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The Journal of Invitational Theory and Practice (JITP) promotes the study, application, and research of invitational theory. It is an online peer reviewed scholarly publication presenting articles to advance invitational learning and living and the foundations that support this theory of practice, particularly self-concept theory and perceptual psychology.

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THE JOURNAL OF INVITATIONAL THEORY AND PRACTICE

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Editorial

The aspiration of the 2019 Journal of Invitational Theory and Practice (JITP) is to further advance the tenets of Invitational Education (IE). Advocates of IE theory know others are better served by inviting and modeling dialogue that promotes critical thinking. By contrast, showing contempt only destroys motivation and incites division. Therefore, let intentionality, care, optimism, respect, and trust (I-CORT) guide all your educational and leadership endeavors. May the year 2020 provide perfect clarity, many endeavors to nurture an intentionally inviting stance, and numerous opportunities to encourage optimal human potential.

The research and documented practices within the 2019 JITP reinforce how Invitational Education Theory and Practice provides an interdependent framework to empower people, places, policies, programs, and processes (the Five P's). The IE framework addresses "the total culture or ecosystem of almost any organization" (Purkey and Siegel, 2013, p. 104). Crucially, research involving documented practices herein exhibits the ease with which IE theory and practice reinforces other conceptual frameworks and approaches. Thus the "direction and purpose for all Invitational thought and action" (Purkey & Novak, 2016, p 11) sustains successful educational practices, thereby strengthening minds, freeing spirits, and enriching societies.

The JITP editor welcomes all opportunities to promote the study, application, and research of Invitational Theory and Practice (ITP). You and your colleagues are invited to submit scholarly papers that identify how ITP guides reform, sustains success, or reinforces best practices through research. To promote Invitational Theory and Practice to an international audience, scholarly articles within the JITP come from global sources, educational practitioners, organizational leaders, and multidisciplinary researchers. Prospective authors may email manuscripts to: JITPeditor@invitationaleducation.net Authors must follow specific guidelines (p.58) when submitting manuscripts for publication consideration,

Sincerely,

Chris James Anderson, Ed.D.
Editor of the 2019 Journal of Invitational Theory and Practice

Supporting Student Assets and Demonstrating Respect for Funds of Knowledge

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Abstract

Much has been written about the importance of culturally relevant pedagogy which can motivate and stimulate learning. Proponents of the Funds of Knowledge theorize that cultural relevance is founded on the student's culture, community, and family. These aspects of students' worldview are referred to as assets. The extent to which teachers learn about students' assets is termed Funds of Knowledge. To increase students' sense that they are a part of the classroom community, it is recommended that teachers learn about students' families, community, and culture. Understanding these assets can then be leveraged to intentionally invite students into learning that results from enhanced engagement, cognition, and comprehension. Appreciation for the exchange between teacher and student of the assets attributed to Funds of Knowledge theory aligns with Invitational Education theory and practice, which encourages personal and professional opportunities to be intentionally caring, optimistic, respectful, and trusting toward others' pursuit of their human potential. Research indicates teachers that implement tenets of these theories foster a positive learning environment that promotes their students' self-concept.

Keywords: Funds of Knowledge, Invitational Theory and Practice, English Language Learners, Cultural Respect, Culturally Relevant Experiences

Introduction

Invitational Education (IE) theory and practice, suggests teachers should be personally inviting with students, which is one of the steps in the "Four Corner Press of being personally and professionally inviting with one's self and others" (Purkey & Novak, 2016). For students to feel that they belong in the classroom community, teachers should learn about their students' families and outside interests, as well as willingly share information about themselves and their own activities outside of the classroom. The Funds of Knowledge framework postulated by Moll (2001), refers to this reciprocal knowledge as "assets."

Assets are personal and contain knowledge of the student gained from the student's family, community, culture or their religion. Culture relates to the customs and practices that students bring to the learning environment. These include the traditions, languages, dialects, worldviews, literature, art, etc. that a teacher can draw upon to support learning. Community denotes common backgrounds and experiences that students bring from where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can leverage for learning. Both the Funds of Knowledge framework and IE theory and practice promote respect by

encouraging autonomy and sharing the responsibility for learning with the student. Educators with an IE mindset respectfully invite students to share their interests and needs on issues that influence their own learning (Purkey & Novak, 2016).

Assets are specific background information that a student brings into the learning environment. Students may bring interests, everyday experiences, family backgrounds, and academic previous knowledge, which a teacher can draw upon to support learning (Purkey & Novak, 2016; Moll & González, 1996). Both the Funds of Knowledge framework and IE theory encourage embracing students' prior knowledge from lived experiences in both the home and in their community as useful for the transference of knowledge from student to teacher (Purkey & Novak, 2016; González, Moll, & Amanti, 2005). A research scenario established for a study by Moll et al. (2009) allowed teacher-participants to take the role of co-researchers, whereby teachers visited their students' homes and community to learn about their lives outside of school. During the study, this activity connected the teacher-participants with their students' worldview. The result was increased perceptions of a more inclusive classroom environment. When a teacher extends an invitation to join a lesson, that teacher exhibits an intention to lead her or his class in an instructional activity whereby students feel encouraged to take part in the learning process.

Background

An intentionally inviting teacher understands that some students may accept the teacher's invitation while others may decline it. Crucially, the student's choice is to be respected. Teachers invite autonomy as an inclusive practice. IE theory supports autonomy as an "ethical" approach used by inviting teachers to share the responsibility of learning (Purkey & Novak, 2016, p. 8).

Managing learning styles and the freedom to participate influences the student's ability to make a choice to learn. The sharing of responsibility is demonstrative of mutual respect. This initiative taken from Invitational Education theory (Purkey & Novak, 2016) allows teachers to manage their classrooms and educate their students with dignity and empathy rather than with punitive measures. This IE practice is supported by the Funds of Knowledge framework.

While cultural assets may influence a student's learning style and/or participation, the intentionally inviting educator is mindful of student characteristics and develops a curriculum that makes allowances for freedom. Furthermore, utilizing the Funds of Knowledge framework allows administrators and teachers to build curricula around the events and situations observed in households and in the community to then leverage increased understanding of student strengths as a foundation for learning within the classroom. Implementation of IE theory and the Funds of Knowledge framework can serve as an instructional support for successful learning. This is most clearly evident in relation to ELLs, diverse learners, and students with individual education programs. Especially with these populations, learning is personalized with more meaningful learning outcomes realized when aligned with the student's social schema.

Review of the Literature

Research on the extent to which culturally relevant educational methodology may activate cognitive processes to facilitate learning has been ongoing for decades. IE theory and practice conceptualized transfer of knowledge is mediated by the relationship between student's prior knowledge and classroom learning. Advancing self-concept theory and perceptual psychology,

Purkey (1970) examined self-concept and academic achievement, focusing upon the relationship between self-esteem and students' school achievement. Initial research found effective educator efforts to facilitate learning and academic development encouraged productive social interactions (Purkey, 1970). Given Purkey's belief that humanistic cognition is built on the foundation of self-esteem and achievement, both IE theory and the Funds of Knowledge framework are based upon socio-cultural interactions.

The worldview that a student gathers from lived experiences is useful in both the home and in their community. The transference of this knowledge from student to teacher can be facilitated by the intentionally inviting educator (Purkey & Novak, 2016; González et al., 2005). A study by Moll et al. (2009) described teachers' role as co-researchers, while exhibiting IE tenets and exploring the efficacy of Funds of Knowledge. Five teachers visited the community to learn about students' lives in their cultural contexts to connect with the students and then intentionally invite sharing of life experiences within their classroom environment. This study sought to investigate the phenomenon of using Funds of Knowledge to promote a more inclusive, intentionally inviting classroom environment that positively influences student success.

Significance of the Study

This demonstration study herein examined mutual respect that addresses behaviors and beliefs at both the teacher and student level (Reeve, Jang, Carrell, Jeon, & Barch, 2004). Utilizing the assets gained from the Funds of Knowledge framework in this manner allows administrators and teachers to design a curriculum derived from sociocultural linguistics that is infused with challenges that associate with student strengths. Considering the value that humanists place on relationships, Purkey (1967) cited how the self was a social product comprised of perceptions and interactions with the environment. Purkey and Siegel (1968) were known to train educators in a more personal and humanistic approach to use in their teaching. Culturally relevant pedagogy and the collection of previous knowledge and interests as assets for learning were addressed by Purkey and Siegel as early as 1967. The importance of these assets is now firmly affixed within the domains, core elements, and tenets of Invitational Education (IE) theory and practice (Purkey & Novak, 2016).

Intentionally inviting educators can leverage the strengths and assets gained from knowledge of their students to offset potential academic deficits by building relevance into the curriculum with themes drawn from the information and interests observed during the student's home or a community visit (Esteban-Guitart & Moll, 2014). The cultural differences between teachers and their diverse students can impact a student's learning (Rodriguez, 2013). Parallel to the Funds of Knowledge framework (Moll, 2009), an IE theory and practice mindset can support an educator's endeavor to learn about the students' strengths and interests. Therefore, the information can be infused into the curriculum and lesson planning which builds upon prior learning and academic skillsets. The curriculum plan relies on a learning context that is inclusive of demographic discovery of all students' abilities, instructional resources including technology and academic staff. However, too often curricula fail to provide the rich cultural knowledge that an individual can bring into the classroom (McLaughlin & Calabrese Barton, 2013). As a result, McLaughlin and Calabrese Barton (2013) developed an elementary level science curriculum that

intentionally taps into this wealth of knowledge. Their learning platform intentionally invites pedagogical procedures that optimize motivating forces for sustained learning.

For this study, the author explored these concepts in relation to the academic reading practices within a college classroom. The current structure of college developmental reading remediation is the support of deficits using out-of-context reading strategies and vocabulary instruction (Hofsetter, 2003). This is a bottom-up strategy particularly disadvantageous for diverse learners who have limited academic language proficiency upon which to build and therefore rely on their basic intercommunication skills for learning, such as is the case with ELL, diverse, and students with language-based disabilities. The reliance on use of their basic communication skills aligns with the utilization of a student's social strengths to scaffold for learning. Moll et al.'s (2014) research design centered on the ELL elementary students and elementary school teachers. Students may mature or changes in perceptions may occur in the ways in which students relate with teachers and peers. Hence, the initial premise for this study stemmed from Moll's preliminary work to provide insight on this phenomenon with students at the college level.

Methodology

The current study utilized a case study research design to describe cultural relevance, student characteristics, and social learning in an academic reading section for ELL college students. The current study attempted to identify themes in present in order to understand the culturally relevant experiences of the ELLs in their educational environment (Hatch, 2002). This case study took place in an educational setting, where data was collected through classroom observations and personal interviews designed to triangulate and demonstrate relationships that emerged during data analysis (Creswell, 2003). The participant pool consisted of heterogeneously grouped first-year college students attending English immersion classes that were typically categorized based on three areas of ELL proficiency:

1) Exhibiting varying levels of academic and English-language proficiencies,
2) Being an English-Language Learner,
3) Having received majority of formal education outside of the United States.

Instrumentation

Observation guide and an Academic Conversations Checklist as a matrix containing dimensions related to cultural relevance (Moll, 2001). The purpose was to record culturally relevant conversations present in academic reading classes for English- language Learners. The checklist was inspired by Miller (2010), an advocate for English- language Learner students. Miller (2010) describes factors in a classroom that may direct education professionals to implement effective teaching strategies.

The faculty observations were intended to identify characteristics about English-language Learner faculty that may enhance culturally relevant classroom conversations. Moll et Al., 2009, investigated the teacher's ability to learn about the identity of their learners, Funds of Knowledge, hence supporting instruction in the classroom and further instructional practices.

A student interview guide questions were intended to capture the experiences as perceived from the English-language Learner. The interview questions inspired by Tare and Gelman, (2010) who write about the bilingual student's ability to use two languages for a different set of circumstances and how students can transition between languages corresponding to the level of

difficulty of tasks. A secondary source to support these questions are founded in the works of Vygotsky (1978). Vygotsky postulated that students learn through the social context of the lesson from the More Advanced Other. The More Advance Other could be the instructor or classmate peers (Moll, 2014).

Procedures

Data Collection consisted of interviews and observations. The personal interviews were held with 15 English-language Learner students. The classroom observation took place during academic English reading class. The observation focused on the frequency of culturally relevant themes and pedagogy, teacher-student interactions, and student-student communication. The duration of the observation was scheduled to extend for the 1.5 hours class.

Data Analysis

The data was transcribed into NVivo qualitative research software. NVivo is used for qualitative data analysis and was designed to analyze rich narrative based information. The NVivo software program organized the narrative transcriptions to yield a report identifying themes and patterns from the collected data. Themes were then analyzed investigating for emerging themes and patterns of English-Language Learner student responses, reading faculty responses, and observations. All relevant sub-themes were merged into the resulting overall themes. Finally, cases yielding erroneous information were reviewed for further inquiry.

Results

The results indicated three major themes/patterns emerging from the phenomena: *Cultural Relevance, Social Learning*, and *Student Characteristics*.

Cultural Relevance: This theme was informed by coding cultural awareness, cultural characteristics of the learner, culturally informed interests, and teacher knowledge of cultural facts of and from the students. Students reported wanting more opportunities to discuss their culture and reported that they felt that the teacher should learn their culture as well as sharing them about American culture.

Social Learning: This theme contains four categories including collaboration/sharing with mentor (i.e. teacher, advanced student peer), academic support, and social strengths." and that the "students are non-participatory," suggesting that the students lack the experiences communicating with teachers and other students.

Student Characteristics: This theme may be informed by a student's culture, family, and community.

A noteworthy extended theme also revealed *self-regulated learning*.

Conclusion

Moll's (2009) theory explained how the students' personal resources can be tapped into for optimal learning (Funds of Identify). These assets are what one develops from culturally relevant exposure to situations learned within households and from the community. The transfer of this knowledge from the student onto the teacher is termed, Funds of Knowledge. The present study supported the IE mission to promote intentionality, care, optimism, respect, and trust (I-CORT).

Funds of Knowledge describes learning students gain from their family, community, and cultural background (2005). A characteristic of the Funds of Knowledge theory concerns personal resources. Educators can leverage the strengths gained from students' Funds of Identity to offset their academic deficits by building the curriculum with themes that align with the strengths or patterns observed in the English-Language Learner's home or community (Esteban-Guitart & Moll, 2014). During the analysis of the interview data, this theme emerged recurrently as the social culture of the student learner was a major consideration within the dynamics of this learning context. Thus, the experiences the student participants held had shaped their in-class behaviors. For the purpose of this discussion, an inviting teacher informed by this knowledge understands that his or her exposure to the Eastern educational philosophy, may have affected the student's classroom behaviors which then, contributed to a passive disposition. Furthermore, embracing student characteristics fostered a positive learning environment and avoided common characteristic of low self-efficacy. Through an analysis of his research, Rodriguez (2013) postulated the cultural differences between teachers and diverse students can impact student learning. Therefore, when aligned with tents of IE, embracing the Funds of Knowledge can support educators' endeavor to learn about student strengths and interests and avoid miscommunications that interfere with learning.

Unfortunately, many curriculums fail to capture the rich equity that a student brings into the classroom (McLaughlin & Barton, 2012). The student participants in this study recognized that the focus of their instruction was to successfully read English so that they could continue into college credit-bearing courses. The curriculum from the present study outlined thematic lectures focusing on reading skills and objectives. Vocabulary instruction was an important aspect noted by the participants. The participants employed self-regulation with use of technology for assistance. Students' motivation, self-regulated learning, and technological savvy exemplified the student's strengths and leveraged sustained learning as suggested by Esteban-Guitart and Moll (2014). Developing a curriculum that embraces Funds of Knowledge ideology and an IE mindset would be respectful of each student's worldview and effectively bring the assets of knowledge from the family, community, and culture into the classroom.

The current study revealed patterns of culturally relevant academic conversations, factors related to reading acquisition, and the resulting implications for the college-bound English-language Learner. The study also provided details about the careful and respectful identity of the learner, which included student characteristics, student role association, and learning behaviors. All of these were informed by one's culture. Consistent utilization of Funds of Knowledge aligned with a mindset willing to implement IE's I-CORT tenets was shown to empower students and improve programs. Recognition of the parallel between IE and Funds of Knowledge provides insight for the pedagogical practices for English-language Learners. The findings herewith may also generalize to all students. This discussion has revealed interesting information about cultural relevance and the culturally relevant characteristics, or assets that may support the IE educator. Therefore, utilizing IE theory and practices to support student assets through respect for their Funds of Knowledge demonstrates intentionality, care, optimism, respect, and trust.

Relevance for Future Practice

Existing reading instruction practices may fail to recognize the culturally relevant learning experiences of ELL students or their funds of identity. Funds of Knowledge and IE practices play a pivotal role for the educator in understanding student motivation, priorities, and familial values as shown with research on student socialization (Purkey & Novak, 2016; Zayas & Solari, 1994). Implementing Funds of Knowledge and intentional invitations to succeed into college programs could tailor remediation practices to further student engagement, academic reading acquisition, and ultimately college success. Effective educators implementing IE practices can utilize motivation as an intrinsic force that is unique to each person and cannot be bought with stickers, rewards, and other extrinsic reinforcers (Purkey & Novak, 2016). The effective IE educator realizes that the "how" process is equally as important as the outcome. An educator that respects the Funds of Knowledge framework and advocates for IE practices understands positive relationships are best explained by the need for "care", a core element of IE theory. Caring teachers exhibit empathy, warmth, and positive regard for their students and themselves (Purkey and Novak, 2016).

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How an Intentionally Inviting Play Library Benefits Young Children and the Community

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Abstract

A qualitative case study sought to investigate the impact of a recently opened Play Library in Istanbul, Turkey upon the acquisition and development of literacy and creative reading culture for attending children and their families. The research was carried out among pre-schoolers from different ethnic and cultural backgrounds attending the Şişli Feriköy Kitap Okuyan Çocuklar (Children Reading Books) Play Library, which was the third Play Library opened in Turkey. *Kitap Okuyan Çocuklar* is a civil society group that works to establish local children's spaces, blending the concepts of play-centers, children's libraries, and family-centers as found in Western countries. The qualitative methods utilized during the research employed direct observation, interviews and questionnaires with stakeholders, which included librarians, children and their families.

Keywords: Children's libraries, Şişli Kitap Okuyan Çocuklar Play Library, diverse cultures, the impact of children's libraries, children, family involvement literacy, emergent literacy.

Introduction

Play libraries that have been recently opened could play a crucial role in young children`s lives in Turkey. In order to see how a play library affects the lives of young children and their families, the researchers carried out a study of the Play Library located in the cosmopolitan district of Şisli in Istanbul to examine the Play Library's impact upon children's emergent literacy skills, socialization, and cultural sensitivity development. Located in what has been one of the most multi-cultural districts of Istanbul since Ottoman times, the Şişli Play Library offers a multicultural hub for families and children to promote creative book-reading, emergent literacy, children's artistic endeavours, cultural awareness, and imagination, while helping the children discover their interests. Even though there are hundreds of existing children's libraries in Turkey, a Play Library seeks to bring a new perspective. While traditional children's libraries serve to lend books, they only provide books, tables, and chairs. By contrast, a Play Library introduces regular creative reading sessions, art and craft activities, sensory play activities, play units such as kitchens, repair shops, and green grocers. The researchers observed the engagement of children within the Play Library in relation to development of their literacy skills, socialization, and cultural sensitivity. During the study, qualitative methods that included interviews and questionnaires with stakeholders as well as direct, on-site observations were conducted. Participating stakeholders included the librarian, children attending the Play Libraries programs, and the children's families.

Significance of the Study

One important aspect of this study was the realization of how Invitational Education theory and practice was embedded in the desire to examine the impact of intentional invitations upon the effectiveness of play libraries in Istanbul. According to Purkey and Novak (2016), as an imaginative act of hope, Invitational Education (IE) "is a theory of practice. It is designed to create and enhance human environments that cordially summon people to realize their potential in all areas of worthwhile human endeavor" (p vii). By understanding the nature of "signal systems," practitioners of IE theory seek to "identify and change those forces that defeat human potential" (vii). Following the presentation of this study at the 2019 IAIE World Conference, the authors were encouraged to further reflect upon and explicate how Invitation Education theory and practice impacted the study and the development of play libraries in Turkey. This paper will therefore describe the genesis of the play library as an imaginative act of hope and how being an advocate of principles found in IE theory and practice helped identify and change the forces that defeat and destroy human potential. Essentially, this case study describes how the Şişli Play Library created and enhanced human potential. Ideally, this case study will provide insights into the connections that motivates us as human beings to bring about change for the better and to be able to touch others in a positive manner.

Background

Where and how did this case study begin? The study started off with a meeting between the two authors, Ms. Akçay-Duff, a civil activist who founded the civil society group *Kitap Okuyan Çocuklar,* whose purpose was to open Play Libraries in Turkey, and Dr. Edizer-Shine, a lecturer in Early Childhood Education in Istanbul Bahçeşehir University. As a civil activist, Ms. Akçay-Duff was busy trying to persuade local governments to open play libraries in an effort to support families and children from diverse cultures. It became clear to the writers that play libraries could provide an important service on multi-dimensional levels. In developing the concept for *Kitap Okuyan Çocuklar,* everything was imagined and designed to the last detail including: Support, emergent literacy skills, site placement, and the provision of a positive environment open to all people from diverse socio-economic status and cultures.

Play libraries are places where children can play and enjoy books. The Şisli Play Library in Istanbul includes a little stage and several learning corners. Parents come with their children to the Şisli Play Library and spend time there with their children.

The librarian that works at what is now the Şisli Play Library had some experience working with children having earned her baccalaureate degree in child development. The librarian sought to prepare developmentally appropriate activities with the parents for the children who come to the Play Library. Seeing greater potential, leaders of *Kitap Okuyan Çocuklar* documented every single detail and doggedly endeavoured to convince Istanbul government officials of the importance of play libraries. Having been convinced of the project's potential, Ms. Edizer-Shine gave support to Ms. Akçay-Duff in convincing city municipalities to actualize the project. Financial support was won after emphasizing the crucial role that the Play Library Project would have in helping diverse children develop emergent literacy skills and for their family's language development. As a mother, Ms. Akçay-Duff effectively demonstrated the positive impact a play library would have upon the diverse Istanbul community. As a result, several play libraries, including the Şisli Play Library, were established in Turkey. They all began through an imaginative act and an inviting mindset.

Statement of the Problem

How did the Şisli Play Library Project change negative forces that have the potential to hinder human potential? One of the most important aspects of this project is that participating in the Şisli Play Library activities is cost-free and open to every family regardless of their socio-economic status. Conceptually, being free encouraged diverse participation and mitigated the negative impact that being from lower socio-economic status has on the opportunity for children and their parents to reach their human potential.

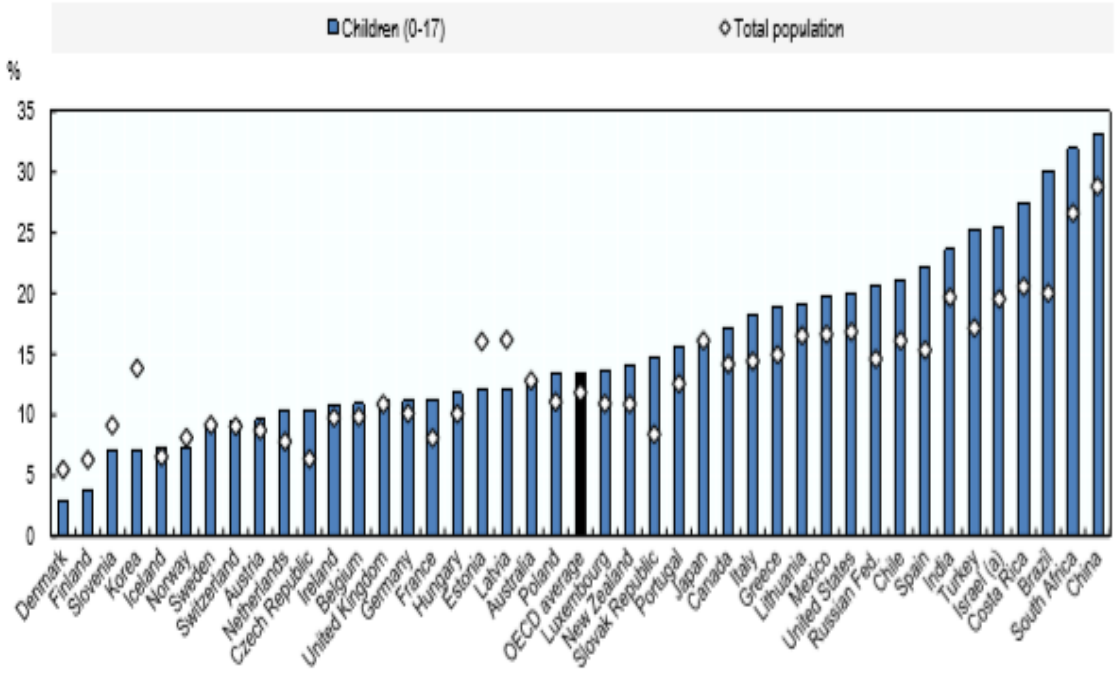
Research has documented the negative impact of being of lower socio-economic status upon children's potential and the positive impact of governmental support (Meyer & Wu, 2018). Being of lower socio-economic status in Istanbul is associated with deprivation and negatively impacts children as they do not have as easy access to learning and education as the children of families from middle or upper socio-economic levels. Poverty impacts children in many ways and leads to an improvised life style that has adverse consequences for children. Some of the visible negative impacts include hunger, emotional instability, health issues, and feelings of not being safe. Children in poverty also have more issues related to academic achievement, social and emotional development problems, and behavior issues (Caldwell, 2014). The health of an impoverished child can also be compromised through obesity. Obesity issues do not relate to overeating alone but rather to stress and unsafe living situations. As a result, children can develop immune and cardiovascular system problems and adverse developments that can also affect their neuroendocrine and cortical systems, which have further connection to ineffective learning and decision-making (Aber, Morris, & Raver, 2012).

According to a study conducted by the Bahçeşehir University Center for Economic and Social Research (BETAM), the rate of children in Turkey living in poverty is 38 percent. For 2016, an increase of 1.6 percent was observed. Therefore, based on the European Union standards for poverty used by the BETAM researchers, more than one out of every three children in Turkey live in poverty. As confirmation, the Organization for Economic Cooperation and Development (OECD) chart below identifies the child relative income poverty rates for 43 countries as of 2015. Turkey ranks number six in the comparison. China was identified as having the largest percentage of children living in poverty. By contrast, Denmark had the lowest percentage of children living in poverty.

It was believed that play libraries could significantly impact the literacy and socialization of children living in poverty. The Şisli Play Library was conceived as a place where children and parents from diverse socio-economic statuses or religious backgrounds were welcomed. Regardless of race, ethnicity or even religious backgrounds, diverse people were intentionally welcomed to attend and participate in the Play Library programs. The Play Library's conception was consistent with an invitational mindset, that should consistently exhibit intentionality, care, optimism, respect, and trust (I-CORT). As such, children and parents would be greeted and welcomed into the Şisli Play Library and thereby encourage further participation in programs and activities. The goal was to ensure anyone walking through the door felt just as important and valuable as any other person.

OECD Family Database http://www.oecd.org/els/family/database.htm
OECD - Social Policy Division - Directorate of Employment, Labour and Social Affairs

Chart CO2.2.A. **Child relative income poverty rate, 2015 or latest available year**
Relative income poverty rate (%), for the total population and for children (0-17 year-olds)



Note: Data are based on equivalised household disposable income, i.e. income after taxes and transfers adjusted for household size. The poverty threshold is set at 50% of median disposable income in each country. Data for China, India and the Russian Federation refer to 2011, for Japan to 2012, for Brazil to 2013, and for Australia, Hungary, Iceland, Mexico and New Zealand to 2014.
a) The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.
Sources: OECD Income Distribution Database

Review of the Literature

Invitational Education Theory provides a framework for assessing and monitoring organizational climate. Rather than suggesting a quick-fix, the framework encourages ongoing vigilance before affirming sustained change. Vigilance is required because changing how a learning community operates requires transforming its people (Asbill, 1994). Reform requires systemic change, a metamorphosis, based on analysis of the people, places, policies, programs, and processes, which are collectively known in IE literature as the 5-Ps. This structural analysis of climate discerns whether any part of the whole is disinviting (Schmidt, 2007).

Intentionally inviting behaviors, as exhibited by leaders, optimize an organization's climate (Asbill, 1994; Purkey & Siegel, 2013; Schmidt, 2007; Smith, 2015). An empirical study by Anderson (2016) increased understanding of how demonstrated or applied emotional intelligence behaviors correlate with the stakeholders' perceptions of the learning environment and whether certain emotional intelligence sub-skills more or less influence perceptions of the learning environment as related to IE theory. The organization's climate plays an important role in how stakeholders perceive a learning community (Anderson, 2017; Curry, 2009). Advocates of

Invitational Education theory and practices encourage rating the learning climate based on the five domains known as the 5-Ps: People, Places, Policies, Programs, and Processes. During development, the Play Library sought to evaluate the 5-Ps to optimize opportunities for children and their families.

Creating Opportunities for Human Potential Through Enhanced Environments

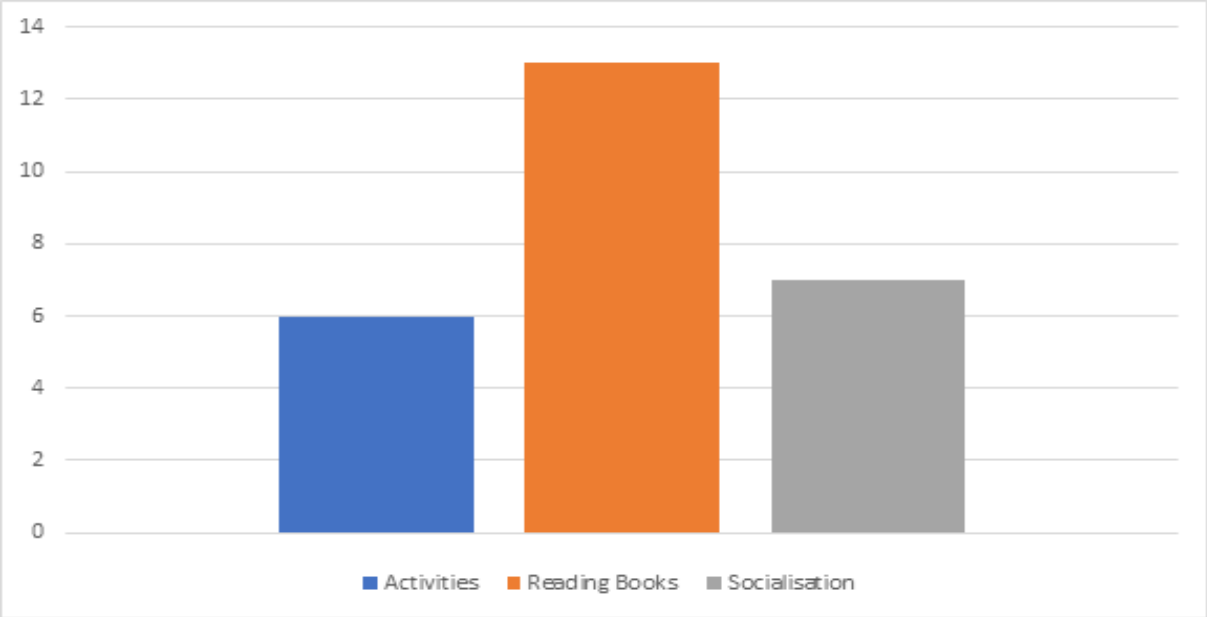
Early literacy skills are very important for young children's self-esteem development and future academic or economic success. According to the Academy of American Pediatrics (AAP), promoting literacy should be an important element of practice for pediatricians because reading routinely to young children stimulates optimal patterns of brain development (AAP, 2014). Routine reading also enhances the child-parent relationship, which in turn promotes language development and increases early literacy skills. Social-emotional skills are also being developed at the same time. This reading practice should begin during infancy (AAP, 2014). Reading to children supports early brain development as reading aloud to children at a young age helps children gain the knowledge that will later enable reading success (AAP, 2014). As a literacy development strategy, reading aloud to infants and emerging readers results in the child having a larger vocabulary and exhibiting more success in school. Crucially, children participating in early literacy activities develop a love for life-long reading and are more active learners. In the United States, one in three children enter kindergarten without the basic skills needed to be emergent readers (AAP 2014). As conceived, the Play Library would address these needs and provide enriched opportunities for children.

The Play Library itself is a developmentally appropriate space for children and their parents. Children begin to acquire literacy skills without even realizing it. The Play Library concept seeks to provide plenty of time for socialization, which would benefit the child in ways beyond language development alone. Therefore, the Play Library concept would seek to intentionally create an environment designed to enhance human potential.

Methodology

The scope of inquiry for this qualitative case study utilized direct observation and stakeholder interviews. This research method sought to address the statement of the problem. While a case study approach creates extensive limitations and is prone to bias based on assumptions, the researchers were able to collect significant responses from a range of stakeholders and conduct observations to more reliably identify how the Șisli Play Library project changed negative forces that could potentially hinder human potential. Following customary approaches for analyzing collected qualitative data, the researchers grouped the answers into categories. Responses to the initial question to stakeholders regarding the desired outcomes and benefits of the Play Library (Chart 1) were categorized into three areas: Emergent Literacy, Socialization and Cultural Sensitivity. For this case study, the researchers focused on the three major outcomes and subsequently analysed results through triangulation of qualitative responses collected during the study.

Chart 1: *What do you like most about the Play Library?*



Limitations

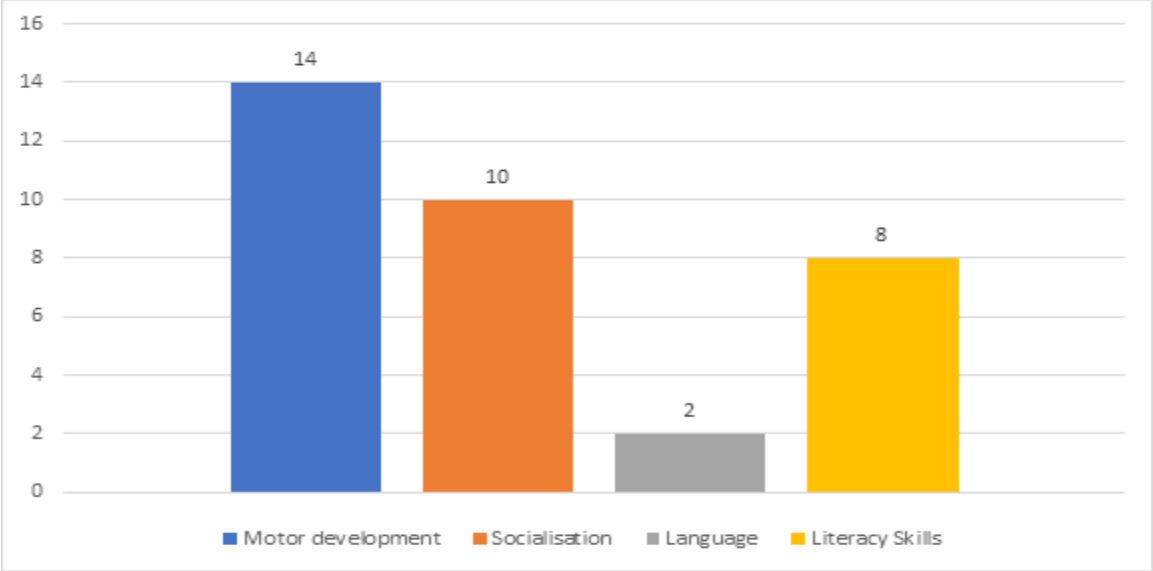
The outcomes of the research paralleled the expected results as assumed prior to the start of the research. As the interview and survey questions were asked to diverse stakeholders, a range of answers were inevitable. The innate limitations of this case study's approach beg caution when interpreting results. Limitations adversely influence the ability to generalize this study's results.

Results

Based on analysis of the collected observation and interviews, results would be described below graphically through charts and anecdotally through a narrative. Throughout the study, the researchers witnessed both children and families typically refer to the librarian as 'teacher' and the Play Library as 'school.' During a 2015 study of the first Play Library, located in the Asian section of Istanbul that opened in 2014, the researchers' (Akçay-Duff and Edizer-Shine) impulse was to describe the phenomenon of parents not getting involved in organizing activities for their children or reading books in a creative way as one caused by a lack of motivation. The researchers' perception was that parents passively expected the education to come from the system. The assumption was that passivity is why parents choose to use words such as "teacher" for the librarian or "school" for the Play Library. However, three years passed since the initial research in 2015. It seems parents have since responded to the intentional invitations conveyed by leaders and staff of the Play Library system and now feel empowered to participate in organizing the activities and actively reading books to children. Thus, the Play Library has moved from concept to practice and through the leaders and staff exhibition of I-CORT effectively created an environment designed to enhance human potential. The Play Library officer no longer needs to get involved in the preparation process of the activities nor the readings. Compared to their initial assumption, the researchers now believe the reason children and parents refer to the Play Library as "school" and the librarian as "teacher" is that the Play Library fills a huge gap in the need for free early childhood education programs. Therefore, while the Play Library's librarian or officer is not acting as a teacher, participants still perceive the Play Library and staff as a caring, optimistic, respectful,

and trust-worthy authority and intentionally respect in kind. Chart 2 below identifies the kind of learning skills the parents felt their children acquire as a result of participation in the Play Library.

Chart 2: *How and what kind of learning skills does your child acquire?*



Results based on Initiatives to Optimize Emergent Literacy Skills

It is important to provide children with various opportunities to use language because this supports their language development (Cabell, Justice, McGinny, DeCoster and Forester, 2015 and; Justice, Jiang, & Strausser, 2018). Participating in the Play Library, children were given ample opportunities to speak. They spoke to each other, with parents, and with the librarian. They listened to stories, discussed the stories, and talked further during extension activities related to the story. Research has always demonstrated that language skills are associated with children's ability to learn to read (Morgan, Farkas, Hillemier, Hammer, & Maczuga 2015). Research has also established that children who have strong language and vocabulary skills devote less mental energy trying to decode or figure out what a word means, which allows them to focus more on being fluent (Wasik, B. & Hidman, H.A., 2018) and comprehending meaning. The comment of one of the parents exemplified this reality: "This place helps a lot with my child's speaking abilities."

Reading aloud to children is one of the most critical activities that adults can do to nurture a child's literacy development. Some of the major benefits of being read to include expansion of vocabulary and an improved ability to comprehend written language. Enthusiasm is developed as the reader models for the children, thereby allowing the children to become aware of story structure, different kinds of text, as well as diverse genres (Temple, Ogle, Crawford & Freppon, 2011). While participating in the Play Library, parents are encouraged to read a story to the children there. Positive literacy experiences were provided to the children in a variety of ways, such as singing, activities, drama, yoga, and art.

Results based on Initiatives to Optimize Socialization Skills

Socialization can be interpreted as the process to create cultural sensitivity within a community. It is arguably the first step when seeking to create a strong community. By participating in the Play Library, parents who did not know anything about each other began to

know more about each other as they were intentionally invited to communicate and collaborate around their children's development. The researchers found socialization not only develops around the children who go to the Play Library on a regular basis but even more strongly when parents accompany their children in the Play Library and become actively engaged. Observations indicated parents initially went to the Play Library so that their children learn, play and develop. However, the intentionally inviting concept of the Play Library encouraged and empowered families to optimize their potential. As a result, peer parents helped each other to optimize whatever can be done for all the children participating in the Play Library. Furthermore, parents learned how to read aloud to children, exhibiting creativity and intonation. Parents quickly began to organize the craft and art activities. The result was increased socialization skills for children as well as their parents.

Results Based on Opportunities to Become Culturally Sensitive

The interviews with the officer and the parents showed that children and families celebrated various religious and cultural holidays together. These included, Islamic Eid, Christmas, and Easter. Clearly, the I-CORT mindfulness exhibited throughout the Play Library optimized an environment that encouraged mutual sharing, understanding, respect, and tolerance. Researchers observed that participation in the Play Library resulted in people from diverse backgrounds and cultures getting together and doing something useful in the best interest of their children. Ideally, the tenets of Invitational Education displayed through the Play Library help people demonstrate that true peace can be created and sustained when children's needs are given utmost consideration. The Play Library officer remarked that many foreigners expressed their satisfaction and appreciation for such a welcoming place existing within Turkey. Foreigners seemed to have an easier time adapting because the Play Library offered them a place to establish contact with locals and spend time together.

Conclusion

The researchers focused on three of the major findings related to this study. These were increased cultural sensitivity, improved emergent literacy skills, and optimized socialization skills. It is believed developing these areas as a result of participating in the Play Library benefited not only children but also their families and overall community. The researchers determined that the Play Library helps to empower participants. As a result, they socialize, develop children's activities and literacy skills, and become more aware of the value of cultural diversity.

The researchers determined that the Play Library provides a support system. Families share their problems and have free consultation for their children's development. They have a place to develop social solidarity.

The researchers determined that the Play Library fills a gap in early childhood education. It allowed children to interact with books and talk about stories, which made the children realize that sharing books and talking about stories was interesting, fun and exciting. Henceforth, the first step in positive attitudes towards literacy is taken as a result of participating in the Play Library.

Researchers found it interesting to observe how both children and families referred to the librarian as 'teacher' and the Play Library as 'school.' This observation should be considered evidence that the Play Library concept fills a gap in early childhood education in Turkey. It is beneficial when the librarian comes from a child development background. It is important that all stakeholders practice tenets of Invitational Education to ensure a child-friendly, intentionally inviting perspective is sustained throughout all developmentally appropriate activities.

Recommendations for future research.

Another Play Library was opened in 2019 in Şişli. The newest 250 m2 Play Library building is a certified green building with a green roof, solar panels and a permaculture garden to raise awareness on sustainable energy and ecological values. It also has a specially-designed "Emergent Literacy" learning area, where children can get more familiarized with letters and writing. Future research will seek to evaluate the impact of having this specific learning area included within the fourth Play Library.

By 2020, more research assistants will be employed to regularly carry out thorough research involving the Play Libraries and the impact upon stakeholders. The additional personnel would require training so as to follow the developed observational protocols to optimize content and inter-rater reliability. Qualitative research software, such as N-Vivo should be utilized. Data-based monthly reports will document the children's development in relation to emergent literacy and socialization as well as families' level of awareness regarding cultural diversity.

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Transforming a Rural Elementary School Through Invitational Education Practices

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Abstract

This case study discusses the transformative impact of implementing the tenets of Invitational Education (IE) theory and practice upon a rural elementary school and subsequent preparation of teacher candidates. Through the lens of hermeneutic phenomenology the researcher examined the transformative change as IE theory and practice was exhibited and communicated by students, teachers, administration, staff, families, and the community at large. As a result of implementation, the culture and climate of the school became more positive. People of all ages joined and experienced a metamorphosis that extended from the school into the community. Changes included improved student behavior, greater trust between families and teachers, increased parental involvement and an expansion of the school culture into the community. Between 2010, when there had been more than 100 days of Out-of-School Suspensions issued to students for aggressive behavior and 2013, when only 13 days were missed by students due to suspension (according to West Virginia Education Information System data), the elementary school evolved from a low-performing, negative environment into a child-centered hub of learning where the climate reflected familial connection and care beyond academics. This became evident in the interaction between students and their teachers, families with the school, and between employees within the elementary setting. This case study documents that journey through the lens of hermeneutic phenomenology for the purpose of replication at other schools.

Keywords: Inviting schools, Invitational Education Theory and Practice, Educational Reform, Quality Schools, School Climate, Rural Schools.

Introduction

In 2010, the elementary school examined for this case study was ranked 429th on a list of low-performing schools as reported by the West Virginia Department of Education. The troubling ranking was based on the state's standardized test scores among 435 reported public schools. Within two years, the school progressed 113 ranks to #316. This encouraged the author to review and document systemic reform as experienced by the elementary school. As examined through the lens of hermeneutic phenomenology, this case study thereby reviews the impact of Invitational Education (IE) theory and practice and *Quality Schools* ideals upon the school and its stakeholders.

Researchers often use hermeneutics and phenomenology synonymously (Van Manen, 1990). A distinction is valuable for this paper. Wilson and Hutchinson (1991) defined phenomenology as the study of human experience, focusing on "lived experience." It contains a richness of detail and records life's events factually with no inference. Hermeneutics provides understanding and brings meaning to the events focusing on culture, history, language, and events (Laverty, 2003). Thus, the review of the case study will seek to expand understanding while examining evidence through three main change experiences: Systemically at the elementary school, collectively by the community, and professionally as a principal and then as an instructor and mentor for teacher candidates at the local university.

Methodology

This researcher observed changes occurring within the school setting following implementation of IE practices. A cultural shift transpired within the school's adults as they adopted the values of intentionality, care, optimism, respect, and trust (I-CORT). As principal, this writer engaged in a hermeneutic cycle by reading for understanding and gaining knowledge, reflective writing to clarify and analyzing the newly gained concepts, and interpreting events, which led to new investigation from existing research (Kafle, 2011; Guignon, 2012; Miles, et.al., 2013). The school morphed into a more joyful place as policies, programs and processes changed. For this case study, the researcher included rich description of lived experience, maintained an open phenomenological attitude and attempted to provide information to replicate the experience (Finlay, 2012).

Background

In 2007, this author became principal at the elementary school, which is in one of the oldest communities in southwestern West Virginia. As the population shifted west, the little hamlet became more impoverished and industrial. The community sought to maintain its rich, historical significance, hosting annual Civil War Days Celebrations. Many community members were generational citizens, having been raised there and raising their own children in the small town. In the late 1990's, a fracture between the school system and the community's families resulted during implementation of standards-based reform and the district's decision to construct a new school building. The proposals resulted in protests, pickets, aggressive Board of Education meeting debates, and unflattering newspaper articles. This created a powerful rift between the school system's expectation and the community's desires.

Seven years later, when this writer arrived to serve as the case study school's new principal, she initially advocated for bringing about community cohesion and school improvement based on her study of Choice Theory, which provided a foundation for *Quality Schools* ideals (Glasser, 1992).

Review of the Literature

Choice Theory and Quality Schools

As a psychiatrist, Dr. William Glasser worked with delinquent youth. Through those experiences, he theorized that problem behaviors in a classroom could be corrected through building positive relationships (Glasser, 1992). Through *Quality Schools* ideals, teachers model the respect that should be shown to others and held class meetings with students to practice how

to interact with others in the face of conflict. Glasser's research led to his development of Choice Theory and explication of lead management versus boss management detailed through *Quality Schools* ideals. Glasser advocated for changing the culture and climate of the school environment to improve dynamics that impact the place where children were eager to learn, teachers were motivated to develop creative and stimulating lessons, and parents felt that their children were getting a superior education. Glasser considered learning to be a natural process so that with nurturing adults guiding them, students would find school to be a joyful place.

An individual is "driven by five basic needs built into one's genetic structure" (Glasser, 1992, p.43). These five basic needs meet one's physiological requirements and the four psychological needs of joy, power, love, and freedom. According to Glasser, the genesis of all behavior is based in one of the five needs. When teachers understand this concept and can identify why a student is behaving in a certain way, positive change can easily be initiated to help the student experience success rather than conflict.

Glasser urged adults to adopt a stance of "lead management" as compared to the traditional approach of "boss management." The latter is found in many ineffective schools. Changes from adults within *Quality Schools* will transform student behavior because students will seek to do things for teachers they care about and with whom they have a positive rapport (Glasser, 1992).

Invitational Education Theory and Practice

Shortly after beginning work at the school, the Title 1 Director introduced this writer to Invitational Education theory and practice (Novak, Rocca, DiBiasse, 2006). The pair attended the 2007 IAIE World Conference. In her role as principal, this writer learned that the tenets of Invitational Education (IE) easily blended with *Quality Schools* ideals. IE "abounds with respect for others, optimism, trust, care, and intentionality, resulting in overall positivity" (Purkey & Novak, 2008, p13).

Invitational Education (IE) theory and practice "embraces five democratically oriented basic principles in the approach to the educational process. These include a belief that the treatment of people should reflect that they are able, valuable, and responsible" (Purkey & Novak, 1996, p.3). IE advocates believe every person is worthy of respect. When teachers cherish each individual and students recognize their own value, a classroom becomes a more viable learning environment. Students, with self-respect, will try harder and experience an increased confidence creating a more valuable experience. Education is most effective when it is collaborative and cooperative. The goal of most schools is to creative productive citizens. Learning to work together or "doing with" others prepares students for the interaction they need throughout life. Many tasks, which have traditionally been completed in isolation, are being done today in teams. Collaboration and cooperation are learned functional skills that require practice and within an invitational setting, student engage in these activities regularly. Learning is a product in the making. Seeing the ongoing process of learning, one understands that how it is approached and one's attitude about learning, affects the outcome. Students can relate that increased effort naturally results in improved understanding. There is always untapped potential in human efforts. This is the belief that individuals are far more capable than teachers ask of them. All humans have some talents and it is up to the trained professionals in the classroom to extract these skills. This untapped potential

is best extracted with places, programs and processes that reflect intentionally inviting practices. As noted by Purkey and Novak:

> The idea that every person and everything in and around schools adds to, or subtracts from, the process of being a beneficial presence in the lives of human beings means that people and environments are never neutral; they are either summoning or shunning the development of human potential. Ideally, the factors of people, places, policies, programs and processes should be so intentionally inviting as to create a world in which each individual is cordially summoned to develop intellectually, socially, physically, psychologically and morally (1996, pp. 3-4).

Results

Synthesizing Quality Schools Ideals and Invitational Education Theory into Practice

Compared to *Quality Schools* ideals alone, IE theory and practice provided a more structured approach by encouraging an examination of the school's 5Ps: People places, policies, programs, and processes. The most important tenet of IE, intentionally creating an inviting environment, was missing from this case study elementary school. As noted above, this school and its community experienced tremendous conflict and distrust in the past. Teachers felt defensive and always anticipated criticism. Parents exhibited resistance, which fueled tensions in the school and in the community about the school. Students expressed frustration with being torn between the teachers they wanted to respect and their family that expected allegiance.

However, as principal, this writer felt the school environment was ripe for positive change. She knew the system required a complete cultural shift to positively impact the children, school employees, families, and the community. The principal relied upon IE tenets and *Quality Schools* ideals for developing and implementing programmatic behavioral transformation. The Starfish Analogy reinforces how Invitational Education theory and practice should be at the center of a school's "5Ps" whereby each leg of starfish represents one of the IE domains: Programs, Places, People, Processes and Policies. IE decision-makers need to evaluate and incorporate improved domains to bring about the best outcome for the school, community and society. As practitioners of IE, meetings frequently begin with the question, "What is the best choice for our children, our school, our community and the greater society?"

Thereafter, implementation of IE theory and practice began at the school. Using Glasser's theory to understand why children acted out and the intentionality of IE theory to transform the culture and climate, positive changes became evident at the case study elementary school. The principal understood that integrating IE into the practices and operation at the elementary school would take place in stages and require commitment from the majority of faculty and staff in alignment with the "Invitational Helix" (Purkey & Novak, 1996, p.137).

Changes began with an orientation meeting to introduce the concepts the school's teachers and staff. Questions were presented and answered. Teachers were given copies of "Inviting School Success" (Purkey & Novak, 1996). Future meetings were scheduled.

Seeking effective implementation of IE theory and practice and *Quality Schools* ideals, as principal this writer met with teachers to explain the needed changes for their class rooms. Collaboratively, new approaches were discussed within a professional learning community. Crucially, the principal

intentionally invited and received a commitment from the school's adults to build a new culture and climate. Previously, the school had an adult-centered, toxic culture as affirmed by the WVDE Office of Healthy Schools. Teachers exhibited pity for the children based on very high rates of poverty and difficult home environments. Many of the children had parents who were either incarcerated or had succumbed to the problems of addiction. Often students were being raised by a grandparent or family friend.

Knowing pity could lead to low expectations, the principal encouraged stakeholders to utilize an IE mindset that exhibited and promoted intentionality, care, optimism, respect and trust (I-CORT), which she knew was integral to bringing about a fertile learning atmosphere. Exhibiting I-CORT throughout the school's people, places, policies, programs and processes would develop child-centered classrooms and a positive school culture. Thereafter, the principal created a leadership team comprised of teacher leaders and provided time for them to meet each week. The principal then intentionally invited business owners, local church people, the food-bank director, the librarian, members of the VFW, historians, and parents, to create a community leadership team and to plan to meet each month. As a result, changes began to occur within and outside of the school.

A school carnival was one of the first events planned to actively engage all stakeholders. Parents desperately wanted a return of this event, which was ended during the period of conflict noted above. Participation and volunteerism soared. Parents recruited community members such as the VFW and the Civil War enthusiasts to expand the carnival.

After school hours, the playground became a meeting ground for local groups: both productive and deviant. So, a high-powered lighting system, funded by a community organization, was installed to ensure that the gathering groups could be seen by others as productive citizens. Community members then became involved in the annual Halloween Parade that proceeded through the town and safely guided classes, stopped vehicle traffic, and filled treat bags.

Member of the VFW volunteered to teach the fifth-grade students proper flag care so that each morning students would respectfully install Old Glory up the flag pole. Then, at the end of the day, take the flag down and fold it according to military standards to make ready for the next morning. The fifth-grade students were excited to explain to younger students how all the red parts of the flag must be covered by the blue background of the stars and convey the symbolism associated with each. Instilling pride and confidence in both the school and nation prepared the fifth-grade students for their transition to middle school.

Church members began a "backpack ministry" to provide nonperishable food to children for the weekend and distributed these packs each Friday afternoon. Another group of teachers created an extensive clothing closet for children who needed socks, shoes, underwear, pants, tops and coats. These items were given with no expectation of cost or return. Teachers solicited new donations regularly from local organizations, whose mission was to help others.

Parents organized monthly movie nights whereby a movie was projected onto the gym wall. Pizza, popcorn and soda was made available for free or very low cost. Everyone spread out blankets or lawn chairs to participate in a night that promoted safe community engagement.

The Local School Improvement Committee, as noted above, was comprised of community stakeholders. Members advocated for more child-centered school. So, a students' leadership team was formed and met with the principal every Friday morning for 30-minutes. The team of eight

was made up of four fifth-graders from each of the two classrooms. These students communicated ways that the school could be improved. The students from the leadership team were responsible for ensuring student participation with various aspects of school programs such as making morning announcements, leading pledges, organizing school-wide canned food drives, planning field trips for the fifth-grade, brainstorming schoolwide events, inviting speakers, mentoring younger students, delivering weekly newspapers to classrooms, cleaning up the school grounds, and acting as liaisons between all classrooms and the main office. As a result of the increased responsibility and empowerment, student leaders demonstrated greater buy-in and were eager to meaningfully participate during the Friday morning meetings.

Intent on implementing *Quality Schools* ideals and IE theory and practice, the various school leadership groups advocated for policies, processes, and programs that would highlight citizenship first, school cohesion second, and finally, the value and importance of each individual within the school or the community. These were reinforced through the three pledges that were recited by students and staff every day. The Student and Teacher Leadership Teams decided that everyone had to honor our nation with our first pledge: The United States' Pledge of Allegiance. The second: The Respect and Protect Pledge was intended to remind each other of the relationship to classmates and teachers through two-way responsibility that strengthens mutual respect. Adults in the building were reminded to treat students with respect and expect respect in return. The words of this pledge were: "Self-Control: Every day I will control my words, my actions, and my emotions. My failure to do so could hurt another person's body, feelings, or things. Self-control prevents violence" (Miller, 2011).

Then, before dismissal at the end of the day, a final pledge reminded children and adults of their personal value to the school family. This pledge was adopted from Rita Pierson's TED talk and states: "I am somebody. I was somebody when I came – I will be a better somebody when I leave. I am powerful and I am strong. I deserve the education I get here. I have things to do, people to impress and places to go" (Pierson, 2013). Frequently, when parents were in the building, picking up children at the end of the day, they heard this pledge and gave positive, supportive statements about it.

As more stakeholders became involved in the operation of the school and felt a sense of ownership, excitement expanded. Students decided to conduct a canned food drive to help the local Food Bank. They wanted the activity to be visible to all who visited the school, so they began lining the cans up along the hallway from one end of the expansive building to the other, measuring nearly an entire city block! They called businesses for more canned goods. The media got wind of the students' efforts and came to do a story. Ultimately, the students collected over 2000 cans for the Food Bank. Using his pickup truck, a local pastor needed to make a second trip to deliver all the canned goods!

Data-Driven Feedback

During these initial activities to reinforce implementation of *Quality Schools* ideals and IE theory and practices, something unexpected but serendipitous happened. The contentious friction present when this writer arrived at the case study elementary school as a new principal was eliminated within seven years. Out-of-School Suspension (OSS) days dropped from 106 days, in 2010 to 13 in 2011. Given that the principal suspended students for fighting, the reduction of

suspension days is evidence of a more positive, less aggressive school culture. In 2012, 15 days of OSS were reported (WVEIS, 2013). The numbers from 2010, 2011, and 2012 are comparable due to similarity in the number of students enrolled each year, which was between 255-266 (WVZoom). The following three years (2013, 2014 and 2015), the number of OSS saw no outstanding changes, yet the population increased to 308. (WVZoom). This data suggests that the culture of the school changed to support a more peaceful, stimulating learning setting.

From an academic performance perspective, student standardized state test scores also improved after implementation of IE theory and practices. For this case study elementary school, the 2010 standardized state-wide test for NCLB purposes exhibited student scores placed it in the bottom ten for all elementary schools in the state. By 2011, the student academic scores climbed more than 25% compared to other public elementary schools in the state. In just one year based on overall state standardized test scores, the case study school progressed from the bottom of the list into the top 75%. This was dramatic growth in that there were 435 elementary schools on the list. Academically, this elementary school moved from #428 to # 316. In 2013, WVDE changed the standardized testing tool so that it became difficult to compare scores year-to-year.

From a school culture and climate perspective, improvement was observed after implementation of IE theory and practices. The teachers, staff, students, families and community had become a team. Adults at this school exhibited intentional care, optimism, trust, and respect. In addition to improved attitudes for learning, people cared more for the school, itself. Fifth-graders planned an afternoon of pulling weeds to help the custodian. This came about because they earned a new responsibility of changing the school sign and decided that it needed more attention as far as landscaping.

Whereas a previous school administrator felt the need to ask a male teacher to walk her to the parking area because she feared community members, as principal, this writer found that she could fearlessly enter the school building alone at midnight or on the weekend. A positive connection with the town people had been established. Bringing I-CORT to all interactions brought hope for a better future for their children, which reduced fear, anger, and tension with the community.

One anecdote of positive change was when this writer's vehicle got buried in snow at the school. While working alone fulfilling principal duties during a blizzard, this writer could not get out of the snowbank that developed while she was working. Community members came to help her because, now, in this town the culture had changed for the better. Suddenly, people were looking out for one another. Truly, implementation of Invitational Education theory and practices transformed the school and the community, helping to transform the town for the better. This example is evidence of the systematic change which occurred at the school. No longer did adversity exist between the school and the community. Collectively, a more positive feeling about the school and personnel was experienced by families as they recognized a common goal between home and school. The principal, from a professional perspective, was open to guiding this school to the vision she had in implementing IE cultural changes and *Quality Schools* behavioral understanding.

Prior to implementation of Invitational Education (IE) theory and practices, relationships between community stakeholders and those running the school was tense. School administrators were considered "outsiders." The relationship was very much "us against them" and adversarial,

which adversely impacted opportunities for student success. Too often, students heard negativity during conversations at home aimed at the school and brought a sour attitude to school the next day. A teacher might be criticized so frequently that the student felt a sense of disloyalty to the family if the student spoke kindly toward the teacher. This often poisoned the relationship between the teacher and the student. But this became a thing of the past as parents became more involved at the school.

A positive home-school relationship is a correlate of Effective Schools (Lezotte & Snyder, 2011). Self-reflection made evident behaviors and actions such as building collaborative teams, inviting families to meaningfully participate in important school-decisions, creating a supportive environment that made everyone feel safe, valued, respected and connected. Implementing child-centered instructional practices not only positively changed the school but also the surrounding community. The transformation of this elementary school was witnessed every day after school, as children were picked up by their families. Teachers and parents could be frequently seen in pleasant conversations. One teacher became so involved with families that he organized an annual "Family Day" at the local amusement park for everyone who wanted to join in the fun. His commitment is so ingrained that following his retirement, he continues the practice.

Benefits for Future Practice

Upon self-reflection, the legacy of implementing Invitational Education theory and practice and *Quality Schools* ideals within this elementary school and throughout the community is the intentional care and optimism that empowered individuals to build respectful, appropriate, meaningful relationships, whereby trust evolved and the school transformed from a toxic organization into a place whereby the tenets of I-CORT help all stakeholders reach their human potential Within an impoverished community, relationships are often the most valuable resource. For families to understand they can trust the schools to put the child first and teach them functional skills brings hope. When families believe in their teachers and feel hopeful, they will become supportive (Payne, 2018).

The success experiences documented through this case study empowered this writer to transition from being the school's principal to my work for a teacher preparation program. By preparing future teachers and exposing them to the benefits of IE theory and practice during their development as teacher candidates or novice classroom educators, my human potential is being more fully realized. Leaving the case study school's principalship to instruct and mentor teacher candidates at the local university was an intentional invitation to this writer and those that will be mentored. Invitational Education (IE) theory and practices implemented within the public school, requires an I-CORT mindset and consistent analysis of the 5Ps for systemic reform to become sustainable.

Generalization of IE Theory and Practices to the University Setting

Truly, the use of thoughtful, intentionally inviting communication continues to create opportunities for optimal human potential. It was crucially beneficial to model IE theory and practices to teacher candidates. However, it is interesting to observe how many teacher candidates or novice instructors seem afraid to treat students in a caring, optimistic manner that builds mutual respect and trust. It seems they misunderstand kindness as weakness and fear potential behavioral problems would results, causing them to be viewed as less capable. Too often, inexperienced

teachers express fear being perceived as either unprofessional or they are uncomfortable exhibiting I-CORT. Somehow, they believe a learned "spare the rod and spoil the child" approach is best. The result in such utilization is a stern demeanor and use of forceful language and tone. Therefore, this writer found it invaluable to help teacher candidates understand the positive results from implementing IE theory and practices.

IE advocates know, and the case study documented above proves, there is strength in doing the right thing and it is always right to meet the needs of the child within a classroom and community. Building positive, appropriate relationships changes lives for the better. After family, teachers are the most influential people in guiding a child's journey into adulthood. An intentionally inviting teacher can make a child feel like she or he can conquer the world. With this level of powerful influence comes awesome responsibility. A teacher may be a child's only guide to a better destiny.

Too often, a traditional teaching style may encourage an authoritarian approach whereby the teacher is unquestionably in charge. Students are often intimidated, scared to ask questions, or unwilling to risk failure. Creating this classroom culture reduces innovation and critical thinking. In the task of training teacher candidates, this writer found modeling or exemplifying the implementation of Invitational Education theory and practices was critical for improving relationships, revamping a school system's culture, and optimizing stakeholders' human potential. Modeling and relating success stories based on IE theory and practices should be ongoing throughout the teacher candidate's program.

Invitational Education theory provides the opportunity for evidence-based practices. In a teacher preparation program, the professor should be the mentor and role-model. The following exemplifies how this writer served as an IE practitioner that intentionally invited a student to succeed rather than seeking to punish the student based on an arbitrary timeline. During an initial class in which this writer served as the course instructor, a non-traditional student asked for a meeting after the morning class. This student exhibited promise as a responsible future teacher. The student had encountered justifiable setbacks that caused her to delay completion of an assignment by the due date. During the meeting the student shared her extensive notes and asked if she was on the right track for the assignment. Later that evening, she communicated with the instructor that she was stressed about completing the assignment before the midnight deadline. In her role as the course instructor, this writer responded to the student that she had plenty to grade and the student should stop stressing, get a good night's sleep, and submit the paper the next day. The surprised student responded, "I just don't know how to respond to that."

The student had never had this type of affirming reaction from an instructor. That interaction created a teachable moment whereby the instructor told the student to consider the interaction a student-centered approach in which I-CORT guided the communication so the student's best work good be developed and presented. Ultimately, how would causing the student to rush through completing the written assignment be beneficial when it was clear from her presented notes that she had been working on the assignment and wanted to do it well? An IE practitioner will always know and consider the purpose of an assignment. Was the purpose getting an assignment turned in on time or learning through doing research and critically thinking? This opportunity demonstrated to the student that timelines can be flexible under certain circumstances so that both the needs of the student and the requirements of the assignment can be satisfied. While

this would not work every time, knowing your students, understanding their obligations and treating every opportunity in the most respectful, caring manner produces a connection that is beneficial to all.

When seeking to mentor and instruct teacher candidates, always know the purpose of the assignments. Knowing the true relevance and essential learning outcome empowers the instructor to make allowances and differentiate based on student needs and competencies. In the anecdotal case noted above, the purpose was less about meeting arbitrary deadlines and more about understanding the demographics of the student's student teaching placement. Whenever the specific beneficial purpose of an assignment is known, the instructor can intentionally invite success and the student typically invests greater effort. All instructors can be student-centered, flexible, and differentiating in their approach to teaching. From the teacher candidate's perspective, the lesson learned from modeling intentionality, care, optimism, respect, and trust (I-CORT) was more important than punctuality. Modeling I-CORT provided the teacher candidate relief that would ideally generalize to her future practice in which her students need a student-centered environment facilitated by a flexible teacher willing to differentiate learning based on diverse needs.

Rather than opportunities for punishment through lowered scores, sometimes, assignment deadlines need to be guidelines. The most important considerations should be the exhibited level of competence for the assignment's essential learning outcomes in relation to the needs of the student. A formative process where I-CORT underpins the communication loop quickly separates the responsible stressed student from the irresponsible procrastinator.

Given implementation of IE theory and practices, a school culture exhibits positive behaviors and a familial attitude. An instructional leader can set the tone and climate for the group. In the ideal setting, individuals care for one another and work together so students feel valued and empowered. The community will claim the school when stakeholders feel intentionally welcomed and involved. Teachers feel more supported by parents and their administration when communication is active and empowering. James Comer (1998) made the statement, "No significant learning occurs without a significant relationship." Who has greater investment in a child's future than a parent? Teachers MUST access this valuable resource and in doing so, they build relationships that benefit all involved. No parent resists a teacher if the child's best interests is communicated with I-CORT. When teacher candidates can begin their career in education as an advocate for the children in their classrooms, build a culture and climate that is child-centered, and communicate how the people, places, policies, programs, and processes exhibit I-CORT, then everyone has the potential to achieve his or her human potential (Purkey, 2016). Those educated by and within such a system will more likely bring about a better and stronger society.

Through self-reflection, this author pondered the impact of Invitational Education theory and practices on a personal level. The themes of thousands of self-help books range from reflecting, meditating, kindness, love for self and others, compassion, respect, acknowledgment, responsibility, etc. Each seems to be aimed at helping one to become the best person that she or he can be. Through advocacy for Invitational Education theory and practices, students, teachers, administrators and teacher candidates are encouraged to reach their human potential by intentionally implementing a mindset that exhibits care, optimism, respect, and trust so others also may achieve their potential (Purkey & Novak, 2015).

Given gentle urging and an IE mindset that exhibited I-CORT, change began, and excitement was maintained. This case study proves effective leadership of such a change is paramount so that a new culture emerges to replace the old one. Through these experiences, an individual evolves as well.

The most powerful and important change this author found was the increased confidence from knowing that what the school and teacher candidates were doing was for the students' optimal development. A second reflection triggered caution. What becomes of students who pass through a school where a toxic culture prevails? What is the potential damage when teacher candidates are trained to rely upon a traditional teacher-centered approach? When one understands there is a better way, it becomes a moral and ethical imperative to share and utilize best practices. Therefore, a third reflection was one of commitment to IE theory and practice. Invitational Education theory works in practice. Ideally, this case study will serve as either an intentional opportunity for enlightened professional development or humble affirmation to your effective IE practices.

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Book Review of

***My Rubber Knife Life* by William Watson Purkey, Ph.D.**

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In this book containing his memoirs, William Watson Purkey takes the reader on an exciting romp through his "Rubber Knife Life." His granddaughter, Emily Norton, wrote the Introduction to the book. She reflects upon an upsetting time when family members were angry with her for dyeing her hair. She thought she was dyeing it auburn although it turned out purple. The situation was worsened because she was about to enter a new school that had "strict policies on hair color, skirt hem-lengths, and any other form of individual expression" (p. vii). Emily fondly recalls that Dr. Purkey responded to the situation by reminding her, "'If they aren't mad at you, then you aren't doing enough'" (p. vii). That response typified Dr. Purkey's philosophy: People always seemed to be mad at him, especially in his early years, but the result has been an amazing life.

When Dr. Purkey was a little boy, he recalls always pushing the limits. During his youth he had a rubber knife with a red handle and a white blade, which would become the metaphor for the way he lived his life. Dr. Purkey compared himself to Walter Mitty, who lived an adventurous secret life. Through play with the help of his rubber knife, young William could become a pirate, Tonto, a soldier, a rescuer of damsels in distress, a soldier, an Indian, a diver, and many other characters. He pursued all these roles to the chagrin of his teachers. He knew no fear, and he had an unbridled imagination. According to Dr. Purkey, "One of my most vivid memories as a four-year-old child was to be awakened from a sound sleep by my grandmother Reynolds. I was told to take my rubber knife, come downstairs, and dance for the ladies of the Eastern Star" (p. 1). He summed up his approach to life in the following words: "(1) imagination can create reality, and (2) any attempt is a victory" (p. 237). John Novak once told him, "'Will, you have failed more than anyone I've ever known'" (p. 1). What we learn is why Dr. Purkey is proud of such a critique!

From being in continual trouble in a country school because of his "Rubber Knife Life," Dr. Purkey was transported into being a Page Boy on the floor of the United States Senate. He was present when Franklin Delano Roosevelt declared war on Japan. Soon after that, he met Winston Churchill and got his autograph, only to have it stolen. In the book, he tells many stories about his adventures in the United States Capitol building.

This book also contains a variety of stories about topics such as chasing after girls, serving in the military, and working at a variety of jobs including a Gandy Dancer. Dr. Purkey saved money to pursue a baccalaureate degree. He then earned a Masters and finally a Ph.D.; mainly because he did not feel the previous jobs were a fit for him! Along the path of his choosing, Dr. Purkey won many honors for his teaching and research. He raised two successful children, lived in a variety of places, and participated in many activities throughout his life, including debate, boxing, and tennis, to name a few.

For the reader, Dr. Purkey traces his love story with his wife. Beginning from the time he fell in love with Imogene, through their wedding, their moves, their trips, the births of their children, and their many adventures together. His undying devotion and deep admiration for her come shining through.

By absorbing his memoirs, the reader learns how Dr. Purkey's life consistently reflected his inviting stance. For instance, when he was a student, William received good service from a tire company that retreaded his tires for a low price. He recognized the care, trust, and respect, afforded him and with intentionality and optimism wrote a letter to thank the company and its workers. Six years later, upon returning to that store to have more work done, the counter-person said, "'William Purkey?'" (p. 151), while pointing to the letter, which was proudly framed and hung on the wall. The counter-person said that in the 40 years the tire company had been in business, it had only received one letter of thanks. Through that recollection, it is easy to see the value of being intentional, caring, optimistic, respectful, and trusting (I-CORT).

Throughout his esteemed life, Dr. Purkey won numerous awards, beginning with "'Most Entertaining'" in high school (p. 83). As a professor, he was honored for being an outstanding teacher and researcher. With *My Rubber Knife Life*, Dr. Purkey invites the reader into his initial meetings with John Novak, Betty Siegel, John Schmidt, and others, who all contributed to building the International Alliance of Invitational Education.

Dr. Purkey teaches the reader about the ancient Greek word, *arete*, which means "a person's unique spirit" (p. 84). According to Dr. Purkey, "Like a single piece in a jigsaw puzzle, each individual has a unique place that, once found, fits perfectly" (p. 84). He suggests that people become more self-actualized as they are moving toward their *arete*. *My Rubber Knife Life* provides an example of how every event and decision in one's life leads to the next thing, which leads to the next thing, which leads to the next thing, which helps to create the person we are each destined to become. Truly, Dr. Purkey has found his *arete* and is still pursuing his "Rubber Knife Life."

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A Leader's Emotional Self-Control and Management of Others Impacts a School's Climate

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Abstract

A quantitative study with a correlational design, analyzed responses from a target population of more than 200 teachers employed in over four dozen urban and suburban schools in the New York metropolitan area. A sample of 42 teachers completed the *Inviting School Survey-Revised and the Genos 360 EI Assessment-Concise Rater*. Subsequent simple linear regression procedures found Emotional Self-Control [$\beta = 0.486$, $t(74) = 2.016$, $p = 0.052$] and Emotional Management of Others [$\beta = 0.494$, $t(74) = 2.310$, $p = 0.027$] predict a strong relationship in the positive direction between four of the five *Inviting School Survey-Revised* (ISS-R) domains of school climate. Analysis of the leaders' demonstrated Emotional Self-Awareness [$\beta = -0.172$, $t(74) = -0.816$, $p = 0.420$] results identified a strong relationship in the negative direction between all five ISS-R dimensions of school climate. Implications suggest educational leaders seeking to improve school climate should develop and demonstrate emotional intelligence skills and tenets of Invitational Education theory.

Keywords: Leaders' Demonstrated Emotional Intelligence, Perceptions of School Climate, Invitational Education Theory, Inviting Schools Survey

Introduction

The school leader establishes the school's climate (Goleman, 2006b). To be dependably inviting, effective school leaders need to check for receipt and seek acknowledgement of their invitations for personal and professional development (Purkey & Siegel, 2013). How individuals perceive their school climate will set the foundation for their attitudes, behaviors and group norms (Loukas, 2007).

The quantitative study with a correlational design examined if and to what degree a certified teacher's rating of his or her school leader's demonstrated emotional intelligence behaviors correlated with the teacher's perceptions of that school's climate. The Genos 360 EI Assessment-Concise Rater (Palmer et al., 2009) was used to rate the school leader's demonstrated emotional intelligence behaviors. The *Inviting School Survey-Revised* (Smith, 2015) was used to measure the teacher's perceptions of school climate. Analysis of results explored the complexity of relationships between the seven demonstrated emotional intelligence sub-scales and the five domains of Invitational Education theory.

Significance of the Study

School leaders need to comprehend and understand the school's climate, requiring knowledge of how things are done and how students and teachers perceive these things (Marzano

& Waters, 2009). How the leader demonstrates emotional intelligence may directly influence teacher perceptions of school climate. A school leader contributes to a positive school climate by nourishing trusting and caring relationships and practicing empathetic social interactions. These are the behaviors exhibited by leaders with high emotional intelligence (Goleman, 2006a; McWilliam & Hatcher, 2007).

Invitational Education (IE) differs from other theories reviewed through the professional literature by encouraging stakeholders to examine the interdependent domains that impact school climate. These five domains, as assessed by the Inviting School Survey-Revised (ISS-R) are known as the 5-Ps: People, Places, Policies, Programs, and Processes (Schmidt, 2007; Smith, 2015). IE provides an overarching theoretical framework effective for a variety of educational approaches (Asbill & Gonzalez, 2000). IE theory advances five basic tenets: intentionality, care, optimism, respect, and trust [I-CORT] (Purkey & Novak, 2016) that optimize personally and professionally inviting behaviors.

Review of the Literature

Researchers and managers interested in how leadership behaviors influence other areas of the organization willingly examine the relationship between leadership behaviors and stakeholder perceptions of trustworthiness (Caldwell & Hayes, 2007). Key characteristics associated with most leadership theories include the ability to quickly assess situations, move accordingly for the benefit of the group, and to engender trust from followers (Burke, Sims, Lazzara, & Salas, 2007). Quickly assessing situations and moving accordingly for the benefit of the group is what Roach et al. (1999) called "wisdom in spontaneity" (p. 17). Emotional intelligence theorists call such abilities social awareness and relationship management (Bradberry & Greaves, 2009).

When a school leader effectively communicates a vision for success, models positive expectations, exhibits optimism, and utilizes inviting leadership practices, the teachers' behaviors become positively influenced (Asbill, 1994; Asbill & Gonzalez, 2000; Burns & Martin, 2010). Teachers' perception of respect and trust exhibited by the principal correlates with both teachers' and students' morale, commitment, and achievement (Ellis, 1988). The effectiveness of school leadership remains contingent upon teacher acceptance (Matthews & Brown, 1976).

People with high emotional intelligence are more likely to exhibit attributes perceived by others as positive (Bradberry & Greaves, 2009). A leader with high emotional intelligence optimizes the installation of trust (Bradberry & Greaves, 2009). Trustworthiness positively influences other areas, thereby increasing organizational success (Caldwell & Hayes, 2007). Leaders demonstrating emotional intelligence and those promoting the tenets of Invitational Education (IE) theory exhibit common competencies. Credibility, a synonym for trustworthiness, exhibited the most influence upon emotional intelligence (EI).

Research by Burns and Martin (2010) identified a statistically significant relationship between school climates that utilized Invitational Education practices and schools identified as effective. A meta-analysis of relevant research identified twenty-one school leadership practices that positively influence student achievement (Marzano, Waters, & McNulty, 2005). These practices were also present in studies that investigated Invitational Education (IE) Theory and school climate (Asbill, 1994; Smith, 2015; Schmidt, 2007).

Educators trained to develop emotional intelligence as part of their leadership development can proactively utilize both their cognitive and metacognitive skills (Brackett & Katulak, 2007). These educators can then evoke their emotional intelligence competencies and positively influence followers' well-being as well as performance by modifying approaches to align with the given situation (Pashiardis, 2009). Emotional intelligence requires competency regarding one's own

emotions and the emotional needs of others to effectively address the complex social challenges arising within one's environment (Mumford, Zaccaro, Connelly, & Marks, 2000).

Emotional intelligence encompasses emotional, personal, and social abilities influential upon one's overall capability to effectively deal with environmental demands and pressures (McCallum & Piper, 2000). Furthermore, emotional intelligence is exhibited as the ability to adaptively recognize, express, regulate, and harness emotions (Schutte et al., 2001). Diverse cognitive or emotional intelligence skills vary by age, gender, and developmental level (Gardner, 1995). These skills influence one's level of competency or FLOW (Csikszentmihaly, 2013*).*

At least two perspectives are possible within the context of emotional intelligence: maximal emotional intelligence performance and typical emotional intelligence performance (Gignac, 2010). Typical performance is a more reliable indicator of actual behavior (Sackett et al., 1988). Gignac (2010) and Palmer et al. (2009) suggest emotional intelligence is purely relevant to the demonstration of emotional intelligence skills.

The Genos Emotional Intelligence inventories are not a mixed-model measure of emotional intelligence. In developing the Genos Emotional Intelligence inventories, the authors advanced the belief that a model of emotional intelligence should only include psychological attributes with direct relevance to the identification, utilization, and management of emotions (Gignac, 2010). Therefore, development of the Genos Emotional Intelligence inventories was based on an emotional intelligence model seeking to demonstrate emotional intelligence sub-skills across the following seven individual differences dimensions: Emotional Self-Awareness, Emotional Expression, Emotional Awareness of Others, Emotional Reasoning, Emotional Self-Management, Emotional Management of Others, and Emotional Self-Control.

School climate contributes to student achievement, success, and psychological well-being (Cohen, McCabe, Michelli, & Pickeral, 2009; Fan, Williams, & Corkin, 2011; Steyn, 2007; Zullig, Koopman, Patton, & Ubbes, 2010). School climate also influences positive youth development, effective risk prevention, and increased retention rates for teachers and students (Cohen et al., 2009; Huebner & Diener, 2008). School climate plays an important role in how stakeholders perceive the school (Curry, 2009). Since the evaluation of school climate reflects stakeholder perceptions of the social, emotional, and academic experiences of school life, stakeholders assessing the school's climate need to include students, administrators, teachers, parents, and support staff (Smith 2012).

The literature suggested leaders high in emotional intelligence may be more competent to influence, inspire, intellectually stimulate, and develop their staff to promote a culture of sustained educational success (George, 2000; Marzano, Waters and McNulty, 2005; Moore, 2009; Ross, 2000; Salovey and Mayer, 1990; Sanders, 2010; Wolff, Pescosolido, & Druskat, 2002). Inviting behaviors exhibited by the leader optimizes the school climate (Asbill, 1994; Purkey & Siegel, 2008; Schmidt, 2007; Smith, 2015). Leadership advancing Invitational Education (IE) theory encourages people to tap into their unlimited potential (Purkey & Siegel, 2013; Burns & Martin, 2010). Explicit invitations for personal and professional development need to be delivered and recognized as an opportunity (Purkey & Novak, 2016). Therefore, to be dependably inviting, school leaders need to have the skills to effectively convey and then check for receipt. Only then does acceptance become a possibility.

Methodology

Quantitative research involves counting and measuring, thereby allowing statistical analysis of numerical data (Smith, 1988). Quantitative methodology provided the best approach for identifying the relationship between this study's variables: a leader's demonstrated emotional

intelligence and a teacher's perception of school climate. For this quantitative research study, the inquiry addressed two questions and hypotheses:

> $R_{1:}$ Do the certified teachers' rating of their individual school leader's demonstrated emotional intelligence behaviors correlate with perceptions of school climate based on Invitational Education theory?
>
> $H_0$1: The certified teachers' rating of their individual school leader's demonstrated emotional intelligence behaviors do not correlate with perceptions of school climate based on Invitational Education theory.
>
> R_2: Based on teacher ratings, how does each of the seven dimensions of a school leader's typically demonstrated emotional intelligence behaviors positively or negatively change the teacher's perceptions of the school's climate based on Invitational Education theory?
>
> $H_0$2: Based on teacher ratings, there are no dimensions of a school leader's typically demonstrated emotional intelligence behaviors that positively or negatively change the teacher's perceptions of the school's climate based on Invitational Education theory.

Data was described numerically while analysis employed descriptive and inferential statistics, including correlation analysis, regression analysis, mean, mode, and median (VanderStroep & Johnson, 2010). This quantitative study investigated the relationships between variables. This study's methodology analyzed the magnitude of relationships found within the collected data to test stated hypotheses (Hopkins, 2008). The first research question investigated the relationship between variables. The second research question investigated whether the predictor (independent) variable: the seven observed emotional intelligence subscales of the Genos 360 EI Assessment (Concise) (Palmer et al., 2009) predicts the criterion (dependent) variable: the teacher's perception of school climate based on the five ISS-R Domains of Invitational Education theory known as: People, Places, Policies, Programs, and Processes (Smith, 2012).

Since a more objective look at data allows objective conclusions to be drawn, utilization of quantitative methodology for this study minimized the subjectivity of judgment (Kealey, Protheroe, MacDonald, & Vulpe, 2003). For this study, perceived school climate was rated based on the five domains explicated by Schmidt (2007) and Smith (2012) and assessed by the *Inviting School Survey-Revised (*ISS-R) (Smith, 2015). Given the school climate reflects a personal evaluation of the school (Cohen, 2006; Freiberg, 1999), school leaders seeking to analyze perceptions from the school community need reliable and valid instruments to measure school climate. As exhibited in appendix B, the *ISS-R* (Smith, 2015), is grounded in Invitational Education theory (Purkey & Novak, 2016) and provided a reliable and valid quantitative instrument to measure school climate. Results to the ISS-R addressed the study's criterion (dependent) variable whereby the responding teacher's interval-level perceptions of school climate were identified through a potential ordinal range of responses

The study's predictor (independent) variable investigated the certified teacher's rating of his or her school leader's demonstrated emotional intelligence behaviors in the workplace. Using the Genos 360 EI Assessment-Concise Rater (Palmer et al., 2009), the predictor (independent) variable provided a potential ordinal range of responses based on the certified teachers' ratings of his or her individual school leader's typically demonstrated emotional intelligence behaviors. Self-

rating of the participant's perceptions of school climate based on Invitational Education theory in relation to a third-party rating of the leaders' emotional intelligence created a unique concept for study.

A *Pearson* correlation tested the null hypothesis of the first research question. Given a relationship was found with the predictor variable, additional simple linear regression procedures then explored in-depth the responses specific to the seven subscales of the Genos 360 EI Assessment-Concise Rater (Palmer et al., 2009) and the five domains of the ISS-R (Smith 2012). The five domains of the ISS-R are known as the 5-Ps: People, Places, Policies, Programs, and Processes (Schmidt, 2007; Smith, 2015). The additional simple linear regression analyses of results demonstrated the degree to which dimensions of the predictor variable (leader's EI behaviors) positively or negatively predict the teacher's perceptions based on five domains of school's climate.

Limitations

Validated instruments such as the Genos 360 EI Assessment (Concise) (Palmer et al., 2009) and ISS-R (Smith, 2015) allowed for third-party rater and reporting of perceptions. Analysis of demonstrated emotional intelligence behaviors based on the seven subscales of the Genos 360 EI Assessment-Concise Rater (Palmer et al., 2009) provided a succinct investigation of the relationship between the demonstrated emotional intelligence subscales and the five dimensions of school climate based on IE theory. However, self-perceptions create limitations to any study. While self-report approaches are appropriate as measures of self-perceived EI, they often do not actually measure emotional intelligence ability (Mayer et al., 2004a). The evaluation of emotional intelligence with a self-report measure can create flawed results due to socially desirable responding (SDR), which is known as faking good (Downey et al., 2006). Using the Genos 360 EI Assessment-Concise Rater version mitigated problems caused by the utilization of an approach that may produce SDR. The Genos 360 EI Assessment-Concise Rater assesses typical emotional intelligence performance and requires study participants to complete a concise, third-person version of the Genos Emotional Intelligence Assessment (Palmer et al., 2009) to identify the leader's demonstrated emotional intelligence behaviors in the workplace.

Additionally, the quantitative design created limitations, including the correlational research design only allowed reporting of the relationships based on the given context. For instance, there may be greater optimism at the beginning of a school year compared to the end. While the Genos EI Assessment-Concise Rater version (Palmer et al., 2009) is a valid and reliable survey instrument, unfamiliarity with emotional intelligence, test anxiety, time of year when the survey was completed, time devoted to the survey completion, and fidelity in responding to the survey all created additional limitations. Limitations influence individual ratings and perceptions. Therefore, the overall analysis is potentially impacted. Limitations influence the ability to generalize results.

Population and Sample Selection

The target population comprised more than 200 teachers employed in over four dozen urban and suburban schools in the New York metropolitan area. A sample of 42 teachers completed the *Inviting School Survey-Revised and the Genos 360 EI Assessment-Concise Rater.* Utilizing a quantitative digital, Likert-Scale survey distributed through Qualtrics and three follow-up requests to participate, the post hoc power analysis indicated the 42 participant cases that comprised the sample achieved significant statistical results based on the *Pearson* correlation procedure.

Data Collection Procedures

As accessible through the digital Qualtrics system, the study required completion of a single, three-part, digital survey: The Genos 360 EI Assessment (Concise) (Palmer et al., 2009), the ISS-R (Smith, 2015) and a demographic profile. Utilization of a Likert scale provided interval data related to the level of agreement with behaviors described on each survey.

As found in appendix A, the first part of the single digital survey comprised the Genos 360 EI Assessment-Concise Rater (Palmer, et al., 2009). The Genos 360 EI Assessment-Concise Rater is a 31-item instrument designed to rate individual school leader's demonstrated emotional intelligence behaviors specific to the work environment. Participants were able to complete this version in fewer than 12 minutes.

As found in appendix B, the second part of the single digital survey comprised the 50-item *Inviting School Survey-Revised* (Smith, 2005). The instrument measured the participant's perception of school climate based on Invitational Education theory and practice. Therefore, this part of the digital survey provided data responsive to the criterion (dependent) variable. Participants were able to complete this part in fewer than 15 minutes.

The confidentiality and anonymity of each voluntary participant within the target population was fully protected. Only a data file of responses was provided to the researcher. While informed consent was detailed in the email that provided the link to the survey, implied informed consent to participate in the study was based on voluntary completion of the digital survey accessed through the Qualtrics system. When participants completed the survey through the digital survey accessed through Qualtrics, data became available for analysis.

Data Analysis Procedures

At the conclusion of the data collection period, the digital survey was initially saved as an Excel spreadsheet. The data was then uploaded the Statistic Program for the Social Sciences (SPSS) software (Norusis, 2011). Preparation followed a logical order for cleaning and processing the data. Analytical procedures included descriptive analysis, testing of assumptions, tests for normalcy, *Pearson* ***r*** analysis, and simple linear regression analyses.

Given satisfaction of all four test of assumptions, a *Pearson* correlation was conducted to determine the relationship between the variables. The observed relationship between the predictor variable and the criterion variable rejected the null hypothesis for the first research question. Simple linear regression analyses then tested the degree to which dimensions of the predictor (independent) variable positively or negatively change the teacher's perception of the overall school's climate. This procedure rejected the null hypothesis of the second question.

Results

Given satisfaction of the tests of assumptions, *Pearson r* analysis was apropos for testing the null hypothesis of research question one, which examined the relationship between two variables. The *Pearson r* analysis revealed a moderately strong relationship in a positive direction (.564) between the leaders' demonstrated emotional intelligence behaviors and the teacher participant's perception of school climate. *Pearson r* analysis results rejected the null hypothesis of the first research question.

Given a positive linear relationship between the variables, the data were submitted to simple linear regression analysis. Simple linear regression procedures then investigated the leaders' demonstrated emotional intelligence behaviors (predictor/independent) variable based on

the seven subscales of the Genos 360 EI Assessment-Concise Rater. These seven subscales include: Emotional Self-Awareness (ESA), Emotional Expression (EE), Emotional Awareness of Others (EAO), Emotional Reasoning (ER), Emotional Self-Management (ESM), Emotional Management of Others (EMO), and Emotional Self-Control (ESC) (Palmer et al., 2009). To test the null hypothesis of the second research question, seven simple linear regression procedures were utilized to analyze the results of the teacher's perception of the school climate based on the overall ISS-R scale. Results of the initial seven simple linear regression procedures rejected the null hypothesis of the second research question, thereby accepting the alternate.

Thirty-five additional simple linear regression procedures then identified the degree to which the seven dimensions of the leader's typically demonstrated emotional intelligence behaviors predicted the teachers' perceptions of the five measures of school climate. The additional simple linear regression analyses provided further information about the predictability of the relationship by analyzing the relationship between the leader's typically demonstrated emotional intelligence behaviors represented by the seven dimensions of the Genos 360 EI Assessment-Concise Rater instrument and the five domains of school climate represented by the Inviting School Survey-Revised instrument.

As noted below in Table 1, the *Pearson r* is .564. This demonstrates the strength and direction of the relationship as moderately strong in a positive direction. The strength and direction of the relationship suggest that as the teachers' rating of the leader's demonstrated emotional intelligence behaviors increase, so do their positive perceptions of school climate. Likewise, as their rating of the leader's demonstrated emotional intelligence behaviors decrease, so would the teachers' positive perceptions of school climate. The *Sig*. value in this analysis is 0.00 (See Table 1). Since the value is less than .05 there is arguably a statistically significant correlation between the two variables.

Table 1

Correlation Statistics for Dependent and Predictor Variables: Perceptions of School Climate and Leaders' Demonstrated Emotional Intelligence

		Mean_GenosEI_Overall_ recode	Mean_ISSR_Overall
Mean_GenosEI_Overall_ recode	Pearson Correlation	1	.564**
	Sig. (2-tailed)		.000
	N	42	42
Mean_ISSR_Overall	Pearson Correlation	.564**	1
	Sig. (2-tailed)	.000	
	N	42	42

**. Correlation is significant at the 0.01 level (2-tailed).

Regression analysis procedures measured how well the overall model fits. Specifically, how well the predictor: the leader's demonstrated EI behaviors based on the Genos instrument scores, predict the teacher's perception of school climate based on the ISS-R scores. As noted in Table 1 above, a *Pearson r* of .564 indicates the strength and direction of the relationship as being moderately strong in a positive direction. Table 2 below, identifies the *R* as .693[a] and the *R square* as .480, which shows a strong positive relationship between the group of predictors and the outcome variable (R). The results of the analysis suggest that as a collective, the leader's

demonstrated EI can predict about 48% of the variance in the teacher's perception of school climate.

Table 2
Model Summary for Dependent Variable: Perceptions of School Climate and Predictors Dimensions of Leaders' Demonstrated Emotional Intelligence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.693[a]	.480	.372	.465

a. Predictors: (Constant), Mean_ESC, Mean_ESA, Mean_ER, Mean_EE, Mean_EMO, Mean_ESM, Mean_EAO

Table 3 below details the results of the linear regression procedures designed to test the null hypothesis for research question two. In relation to overall ISS-R responses, the *Coefficients*[a], for four of the seven Genos EI subscales indicated a relationship in the positive direction. As a result of linear regression analysis procedures, for four of the seven EI subscales it can be concluded that an increase within the five-point scale of the leader's exhibited dimension of EI, results in an increase within the mean of the teacher's perception of overall school climate. Most significantly, as noted in Table 3, a point increase within the five-point scale of the leader's exhibited Emotional Management of Others (EMO) results in an increase of .329 within the mean of the teacher's perception of overall school climate. A point increase within the five-point scale of the leader's exhibited Emotional Self-Control (ESC) results in an increase of .317 within the mean of the teacher's perception of overall school climate.

Table 3
Regression Analysis for Dependent and Predictor Variables Testing Null Hypothesis 2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.377	.274		5.019	.000
Mean_ESA	-.128	.156	-.172	-.816	.420
Mean_EE	.130	.143	.189	.909	.370
Mean_EAO	-.063	.162	-.105	-.388	.700
Mean_ER	.071	.117	.122	.608	.547
Mean_ESM	-.221	.155	-.333	-1.421	.165
Mean_EMO	.329	.143	.494	2.310	.027
Mean_ESC	.317	.157	.486	2.016	.052

According to the coefficients in Table 3 above, by absolute value, regardless of the positive or negative sign of the beta value, Emotional Management of Others (EMO) (.494) and Emotional Self-Control (ESC) (.486) appears to be the most important predictors for school climate. By contrast, Emotional Awareness of Others (EAO) (-.105) appears to be the weakest predictor for positive school climate. Based on the *Sig.* value shown in Table 3, of the seven potential

predictors, EMO and ESC were found to be significant predictors for positive school climate. Thus, the null hypothesis for the second research question was rejected; thereby accepting the alternate that dimensions of the school leader's typically demonstrated emotional intelligence behaviors either positively or negatively change the teacher's perceptions of overall school climate.

Analysis of the Emotional Management of Others (EMO) results predicts a strong relationship in the positive between the People, Places, Policies, and Programs, domains of the ISS-R. Analysis of the Emotional Self-Control (ESC) results predicts a strong relationship in the positive direction between the Places, Policies, Programs, and Processes, domains of the ISS-R. By contrast, analysis of the Emotional Awareness of Others (EAO) results predicts a mild to strong relationship in the negative direction between the Places, Policies, and Processes, domains of the ISS-R.

Emotional Management of Others (EMO) measures the relative frequency whereby an individual successfully manages the emotions of others at work, motivates colleagues or followers. EMO also models the modification of the emotions of others for their own personal betterment at work. These behaviors create a positive working environment for others as well as helping individuals resolve distressful issues.

Emotional Self-Control (ESC) measures the relative frequency whereby an individual appropriately controls her strong emotions in the workplace. ESC addresses demonstrated maintenance of focus or concentration upon the task-at-hand, despite emotional adversity. Emotional Self-Control is more reactive compared to Emotional Self-Management.

Implications for future practice

Related to climate, perceptions of a place contribute to a school's success or failure. Burns and Martin (2010) concluded that observers almost immediately notice the personality of a place, differentiating between a sterile, empty, and lifeless environment compared to a place seen as warm, exciting, and personable based on the people inhabiting the space. Purkey and Novak (2016) concluded the place element was the most visible factor within a school's climate. As the physical environment of an organization, places are the easiest element of the framework to change because of its visibility (Hobday-North & Smith, 2014). Given this, the leaders' demonstrated emotional self-control and emotional management of others are extremely influential upon a school's climate.

The Emotional Management of Others and one's Emotional Self-Control predict positive teacher perceptions of the place domain within a school's climate. Implementation of IE theory contributes to the growth of trust and social capital by the way in which leaders promote a climate of caring and support for the efforts of others (Purkey & Siegel, 2013). Effective leaders must seek to produce a collective, energized, collaborative commitment to the organization's clear mission, shared vision, and non-negotiable values (Marzano & Waters, 2009). Effective leaders seek to find a balance between motivating their stakeholders and minimizing negative emotions. While self-destructive schools gravitate toward fear and stress, schools making a positive difference consistently exhibit love, courage, and hope (Reason, 2010). Therefore, the leader developing an effective school climate exhibits an ability to understand and address the range of emotions exhibited by stakeholders.

While results of this investigation should influence the explicit curriculum of educational leadership programs, a top-down approach to school leadership is not the only opportunity for optimizing human potential and school climate. IE advocates and practitioners need to encourage teacher preparation programs and local educational agencies to explicitly develop the emotional

intelligence of prospective instructional leaders, thereby promoting an inclusive approach for optimizing human potential and school climate. Advocates also need to collaborate with organizations that promote IE tenets and practices. For instance, Educators for Excellence (E4E) is a teacher-led organization that ensures teachers have a leading voice in the policies that impact their students and profession. E4E advocates note that while systemic policymakers talk *about* teachers, they rarely talk *with* teachers. There should be consensus that E4E's Theory of Change, which is grounded in two linked, long-term goals: better outcomes for students and the elevation of the quality and prestige of the teaching profession, would benefit from synthesis with emotional intelligence skill development and implementation of IE tenets and practice.

Invitational Education theory seeks to promote trust, collaboration, and purposeful inclusion (Purkey & Novak, 2016; Purkey & Siegel, 2013). However, if "People cannot accept invitations they have never received" (Purkey & Novak, 1996, p.75), how does a teacher's level of emotional intelligence influence her ability to perceive an intentional invitation as an opportunity? Using Invitational Education theory to curriculum map teacher preparation and educational leadership program's curriculum would help institutionalize the need for people within an institution to collectively demonstrate Emotional Self-Control and Emotional Management of Others to create a better place for teaching, learning, and leading.

There are three needs for optimal emotional intelligence development among prospective teachers (Rojas, 2012):

1. Development of emotional intelligence beginning with a commitment to change.
2. Application of emotional intelligence learning within environments favorable to emotional intelligence development.
3. Pursuit of an ideal allowing interdependent application of all other emotional intelligence competencies.

Through explicit development of emotional intelligence skills and utilization of Invitational Education tenets, ongoing professional development will promote optimal school climate and thereby advance the learning for all mission. Intentionally advancing the competencies that increase the conveyance and receipt of personal and professional development opportunities could optimize school climate for all stakeholders (Purkey & Novak, 2016). Invitations for personal and professional development need to be explicitly intentional and recognized by the recipient as an opportunity (Purkey & Novak, 2016). Explicit course work in both emotional intelligence behaviors within the workplace and development of school climate based on Invitational Education theory could benefit teacher preparation as well as educational leadership programs.

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Appendix A: The Genos 360 EI Assessment (Concise) Instructions

The Genos 360 EI Assessment (Concise) has been designed to measure how often you observe your school's principal or director demonstrating emotionally intelligent behaviors. There are no right or wrong answers to the questions. However, it is essential that your responses truly reflect the extent to which you believe the person you are rating typically demonstrates the behavior in question. If unsure, provide the answer that best describes how you generally feel.

Example:
Q. My school's principal displays appropriate emotional responses in difficult situations.

You are required to indicate on the response scale the extent to which you believe the person you are rating typically demonstrates the behavior in question. There are five possible responses to each question (shown below). You are required to select the response/number that corresponds to your answer:
1 = Almost Never
2 = Seldom
3 = Sometimes
4 = Usually
5 = Almost Always

When considering a response, it is important not to think of the way the individual you are rating behaved in any one situation. Rather your responses should be based on the person's typical behavior observed over the last 6 months. If you are not sure, choose a response that feels most likely. Some of the statements may not give all the information you would like to receive. In this case, please choose a response that seems most likely. There is no time limit, however, this section usually takes between 5-7 minutes to complete.

Statements	1 = Almost Never/2 = Seldom/3 = Sometimes/4 = Usually/5 = Almost Always
My school's principal:	
1. Demonstrates to others that s/he has considered their feelings in decisions s/he makes at work.	1 2 3 4 5
2. Fails to recognize how his/her feelings drive his/her behavior at work.	1 2 3 4 5
3. Responds to events that frustrate him/her appropriately.	1 2 3 4 5
4. Finds it difficult to identify his/her feelings on issues at work.	1 2 3 4 5
5. Expresses how s/he feels to the wrong people at work.	1 2 3 4 5
6. Fails to handle stressful situations at work effectively.	1 2 3 4 5
7. When someone upsets him/her at work, s/he expresses his/her feelings effectively.	1 2 3 4 5
8. Considers the way others may react to decisions when communicating those decisions.	1 2 3 4 5
9. When s/he gets frustrated with something at work, s/he discusses his/her frustration appropriately.	1 2 3 4 5
10. When s/he is under stress, s/he becomes impulsive.	1 2 3 4 5

Statements 1 = Almost Never/2 = Seldom/3 = Sometimes/4 = Usually/5 = Almost Always

My school's principal:

11. Fails to identify the way people respond to him/her when building rapport.	1 2 3 4 5
12. Understands the things that make people feel optimistic at work.	1 2 3 4 5
13. Takes criticism from colleagues personally.	1 2 3 4 5
14. Is effective at helping others feel positive at work.	1 2 3 4 5
15. Communicates decisions at work in a way that captures others' attention.	1 2 3 4 5
16. Gains stakeholders' commitment to decisions s/he makes at work.	1 2 3 4 5
17. Appropriately communicates decisions to stakeholders.	1 2 3 4 5
18. Expresses how s/he feels at the appropriate time at work.	1 2 3 4 5
19. Understands what makes people feel valued at work.	1 2 3 4 5
20. Effectively deals with things that annoy him/her at work.	1 2 3 4 5

Statements 1 = Almost Never/2 = Seldom/3 = Sometimes/4 = Usually/5 = Almost Always

My school's principal:

21. Appropriately responds to colleagues who frustrate him/her at work.	1 2 3 4 5
22. Finds it difficult to identify the things that motivates people at work.	1 2 3 4 5
23. Fails to keep calm during difficult situations at work.	1 2 3 4 5
24. Is aware of his/her mood state at work.	1 2 3 4 5
25. Helps people deal with issues that cause them frustration at work.	1 2 3 4 5
26. Remains focused when anxious about something at work.	1 2 3 4 5
27. Fails to resolve emotional situations at work effectively.	1 2 3 4 5
28. Is aware of how his/her feelings influence the decisions s/he makes at work.	1 2 3 4 5
29. Has trouble finding the right words to express how s/he feels at work.	1 2 3 4 5
30. When upset at work, s/he still thinks clearly.	1 2 3 4 5
31. Does not know what to do or say when colleagues get upset at work.	1 2 3 4 5

Appendix B: Inviting School Survey – Revised (ISS-R)

DIRECTIONS

Following are a series of 50 statements concerning **YOUR SCHOOL**.
Please use the five-point response scale and select how much you agree or disagree for each item.

SA=*Strongly Agree* A=*Agree* U=*Undecided* D=*Disagree* SD=*Strongly Disagree*
Select 'N/A' only if the question does not apply to your school

Statements	SA	A	U	D	SD	N/A
1. Student discipline is approached from a positive standpoint.						
2. Everyone is encouraged to participate in athletic (sports) programs.						
3. The principal involves everyone in the decision-making process.						
4. Furniture is pleasant and comfortable.						
5. Teachers are willing to help students who have special problems.						
6. Teachers in this school show respect for students.						
7. Grades are assigned by means of fair and comprehensive assessment of work and effort.						
8. The air smells fresh in this school.						
9. Teachers are easy to talk with.						
10. There is a wellness (health) program in this school.						
11. Students have the opportunity to talk to one another during class activities.						
12. Teachers take time to talk with students about students' out-of-class activities.						
13. The school grounds are clean and well-maintained.						
14. All telephone calls to this school are answered promptly and politely.						
15. Teachers are generally prepared for class.						
16. The restrooms in this school are clean and properly maintained.						
17. School programs involve out of school experience.						
18. Teachers exhibit a sense of humor.						
19. School policy encourages freedom of expression by everyone.						
20. The principal's office is attractive.						
21. People in this school are polite to one another.						
22. Everyone arrives on time for school.						
23. Good health practices are encouraged in this school.						
24. Teachers work to encourage students' self-confidence.						
25. Bulletin boards are attractive and up-to-date.						

Statements	SA	A	U	D	SD	N/A
26. The messages and notes sent home are positive.						
27. The principal treats people as though they are responsible.						
28. Space is available for student independent study.						
29. People often feel welcome when they enter the school.						
30. Students work cooperatively with each other.						
31. Interruptions to classroom academic activities are kept to a minimum.						
32. Fire alarm instructions are well posted and seem reasonable.						
33. People in this school want to be here.						
34. A high percentage of students pass in this school.						
35. Many people in this school are involved in making decisions.						
36. People in this school try to stop vandalism when they see it happening.						
37. Classrooms offer a variety of furniture arrangements.						
38. The school sponsors extracurricular activities apart from sports.						
39. Teachers appear to enjoy life.						
40. Clocks and water fountains are in good repair.						
41. School buses wait for late students.						
42. School pride is evident among students.						
43. Daily attendance by students and staff is high.						
44. There are comfortable chairs for visitors.						
45. Teachers share out-of-class experiences with students.						
46. Mini courses are available to students.						
47. The grading practices in this school are fair.						
48. Teachers spend time after school with those who need extra help.						
49. The lighting in this school is more than adequate.						
50. Classes get started quickly.						

JITP Guidelines for Author Submissions

The Journal for Invitational Theory and Practice (JITP) (ISSN-1060-6041) publishes once a year and promotes the tenets of invitational theory and practice, self-concept theory, and perceptual psychology. First published in 1992, the JITP is currently indexed in the ERIC and EBSCO databases.

The JITP seeks to publish articles under two priorities: research and practice. First, manuscripts are encouraged that report research that examines and expands the theory and practice of invitational learning and development, investigates the efficacy of invitational practices, relates invitational theory to other theories of human development and behavior, or focuses on theories that are compatible with invitational theory and practice. Second, manuscripts will be considered that are more focused on the practice of invitational theory. These articles are less data-oriented and could describe authors' attempts to apply invitational theory to a variety of settings or activities related to invitational theory. The editorial board will also consider book reviews of professional books related to invitational or other related theories.

The JITP accepts articles for submission year-round. However, the ideal submission deadline for each issue is October 1st. The Journal uses a blind peer review of articles with final publication decisions made by the editor. Upon publication, authors will receive an electronic copy of the JITP. Manuscripts submitted to or under consideration for publication by other journals are not accepted. Authors must follow specific guidelines when submitting manuscripts for publication consideration:

1. Prepare manuscripts in APA style. Refer to the Publication Manual of the American Psychological Association, 6th Edition (2010).
2. Submit manuscripts as email attachments to: JITPeditor@invitationaleducation.net
    a. All submissions will be acknowledged by return email to the originating email address.
    b. Questions about submissions should be emailed to the editor, Chris James Anderson: JITPeditor@invitationaleducation.net; ucan@rcn.com
3. Include your home and business phone numbers.
    a. This will allow the editor to quickly contact you if necessary.
4. Create all manuscripts as Microsoft Word® documents.
    a. Please remove embedded comments, tracked changes, and hidden personal data in the file.
5. Submit two copies of the manuscript – one with your identifying information and one without your identifying information
    a. The anonymous copy is sent for blind review.
6. Limit manuscripts to less than 10,000 words, double spaced (including references and quotations)
    a. Use Times New Roman, 12-point font, with one-inch margins on each side, top, and bottom.
7. Format (APA, 2010) the cover page with the author's or authors' names, institutional affiliation(s), and title of the manuscript.
8. On the second page, include the title and an abstract of 150 - 250 words.

9. For the blind copy, do not include authors' names on this or subsequent pages. The author(s)' name(s) should not appear anywhere in the blind copy of the manuscript.
    a. If the author(s)' own research is used, insert the word Author for all within manuscript citations and all References. For the Reference Page, include only Author (year) for each citation – do not include the name of the article/book, etc.
10. Include tables: created with MS Word table function only, and figures sparingly. These must be formatted per APA (2010) style.
    a. All tables and figures should be placed (embedded) within the document.
    b. Any artwork and diagrams should be included as separate digital graphic files, .tif, .gif, or .jpg.
11. Quotations must follow APA (2010) style.
    a. Lengthy quotations require written permission from the copyright holder for reproduction.
    b. Authors are responsible for obtaining permissions and providing documentation of permission to the JITP editor.
12. Reviews of manuscripts typically take approximately eight weeks.
    a. Manuscripts are reviewed by two members of the Editorial Review Board
    b. Manuscripts are rubric-scored.
    c. Patience is appreciated but author(s) can contact the JITP editor at any time for a status report.
13. Notification regarding publication will presented to the author(s) from the editor.
    a. If the manuscript is accepted, details about the issue for publication will be conveyed at that time.
14. For accepted manuscripts requiring revisions, the author(s) MUST use the Review>Track Changes function within MS Word.
15. Members can access previous JITP publications at: https://www.invitationaleducation.org/jitp-publications/

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