders who made use of the invitational leadership style of
leadership. *Journal of Invitational Theory & Practice, 16*, 29-55.

Burns, J. (1978). Model of transactional and transformational leaders: New York: New
York Press.

Cannon, R. (2013). [Review of the book *Improving quality in education: dynamic
approaches to school improvement*, by B. P.M. Creemers and L. Kyriakides.
Higher Education Research & Development, 32(1), 157-159.
doi:10.1080/07294360.2012.716939

CASEL.org. Retrieved from http://www.casel.org/

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189-1204. doi:10.1037/a0029356

Cook, J. W. (2014). Sustainable school leadership: The teachers' perspective. *International Journal of Educational Leadership Preparation*, 9(1).

Creemers, B. P. M., & Kyriakides, L. (2010). Using the dynamic model to develop an evidence-based and theory-driven approach to school improvement. *Irish Educational Studies, 29*(1), 5-23. doi:10.1080/03323310903522669

Creemers, B. P. M., & Kyriakides, L. (2011). *Improving quality in education: Dynamic approaches to school improvement*. Routledge, Taylor & Francis Group.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, California: SAGE Publications.

Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. Thousand Oaks, California: SAGE.

Denham, S. A. (2015). Assessment of SEL in educational contexts In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Design, P. (2017). Reconnecting Youth. Retrieved from http://www.reconnectingyouth.com/programs/reconnecting-youth/

District, S. M. S. (2018). Home - Shawnee Mission School District. Retrieved from https://www.smsd.org/

Domitrovich, C.E., Durlak, J.A., Gullotta, T. P., & Weissberg, R. P.(Eds.). (2015).

    Handbook of social and emotional learning : research and practice. New York:

    The Guilford Press.

Domitrovich, C.E., Dusenbury, L., Weissberg, R. P., Connell, J., & Schaps, E. (2015).

    The 2015 CASEL Guide: Effective social and emotional learning programs -

    middle and high school edition (pp. 50). Retrieved from http://www.casel.org/

Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (2015). Social

    emotional learning: Past, present, and future In J. A. Durlak, C. E. Domitrovich,

    R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional*

    learning: Research and practice. Guilford Publications. Retrieved from

    Amazon.com.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B.

    (2011). The impact of enhancing students' social and emotional learning: A meta-

    analysis of school-based universal interventions. *Child Development, 82*(1), 405-

    432.

Dymnicki, A., Sambolt, M., & Kidron, Y. (2013). Improving college and career readiness

    by incorporating social and emotional learning. *Washington, DC: College &*

    Career Readiness & Success Center at American Institutes for Research.

Education, J. o. C. (2018). IAP || Journal of Character Education || Submission

    Guidelines. Retrieved from https://www.infoagepub.com/jce-submissions.html

Education, K. D. o. (2018a). Kansas Education Systems Accreditation (KESA). Retrieved

    from https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-

    Licensure-and-Accreditation/K-12-Accreditation-Home/KESA

Education, K. D. o. (2018b). Kansas Report Card 2017-2018. Retrieved from

      http://ksreportcard.ksde.org/home.aspx?org_no=D0512&rptType=2

Egley, R. (2003). Invitational leadership: Does it make a difference? *Journal of*

      Invitational Theory & Practice, 9, 57-70.

Elias, M. J. (1997). *Promoting social and emotional learning: Guidelines for educators*:

      Ascd.

Elias, M. J., Ferrito, J. J., Moceri, D. C. (2016). *The other side of the report card :*

      Assessing students' social, emotional, and character development. Thousand

      Oaks, California: Corwin, a SAGE Company.

Elias, M. J., Leverett, L., Duffell, J. C., Humphrey, N., Stepney, C. T., & Ferrito, J. J.

      (2016). How to implement social and emotional learning at your school. Edutopia.

      Retrieved from https://www.edutopia.org/blog/implement-sel-at-your-school-

      elias-leverett-duffell-humphrey-stepney-ferrito

Elias, M. J., Leverett, L., Duffell, J. C., Humphrey, N., Stepney, C., & Ferrito, J.

      (2015). Integrating SEL with related prevention and youth development

      approaches In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta

      (Eds.), *Handbook of social and emotional learning: Research and practice*.

      Guilford Publications. Retrieved from Amazon.com.

Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissberg, R. P. (2003). Implementation,

      sustainability, and scaling up of social-emotional and academic innovations in

      public schools. *School Psychology Review, 32*(3), 303.

Elliott, S. N., Frey, J. R., & Davis, M. (2015). Systems for assessing and improving

      students' social skills to achieve academic competence In J. A. Durlak, C. E.

Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Field, A. (2013). Discovering statistics using IBM SPSS statistics. sage.

Fink, A. (2017). *How to conduct surveys: A step-by-step guide* (Sixth edition. ed.). Los Angeles: SAGE.

Fleming, A. R., & Fairweather, J. S. (2012). The role of postsecondary education in the path from high school to work for youth with disabilities. *Rehabilitation Counseling Bulletin, 55*(2), 71-81. doi:10.1177/0034355211423303

French Jr., J. R. P., & Raven, B. (2005). The Bases of Social Power. In J. M. Shafritz, & J. S. Ott (Eds.), *Classics of organization theory* (6th ed., pp. 311 - 320). Belmont, CA: Wadsworth.

Fullan, M. (2005). Leadership & sustainability: System thinkers in action. Corwin Press.

Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences*: Routledge.

Garibaldi, M., Ruddy, S., Kendziora, K., & Osher, D. (2015). Assessment of climate and conditions for learning In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Goleman, D. (2006). *Emotional intelligence*: Bantam.

Gorman, J. C. (1999). Understanding children's hearts and minds: Emotional functioning and learning disabilities. *Teaching Exceptional Children, 31*(3), 72-77. doi:10.1177/004005999903100312

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*(6-7), 466.

Haigh, M. (2011). Invitational education: Theory, research and practice. *Journal of Geography in Higher Education, 35*(2), 299-309. doi:10.1080/03098265.2011.554115

Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. Journal of Counseling *Psychology*, *52*(2), 224–235. https://doi-org.proxy.mul.missouri.edu/10.1037/0022-0167.52.2.224

Hargreaves, A. (2007). Sustainable leadership and development in education: creating the future, conserving the past. *European Journal of Education, 42*(2), 223-233. doi:10.1111/j.1465-3435.2007.00294.x

Hargreaves, A., & Fink, D. (2004). The seven principles of sustainable leadership. *Educational leadership, 61*(7), 8-13.

Hargreaves, A., & Fink, D. (2006). Redistributed leadership for sustainable professional learning communities. *Journal of School Leadership*, 16(5), 550-565.

Hargreaves, A., & Fink, D. (2012). *Sustainable leadership* (Vol. 6): John Wiley & Sons.

Harrison, J. R., Bunford, N., Evans, S. W., & Owens, J. S. (2013). Educational accommodations for students with behavioral challenges: A systematic review of the literature. *Review of Educational Research, 83*(4), 551-597. doi:10.3102/0034654313497517

Hecht, M. L. & Shen, Y. (2015). Culture and social and emotional competencies In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Hoge, M. R., Liaupsin, C. J., Umbreit, J., & Ferro, J. B. (2014). Examining placement considerations for students with emotional disturbance across three alternative schools. *Journal of Disability Policy Studies, 24*(4), 218-226. doi:10.1177/1044207312461672

Horner, R. H., Todd, A. W., Lewis-Palmer, T., Irvin, L. K., Sugai, G., & Boland, J. B. (2004). The school-wide evaluation tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 6(1), 3-12.

Jagers, R. J., Harris, A., & Skoog, A. (2015). A review of classroom-based SEL programs at the middle school level In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Johnson County Museum, Curated by the Johnson County Parks and Recreation, 8788 Metcalf Ave. Overland Park, KS 66212.

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health, 105*(11), 2283-2290. doi:10.2105/ajph.2015.302630

Journal of Character Education. (2018). IAP || Journal of Character Education || Submission Guidelines. Retrieved from https://www.infoagepub.com/jce-submissions.html

Kansans Can. (2016).   Retrieved from http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Communications-and-Recognition-Programs/Vision-Kansans-Can

Kansas Department of Education. (2/1/2016).   Retrieved from http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/Social-Emotional-and-Character-Development - SECD

Kansas Department of Education. (2018a). Kansas Education Systems Accreditation (KESA). Retrieved from https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/K-12-Accreditation-Home/KESA

Kasnsas Department of Education. (2018b). Kansas Report Card 2017-2018. Retrieved from http://ksreportcard.ksde.org/home.aspx?org_no=D0512&rptType=2

Kessler, S. (2019) Double helix of invitational education, by Steven Kessler, used with permission.

Kraske, S. (2018, June 17, 2017). Kansas City should confront racist past and rename J.C. Nichols fountain. *Kansas City Star*. Retrieved from https://www.kansascity.com/opinion/opn-columns-blogs/steve-kraske/article156692764.html

Kritsonis, A. (2005). Comparison of change theories. *International Journal of Scholarly Academic Intellectual Diversity, 8*(1), 1-7.

Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th edition. ed.). Thousand Oaks, California: SAGE.

Legros, I., & Ryan, T. G. (2015). Principal traits and school climate: Is the invitational education leadership model the right choice? *Journal of Educational Leadership, Policy & Practice, 30*(2), 14-29.

Levi, D. (2014). *Group dynamics for teams* (4th ed.). Thousand Oaks: SAGE.

Lewin, K. (1947). Group decision and social change. *Readings in Social Psychology, 3*, 197-211.

Lippitt, R., Watson, J., & Westley, B. (1958). Planned change. *New York*.

Marzano, R. J. (2015). Using formative assessment with SEL skills In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Mattison, R. E. (2015). Comparison of students with emotional and/or behavioral disorders as classified by their school districts. *Behavioral Disorders, 40*(3), 196-209.

Mattison, R. E., & Blader, J. C. (2013). What affects academic functioning in secondary special education students with serious emotional and/or behavioral problems? *Behavioral Disorders, 38*(4), 201-211.

McKown, C. (2015). Challenges and opportunities in the direct assessment of children's social and emotional comprehension In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Merriam, S. B., & Bierema, L. L. (2014). Adult learning: Linking theory and practice. (First edition. ed., pp. 212 - 237). San Francisco, CA: John Wiley & Sons.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: a guide to design and implementation* (Fourth edition. ed.). San Francisco, California: Jossey-Bass.

Meyers, D., Gil, L., Cross, R., Keister, S., Domitrovich, C. E., & Weissberg, R. P. (in press). *CASEL guide for schoolwide social and emotinal learning.* ChicagoL Collaborative for Academic, Social, and Emotional Learning.

Moustakas, C. E. (1994). *Phenomenological research methods*. Thousand Oaks, California: Sage.

Northouse, P. G. (2015). *Leadership : theory and practice* (Seventh Edition. ed.). Los Angeles: SAGE Publications, Inc.

Oppenheim, A. N. (1992). Standardised interviews. *questionnaire design, interviewing and attitude measurement. London: Heinemann*, 81-99.

Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews. Technical Report. *Collaborative for Academic, Social, and Emotional Learning (NJ1)*.

Posner, B. Z., & Kouzes, J. M. (1988). Relating leadership and credibility. *Psychological reports*, 63(2), 527-530.

Prochaska, J. O., & DiClemente, C. C. (1986). Toward a comprehensive model of change in treating addictive behaviors (pp. 3-27). Springer, Boston, MA.

Purkey, W. W., & Novak, J. M. (1996). *Inviting school success: A self-concept approach to teaching, learning, and democratic practice* (3rd ed.). Belmont, Calif.: Wadsworth Pub. Co.

Purkey, W. W., & Novak, J. M. (2016). *Fundamentals of invitational education* (2nd ed.). Kennesaw, GA: International Alliance for Invitational Education.

Redding, S. & Walberg, H. J. (2015). Indicators of effective SEL practice In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*. Guilford Publications. Retrieved from Amazon.com.

Reyes, M. R., Brackett, M. A., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). The interaction effects of program training, dosage, and implementation quality on targeted student outcomes for the RULER approach to social and emotional learning. *School Psychology Review, 41*(1), 82.

Rossman, G. B., & Wilson, B. L. (1985). Numbers and words: Combining quantitative and qualitative methods in a single large-scale evaluation study. Evaluation review, 9(5), 627-643.

School Counseling - Social, Emotional and Character Development.   Retrieved from http://ksde.org/Default.aspx?tabid=482

Seidman, I. (2013). *Interviewing as qualitative research: a guide for researchers in education and the social sciences* (4th ed.). New York, New York: Teachers College Press.

Shaw, D. E., & Siegel, B. L. (2010). *Re-adjusting the Kaleidoscope: The Basic Tenants of Invitational Theory and Practice*. Journal of Invitational Theory & Practice, 16, 105-112.

Shaw, D. E., Siegel, B. L., & Schoenlein, A. (2013). *The Basic Tenets of Invitational Theory and Practice: An Invitational Glossary*. Journal of Invitational Theory and Practice, 19, 30-37.

Sinek, S. (2009). Start with why: How great leaders inspire everyone to take action. New York: Portfolio.

Sinha, K. K., & Van de Ven, A. H. (2005). Designing work within and between organizations. *Organization Science, 16*(4), 389-408. doi:10.1287/orsc.1050.0130

Sklad, M., Diekstra, R., Ritter, M. D., Ben, J., & Gravesteijn, C. (2012). Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology in the Schools, 49*(9), 892-909. doi:10.1002/pits.21641

Suburb [Def 1]. (n.d.). In *Merriam Webster Online*, Retrieved September 15, 2018, from https://www.merriam-webster.com/dictionary/suburb

Sulak, T. N. (2016). School climate and academic achievement in suburban schools. *Education and Urban Society, 48*(7), 672-684. doi:doi:10.1177/0013124514541465

Taplin, D. H., & Clark, H. (2012). Theory of change basics: A primer on theory of change. *New York, NY*. Retrieved from www.*Actknowledge*.org.

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning

interventions: A meta-analysis of follow-up effects. Child development, 88(4), 1156-1171. doi:10.1111/cdev.12864

Thompson, D. R. (2004). Organizational learning in action: Becoming an inviting school. *Journal of Invitational Theory & Practice, 10*, 52-72.

Visser, W., & Courtice, P. (2011). Sustainability leadership: Linking theory and practice. Available at SSRN 1947221.

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1997). Fostering Educational Resilience in Inner-City Schools. Publication Series No. 4.

Wanless, S. B., Groark, C. J., & Hatfield, B. E. (2015). Assessing organizational readiness In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice.* Guilford Publications. Retrieved from Amazon.com.

Wehby, J. H., Lane, K. L., & Falk, K. B. (2003). Academic instruction for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 11*(4), 194-197.

Weissberg, R. P., & Cascarino, J. (2013). Academic Learning + Social-Emotional Learning = National Priority. *Phi Delta Kappan, 95*(2), 8-13.

Williamson, A. A., Modecki, K. L., & Guerra, N. G. (2015). SEL programs in high school In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice.* Guilford Publications. Retrieved from Amazon.com.

Williford, A. P. & Wolcott, C. S. (2015). SEL and student-teacher relationships In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of*

social and emotional learning: Research and practice. Guilford Publications. Retrieved from Amazon.com.

Yin, R. K. (2014). *Case study research: Design and methods,* (5th ed.). Los Angeles: SAGE.

Young, J., & Schoenlien, A. (2017). School Transformation made simpe with The Invitational Education Toolkit. *Education Today, 17*(1), 10-12.

Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The leadership quarterly*, 10(2), 285-305.

Zins, J. E. (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. *Journal of Educational & Psychological Consultation, 17*(2/3), 191-210. doi:10.1080/10474410701413145

APPENDIX A

Appendix 1
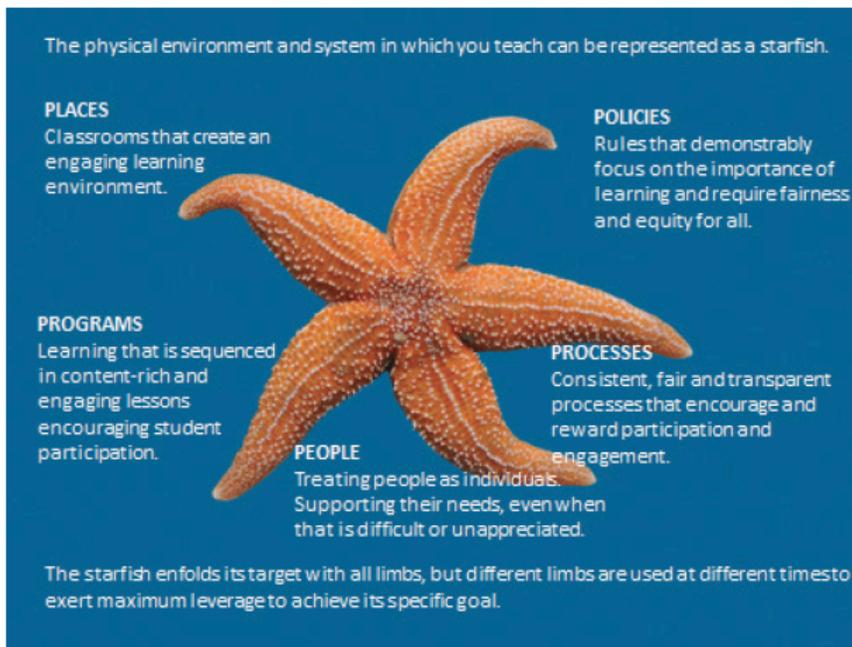
Figure from Young and Schoenlien (2017) showing the five P's and their connection to the educational setting.

Figure from ("Casel - Casel," 2018) showing their framework for SEL.

APPENDIX B

IRB Approval Letter

Institutional Review Board
University of Missouri-Columbia
FWA Number: 0002876
IRB Registration Numbers: 00000731, 00009014

482 McReynolds Hall
Columbia, MO 65211
573-882-3181
irb@missouri.edu

August 20, 2019

Principal Investigator: Timothy R. Walker (MU-Student)
Department: Educational Leadership-EDD

Your IRB Application to project entitled THE EXPLORATION OF CHALLENGES TO INVITING SOCIAL EMOTIONAL LEARNING IN THE SECONDARY SUBURBAN CLASSROOM was reviewed and approved by the MU Institutional Review Board according to the terms and conditions described below:

IRB Project Number	2014808
IRB Review Number	248171
Initial Application Approval Date	August 20, 2019
IRB Expiration Date	August 20, 2020
Level of Review	Exempt
Project Status	Active - Exempt
Exempt Categories (Revised Common Rule)	45 CFR 46.104d(2)
Risk Level	Minimal Risk

The principal investigator (PI) is responsible for all aspects and conduct of this study. The PI must comply with the following conditions of the approval:

1. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
2. All changes must be IRB approved prior to implementation utilizing the Exempt Amendment Form.
3. The Annual Exempt Form must be submitted to the IRB for review and approval at least 30 days prior to the project expiration date to keep the study active or to close it.
4. Maintain all research records for a period of seven years from the project completion date.

If you have any questions or concerns, please contact the MU IRB Office at 573-882-3181 or email to muresearchirb@missouri.edu.

Thank you,
MU Institutional Review Board

Site Location Approval Letter

Project Screening Action – District Level

To: Timothy Walker

From: Dr. ▮▮▮▮▮▮▮▮▮
Assessment & Research

Date: 5/2/2019

Project Title: *The Exploration of Barriers to Inviting Social Emotional Learning in the Secondary Suburban Classroom*

Your research project has been reviewed and the project has been:

____x____ approved

_____ not approved

_____ conditional approved based in changes to be made

Clarification/Comments:

This project has been assigned the following number for identification purposes:

Project Number: 2019_18_TW

Please submit a copy of the completed project to our office.

If further clarification is needed concerning this action, please contact:

APPENDIX C

Informed Consent

1. Gatekeeper Permission for Administrator and Educator Participation Letter

2. Gatekeeper Permission for Administrator and Educator Participation

3. Letter of Informed Consent - Educator Participant

4. Informed Consent from Leader Participant

Gatekeeper Permission for Administrator and Educator Participation

School District

Dear <name>,

I would like to request your permission to invite applicable educators in your district to participate in a research study entitled: *The Exploration of Barriers to Inviting Social Emotional Learning in the Secondary Suburban Classroom.* I am examining barriers to the inclusion of Social Emotional Learning with in the Secondary Suburban classroom. Focus groups, interviews, survey results, and document analysis will be examined through the lens of Invitational Education to ascertain what inhibits teachers from explicitly assessing and addressing Social Emotional Learning Standards set forth by the State of Kansas. The results will help inform both the local school and district which components are viewed as obstacles by teachers when addressing these topics in their classroom. This study is part of my dissertation research for a doctoral degree in Educational Leadership and Policy Analysis from the University of Missouri-Columbia.

For the study, archival survey results based on Social Emotional Learning will be requested and the results used to drive the subsequent focus groups and interviews. Utilizing the survey results, teachers will be asked to participate in a focus group to further explain their perceptions of what is holding them back from using the Social Emotional Learning Standards. Additionally, the administrator of the building will be interviewed to discover their perception of Social Emotional Learning and how they currently support it in their school. A copy of the interview protocol, focus group, and informed consent forms are attached for your review.

Participation in the study is completely voluntary. The participants may withdraw from

participation at any time they wish without penalty, including in the middle of or after

completion of the interview. Participants' answers will remain confidential, anonymous, and

separate from any identifying information. The researcher will not list any names of participants

in their dissertation or any future publications of this study.

Please do not hesitate to contact me with any questions or concerns about participation either

by phone at (816)806-9948 or by electronic mail at trwxb6@mail.missouri.edu. In addition, you

are also welcome to contact the dissertation advisor for this research study, Dr. Barbara Martin,

who can be reached at 660-543-8823 or by email at bmartin@ucmo.edu.

If you choose to allow me to contact administrators and educators regarding participation in this

study, please complete the attached permission form. You should retain a copy of this letter and

your written consent for future reference.

Thank you for your time and consideration.

Sincerely,

Timothy Walker

Doctoral Candidate

INFORMED CONSENT FOR FOCUS GROUP PARTICIPANT

You are invited to participate in the study *The Exploration of Challenges to Implementing Social Emotional Learning in the Secondary Suburban Classroom* conducted by Tim Walker, doctoral candidate at the University of Missouri-Columbia. By agreeing to participate you understand the following:

- Your participation is voluntary and may be withdrawn at any point before culmination of the study.

- Your responses will be used for dissertation research and for potential future journal publications.

- Your identity will be kept confidential in all phases of the research.

- A focus group will occur in-person at a predetermined time, lasting approximately one hour in length.

Question should be directed to: Tim Walker, 10400 Barton St, Overland Park, KS 66214 or Email to trwxb6@mail.missouri.edu.

INFORMED CONSENT FOR INTERVIEW PARTICIPANT

I, _____, agree to participate in the study *The Exploration of Barriers to Implementing Social Emotional Learning in the*

Secondary Suburban Classroom conducted by Tim Walker, doctoral candidate at the University of Missouri-Columbia. I understand the following:

- My participation is voluntary and may be withdrawn at any point before culmination of the study.

- My responses will be used for dissertation research and for potential future journal publications.

- My identity will be kept confidential in all phases of the research.

- An interview will occur in-person at an agreed upon time, lasting approximately one hour in length.

Please keep the consent letter and a copy of the signed consent form for your records. If you choose to participate in this study, please complete the attached **signed consent form,** seal it in the enclosed envelope, and return to Tim Walker as soon as possible. ***Please to be sure and include contact information so interview plans can be made and communicated to you.***

I have read the material above, and any questions that I have posed have been answered to my satisfaction. I voluntarily agree to participate in this study.

Signed: _____ Date:

_____

Title/Position:

_____

Contact Information:

Phone _____ (circle one)   WORK   HOME   CELL

Best time for contact:

_____

E-mail:_____

Please return to: Tim Walker, 10400 Barton St, Overland Park, KS 66214 or Email to

trwxb6@mail.missouri.edu

APPENDIX D

Data Gathering Protocols

Teacher Survey

Focus Group Protocol: Classroom Teachers

Interview Protocol: Building Administrator

Observation Protocol: Informal

Observation Protocol Formal

Document Analysis Protocol

Welcome to the research survey!

We are interested in understanding Social Emotional Learning in the Secondary
Suburban setting. You will be presented with information relevant to Social
Emotional Learning in the Secondary Suburban setting and asked to answer some
questions about it. Please be assured that your responses will be kept completely
confidential.

The study should take you around 10 minutes to complete, and you will receive no
incentive for your participation. Your participation in this research is voluntary. You
have the right to withdraw at any point during the study, for any reason, and without
any prejudice. If you would like to contact the Principal Investigator in the study to
discuss this research, please e-mail Timothy Walker at trwxb6@mail.missouri.edu.

By clicking the button below, you acknowledge that your participation in the study
is voluntary, you are 18 years of age, and that you are aware that you may choose
to terminate your participation in the study at any time and for any reason.

Please note that this survey will be best displayed on a laptop or desktop
computer. Some features may be less compatible for use on a mobile device.

On most days, how enthusiastic are the students about being at school?	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
To what extent are teachers trusted to teach in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How supportive are students in their interactions with each other?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are the relationships between teachers and students?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How optimistic are you that your school will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic

How often do you see students helping each other without being prompted?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How easy do you find interacting with students at your school who are from a different cultural background than your own?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How comfortable would you be	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable

incorporating new material about people from different backgrounds into your curriculum?				
How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easy would it be for you to teach a class with groups of students from very	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy

different religions from each other?				
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easily do you think you could make a particularly overweight student feel like a part of class?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable

When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How possible do you think it is for your students to change how much talent they have	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How possible do you think it is for your students to change how much effort they put forth	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How possible do you think it is for your students to change how well they behave in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

How possible do you think it is for your students to change how much they like the content in your class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How possible do you think it is for your students to change how easily they give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How possible do you think it is for your students to change their intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
To what extent can teachers increase how much their most difficult students learn from them?	Cannot increase at all	Can increase a little	Can increase somewhat	Can increase quite a bit	
How easily can teachers change their teaching style to	Not at all easily	Slightly easily	Somewhat easily	Quite easily	

match the needs of a particular class?				
To what extent can teachers improve their implementation of different teaching strategies?	Cannot improve at all	Can improve a little	Can improve somewhat	Can improve quite a bit
How possible is it for teachers to change their ability to work with dissatisfied parents?	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change
How much can teachers improve their classroom management approaches?	Cannot improve at all	Can improve slightly	Can improve somewhat	Can improve quite a bit
To what extent can teachers change their intelligence about the subjects that they teach?	Cannot change at all	Can change a little bit	Can change somewhat	Can change quite a bit

Over the course of a school year, to what extent can teachers improve the clarity of their explanations of challenging concepts?	Cannot improve at all	Can improve slightly	Can improve somewhat	Can improve quite a bit	
How possible is it for teachers to change how well they relate to their most difficult students?	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	
If your students have a problem while working towards an important goal, how well can they keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do your students stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are your students to continue to pursue one of their current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When your students are working on a project that matters a lot to them, how focused can they stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If your students fail to reach an important goal, how likely are they to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

Focus Group: School Instructors

Date: Start Time:

Introduction:

Thank you for taking the time to discuss your experience with social emotional learning. Your insight will help in assessing the need for the explicit teaching SEL in the general education setting.

During the process, keep in mind there are no right or wrong answers. Your perspective is unique to you and I encourage to express even it is opposite of others' in the room. Feel free to question, probe, disagree, or encourage dialog with each other if you find yourself needing more explanation of someone's response. I am here to ask listen, probe, and be sure that there are a variety of viewpoints offered. Please speak up and remember only one person should talk at a time.

Our session will last about 60 minutes, and we will not be taking a formal break. While the nature of a focus group makes it impossible to provide complete anonymity, the evaluator will maintain your confidentiality during future reporting. No names will be included in any reports. Let us begin by going around the room and finding out more about each other.

Just to begin state you name, current position and subject, tenure in it, and other grade levels with whom you have worked.

Question   Research Q#

1. Tell me about your understanding of social emotional learning?

   Follow-up: Tell me about your experience with SEL?

2. Tell me about your experience with the standards for SEL for the

   state of Kansas?

   Follow Up: Why do you think the state created these?

3. What barriers would present themselves should we adopt a   RQ #4

   school wide program for teaching and assessing SEL?

   Follow-up: who do you feel is responsible for teaching these

   skills to students?

4. If you were to plan a program to address SEL, who would you

   include in the process?

5. Where do see teachers/admin/parents/businesses fitting into a   RQ #3

   program? RQ #3

6. When working with students, how do you see students utilizing   RQ #1

   SEL?

7. What would impede the introduction of a comprehensive SEL   RQ #5

   program? RQ #3

8. What changes would need to occur to have a comprehensive   RQ #3

   SEL program?

9. Are there other supports or training you would need to teach   RQ #3

   SEL?

Interview: School Administrators

Date: Start Time:

Introduction:

Thank you for taking the time to discuss your experience with social emotional learning.

Your insight will help in assessing the need for the explicit teaching SEL in the general

education setting.

During the process, keep in mind there are no right or wrong answers. Your perspective

is unique to you and I encourage to express it. I am here to ask listen, probe, and be sure

that there are a variety of viewpoints offered. Please speak up and remember only one

person should talk at a time.

Our session will last about 60 minutes, While the nature of an interview makes it

impossible to provide complete anonymity, your confidentiality will be maintained by the

evaluator during future reporting. No names will be included in any reports. Let's begin.

Just to begin state you name, current position, tenure in it, and other grade levels with

whom you have worked.

 Question   Research Q#

1. Tell me about your understanding of social emotional learning?

   Follow-up: Tell me about your experience with SEL?

2. Tell me about your experience with the standards for SEL for

   the state of Kansas?

Follow Up: Why do you think the state created these?

3. What challenges would present themselves should we adopt a   RQ #4

   school wide program for teaching and assessing SEL?

   Follow-up: Who do you feel is responsible for teaching these

   skills to students?

4. If you were to plan a program to address SEL, who would you

   include in the process?

5. Where do see teachers/admin/parents/businesses fitting into a   RQ #3

   program? RQ #3

6. When working with teachers, how do you see teachers teaching   RQ #1

   SEL?

   Follow up: is there other support teachers would need to do

   teach SEL?

7. What would impede the introduction of a comprehensive SEL   RQ #5

   program in the classroom? RQ #3

8. What changes would need to occur to have a comprehensive   RQ #3

   SEL program included and assessed in the classroom?

Environmental Observation Checklist

Protocol for environmental observation to be completed in an empty class after the school

day.

4. Environment Inventory Date:_____ Classroom:_____ Observer:_____			
*Environment/Structures that Support Social and Emotional Development	N/A	Observed	Not Observed
Physical Environment…Look for:			
Classroom arrangement with active areas and quiet areas			
Children's names, art and work displayed in classroom			
Pictures/art of children and their families in the classroom			
Books and materials reflecting the cultures of children and their families			
Books and center materials include ways for children to learn about: • People's characteristics and traits and feelings • Caring for living things (classroom plant or pet) • Taking turns and cooperating (e.g., games and activities)			
Learning centers with adequate space for multiple children and are clearly defined so children understand (e.g., clear boundaries, marked by pictures/symbols, materials laid-out and easy to access)			
Welcoming classroom for children and families			
Schedules and Routines…Look for:			
Daily schedule is posted so teachers, assistants and volunteers understand			
Schedule includes a balance of structured and unstructured activities			
Schedule includes activities that encourage and teach sharing, turn-taking and cooperation			
Schedule includes opportunities for peer interactions, e.g., peer placement during activities, high interest materials, partnering.			
Transition times between activities is minimal (e.g., children are rarely waiting between activities)			
Summary			
How could the classroom environment better support the social and emotional development of children?			

Words and phrases posted in the room similar to or synonyms of the five SEL

Competencies:

Application Observation

Protocol for application observation to be done in 30-minute snapshots of a class period.

II. Adult's Behavior Scan Date:_____ Classroom: _____ # and Roles of Adults: _____ Observer: _____			
Adult's Behavior (teachers, assistants, and volunteers)	**Number of Times Observed**	**N/A**	**Total Times Observed**
Self -Concept and Self –Awareness…Look for adults:			
Using children's names; greeting children on arrival			
Using specific, positive reinforcement for good decisions, actions and behaviors; recognizing effort (e.g. "I like the way Andre is sitting on his shape!")			
Self-Regulation and Adaptability…Look for adults:			
Modeling appropriate self-control (e.g., staying calm, using warm tone of voice)			
Monitoring children's behavior and modifying plans when children lose interest in activities			
Using classroom management strategies consistently (e.g., using signals and cues, redirecting, transition songs/activities, timing down, varying speech/intonation)			
Relationships with Others…Look for adults:			
Using warm and responsive behavior and caring with children and other adults in the room			
Interacting with individual children, at eye level			
Guiding/coaching reluctant children to play with peers			
Helping children to learn from others, take turns and share (e.g., "after Lila has finished, it's Eli's turn")			
Acknowledging children's acts of kindness to others, positive interactions			
Accountability…Look for adults:			
Keeping directions to manageable numbers (e.g., 2-3 step directions, 3-4 rules at specific centers/activities)			
Explaining/reinforcing rules, routines and expectations; setting boundaries (e.g., "What do we do during group share? That's right! You wait to hold the 'my turn to talk' ball!")			
Potential Red Flags…Look for adults:			
Ø Not connecting to individual children; talking only to whole groups			
Ø Using negative or mostly directive language (e.g., "stop that!" "be quiet!"); yelling			
Ø No visual/verbal cues about rules/routines			
Ø No planned transition activities/strategies; no anticipation of transition			

Summary
To what extent did adults (teachers, assistants, volunteers) consistently demonstrate skills and competencies to support social and emotional development? What kind of support might the adults need?

NYS PreK Foundation for the Common Core: A Resource Tool for Social and Emotional

Learning updated 2017

Document Analysis Protocol

Name of Document:

Audience of Document:

Purpose of the Document:

Words and phrases within the document, which are similar to, or synonyms of the five
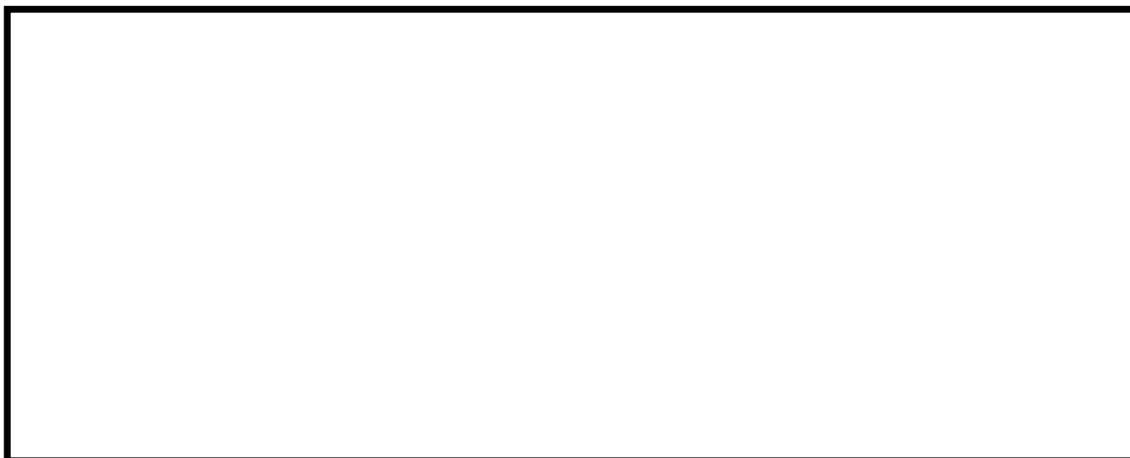
SEL Competencies:

VITA

Timothy Walker, Tim, was born in Kansas City, Missouri to Robert and Andrene Walker. He spent most of his formative year in Grandview, MO, graduating from Grandview High School in 1999. He completed undergraduate work at Emporia State University in 2004 with a Degree in Secondary Education in Business Education and a minor in Mathematics. His master's degree was completed in 2009 at the University of Kansas with an emphasis in Adaptive Special Education. University of Missouri – Columbia is where he completes his Educational Doctorate in Educational Leadership and Policy Analysis.

Beginning his teaching career as a Para-professional at Blue Valley West High school, Tim started having his own classroom at Harmon High School in Kansas City, Kansas. While there he taught Business, Mathematics, and Special Education. His next move came in 2011 to Blue Valley North High School in Overland Park, Kansas and then Blue Valley Southwest in Overland Park, KS, where taught students with emotional disabilities. Having completed 6 years in the Blue Valley District, he then started his current position as the Special Education Department Coordinator and Special Education Teacher at Shawnee Mission South High School in Overland Park, KS.

While working in Blue Valley and Shawnee Mission, Tim found his passion for Social Emotional Learning. He hopes to leverage his research to impact the classroom so students will feel welcome in all classrooms.

Currently, he lives in Overland Park, KS with his Wife, Lorna, and twin sons, Reid and Preston.