

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.

The International Alliance for Invitational Education® (IAIE) is chartered by the State of North Carolina as a not-for-profit organization. Members consist of an international network of professional helpers representing education, counseling, social work, psychology, child care, nursing, medicine, ministry, and related fields who seek to apply the concepts of invitational theory and practice to their personal and professional lives.

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**THE JOURNAL OF INVITATIONAL THEORY AND PRACTICE
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The Journal of Invitational Theory and Practice

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Editorial

With this 21st issue of the Journal of Invitational Theory and Practice, we come to the end of yet another year and we have the opportunity to introduce the new editors, Drs. Allison L. Baer and Melissa A. Cain. In this editorial, we will both tell you a bit about ourselves and our vision for the future of JITP.

I (Allison) am an Associate Professor of Reading at The University of Findlay where I primarily teach courses in Reading to pre-service and graduate students. I also am the Director of the College of Education's Clubhouse Reading Center, which provides free tutoring to area children in grades 1 through 12. My research interests include social justice issues and how they can be addressed through relevant literature, struggling readers and how to best support their reading strengths and needs, and the work of university reading centers. I also have extensive experience editing professional, peer-reviewed journals as I was a co-editor of the Ohio Journal of English Language Arts (OJELA) for three years and was the sole editor of Reading Horizons, an international journal of reading research and practice. I have published multiple chapters in books and articles in regional, national, and international journals and won the prestigious Virginia Hamilton Award for Diversity in Literature for a co-authored article about the coming-of-age novels of young Muslim women.

I (Melissa) am a Professor of Education at The University of Findlay. I teach graduate-level courses primarily in the area of reading methods and children's literature. With the advent of our Ed.D. program, I now supervise dissertations and teach two core doctoral courses: Influential Thinkers and Inviting Environments to Facilitate the Affective Domain. Early in my career, I co-edited a children's book review journal called Perspectives. With a colleague from Kent State University, I continue to write a monthly column of children's book reviews for The Toledo Blade. My involvement with IAIE began when one of my graduate students invited me to the IAIE conference at which her school received an Inviting School Award. I was hooked and became an active member. I edited a newsletter for the ASCD/IAIE Professional Interest Community for several years. My IAIE committee work includes Advisory Council, the Coalition to Promote Positive School Climate, Higher Education Committee, Research Committee, and Fellowship Committee. . My research interests include school climate, socio-emotional learning, effective teaching of reading, online teaching and learning, and the benefits of incorporating children's literature across the curriculum. I am excited to be working with Allison co-editing the Journal of Invitational Theory and Practice.

Now that you've gotten to know a bit about us, here is our vision for JITP. To begin with, we strongly believe in the work of IAIE and its basic tenets as evidenced in our

daily course instruction and in the way we conduct our professional and personal lives. As such, we want the word and good works of invitational theory and practice to be researched and heard by multiple audiences. We know that the members of IAIE and readers of JITP agree with us but how are we to broaden our audience?

On Friday, October 23, 2015, Dr. Michael Keany of School Leadership 2.0 (www.schoolleadership20.com) addressed the 2015 IAIE Conference participants. The title of his presentation was “The Top Ten Things an Inviting School Leader Can Do” and it was filled with practical ideas for how we can implement invitational learning into our classroom practice. To set the stage for his presentation, Dr. Keany (2015) began his discussion by stating that, “Schools do a great job of teaching people what they can’t do! Only some people are artists. Only some people are good in math, etc.” This struck a real chord with us as he encouraged us to change our thinking from what we can’t do to what we can’t do YET. See the distinction? How would our self-confidence or sense of worth change if we just added that one little word — yet. It’s quite the powerful three-letter word that changes everything. I can’t play the guitar yet. He can’t do this math problem yet. This is truly one simple, yet powerful, change in our thinking as we continue our lives as invitational educators and humans. We hope to emulate Dr. Keany’s thinking through the content of this journal as we seek submissions from like-minded people. We’re not going to discuss all ten of Dr. Keany’s ideas in this Editorial, we do want to use some of his ideas to get you thinking about what you could do in your sphere of influence and how you might frame the ideas of invitational learning and practice through your research.

To begin with, Dr. Keany encouraged us to eliminate the “little murders” that occur on a daily basis in schools. What might this look like? Pointing out one student’s flaws or mistakes in front of the entire class or belittling a co-worker in a meeting are good examples. These “little murders” are direct attacks on a person’s confidence and sense of self-worth. They kill something inside a person that, over time, may become permanently dead. So our questions are, “What kinds of ‘little murders’ do you encounter and what could be done to change these behaviors? What kind of research needs to be done to convince others of the destructive nature of these attacks? What could YOU do or who do YOU talk to about this?”

Dr. Keany also recommends that we coach our students rather than constantly evaluate them. Coaching includes such things as giving quality, relevant written and verbal feedback designed to help our students learn and be better at something. In education, this is frequently done through progress monitoring, which is a method of collecting data daily to make sound instructional decisions. Teachers then take this information and give feedback to their students throughout the process of learning. Coaching is just that—it’s

about the process rather than the product. In contrast, evaluation is all about the product. One of this issue's authors, Dr. Mary Ann Jacobs, wasn't satisfied with just the end of semester evaluations so she used the Critical Incident Questionnaire (CIQ) (Brookfield, 2007) throughout two semesters and found that this more immediate feedback afforded more frequent opportunities to adjust her teaching according to student responses. This falls within Dr. Keaney's idea of coaching as her research was focused on the process of learning rather than on the end product. What kinds of coaching do you do in your practice and how might you research it? Please note that this kind of coaching is done in many areas, not just education, so how is this seen in your workplace? We welcome articles that explore the practice of coaching.

According to Dr. Keaney, the other six things that inviting leaders can do are:

- Open enrollment to advanced classes
- Eliminate class rank
- Eliminate homogeneous grouping (tracks)
- Eliminate grades – change to “certification”
- Use real world adjudication
- Treat students like people

We suspect that those reading this editorial and journal will find these ideas powerful and may, in fact, be implementing some of them. For the purpose of the JITP we ask you, “What questions do you have about these ideas that could lead to research and ultimate submission to the journal? Who could you share the journal with to get them thinking about these and other questions related to invitational theory and practice?”

This leads us to our vision for JITP.

1. We will be moving the publication date up a few months in the next two to three years to slowly change to a spring publication. For 2016, we hope to publish the journal in September/October and, for 2017, move it to an April/May publication. We will continue to have rolling submissions so we anticipate that this will not be a problem.

2. We encourage colleagues outside of education to consider submitting to JITP. There are many other professions that hold to the basic ideas of IAIE and we hope to include their voices in future issues. Think about your colleagues in counseling, physical and occupational therapy, pharmacy, business, or other related fields and how they live the life of invitational education. How does this look in their profession? We ask you to share the Guidelines for Authors with your colleagues and encourage them to consider JITP to disseminate their research or practice ideas.

3. We encourage you to take the name of our journal seriously and encourage manuscript submissions in both areas—theory and practice. In this vein, we hope you

will consider submitting a descriptive manuscript of some effective practice that has changed your thinking or has had a positive effect on your field. We believe the power of such articles lies in the fact that we can and do learn from others' experiences.

4. We are adding a book review section to the journal (see Dr. Melissa Cain's article). Reviews will include both trade book and professional books. They will be both invited and submitted manuscripts. If you would like to suggest a review in either of these areas, please contact one of us at either baer@findlay.edu or cain@findlay.edu.

5. Please consider serving on our Editorial Review Board as a service opportunity. To do so, read and complete the application at the end of this issue. You can complete, scan, and return it or just email us the necessary information. We would love working with you!

6. Be sure to check out the Guidelines for Authors included in this issue. Please consider Dr. Keaney's challenge to be an Inviting Leader in your field and write up your research and/or practical experiences to submit them for peer review.

Creating Optimal Learning Environments through Invitational Education:
An Alternative to Control Oriented School Reform

By Their Pupils They'll Be Taught: Using Critical Incident Questionnaire as Feedback

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Abstract

Can students teach their professors? The purpose of this study was to determine if students provided more immediate feedback to the professor on what engaged them and what distanced them in their learning and if the professor made changes to course delivery based on that feedback, would students become more engaged in their learning. In this action research study, a cohort of thirteen teacher education students responded bi-weekly using Critical Incident Questionnaires identifying what engaged them and what distanced them in the course. The sooner, rather than later, feedback to their professor allowed the professor to make changes to course delivery throughout the semester and thus helped students become more engaged in their own learning. The study found that the use of Critical Incident Questionnaires helped the professor assess her own teaching, make adjustments to class delivery based on student feedback to engender greater student engagement, and encourage future teachers to engage in the process of self-reflection.

It's a very ancient saying
But a true and honest thought
That if you become a teacher,
By your pupils you'll be taught.
(The King and I, 1956)

Teachers reflecting on their practice have a long history in the United States. John Dewey (1859-1952) and Kurt Lewin (1890-1947) are among the early supporters of this practice known today as action research (Mills, 2014). Action research provides teachers with a way to be problem solvers in their own classrooms with the intent to improve student learning while engaging in reflective practice. Unlike most research on education where the teacher or student is studied by an outsider, in action research, the teacher is the researcher. According to Gay, Mills, & Airasian (2012), “Action research is also about incorporating into a teacher’s daily routine a reflective stance—a willingness to look critically at one’s own teaching so that it can be improved or enhanced” (p. 508). Student feedback is one way teachers can study their own practice. This feedback is one of the most powerful influences on teaching and learning (Hattie & Timperley, 2007) and, unfortunately, although research recognizes the importance of feedback, minimal research exists on its effectiveness in higher education. In addition, considerable research

indicates this feedback is ineffective, untimely, and lacks incentives to improve teaching (Bianachi, 2014; Blair & Valdez Noel, 2014; Huybers, 2014). The purpose of this study was to determine if timely and informative feedback to the professor could result in greater student engagement if the professor used the feedback to make course changes throughout the semester.

The Research Question

A professor in a teacher education program in a private college in New York City was disappointed with feedback she received from students via course evaluations at the end of each semester; feedback after the course ended seemed pointless. This professor wondered if she knew earlier what engaged or distanced students could she make changes to the course during the semester.

In her first three years the professor (Grace) taught seven different courses. Grace questioned if generic changes she made to new courses based on end-of-semester evaluation feedback from previous courses were effective. In her fourth year Grace taught yet another new course, the first pedagogy course in the program for teacher candidates. Thirteen students in the fall of their sophomore year were registered to take the course, and they would take the second pedagogy course the following semester. She recognized this as an opportunity to work with the same group of students for two consecutive semesters, and her goal was to increase their engagement. Her research focused on using the feedback these students provided during the two consecutive semesters and to make changes to her teaching by adapting her strategies based on the students' feedback with the goal of promoting greater student engagement.

This question drove her study: Can regular student feedback during the course assist the professor in making immediate changes in course delivery to promote greater student engagement? This article details findings from data collected from the thirteen participants over two semesters.

Review of the Literature

Importance of Student Engagement

Student engagement is a predictor of college completion. Price & Tovar (2014) found that active and collaborative learning is a positive predictor of graduation rates. When professors incorporate active and collaborative learning practices, these yield better student engagement and success. A study on support, belonging, motivation, and engagement described engagement as the time and energy students invest in their learning activities (Zumbrunn, McKim, Buhs, & Hawley, 2014). Students' sense of belonging is linked to their level of achievement, and higher levels of engagement are linked to higher grades.

In a recent synthesis of the literature on student engagement, researchers concluded the primary elements of the learning environment—student, teacher, and content and how these interact—impact student engagement (Bundick, Quaglia, Corso, & Haywood, 2014). Research indicates that greater student engagement has many desirable results for students as well as for professors and their institutions (Bundick, et al., 2014). Student engagement results in academic and life success and engagement between learner and professor promotes critical thinking and a sense of connectedness to colleagues and content.

When students value academics and believe in their own ability to complete tasks and set and attain goals, they are more cognitively engaged. These students attend classes and participate regularly, put effort into their academic tasks, seek challenges, plan, monitor, and evaluate their own thinking, and collaborate with others. Professors who create an emotionally safe environment by incorporating collaborative activities, encourage student contribution and sense of connectedness to colleagues and the content, and provide opportunities for honest and respectful feedback help students connect their current effort with future goals.

Each year freshmen at colleges and universities complete the National Survey of Student Engagement (NSSE) (2012). This survey collects information on students' perceived levels of engagement in programs and activities the institution provides. The survey reports on engagement in academic challenge, learning with peers, and experiences with faculty. This can provide valuable information to the institution if the data is studied and the institution uses the data to develop opportunities for even greater student engagement.

Using Feedback to Improve Teaching and Learning

While research indicates the importance of feedback in the classroom, minimal research exists on the effective use of feedback in higher education. Blair and Valdez Noel (2014) conducted a study on the effectiveness of course evaluations—the most common form of feedback to professors—by asking one question of the participants: How do you think this course could be improved? While the literature supports student evaluation systems as a means to teacher improvement, their study found little evidence that evaluations led to teacher improvement.

Other researchers had similar findings. For example, few items on course and teacher evaluations relate to student learning; current evaluations are fragmented and professors and institutions did not change over time nor enhance teacher performance based on course and teacher evaluations (Blair & Valdez, 2014; Bianchini, 2014; Frick, Chadha, Watson, & Zlatkowska, 2010). Therefore the question remains: If these standardized tools yield minimal practical information for professors, does it make sense to continue using

these assessments when it does not improve practice for the professor or learning for the student? And if these instruments are not providing information to improve teaching and learning, then how can educators who have an interest in quality education improve their practice?

While feedback is one of the most beneficial aspects for improving teaching and learning, current practices in higher education for gathering this feedback does not seem to promote greater quality of teaching by professors or the institutions (Bianchini, 2014). More effective ways for gathering feedback from students sooner, rather than later, are needed for professors to make changes to engage students in their own learning. In order for feedback to be effective, the feedback must be used.

Examining Feedback through Action Research

The practices of teaching can be examined, changed, and ultimately transformed through the self-reflective process of action research. Sagor (2005) describes the process of action research as a “disciplined process of inquiry considered by and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions” (p. 1). When the action researcher—which in most cases is the teacher—takes into account the views of others, this can “lead to knowledge from and about educational practice” (McNiff, Lomax, & Whitehead, 1996, p. 8). Action research involves professionals studying their own practice in order to improve it (Kemmis, 2011). In this study student feedback from Critical Incident Questionnaires gave Grace insights on how to transform her teaching and generate greater student engagement.

Focus Statement

The purpose of this study was to determine if regular student feedback to the professor could help her make changes that would promote greater student engagement. This research was conducted over two semesters with the same thirteen participants in their sophomore year who agreed to be part of this study. In the first course, which was mainly face-to-face but included some on-line classes, students completed pre- and post-course surveys on their own perceived engagement and also completed the course evaluation at the end of the semester. Results of the data led to the action plan in the second course to gather and use more effective feedback that would result in greater student engagement.

The First Course

In the first week of the first course, students completed a survey of selected questions from National Survey of Student Engagement (2012) in areas that addressed academic challenge, active and collaborative learning, and enriching educational experiences. The purpose of the survey was to determine students' perceived level of engagement of their first year in college. The same survey was repeated at the end of the semester

to determine if there was any change in student engagement. All thirteen students responded anonymously to both surveys and answered all questions.

Results from the pre-course survey for this cohort revealed:

- 46% asked questions in class or contributed to class discussions
- 54% made class presentations
- 31% worked with classmates outside of class to prepare class assignments
- 8% participated in a learning community
- 46% discussed ideas from readings or classes with others outside of class
- 31% used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete assignments

Less than half of this group previously participated in class discussions, collaborated on a regular basis outside class, or used technology to collaborate on assignments. Knowing each class is unique and the makeup and interaction of the group is also distinctive, Grace needed a way to determine which college experiences the students had and how their experiences would shape her decisions for course delivery.

Analyzing Results of the Initial Survey

Student responses in the pre-course survey indicated some level of engagement in previous classes as they reported their former courses emphasized analysis, synthesis, and application but limited collaboration. In the first course Grace deliberately incorporated collaborative learning activities including group presentations, writing a response/reaction paper to promote critical thinking, and using an electronic medium to discuss and complete course assignments to promote student engagement.

Results from the First Course

As the semester came to a close, students completed the survey again. In comparing pre- and post-course survey results, more students reported asking questions, making presentations, having conversations with diverse students, and using evaluation within their course work. While these results showed some changes in student engagement, Grace wondered what else she could do to promote even greater engagement. Her action plan was to incorporate the Critical Incident Questionnaire in the next course the following semester.

Critical Incident Questionnaire

Critical Incident Questionnaire (CIQ) is Brookfield's (2007) model for critical reflection. Although the model dates back 20 years, it is still used by practitioners today (Phelan, 2012). The CIQ is a brief written report completed by participants about their experience of learning. Students respond anonymously to five questions:

- 1) At what moment in class these two weeks were you most engaged?
- 2) At what moment in class these two weeks were you most distanced?
- 3) What action that anyone in the room took during these two weeks did you find most affirming or helpful?
- 4) What actions that anyone in the room took did you find most puzzling or confusing?
- 5) What surprised you most about class these two weeks?

Critical incidents are vivid happenings that for some reason people remember as significant (Woods, 1993). Every class contains such moments and teachers need to know what they are so they can plan accordingly for other vivid happenings. CIQs have been used in a variety of research in both face-to-face and on-line courses for exploring how and what learners perceive as significant incidents of learning (Gilstrap & Dupree, 2008; Hedberg, 2009). Sufficient evidence indicates that the tool can be used to inform research findings and teaching (Keefer, 2009). The CIQ provides accurate information about students' learning on a regular basis as the responses allow teachers to monitor the emotional highs and lows of student learning and enable teachers to make adjustments in teaching based on this information (Brookfield, 2011).

Using the CIQ

The first CIQ was used in the second week of class in the new semester with students completing the questionnaire at the end of the last class in the second week. Grace read the responses, noted common themes, and in the following class reported a summary of themes that emerged to students.

Analyzing the CIQ

In the first CIQ students reported they were most engaged in activities they did as groups including creating interview questions, conducting interviews, listening to results of group interviews, and discussions on presentations. Students felt least engaged when participating in an on-line class which was almost a unanimous response as students commented, "the PowerPoint was too hard to follow," and included only "slight group interaction." Students reported working as a group, giving and receiving feedback on group presentations, and questions that students asked which "made me think of better interview questions" were most helpful and affirming. According to the students in the

on-line class, the most puzzling or confusing action was a class “without face-to-face” interaction. Students were also most surprised by how well their interviews went and how comfortable everyone was with presenting.

Grace found the first report informative and encouraging as students reported they enjoyed working together on projects and presentations in contrast to isolation with on-line classes. Without eliminating on-line, she had to find a better way to organize on-line classes to allow for more engagement.

The second round of CIQs revealed that discussions were the most engaging activity. Students investigated forms of discussion based on Brookfield and Preskill’s (2005) Discussion as a Way of Teaching. Each group used techniques to lead a discussion on a selected article. Students commented on what was affirming and helpful: “The science group had an interactive activity for their discussion,” and “Presentations were great—students have passion for their content areas.” Students were least engaged when they took lecture notes. They were surprised by the seeming ease with which their colleagues led discussions and how “quotes I passed over in articles others found and drew meaning—how we notice different concepts.”

As the weeks progressed students became more focused on describing their own engagement by citing specific class activities as they commented on critical debates and the benefits of post discussion reflections. They acknowledged classmates who were specifically helpful and explained what the classmate did such as “great discussion facilitator,” and how the math group made a discussion “more intense with deep conviction.”

As the semester continued fewer comments were made on being distanced in class and on what was confusing or puzzling. Students also began to honestly critique class presentations with comments such as, “I struggled to understand the social studies and English group,” and “Listening to presentations without handouts was difficult.” Some weeks even had no comments on actions that were puzzling or confusing.

Adjusting Instruction

After each bi-weekly review, Grace made adjustments to her teaching strategies based on the feedback from the students. One significant adjustment was in the on-line class instruction as PowerPoint presentations were eliminated and some form of group interaction was incorporated. On-line classes were announced in advance and students made arrangements to work with colleagues at a mutually convenient time. Discussion techniques were included through a forum so students could talk with each other at some point before the next class.

Another adjustment was with similar instruction in the face-to-face class. Slides were made available in the course delivery platform, yet few students used them. Previously, when slides were used, students were intent on copying the slide and missed the discussion. As a result of students' feedback, slides were limited to no more than four in a 50 minute class.

Discussion techniques, which were already used frequently especially with assigned articles, were changed as students were told in advance which discussion technique would be used so they could better prepare for class. In addition, at least one group activity became a part of every class. These group activities included discussions or group projects planned in or outside of class, but always delivered to an audience. Feedback time for students to respond to each other also became a part of each discussion.

A Culminating CIQ

At the end of the second course, students completed a culminating CIQ reflecting on the entire course as they answered the five questions. The purpose of this culminating CIQ was to determine if what students shared during the course was what they still experienced at the end of the course. This survey gave insights into incidents that were ongoing

In the final CIQ, students listed group discussions and related techniques, projects, presentations, teaching and watching peers teach, and field experience as most engaging. Least engaging moments included videos, PowerPoint lectures, note-taking in class, and on-line classes. Most helpful actions were group interaction and lessons, peer questions, constant contact with each other, graphic organizers, discussions shared with peers, and sharing personal experiences. Three actions were listed as confusing or puzzling: on-line classes, taking notes, and a group member not knowing what to do. Students said what surprised them most was, "classmates solving problems together," "how much I learned," "all the differentiation," and the "tight knit community created as a result of the class."

Evaluating, Reflecting, and Next Steps

The Critical Incident Questionnaire (2007) allowed Grace to examine her practice through her students' eyes. Student feedback was timely and informative, allowed her to make adjustments to the course as the course progressed, and indicated the learning activities and strategies students determined engaged them most. Comments on when they felt most distanced during class gave her insights into strategies least effective for this group and the culminating CIQ allowed her to evaluate the consistency of students' comments throughout the course. Students also completed the same post-course survey to measure their current perceptions of their own engagement.

What Was Learned?

Data from the CIQs suggested that strategies that promote collaboration—group projects, presentations, interviews, discussions, observing peer teaching, and field experience—were most engaging. These strategies required students to be actively involved in their own learning and in developing learning with colleagues. In addition to discovering engaging strategies, the study revealed which typical college strategies did not work well for these students. PowerPoint presentations seem to have run their course with these students, or these students did not know how to use them to enhance their learning. These students did not find on-line classes engaging as they described the experience as isolating and disengaging because they could not ask an immediate question or hear what others were thinking.

The study also indicated the CIQ to be most effective in engaging students in their own thinking and providing feedback to the professor. In contrast to end of semester course evaluations, this form of on-going feedback was immediate and allowed her to make changes while the course was in process. Feedback to the professor and shared with the class also provided participants an opportunity to hear how learning was happening for colleagues and discover the effects their actions had on one another. This reflective practice for students introduced them to this teaching practice, which they can use in their own classrooms.

Students completed a final post-course survey at the end of their sophomore year and at the end of the course. This survey showed that in many categories, students indicated higher levels of engagement from when they started their sophomore year to the end of the year. While the increase in the percent scores was minimal, the data reveals some greater levels of engagement is included in Table 1.

Table 1.

Pre-course and Post-Course Survey Comparison

Survey Statements	Pre-Course	Post-Course
1. Asked questions in class or contributed to class discussions	46%	69%
2. Made a class presentation	54%	92%
3. Worked with other students on projects during class	54%	54%
4. Worked with classmates outside of class to prepare class assignments	31%	38%
5. Tutored or taught other students (paid or voluntary)	15%	15%
6. Participated in a community-based project (e.g. service		

learning) as part of a regular course	8%	15%
7. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete assignments	31%	54%
8. Worked harder than you thought you could to meet an instructor's standards or expectations	62%	85%
9. Discussed ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)	46%	69%
10. Had serious conversations with students who are very different from you in terms of ethnicity, religious beliefs, opinions	46%	69%
11. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	85%	85%
12. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	100%	92%
13. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	62%	85%
14. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	77%	85%
15. Number of papers or written reports between 5 and 19 pages	-	-
16. Choose the response that best represents the extent to which your examinations challenged you to do your best work	69%	62%
17. Will you participate in practicum, internship, field experience, or clinical assignment	85%	92%
18. Will you participate in community service or volunteer work	85%	92%
19. Will you participate in a learning community or some other formal program where groups of students take two or more classes together	54%	77%
20. Will you work on a research project with a faculty member outside of course or program requirements	23%	62%
21. How much time do you spend preparing for class (studying, reading, writing, doing homework, analyzing data, rehearsing, and other academic activities (6-15 hours per week)	69%	69%
22. How much time do you spend participating in co-curricular activities (organizations, clubs, student government, intercollegiate or intramural sports?)		

(6-15 hours per week)	54%	62%
23. How often are you spending significant amounts of time studying and on academic work	77%	92%

Note. The % represents the students who responded very often or often, or the combination of the two highest scores for the statement. Questions 17-20 include responses of done or plan to.

Limitations of the Study

This study examined the use of Critical Incident Questionnaires (2007) as a means of feedback to the professor. The study also examined if student engagement could increase because the professor used student feedback while the course was in process. Both aspects of the study present limitations. One limitation in using Critical Incident Questionnaires (CIQs) is that the instrument was used in a short period of time. In each semester, students completed the CIQ about seven times. While the instrument has only five questions, answering the same five questions every other week can become burdensome and student responses may become less valid and reliable. Another limitation of the CIQ is the interpretation of student responses by the researcher. Qualitative data is harder to interpret and analyze, and student handwriting may be a factor in reading and correctly translating the response.

Using the data to make adjustments to the class may not always be possible. While students may respond that they are less engaged with on-line classes, making adaptations that may engage some students may also alienate other students. A definite limitation of this study is the small number of participants. The researcher was fortunate to have the same thirteen students in both semesters, but that is not likely to happen on a regular basis. Losing or gaining additional participants can alter the results.

Responding anonymously to a survey may also be a limitation as participants may feel they can react on paper rather than reflect as is the intent of this instrument. Related to the small number of participants, a small class size may lead to the professor being able to recognize penmanship or writing style, which in turn eliminates anonymity. Measuring student engagement through a survey also has its limitations as an observation tool may be more effective to note levels of engagement. One cannot verify that the use of CIQs caused greater student engagement.

Finally, drawing conclusions based on the limited number students' responses to the survey is obviously limited. The survey, based on valid and reliable questions from the National Survey of Student Engagement (2012), may not provide valid and reliable data for this study. The study needs to be replicated with more participants and in diverse settings to establish reliability and validity.

Discussion

This action research study is on-going because improving teaching and learning is never finished. The goal of this research was to determine ways to engage students in their own learning. Student feedback in the form of CIQs on what engaged and distanced them was used to plan for greater engagement. These students indicated forms of collaboration engaged them while working in isolation did not and Grace changed her course delivery throughout the course as she learned what activities engaged this group of learners.

In the final CIQ, students reported they invested time and energy when they were engaged in group projects, presentations, interviews, discussions, observing peer teaching, and field experience. The post-course survey results indicated that students were more engaged at the end of this semester than at the beginning of the previous semester because bi-weekly feedback allowed Grace to make immediate adjustments to the course. Student responses to questions one and three from the CIQ gave insights to the professor on learning activities that students found engaging while responses to questions two and four indicated the disengaging activities that needed to be adjusted or eliminated. These adjustments could be made while the course was still in session. While one would like to believe the engagement strategies identified by this cohort has transferability to every cohort that may not be the case. Significant happenings for each group and the impact the cohort has on each other will need to be determined for each individual group.

Further studies need to be made on the effectiveness of CIQs. In this study, CIQs were used bi-weekly over two semesters. While the feedback from students was timely and informative, this frequent use of the instrument may eventually cause students to merely answer the questions just to complete the task. How often CIQs should be used in a course needs to be determined by the user.

CIQ's also had two benefits for the students. The CIQ gave them an anonymous voice as this silent and anonymous report allowed students to speak their minds without fear of retaliation from colleagues or the professor. CIQs allowed students to hear what their colleagues were thinking as each time they completed the CIQ, Grace began the next class with a summary report of what students shared. This was a form of engagement that increased individual and class participation.

While a set of engagement strategies totally transferrable for all teacher candidates may never be determined, what can further develop student engagement is the information gathered by professors who use CIQs. When a professor receives student feedback at the end of the course, the course is over, students are already gone, and no change can be made to improve teaching, learning, or engagement for students in that course. When CIQs are used throughout the semester, immediate adjustments can be made as

the professor learns what engages or disengages her students. Students can teach their professors, and perhaps this experience for these teacher candidates will eventually inspire them to use CIQs in their own classrooms as they discover the pulse of learning for students they teach.

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Creating Optimal Learning Environments through Invitational Education: An Alternative to Control Oriented School Reform

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Introduction

The importance and benefits of developing an intentionally positive school climate are often overlooked as education policy makers focus on accountability mandates that are increasingly control-oriented. Such school reforms often negatively impact the intrinsic motivation of educators and their students, while also unintentionally sabotaging the intended goals of the reform initiatives themselves (Deci & Ryan, 1985).

Control-oriented reforms can impact the self-concept, motivation, and effort of today's American students, teachers, and administrators. Many outside our school walls say these controls are necessary as educators, parents, and policy makers want students to have strong literacy and computation skills and be creative problem solvers and innovative leaders in our world. Consequently, high stakes assessments for educators, students, and schools are often put in place in an effort to realize these goals (Rizga, 2015). However, these types of initiatives serve as extrinsic controls, used in part to motivate people to change their behavior and improve results. The problem is that these controls may have unintended consequences: they can actually reduce intrinsic motivation and limit the amount of attention one has to accomplish the task at hand—especially a task that requires higher level thinking and creativity (Deci, 1995).

Understanding what motivates people to put forth effort, persevere in the face of obstacles, and choose their behaviors is key to creating an optimal learning environment—the type of school that policy makers desire, but are unknowingly sabotaging (Dweck, 2000). Many motivation and self-concept theories provide important insight with regard to the negative consequences of control-oriented reforms.

This article proposes sharing the key concepts of motivation and self-determination theory (Deci & Ryan 1985) and invitational theory (Purkey & Novak, 1996) with policy makers to highlight the negative impact of control-oriented reforms and make the case for a more positive approach to transforming schools by applying these theories of practice. Educators may not be in a position to remove top down controls. However, when they model and intentionally implement an invitational framework to address school reform, both student and staff motivation, effort, engagement, and academic success may increase. Sharing their successes may help policy makers realize that control-oriented school reforms are ineffective in achieving lasting and effective change in schools.

As a viable and more positive alternative, the invitational framework provides strategies to create a high challenge/low threat school climate that helps both staff and students realize their full potential.

Self-Determination and Intrinsic Motivation

Rather than bemoaning the current state of affairs, let us embark on a more optimistic approach by sharing information that will help educators and policy makers understand how control-oriented approaches—whether imposed by government regulations or the teacher in a classroom—actually work against their intended goals. Key concepts of self-determination and invitational theories, with over 40 years of research and application, will guide this exploration.

The concept of intrinsic motivation refers to “the process of doing an activity for its own sake, of doing an activity for the reward that is inherent in the activity itself” (Deci, 1995, p. 21). Early on in Deci and Ryan’s (1985) writings they stopped labeling actions like offering rewards or threatening negative consequences as extrinsic motivators, and instead labeled them as controls. They contend that these actions are used to control the behavior of another person. Motivation is not something that is done to people. Rather it is something that comes from within a person.

While it is easy for educators to see and feel the negative impact of today’s reform efforts, it is important to recognize that extrinsic controls have been used in teaching practices for many years. Teachers use threats, such as the loss of points on an assignment grade, and rewards like homework passes, prizes, and treats to attempt to motivate their students to work hard. The problem with external controls, however, whether in the form of a reward or punishment, is that they actually sabotage intrinsic motivation. According to Deci (1995), “not only do controls undermine intrinsic motivation and engagement with activities but—and here is a bit of bad news for people focused on the bottom line—they have clearly detrimental effects on performance of any tasks that require creativity, conceptual understanding, or flexible problem solving” (p. 51).

As children, we start our lives filled with a natural tendency to enthusiastically explore our world and increase our skills. However, as we enter school and each year of learning becomes more and more prescribed, there are fewer choices for students and their teachers. The problem of people becoming more passive and less responsible for their learning (or work) is frequently related to the fact that they have less control or ownership. Control-oriented approaches also make it difficult for teachers to effectively implement strategies that include independent learning activities. According to Woolfolk (2007): Students come to see the purpose of school as just following rules, not constructing deep understanding of academic knowledge. And complex learning structures such as

cooperative or problem-based learning require student self-management. Compliance with rules is not enough to make these learning structures work. (p. 447)

It makes sense then, for the first lesson in creating successful schools to be about understanding motivation and how to invite students to take control of their own learning. Instead of asking how we can motivate teachers and students to work differently or harder, a more beneficial question might be, “How can people create the conditions within which others will motivate themselves?” (Deci, 1995, p. 10).

Prominent psychologists and researchers have been telling educators about intrinsic sources of motivation for nearly a half century. The importance of choice and personal control rings loud and clear in works such as Csikszentmihalyi’s (1990) *Flow: The Psychology of Optimal Experience*; Deci’s (with Flaste) (1990) *Why We Do What We Do: The Dynamics of Personal Autonomy*; Dweck’s (2000) *Self-Theories: Their Role in Motivation, Personality, and Development*; Maslow’s (1954) *Motivation and Personality*; Purkey and Novak’s (1996) *Inviting School Success*; and Zimmerman, Bandura, and Martinez-Pons’ (1992) *Self-Motivation and Academic Attainment*. The more policy makers and educators ignore these findings, the more our schools struggle. In contrast, infusing their wisdom into our intentional practice may bring about the development of the challenging and supportive environments that educators, students, and parents desire. Deci and Ryan’s (1985) *Self-Determination Theory* identifies three conditions that will foster intrinsic motivation and engagement for activities, including enhanced performance, persistence, and creativity. These conditions are the following:

- Autonomy: The need to be the causal agent of one’s own life and act in harmony with one’s integrated self;
- Competence: Being effective in dealing with the environment in which a person finds oneself;
- Relatedness: The desire to interact, be connected to, and experience caring for others; a connection to something larger than oneself.

The authors maintain that these natural tendencies do not operate automatically as they require ongoing social support. The social context (everything and everyone around the learner) can either support or thwart a person’s feelings of autonomy, competence, and relatedness. Government and business leaders, educators, parents, and basically anyone in a “one up” position sometimes choose to use an extrinsic reward or punishment when they feel the need to control another person’s behavior. They “assume that the promise of a reward, or the threat of punishment will make the offenders comply” (Deci, 1995, p. 1).

Deci and Ryan's (1985) extensive research demonstrated that offering people extrinsic rewards for a behavior that is intrinsically motivated, undermines their intrinsic motivation and actually causes productivity and creativity to decrease. As a result, a person's limited attention becomes focused on the reward, leaving less attention available to address the task at hand.

In one of Deci's (1971) earlier studies, a group of people received a monetary (extrinsic) reward for solving puzzles, while another group received no reward. When the set time for the activity ended, the two groups remained in their rooms, with the puzzles and a variety of magazines. The people who were working towards the monetary reward stopped working on the puzzles. The people who were never promised any reward continued to work on the puzzles and actually created more shapes during the timed portion of the experiment, demonstrating their intrinsic motivation and full attention on the task. In the case of the group that was promised money, an otherwise intrinsically motivated activity became controlled by the external reward. This study demonstrated that when we use a control oriented approach, we unintentionally hinder a major condition for motivation.

Deci (1995) categorizes behavior as either controlled or autonomous: When autonomous, people are fully willing to do what they are doing, and they embrace the activity with a sense of interest and commitment. Their actions emanate from their true sense of self, so they are being authentic. In contrast, to be controlled means to act because one is being pressured. When controlled, people act without a sense of personal endorsement. Their behavior is not an expression of the self, for the self has been subjugated to the controls. In this condition, people can reasonably be described as alienated. (p. 2)

In other words, when we provide our students with opportunities for choice, they may respond with interest and commitment as people tend to be more vested in an activity that they have chosen to do. In contrast, when we use controlling approaches, students may respond with compliance or defiance. The more we rely on controls, the more we alienate.

The similarities to the current approach to school reform are obvious. Years of increased mandates and mounting controls are causing a conundrum: government officials want students to be creative problem solvers, but the pressure they place on school leaders makes the school leaders use more controlling approaches with their teachers thus stifling teacher choice and creativity. The pressure on teachers makes them use more controlling approaches with their students, undermining the students' motivation, creativity and

conceptual understanding. Instead of the mission being accomplished, the mission is unintentionally sabotaged (Deci, 1995).

While educators are often not in a position to remove top-down controls, a productive way to eliminate the need for them is for educators to become intentionally less controlling in their own actions and to understand how their words and actions influence the self-concept and behavior of others. If we commit to modeling and communicating the benefits of being intentionally inviting from the bottom up, our success will eventually reduce and even eliminate the need for top-down controls (Purkey & Novak, 1996). Teachers can provide the conditions within which students will be intrinsically motivated to learn, and their success may prompt policy makers to provide these same conditions for our educators to thrive.

Ask any student what makes them want to work hard in a class and they may likely identify the teacher's choice of words or behavior that either helped or hindered them. They may mention things like whether the teacher provided some choice as to how to do an assignment, or with whom they could work (autonomy). They may describe the encouraging comments the teacher made that helped them feel more competent, as well as the discouraging ones that made them feel unable to handle the class, or the way the teacher temporarily lowered the bar to help them experience success (competence). They may talk about a teacher with whom they felt a deep connection, a bond that developed between the students in a class, the way they could not stop working on a project that resonated with them, or the satisfaction they felt working on something greater than themselves (relatedness.) Whether words or actions are used intentionally or not, students can tell if a teacher thinks they are able, valuable, and responsible or not. When teachers create the right conditions, intrinsic motivation kicks in and a student's effort soars (Deci, 1995)).

Not everything that happens in school will be intrinsically motivating. As administrators, parents or teachers, we often find ourselves trying to convince others to do things they have no interest in doing. Deci (1995) suggests that "the real job involves facilitating their doing the activities of their own volition, at their own initiative, so they will go on doing the activities freely in the future when we are no longer there to prompt them" (p. 92). It is not so much what you are asking someone to do, but how you present it that can make the difference.

According to Deci and Flaste (1995), the key is to guide the person to internalize the activity – to turn an external prompt into an internal prompt. Whether it's encouraging someone to memorize multiplication tables or put out the garbage at home, it helps to:

- Provide a rationale for the person to choose to do the uninteresting activity. It

might help them to work towards something they are interested in attaining, feel connected to a group, or avoid other undesirable problems. Pointing out the benefits to them, not to you, is important.

- Acknowledge that the person may not want to do what they are being asked to do. Simply acknowledging people's feelings helps prevent the requirement from undermining their motivation.
- Use a style of language that involves minimal pressure. The request should be more like an invitation instead of a demand, emphasizing choice rather than control. (Deci, 1995, p. 101)

Providing a rationale, acknowledging feelings and minimizing pressure will encourage people to integrate the behavior and do it of their own free will. On the other hand, when we use a demanding or threatening approach, people may respond by either being merely compliant or overtly defiant. In this case, they have not integrated the behavior as part of their true selves because they did not willingly choose the behavior. It was forced upon them. The goal is to provide opportunities for people to internalize regulations and accept them as part of how they choose to behave (Deci, 1995, p. 94) without manipulation.

An Alternative Approach: Invitational Theory and Practice

How do schools create the balance that is needed? Adults, in the many positions they hold in schools, can create an optimal learning environment by sharing a positive mindset and performance culture. Invitational Theory and Practice, developed by William Purkey, with Betty Siegel and John Novak in the late 1970s, provides a framework for such intentional practice. Inviting teachers assume:

1. People are able, valuable and responsible, and should be treated accordingly.
2. Educating should be a collaborative and co-operative activity.
3. The process is the product in the making.
4. People possess untapped potential in all areas of worthwhile endeavor.
5. This potential can best be realized by places, policies, programs, and processes specifically designed to invite development, and by people who are intentionally inviting to themselves and others, personally and professionally. (Purkey & Novak, 1996, p. 3)

Invitational Education provides educators with a systematic way of communicating positive messages that develop potential as well as identifying and changing those forces that defeat and destroy potential. According to Purkey and Novak (1996), "This understanding of the depth and breadth of messages is used to develop environments and ways of life that are anchored in attitudes of respect, care, and civility and that encourage the realization of democratic goals" (p. 4).

Every day we receive thousands of internal messages from our experiences and from the people with whom we interact. We interpret each message as being either positive or negative. These messages influence what we believe to be true about ourselves and our abilities, and help to shape our self-concept. Using this information, we then choose our behaviors to protect, maintain, or enhance our self-concept. Thus, what we believe to be true about ourselves influences every behavioral choice we make (Purkey & Novak, 1996).

Inviting educators understand the powerful influence that their words and actions have on the development of a student's or colleague's self-concept. They intentionally communicate optimism, respect, trust, and care. Instead of presenting people with demands, they invite them to consider beneficial choices of behavior. Purkey and Novak (1996) suggest that "trust develops as a result of successive levels of positive and beneficial experiences" (p. 42). Thus, these positive relationships build confidence and encourage people to accept challenges, put forth effort, and explore new ideas and opportunities. In short, inviting educators practice a doing with instead of a doing to approach to teaching. They "focus their energies toward finding ways to successfully summon people to see themselves as able, valuable, and responsible and to behave accordingly" (Purkey & Novak, 1996, p. 12).

Creating an invitational environment involves applying these intentional practices to the people, places, policies, programs, and processes of the school. Every adult in the school is encouraged to develop inviting practices and every component of the institution is examined for how it messages students, staff, and parents. Thus, using Invitational Education as a framework for transforming schools will create the three conditions needed for educators and students to be intrinsically motivated: autonomy, competence, and relatedness (Deci & Ryan, 1985). With these conditions in place, policy makers might no longer be compelled to impose extrinsic controls to achieve the results they desire. Educators just might break the cycle of increased mandates and control oriented reforms by:

- Informing policy makers how creating the conditions for intrinsic motivation will increase their students' perseverance, creativity, conceptual understanding, and flexible problem-solving skills, and why control oriented reforms sabotage these goals;
- Modeling invitational practices in our role as a member of the school staff;
- Examining our policies and practices to insure that we provide our colleagues and students with opportunities for choice, competence, and relatedness.

Conclusion

Motivation and self-concept theories offer profound insights to educators who strive to provide optimal environments for teaching and learning. Implementing an invitational framework for professional practice may lead us into an era in which intentionally positive

climates become the norm, and the public's perceived need for control-oriented mandates becomes unnecessary.

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One School's Journey Along the Inviting School Path

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Nearly ten years ago, Park Street Intermediate School began the journey of instituting processes, policies, and programs intended to support the development of a learning environment based on trust, respect, optimism, caring, and intentionality as described in the literature of Invitational Education. The purpose of this case study is to trace the development of that journey, from inception to the present, searching for those attitudes and actions that either promoted or presented barriers for the implementation of Invitational Education or its continued development.

The theoretical basis for this research lies in the Invitational HELIX, set forth by William Purkey and John Novak in their ground-breaking work *Inviting School Success* (Purkey & Novak, 1996). The HELIX depicts the movement of an inviting school from initial exposure to transformation as a series of stages that begins with awareness, moves to understanding and application, and then to adoption. In addition, schools can be in one of three stages: Phase I: Occasional Interest, Phase II: Systematic Application, and Phase III: Pervasive Adoption. In order to earn the Inviting School Award bestowed by the International Alliance for Invitational Education (IAIE), schools must analyze their progress through the HELIX by examining their people, place, policies, programs, and processes (the “Five Ps”) to see how closely they align with the Invitational Education tenets of trust, respect, optimism, and caring, all pursued with great intentionality. In addition, the Paula Helen Stanley Fidelity Award is earned by schools that continue their commitment to Invitational Education. The HELIX and the awards associated with attaining the goals of Invitational Education provide the background for this work.

The initial questions that provide the structure for this case study are as follows:

1. Who or what has been instrumental in the successful implementation of Invitational Education at Park Street Intermediate School?
2. What barriers to success have been encountered?
3. Has the process gone through specific stages in its implementation and growth?
4. How has earning the Inviting School Award and Paula Helen Stanley Fidelity Award affected the implementation of Invitational Education?

Park Street Intermediate School is located in the middle of Grove City, just outside of Ohio's capital city of Columbus. It has a diverse population of 700 students in grades 5 and 6, with a substantial percentage of students from families who are recent immigrants from Somalia. The initial spark for moving toward Invitational Education was not, ironically, the philosophy of Invitational Education but rather the "Fish! Philosophy" made famous by the Pike Place Fish Market in Seattle (Charthouse Learning, 2015). A video was shown to teachers and staff proclaiming, "Play, Make their Day, Be There, and Choose Your Attitude." Then-principal Ed Gwazdauskas, wishing to capture this enthusiasm in a more structured and school-centered way, began the process of applying for the Inviting School Award. Many teachers were involved in preparing the portfolio documenting how the school was meeting the tenets of Invitational Education resulting in the school receiving the award in 2006.

For the next several years, Park Street was very involved in the international visits promoted by the IAIE, both visiting and hosting young students and their parents and teachers from Hong Kong and South Africa. Teachers and administrators, including the new principal, Clint Rardon, were active partners with faculty from Muskingum University and other local educators in the Ohio Chapter of the IAIE and even hosted the International Conference of IAIE in Columbus in 2010. The school welcomed this current study as a way to reflect on its accomplishments and to determine a future trajectory method.

Focus group interviews were initially held to pilot research questions and generate topics for further exploration. Groups were designated in four ways: Pioneers, Advocates, Newbies, and Naysayers. Pioneers were teachers involved in the early discussions of IAIE and production of the documentation for the Inviting School Award. Advocates were teachers who were strong supporters of Invitational Education and were involved in membership in the Ohio Chapter of IAIE, participated in conferences, and hosted and/or led groups of students in international travel. Newbies were those teachers who were not involved initially in the IAIE process but had picked up some knowledge through professional development and interaction with other teachers. And finally, Naysayers were those not fully supportive of Invitational Education. The staff involved included administrative assistants, bus drivers, custodians, cafeteria personnel, and the school nurse.

Focus group interviews were followed by face-to-face and telephone interviews with individual teachers and administrators. A survey of questions based on the original research questions as well as some generated by the focus group and interviews was administered by the principal to all teachers at the final staff meeting of the 2012-2013 academic year. The plan for analysis included a search for patterns and themes in the

qualitative data, analysis of the quantitative survey, the development of connections to theory, and generation of conclusions. In an effort to apply the knowledge gained from the study, researchers also developed a) recommendations for Park Street for improving the implementation of Invitational Education tenets in the school, and b) recommendations for IAIE's Board of Trustees to help further the message of the organization.

This research was conducted under the guidance of the Muskingum University Institutional Review Board for Animal Care and Human Subjects (ACHS) with financial support from the Board of Trustees of IAIE.

Results

Qualitative

Qualitative data were collected from more than 20 teachers interviewed in focus groups, eleven face-to-face individual interviews, and two individual phone interviews. Using qualitative data analysis through an affinity diagram (Langford, 2001), researchers sorted, organized, and then clustered the data from the focus group interviews, individual interviews, and survey into constructs relating to the data (Dey, 1993). The following themes evolved and a discussion of each follows:

1. Visual Evidence of Invitational Education
2. Invitational Education Activities
3. Learning about Invitational Education
4. Connections with Invitational Education
5. Impact of Invitational Education
6. Intentionality
7. Barriers to Implementing Invitational Education

Visual Evidence of Invitational Education

The interviews and surveys reflected evidence that Park Street is indeed an inviting school. When asked how someone would know that the school follows the philosophy of Invitational Education, participants routinely noted the positive attitude of the staff and students who greet visitors and welcome them to be a part of an activity or event. High above the display cases in the glass tower entry way at Park Street is a large mural painted with smiling student faces and inviting open arms. These cases contain attractive displays of student artwork and photographs of the international visitors and other Park Street adventures. Even the external grounds are well-tended with landscaping, benches, and chairs that enhance the curb appeal and make the school inviting to community members. Construct descriptors, number of responses, and sample quotations are included in Table 1:

Table 1

How Would Someone Know That Park Street Follows the Philosophy of Invitational Education?

Construct Descriptor	Number of Responses	Sample Quotations
Staff/student attitude	8	“Welcoming staff in the front office ... greet parents ... collaborating for solutions to problems ... pass people and say Hi ... know and like each other ... students polite and welcoming ... we want everyone to feel involved, to be a part of everything”
Physical building	6	“The glass tower inside the front doors ... the student murals with open arms and directions ... mural is the focal point ... kids take care of building”
External grounds	4	“The outside parking lot and landscaping were well tended ... the landscaping has curb appeal ... students helped pull weeds so everyone pitched in ... chairs and benches outside are clean”
Displays	3	“Cases with pictures, character education traits and Hong Kong display ... artwork ...”

N= 20 (Number of interviewees; some gave more than one answer)

Invitational Education Activities

When asked about activities that support or reflect that Park Street is an inviting school, respondents enthusiastically described many highly engaging group activities. These responses are clustered into three categories: student-focused, staff-focused, and family- or community- focused. Examples of the student activities described were picnics, field days, career days, unified art and music events, and the “Wolf Network” or school broadcasting system. Even holidays take a special twist including Howl Night in which positive goals are set for Halloween. There are also many other opportunities for involvement including the theater club, open gym, and international student exchanges.

Staff events include the monthly “fish lunch,” so named because of the study of the Fish! Philosophy that initiated the monthly event, and a potluck lunch with a monthly theme at which all teachers, administrators, and support staff bring home-baked favorites

to share with others during the lunch break. There are also weekly Friday morning staff breakfasts, pool parties and other summer activities, and notes and flowers sent to teachers and staff suffering an illness or loss of a loved one. In addition, parents and the community are specifically invited to participate in annual events, some with a philanthropic purpose, others to celebrate the talents of students. A Bistro is set up to welcome new families to Park Street, and communication continues throughout the year via Facebook and newsletters. Interview comments regarding activities at Park Street are summarized in Table 2:

Table 2

What Activities Show That Park Street Intermediate Is an Inviting School?

Construct Descriptor	Number of Responses	Sample Quotations
Student-focused activities	8	“Windsor Park Picnic we take sports equipment and play games ... after school focus groups ... field day and fund day for kids ... career day ... unified arts are together ... band/music to involve students grades 4, 5, 6 to select an instrument ... Wolf network ... student council representative ... speakers for anti-bullying and bus behavior ... international trips and hosting guests ... open gym ... theatre club ... student learning management system with teacher and student videos ... Howl Night vs. Halloween ... personal best kids choose goal and we help them achieve it”
Staff- focused activities	7	“Fish philosophy activities, breakfast every Friday with teams rotating to bring food ... monthly Staff/Fish lunch with theme ... anti-bullying T shirts to introduce new character education word (Caring was May word) ... pool parties ... no hierarchy ... get together in summer ... Howl night ... calls, messages, flowers, food – we take care of each other ... staff meetings are IE based”
Parent/community focused activities	6	“Parents are welcome ... community projects and talent show ... parent volunteers ... Friday letter to parents ... bracelet-making business corporate venture

... Facebook and technology to share with community ... librarians make parents more comfortable ... Bistro to meet people ... committee presentation at Hyatt ... families host international guests ... family nights and back to school night”

N=20

Learning about Invitational Education

Through the interviews it was determined that individuals learned about Invitational Education in different ways, both formally and informally. Table 3 summarizes how respondents learned about Invitational Education with the majority citing the Fish! Philosophy video that was used as an introduction at staff meetings. Others attended IAIE conferences and Ohio Chapter meetings or learned from colleagues about Invitational Education.

Table 3

How Did You Learn about Invitational Education?

Construct Descriptor	Number of Responses	Sample Quotations
Fish philosophy/video	7	“The Fish philosophy set the stage for IE ... could walk into every classroom and see fish at that time ... first staff meeting included a video of the Seattle Fish Market and their Make Their Day philosophy.”
Formal introduction/	2	“My introduction was through the principal... once or twice at staff meetings talk about IE ...”
Attending IE meeting/ conference	2	“I learned through international programs ... wondered how I could learn more so attended conference.”
Heard from others	1	“I am not really up on the fish philosophy...”

N=20

Connections with Invitational Education

The focus on the Fish! Philosophy (Charthouse Learning, 2015) and its impact on

participants led researchers to ask specifically about the relationship between it and the philosophy of Invitational Education. The Pioneer and Advocate focus groups indicated that new teachers did not have a connection to the initiative and offered suggestions of how the principal or other teachers could organize groups to communicate using technology and the Wolf network. A suggestion was offered to create a video with a strong message about IE that could be used in many different ways to communicate the overarching tenets of IE. One respondent compared the current status of the school to a “relationship honeymoon” and another shared that Park Street needed to “rekindle the effort” and intentionality of IE. Many spoke of the clear connection between the Fish! Philosophy (Charthouse Learning, 2015) and Invitational Education, and how Park Street has leveraged both to create a culture that recognizes potential in everyone. Table 4 specifically outlines the clustered responses to the question about the relationship between the Fish! Philosophy and Invitational Education:

Table 4

Have the Fish! Philosophy and Invitational Education Worked Well Together?

Construct Descriptor	Number of Responses	Sample Quotations
Opportunities to expand IE	7	“New teachers have no connection to this now ... need a new analysis of how we are inviting ... more catchy phrases and a strong video for IE ... have groups set up with shared IE responsibilities and then staff member in charge of each group ... not as intentional as we used to be ... like a relationship honeymoon ... one-time shot then back to normal ... an idea to use technology such as the Wolf network presentation view/use in morning and tape for later on-demand ... we need an elevator speech ... need to rekindle the energy ... have a special meeting for new teachers and mentors focused on IE ... we see potential in everyone”
Fish and IE work together	4	“Initially the Fish philosophy and IE were buzz words, now they are a part of how it is. We make everyone feel welcome ... IE is overarching, it is the main program and others fit in it like the vision and mission

Some dissention	2	statements ... the Fish philosophy was in place first, it made a good connection with IE” “Some people are not on board ... like anything, you have some on board and some not on board.”
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N=20

Impact of Invitational Education

Individuals were also asked if Park Street’s focus on Invitational Education had changed their own teaching practice. Respondents indicated a range from significant change to no change at all. Some stated that IE has made them think differently, while others expressed a desire to make additional changes. Still others stated that they had always focused on students and that it was part of their personality and usual practice and some spoke of the continued need to expand opportunities and to acknowledge all students. Results are summarized in Table 5.

Table 5

How Has Invitational Education Changed Your Teaching or Changed the School as a Whole?

Construct Descriptor	Number of Responses	Sample Quotations
Changes	5	“New teachers who come in here appear to fit. They have a ‘pal’ that works with them It made me think differently and showcase my area ... the important thing is that kids feel safe and that they belong. We are their family 7 to 8 hours a day ... we are inviting the world in ... I am 110% in my room and think ‘What am I going to do to make tomorrow better?’ ... This is what I believe in.”
Desire for More	3	“I’d like to be part of a team that makes IE really strong ... some teachers don’t get a chance; administrators need to figure out a way for all staff to look at all students as just another kid ... still some bullying and behavior issues ... IE is working but how do we make it more intentional?”

Already inviting no change	3	“I have always done [this] and the only way I have known to be ... my practice has always been this way ... I see kids as customers and it encourages me to push forward ... I think there is a link between IE and student achievement.”
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N=20

Intentionality

In individual and group interviews, teachers, staff members, and administrators were asked if they intentionally think about making Park Street an inviting school or if they do it automatically. Many articulated that the culture of Park Street Intermediate is inviting and that the majority of individuals work hard to create an inviting atmosphere. Some expressed regret that they did not support IE more enthusiastically, and several spoke of renewing their efforts to make sure that IE maintains a focus at Park Street. Suggestions to energize the movement included establishing a committee and doing more targeted professional development. These data are reflected in Table 6 organized by three construct descriptors that reflect a range of purposefulness: intentional, some loss of momentum and automatic.

Table 6

Do People at Park Street Think about Making It an Inviting School – or Do They Just Do It Automatically?

Construct Descriptor	Number of Responses	Sample Quotations
Intentional	4	“IE is more the culture than the IE philosophy, we focus on the word inviting ... the majority of the staff works very hard and knows they are there for the kids ... I was embarrassed and wished I knew more, so I did more, with that group because I didn’t want to go in and not be aware ... I do think it’s intentional depending on the people – the majority are intentionally inviting.”
Lost momentum of intentionality	4	“We started out being intentional, but it changed over time. We need to define it, know it, learn it, practice it. Then we can checklist it. Is there a stage beyond that?”

Automatic	4	<p>... We are not as intentional as we used to be ... we need to rekindle the original energy, maybe with a committee for next year ... we need to keep educating people, keep coming up with additional activities ... IE is simmering, we're keeping it warm. We're not really cooking IE."</p> <p>"IE was purposeful at first, now ideas just flow out ... We just had Career Day and kids moved through the building without one problem. ... IE just kind of happens, people adapt to an environment ... We do inviting things naturally. We don't do enough intentionally."</p>
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N=20

Barriers to Implementing Invitational Education

When participants were asked if there are things that get in the way of making Park Street an inviting school, the overwhelming response was a concern about the time commitment. Additional comments included consistent effort, stress, and the competing issues that are part of an educational setting. Participants expressed the sense that there are too many meetings and too much testing and that there are not enough minutes in the day to get everything done. Finding a balance with all the requirements proved to be a challenge that was articulated by almost half the respondents. Yet others saw the need to push forward and to keep positive, recommending a "refresher" when school begins. These data are reflected in Table 7 organized by construct descriptors in order of most frequently reported such as time, consistent effort, tests and accountability, competing priorities, and some not having an understanding of Invitational Education.

Table 7

What Are Things That Get in the Way of Making Park Street an Inviting School?

Construct Descriptor	Number of Responses	Sample Quotations
Time	9	<p>"There are too many meetings! ... a lot of staff are frustrated with the amount of professional and staff committee meetings – 6th grade science, math PD, student behavior problems, SIOP, ELL ... we spend</p>

		a lot of time on testing ... we are constantly on committees, enough is enough ... I hope we can continue the IE program but the day is only so long ... we could do more if we had more time to get together ... time is always an issue ... stress and time- it's a balance game."
Consistent effort	5	"We do a lot of collecting and tracking data, how are you going to get better? There is a lot of negative, but we need to keep the positive aspect going. We need a refresher at the beginning of each year ... need more training in IE – it wouldn't hurt - I haven't heard anything negative about IE. We need a committee with a strong leader ... We need to reduce the influence of the 'naysayers' ... I want to carry the IE torch. ... It's fun to see our passion in the Ohio IE Chapter. We need to find some way to sustain the drive. What is the next stage after transformation? What do we do now?"
Tests and accountability	4	"Teachers have OAA priorities, IE is a distraction – another thing we have to do. We need to figure out how to tie IE to test scores. We need to integrate being inviting and doing well on tests with data analysis."
Competing priorities	2	"Of course things get in the way. There is always someone to challenge the process and some people want to control 'stuff' ... There are so many new initiatives, we're overwhelmed with everything new (new curriculum, new expectations, new priorities)."
Lack of understanding	2	"Some people are not on-board, it's just one more thing. Some think it doesn't make a difference. Some think it is 'fluff' – that 'feel-good' stuff. ... It would be beneficial to come up with simpler and relevant catch phrases and examples. It would help people understand and remember the philosophy if

we had visuals, posters, talking points or catch phrases.”

N=20

Quantitative Data

A 12-item survey emerged from the original research questions while other questions emerged from analysis of the focus group and individual interviews. Participants indicated their responses to statements about their experiences at Park Street on a 5-point Likert scale ranging from “Strongly Agree” to “Strongly Disagree.” The survey was administered by the principal at the last staff meeting of the 2012-13 school year to all 40 teachers present. Participants included 32 women, seven men, and one teacher who left the gender item blank. They reported an average of seven years experience at Park Street.

Participants were categorized by their experience and their level of involvement in Invitational Education as evidenced by participation in conferences, the Ohio Chapter of IAIE, or IAIE-related international travel. Characteristics of the participants are summarized in Table 8, and results of the survey are reported in Table 9:

Table 8

Characteristics of Teachers Completing the Survey

Participants	N
New (1-2 years)	8
Some Experience (3-5 years)	10
Experienced (6 or more years)	21
Involved in IAIE through conferences, Ohio Chapter, or IAIE-related international travel	9
Not involved	31

Table 9*Survey Results*

(Strongly Disagree = 1, and Strongly Agree = 5)

	New n=8	Mid n=10	Older n=21
1. I am knowledgeable about the 5 P's of Invitational Education.	2.4	3.1	3.9
2. I am knowledgeable about the "Fish" philosophy.	2.9	3.7	4.5
3. People respect all persons regardless of socio-economic status.	4.1	4.0	4.4
4. People respect all persons regardless of race or ethnicity.	4.3	3.6	4.1
5. There is a high degree of trust among teachers.	4.3	3.4	4.1
6. There is a great deal of cooperation among teachers.	4.4	3.5	3.8
7. There is a high degree of trust between teachers and administrators.	4.5	3.2	4.1
8. I am optimistic about the future of our students and our school.	4.6	3.9	4.1
9. The current focus on accountability makes it difficult to be inviting.	3.3	3.1	3.4
10. The new teacher evaluation system will make it harder to be inviting.	3.8	3.3	3.2
11. It comes naturally to be inviting to students and each other.	4.3	3.8	4.4
12. We work hard to be inviting to students and each other.	4.1	3.8	3.9

Overall, teachers agree that they are knowledgeable about Invitational Education and, at all career stages, they report that they are more knowledgeable about the Fish! Philosophy than they are about Invitational Education. Teachers with more experience also feel more knowledgeable than those with fewer years at Park Street.

There is strong agreement that persons are respected regardless of socio-economic status or race/ethnicity. There is strong agreement that there is trust among teachers and between teachers and administrators; however, those teachers with three to five years of experience, report a lower degree of trust than do the newer or more experienced teachers. The same is true of the level of cooperation and optimism, with those in the middle expressing a lower level. Teachers in all groups agree, but not strongly, that the current focus on accountability and the new Ohio Teacher Evaluation System (Ohio Department of Education, n.d.) make it harder to be inviting. There is strong agreement that it comes naturally to be inviting to students and each other; at the same time, there is strong agreement that teachers at Park Street work hard to be inviting. Means for responses by level of involvement are given in Table 10 below:

Table 10*Means for Responses by Level of Involvement*

	Involved n=9	Not Involved n=31
1. I am knowledgeable about the 5 P's of Invitational Education.	4.1	3.2
2. I am knowledgeable about the "Fish" philosophy.	4.4	4.0
3. People respect all persons regardless of socio-economic status.	4.6	4.3
4. People respect all persons regardless of race or ethnicity.	4.1	4.0
5. There is a high degree of trust among teachers.	3.8	3.9
6. There is a great deal of cooperation among teachers.	3.8	4.2
7. There is a high degree of trust between teachers and administrators.	3.9	4.0
8. I am optimistic about the future of our students and our school.	4.3	4.3
9. The current focus on accountability makes it difficult to be inviting.	4.1	3.2
10. The new teacher evaluation system will make it harder to be inviting.	4.0	3.3
11. It comes naturally to be inviting to students and each other.	4.2	4.3
12. We work hard to be inviting to students and each other.	3.8	4.1

As expected, those who are more involved in Invitational Education also feel more knowledgeable about Invitational Education and the Fish! Philosophy. There is strong agreement that people at Park Street respect all persons regardless of socio-economic status or race/ethnicity, and there is strong agreement in both groups that there is trust and cooperation among teachers and trust between teachers and administrators. Both groups are strongly optimistic about the future of their students. Those involved in Invitational Education feel more strongly that the current emphasis on accountability and the new teacher evaluation system make it hard to be inviting and all strongly agree that it is both natural and hard work to be inviting to students and each other.

Discussion

First and foremost, researchers concluded that Invitational Education is an overarching theme at Park Street Intermediate School. The tenets of trust, respect, optimism, caring and intentionality are firmly upheld, with teachers who consider themselves to be naturally inviting and work hard to create and maintain an inviting school. While, according to their own thinking, teachers are not always intentionally inviting in their words and actions, the inviting atmosphere is pervasive.

As would be expected, people are at different stages in their invitational journeys and have different levels of knowledge, understanding, and participation in Invitational Education. Those teachers labeled as Pioneers and Advocates have a strong affinity for the Invitational Education philosophy and, indeed, very high expectations for themselves, their colleagues, and their administration. Newbies pick up the language and actions of Invitational Education without always knowing that these are related to a specific philosophy.

Student and family/community activities are an integral part of Invitational Education but are not always seen in that context as it is not always understood that many of the school's student-centered and family-friendly activities are a part of their Invitational Education mission. Sometimes other programs, including those related to character education, are seen as separate from Invitational Education rather than falling under the larger umbrella of the development of an inviting school. Sometimes the activities themselves, especially the international trips and visits, are equated with Invitational Education. As one new teacher stated, "I can't do Invitational Education because I have a husband and baby and can't leave them to go to South Africa."

Applying for the Inviting School Award was particularly instrumental in the adoption and implementation of Invitational Education at Park Street. Most of the teachers and all of the administrators worked together to create the scrapbook or portfolio that identified Park Street as an inviting school. This process gave the school's educators a system to analyze their environment and performance and nudged them toward an articulation of a philosophy that most had already internalized. In addition, it gave them validation for increasing the number of extra-curricular student activities, including international trips and family and community events.

Professional development at Park Street with an Invitational Education focus is inconsistent, waxing and waning based on inside and outside influences, especially those external factors that relate to performance on state-mandated tests and evaluations. New teachers are also superficially aware of the tenets of Invitational Education and largely unaware that many of the activities that have become school traditions, such as the fish lunches and family nights at local cultural centers, intentionally support the school's commitment to Invitational Education.

Finally, it is important to note that Park Street Intermediate School has the resources and commitment to renew its dedication to Invitational Education, making it an even more intentionally inviting place for all its people to live, learn, and grow.

Recommendations

For Park Street Intermediate School.

One of the questions to come out of the focus group and individual interviews, “What advice would you give to a school that was trying to become an Inviting School?” was actually asked to help administrator and teachers reflect on ways to rejuvenate their own commitment to Invitational Education. Among their advice to others, and hence to themselves, follows:

1. Create a visual representation of all the elements of programs, policies, procedures, place, and people that could be placed under the umbrella of Invitational Education so that individual items present a coherent and cohesive whole and “not just one more thing.”
2. Promote shared leadership for Invitational Education with a widely representative committee with time and resources to advance Invitational Education among all teachers, staff, students, families, and the community.
3. Plan a consistent schedule of professional development with different tracks for educators at different stages in their knowledge, understanding, and participation in Invitational Education. Show that Invitational Education can be promoted both within the school through book studies and discussion groups and outside the school through Ohio Chapter activities and IAIE annual conferences.
- 4.

For the Board of Trustees of the International Alliance for Invitational Education.

1. Develop materials and activities that support the growth of IAIE members and prospective members in different stages of knowledge, commitment, and participation.
2. Create a yearly incentive to maintain “fidelity” to Invitational Education, perhaps with a short annual report to the Board of Trustees and a sticker or certificate that attests to sustained commitment.
3. Discuss the possibility of coming up with phrases as memorable as those of the Fish! Philosophy. An “elevator speech” of a few clear sentences would do much to help promote Invitational Education among those who are unfamiliar with its concepts.

For Researchers and Theorists.

1. Consider expanding the HELIX and acknowledge that in an imperfect world even the most dedicated can slip off the spiral. Thoughts include a) adding a stage after adoption that includes reflection, revision, and even renewal; and b) adding a Phase IV: Sustaining the Transformation.

For Future Research

A question for further research is, “What is the connection between Invitational Education and student achievement?” Although there is much literature on the relationship between achievement and self-concept, self-esteem, and a positive school climate, there has been little that directly correlates achievement with the philosophy and processes of Invitational Education. In this era of high accountability, such studies would provide support for the wide adoption of Invitational Education throughout the United States and around the world.

Finally, the concept of intentionality is one of the five cornerstones of Invitational Education; however, as we pursued this project, we continuously came up against the question: Does one have to be intentional to be truly and consistently invitational? Does a culture such as we found at Park Street ensure that all persons act in an inviting manner because the stance is so entrenched that invitational actions are habitual? These are questions to ponder further.

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Creating an Effective Educational Environment for Adult Learners: A Qualitative, Multi-Case Study of Off-Campus Center Administrator's Use of Invitational Leadership

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Abstract

This study was designed to examine off-campus centers and their administrators in creating an effective learning environment for adult learners using a new innovative leadership theory, invitational, which is a holistic approach that nurtures the belief everyone is intrinsically motivated and it is the leaders' responsibility to unleash their true potential (Purkey & Siegel, 2003). Data analysis revealed three emerging themes: 1) Passionate Partnership, 2) Motivational Inspiration and 3) Organic Nous of Affinity. Implications of the study concluded preparatory programs should incorporate the aspects of optimism and intentionality as essential leadership characteristics when training leaders, and adult market-driven educational needs should drive programs and services offered at an off-campus center.

While institutions of higher education have always had a mission to conduct research and offer educational programming to improve and enrich the lives of its stakeholders, continuing education has provided the opportunity to extend that knowledge and research to audiences that otherwise would not have benefited from it, and they provide educational efforts not confined to traditional departments (Schejbal & Wilson, 2008). The role of continuing education is to offer courses, services, and learning opportunities beyond the main campus learning environment (Armstrong, 2001; Kaplan, 2004; Shoemaker, 2008). Consequently, off-campus centers, as part of continuing education, have evolved from being a trend to an important component of an institution's outreach mission (Gabor & Heggan, 1995). The mission of most off-campus centers is to serve an adult audience that works full-time and take classes at night, which is contrary to the main campus that is designed for the more traditional 18-24 year old, full-time student (O'Neill, 2005; Shoemaker, 2008; Thelin, 2004). Although missions for off-campus centers can be similar, providing a uniformed description is problematic, because each type of institution can approach its off-campus center in a unique format (The Higher Learning Commission, 2011; Manzo, 1997). Creating a learning environment conducive for the off-campus learner can sometimes be difficult as many of the resources are provided through the host institution, which historically has functioned for traditional students (Flora & Hirt, 2008; Giancola, Munz, & Trares, 2008; Morey, 2004). Of foremost concern is the perception by peer faculty who teach on the main campus that

courses being taught at off-campus centers are inferior to the quality of instruction delivered at the home institution (Gabor & Heggan, 1995). As Shoemaker (2008) noted, “When referring to quality, there is an underlining environment that depicts ‘separate but not equal’” (p. 22). Therefore, when faced with these many concerns, leadership of off-campus centers becomes an important component to its success (Flora & Hirt, 2008). Administrators of off-campus centers have the extensive task of proving their value and worth to both its main campuses and the community where the off-campus facility resides (Flora & Hirt, 2008). As leaders, off-campus center administrators have to be flexible by first creating an atmosphere that mimics the invitation on the main campus, but also be willing to engage community members as part of the educational environment (Gabor & Heggan, 1995). Moreover, these leaders serve changing demographics of students and must be willing to accommodate their needs within the off-campus center (Pappas & Jerman, 2004).

However, although off-campus centers have become an important niche within higher education, little research has been conducted on their descriptions, learning environments, quality of instruction, and the leadership style of their administrators (Flora & Hirt, 2008; Gabor & Heggan, 1995). This lack of research presented the basis for studying off-campus centers and their administrators in an attempt to better understand their importance and significance within higher education (Flora & Hirt, 2008) by examining the ambiguity of off-campus centers in their description, environment, and quality of instruction (Aslanian, 2007; Gabor & Heggan, 1995; Pappas & Jerman, 2004; Sperling & Tucker, 1997). Moreover, the examination of leadership for off-campus centers should be approached differently than through the historical educational leadership theory (Flora & Hirt, 2008; Schejbal & Wilson, 2008). We postulate that these administrators should embrace an encompassing approach of influencing, collaborating, and engaging with a variety of stakeholders (Flora & Hirt, 2008; Gabor & Heggan, 1995). Since these administrators often engage in multiple social and contextual situations with their employees, colleagues, students, and local community members, leadership of off-campus centers should be approached differently than previous theories utilized in higher education (Edelson, 1999; Heifetz & Linsky, 2002). An innovative leadership theory, *invitational*, provides a holistic approach which inherently assumes that every person is motivated, and to unleash a person’s potential, the leader’s role is to create an inviting environment in both professional and personal contexts (Novak & Purkey, 2001; Purkey & Siegel, 2003).

The goal of this study is to examine if *invitational* leadership characteristics have any impact on the off-campus center’s environment and services (Asbill, 2006; Novak & Rocca, 2006). The following questions guided this inquiry:

1. How do off-campus administrators use *invitational* leadership characteristics in

creating an educational environment comparable to their main campus as perceived by students, faculty, and staff?

2. How are the Five Ps—people, places, policies, programs, and processes—of invitational leadership significant to the educational environment of the adult learner?

Conceptual Framework

When analyzing off-campus center administrators, invitational leadership emerged as a suitable theory to study their leadership characteristics since the theory considers that everyone is motivated and it is the leader's responsibility to unleash their potential (Novak & Purkey, 2001; Purkey & Novak, 2008). As a leadership practice, invitational leaders engage with others and invite them to collaborate on initiatives for shared benefit (Novak & Purkey, 2001). As Purkey and Siegel (2003) stated, “[S]uccessful leaders take a strong, personal interest in their associates and get results through respectful relationships” (pp. 7-8), while welcoming change and diversity of opinions among the participants as an opportunity to grow and learn as an organization. Unlike other theories, such as educational or adult and continuing education leadership, invitational theory provides a template of the essential leadership characteristics and its application within all realms of a leader's life (Novak & Purkey, 2001; Purkey & Siegel, 2003). Although these theories were not considered for the study, both assisted the researcher in delineating the colossal theoretical framework of leadership to the concise invitational leadership theory as a conceptual framework.

Educational leadership, known to be a broad, overarching theory, has the purpose to develop innovative and effective leaders in managing the changing landscapes of higher education organizational structures (Bolman & Deal, 2008; Nixon, 1996). This theory is rooted in the philosophical ideals of Taylor's (1947) managerial principles of leading an organization from a hierarchical perspective. Recent theorists contend educational leadership should embrace an entrepreneurial approach of engaging and collaborating new initiatives, which could be appropriate when studying off-campus center administrators (Gronn & Ribbins, 1996; Rich, 2006; Whetten & Cameron, 1985). However, the teaching and learning aspects of educational leadership does not provide the holistic approach needed when studying the position of an off-campus center administrator (Bush, 2003; Flora & Hirt, 2008; Nixon, 1996).

Adult and continuing education leadership has similar managerial origins of educational leadership although it differs in its focus on the non-traditional educational delivery processes and a specific type of student, the adult learner (Donaldson, 1992; Edelson, 1992; Shoemaker, 2008). This theory embraces an entrepreneurial approach, where leaders expect changes and foster a sense of collaboration among team members to compete a goal or objective (Edelson, 1992). Nevertheless, even though it is innovative

leadership theory, adult and continuing education remained guided by managerial theory and lack the moral perspectives to consider it an encompassing approach to leadership (Donaldson, 1992). While both of the discussed theories are successful approaches to developing educational leaders, a more holistic approach was chosen for this study because we contend that leadership is not a series of events, but rather it encompasses all aspects of a person's life (Purkey & Novak, 2008; Purkey & Siegel, 2003).

The intention of invitational leadership theory is to view leadership as a holistic and dynamic model, which embraces leaders that pursue a more purposeful life and to "invite their colleagues, family, friends, loved ones, and community to do the same" (Purkey & Siegel, 2003, p. 3). Consequently, invitational leadership differs from educational leadership and adult and continuing education theories by being a more holistic approach to leadership through the four principles of respect, trust, optimism, and intentionality that "encourages leaders to pursue more joyful and more meaningful personal and professional lives" (Purkey & Siegel, 2003, p. 3). As a result, Purkey and Siegel (2003) defined the four principles of invitational leadership:

- | | |
|--------------------|--|
| <i>Respect</i> - | Believing all people are valuable and should be treated in a caring manner. |
| <i>Trust</i> - | Possessing confidence and predictability of others' abilities and integrity. |
| <i>Optimism</i> - | Understanding that human potential is untapped and that every person is "capable of self-direction and should be treated accordingly" (p. 15). |
| <i>Intention</i> - | Implying leaders have "a choice and a desire to be respectful, trustworthy, and optimistic" (p. 20). |

These principles take the form of an inviting stance which is applied to the total environment, known as the Five Ps: people, places, policies, programs, and processes (Novak & Purkey, 2001, p.12). These Five Ps represent all aspects of a leader's personal relationships and physical surroundings, including connections with family, friends, colleagues, and customers as well as the physical environment of home and work (Frye, Kisselburgh, & Butts, 2007). Below is a more comprehensive description of each of these areas:

- | | |
|-----------------|--|
| <i>People</i> - | The most important aspect for leadership is developing relationships, because people maintain positive patterns through interpersonal communication (Novak & Purkey, 2001). Invitational leaders accomplish these relationships through focusing on a communal environment and having a commitment to employees, students, and |
|-----------------|--|

	colleagues (Purkey & Siegel, 2003). In doing so, they exhibit the principles of respect and trust (Purkey & Siegel, 2003).
<i>Places -</i>	“Places are powerful, and they can influence the performance and satisfaction of all who inhabit the school” (Novak & Purkey, 2001, p. 17). The physical environment should represent intentionality in it being functional, attractive, and clean. The effect of a positive setting improves the level of “morale, satisfaction, productivity, creativity, and customer service” (Purkey & Siegel, 2003, p. 118).
<i>Policies -</i>	Policies consist of the written and unwritten “directives, codes, and rules” used to regulate schools (Novak & Purkey, 2001, p. 17). Similar to places, policies represent the ideas and feeling of the people who create them. Inside the environment of an off-campus center setting, policies should be made with the principles of optimism and intentionality in mind (Asbill, 2006).
<i>Programs -</i>	Programs should be designed to “work for the benefit of everyone and...encourage active engagement with significant content” (Novak & Purkey, 2001, p. 18). An important aspect is to make sure the programs do not portray elitist, sexist, or other discriminating features that could affect the purpose of the program (Novak & Purkey, 2001; Purkey & Siegel, 2003; Stanley, Juhnke, & Purkey, 2004). Furthermore, programs should convey respect and trust and should be created through a collaborative decision-making process (Ouchi, 1981).
<i>Processes -</i>	Purkey and Siegel (2003) contend that “process is the bottom line in Invitational Leadership for it reveals how the other four ‘Ps’ fit together to support a culture of respect, trust, optimism, and intentionality” (p. 132). The invitational leader establishes these processes through a collaborative effort between faculty, students, and staff (Chan, 2006; Novak & Purkey, 2001).
<i>Intentional uninviting -</i>	Administrators of off-campus centers are immersed within their communities personally and professionally, therefore these leaders should be aware of their inviting stances (Novak & Purkey, 2001; Purkey & Siegel, 2003). Invitational leadership also recognizes the different types of inviting stances leaders can choose to utilize (Day, Harris, & Hadfield, 2001; Novak & Purkey, 2001; Purkey & Siegel, 2003). These include:
	The most toxic form of leadership where the leader purposely embarrasses or discourages individuals by design (Novak & Purkey, 2001, p. 20; Purkey & Siegel, 2003, p. 53).

<i>Unintentional disininviting –</i>	The leader unknowingly creates a negative environment, including engaging in careless and inappropriate behavior (Novak & Purkey, 2001, p. 21; Purkey & Siegel, 2003, p. 57).
<i>Unintentional inviting –</i>	Sometimes known as the born leaders, these individuals possess leadership characteristics, but without a plan (Novak & Purkey, 2001, p. 22; Purkey & Siegel, 2003, p. 65).
<i>Intentional inviting –</i>	The leader chooses appropriate behaviors and conducts careful planning to act accordingly (Novak & Purkey, 2001, p. 23; Purkey & Siegel, 2003, pp. 67-68).

Of course, the goal for a leader is to be inviting, but Purkey and Siegel (2003) contend, “Intentionality allows invitational leaders to achieve direction, purpose, and skill in their actions” (p. 67).

Method

In formulating the design and methodology for this study, the researchers took into account the goals, purpose, and research questions of the study. In doing so, a qualitative, multi-case study emerged to address the problem of practice or phenomena of off-campus center administrators and invitational leadership (Creswell, 2007). In selecting participants a criterion-based sampling method was used (Merriam, 1988) resulting in three administrators ($n=3$) chosen for the study who have worked at an off-campus center for over three years in a leadership role. Also considered was the fact that their institutions are considered as Master’s Colleges and Universities or “institutions that awarded at least 50 master’s degrees and fewer than 20 doctoral degrees” (Carnegie Foundation, 2011). To complete the participant selection, three supervisors ($n=3$), two faculty persons ($n=6$) along with two focus groups, one of staff and one of students ($n=22$) were selected from each location.

Settings

The chosen institutions were designated as public and were located within three different Midwestern states within the United States. Accordingly, the three main campuses were located in smaller cities or towns, with their off-campus centers located in larger metropolitan area or suburbs. A description of each off-campus center setting is provided with pseudonym.

Site 1: Payola University – Metro Center.

Situated in a building with direct access from a major interstate, the first location is easily accessible for adult students with a large sign visible from the building indicating the location. The Metro Center resides on the fourth floor of a multi-use building with other companies, such as technology businesses, accountants, and another university. When

entering the glass building, the students are greeted by a large lobby and a sign directing them to use the elevator to access the site. When exiting the elevator, students are greeted by a front-desk person and information posted for the students including degree options (doctorate, specialist, masters, and bachelors) for potential students.

The front desk person is wearing the school's t-shirt letting the student or visitor know that she or he has reached the right place. In addition, the entry way has a large open area behind it where students can either go left or right to get to the classrooms. The site has 18 classrooms configured in over 26,000 square feet with classrooms ranging from 14 to 75 chairs. These rooms have chairs and tables that are on wheels to move and configure in different formats. To accommodate students coming from work, the site has a lounge with a soda and food machine for students to eat and relax before classes start. The center's atmosphere is similar to an office space, rather than the traditional campus classrooms. The cushioned chairs and large tables also provide ample space for students who might attend long class periods (i.e., three hours at night).

Site 2: Rutners University – Adult Learning Center.

The Adult Learning Center is located in a suburb of a metropolitan city. As a public institution its mission is to offer graduate courses within the area. The Adult Learning Center competes with a small private liberal arts college and an extension site of a small private liberal arts college from a different state. The site location is embedded within a high school campus in a building located within walking distance of the main high school. The center has a welcoming environment with a large sign indicating students have located the center. When walking through the front doors, signage directs students to the elevators where the Adult Learning Center occupies the top two floors of a four-floor building. Entering the elevator, several posters and signs provide a sense of the university's spirit and, throughout the entire site, pictures of the main campus are displayed providing a sense of connection to the main university.

Upon reading the Center, a person is met by a friendly face to answer any questions or direct a person to the appropriate place. The third floor mostly has office space and locations for instructors to make copies or store material. It also has a room dedicated to technology, where students and faculty can check out a laptop for their entire educational experience. The classrooms on this and the fourth floor are large and conducive for adult learning with rooms that include two-person tables and relaxing chairs. The entire off-campus center occupies 18,950 square feet of space and has 13 classrooms ranging in capacity size from 15-30 people. The fourth floor has a large lounge with a plasma television where the students can relax, eat, or study. A vending machine is provided, or the students can bring in their own food. Each room has emergency directions and instructions posted near the door.

Site 3: Williams University - Education Center.

The Education Center is located within a thriving suburb of a metropolitan city. Situated within a building that resides in a multi-building complex, the Education Center is difficult to find because outside signage is not visible. However, plans for a sign were underway when the researcher visited the location. Within the building, the Education Center occupies most of the space on the first floor with two other business tenants. The main office area is within an office suite, and has a small reception area when entering the site. When entering the office space, it is easy to see that the space is inhabited by a university as pictures of their school and mascot don the walls. This area has small offices for the administrator, recruiter, and one faculty member. It also has a small conference room, break room for faculty, small bookstore, and a desk for the graduate assistant. To access the classrooms and another faculty office, students enter from the main entryway of the building. The site currently occupies 9,500 square feet and has six classrooms. All of the classrooms are large and able to hold up to 30 students with comfortable tables and chairs. Although this campus does not currently have a lounge for students to eat or relax, a room was under construction to provide this type of service.

Instrumentation Protocol

The process of collecting data, interviewing individuals, and conducting focus groups were used to present the thoughts, behaviors and feelings of the participants that could not be observed (Krueger & Casey, 2009). To triangulate the data, the researchers further observed, analyzed promotional material, and reviewed historical information (Creswell, 2007; Gillham; 2000; Merriam, 2002).

Semi-structured interviews (Fraenkel & Wallen, 2003) were conducted consisting of open-ended questions with each off-campus leader, their supervisor, and two faculty members. Focus groups were conducted with the administrators' staff and one student group from each of the three off-campus locations to gain a "range of opinions of people across several groups" within a naturalistic setting (Krueger & Casey, 2009, p. 7). The interview and focus group questions were taken from the two research questions that guided the study (Stake, 2010), and were aligned within the framework of invitational leadership (Day, Harris, & Hadfield, 2001; Novak & Purkey, 2001; Purkey & Siegel, 2003) and other related literature (DePree, 2010; Greenleaf, 2002). Examples of questions asked of the off-campus leaders include the following: As an off-campus administrator how do you attempt to build a sense of trust among your staff, faculty, and students? How is this different from building respect and trust with your main campus colleagues? The faculty and students were asked similar questions about how off-campus administrators built trust and respect within the learning environment.

Data Analysis

Using a social constructivist lens, this qualitative multi-case study examined off-campus administrators through the conceptual frame of the characteristics of invitational leadership (Creswell, 2007). In addition, through the use of several analysis components of a multi-case study approach, the researchers were hopeful that “issue-relevant meanings will emerge” (Creswell, 2007, p. 163). Consequently, the concurrent nested model allowed the researchers to examine multiple levels so that the interview/focus group data, observation data, and document analysis were collected separately but the analysis and interpretation were combined to “seek convergence among the results” (Creswell, 2007, pp. 221 - 222). Analysis was conducted via an iterative process that identified common themes and triangulated multiple data sources (Huberman & Miles, 2002).

While there are several methods used to analyze qualitative multi-case studies (Creswell, 2007; Mertens, 2005), for this inquiry, cross-case analysis served as a systematic technique of searching for natural generalizations from the data (Creswell, 2007; Yin, 1989). The researchers first described the context of each individual case, and then created a cross-case analysis of the data collected from off-campus centers (Creswell, 2007). Taking into account the researcher’s connection with the participants, the resultant themes provided relevant information for administrators in their use of invitational leadership characteristics.

Results

Through the process of collecting, analyzing, and synthesizing data, consistent themes emerged to provide the researcher a thick description of the phenomena (Creswell, 2007; Marshall & Rossman, 2006; Mertens, 2005). These themes included, 1) Passionate Partnership, 2) Motivational Inspiration and 3) Organic Nous of Affinity. These themes provide an understanding of the invitational leadership practices of the participant administrators and the resultant educational learning environments of off-campus centers from the perceptions of students, faculty and staff.

Passionate Partnership

There was an overwhelming sense of teamwork between the administrators and their staff. When discussing collaboration, two prominent characteristics, respect and trust, were noted by all of the participants as key components between the leader and staff in fostering a feeling of group effort and support. Respect was regarded by the participants as an extremely important characteristic for leaders to possess. More specifically, this is described as an individual who displays respect, treats others with consideration, and basically, as one staff member noted, treats others “the way you want to be treated.” On the other hand, trust “is established in predictable patterns of action, as opposed

to a single act" (Purkey & Siegel, 2003, p. 12). Each of the university employees interviewed responded positively to how their administrator is a trustful leader. As one supervisor stated, if "somebody says they are going to do something and they don't do it, there is breaking trust immediately and I have never seen that with my off campus leader." Another supervisor provided a perspective on how trust relates to the off-campus administrator establishing credibility when he noted that "it is a very critical relationship with the department and the faculty, and he has been able to build his own trust and reputation through his consistency and fair dealing." Trust and respect of the administrators provided the framework of shared leadership and partnership between the stakeholders within these off campus settings creating an effective learning environment.

Additionally, teamwork and collaboration were evident in how stakeholders were engaged in the responsibilities of the decision-making process. The off-campus leaders all shared a belief that new ideas were welcome and one stated, "I always tell my staff you can do anything as long as it's not illegal, doesn't hurt somebody." Students also felt they had a voice in the decision-making process as they noted they were invited to take surveys and to be on advisory committees.

Motivational Inspiration

In the majority of the interviews, the off campus leaders were portrayed as being affirming leaders with a can-do attitude that led to accomplishing new challenges and the ability to inspire others to achieve. This sense of optimistic leadership provided a feeling of connectedness by the participants. As one faculty member described her leader, "Well, I think one way she does that is by having a very positive attitude herself towards the area and towards the faculty that she serves and the students that she serves and, in addition, I never heard her talk about not being able to make something happen."

One supervisor summarized, "His comments and personal demeanor, I think, is a large part of his leadership, he is approachable, and he always has a positive outlook on things." In delving further into what contributes to the motivational influence the participants experience at the off-campus center location and about their administrator, concepts of optimism and intentionality were expressed as contributing factors.

Organic Nous of Affinity

A significant number of participants indicated how the administrators at the off-campus centers strived to provide students, faculty, and staff a sense of affinity or connectedness. One leader remarked on having students and faculty feel comfortable at their site stating, "It is very important . . . that they need to know that this is their facility and their home and that we want them to feel comfortable." This sense of belonging contributes to individuals wanting to attend and teach at the center, which optimally leads to a successful learning atmosphere (Asbill, 2006). Since the administrators embrace a philosophy of

serving people as a norm at the center, excellent customer service is a necessity. As one student noted, “They’re excellent in customer service, and the centers are very engaging.”

An off-campus center administrator should possess the characteristics of trust and respect to create an effective learning environment. If a leader lacked one or both of these characteristics, it was determined within this inquiry that the participants would become indifferent and less enthusiastic about participating in the leader’s vision or goals. From the perspective of invitational theorists, respect is the most significant component for a leader to demonstrate; however, from the findings, it is suggested that trust is as equally important characteristic (Purkey & Siegel, 2003). Similarly, it was found that the off campus leaders were intentional when they demonstrated such acts as engaging in relationships with stakeholders, conducting meetings, and working with colleagues on their main campuses. When leading a quasi-autonomous operation within a larger organizational structure, it was imperative these administrators demonstrate intentional leadership to provide an inviting environment, because as Novak and Purkey (2001) state, “[E]ducators are never neutral...everything and everybody in and around schools add to or subtract from the educative process” (p. 15).

Discussion

A thick description of the phenomena of invitational leadership (Marshall & Rossman, 2006; Mertens, 2005) emerged through the process of collecting data. Accordingly, the following conclusions were derived from the findings of this study related to on off-campus centers and their administrators in creating an effective learning environment through the lens of invitational leadership.

Passionate Partnership

It can be concluded from the data that an off-campus center administrator should possess the characteristics of trust and respect in order to create an effective learning environment that nurtures teamwork and collaboration. If a leader lacked one or both of these characteristics, it was determined within the research that the participants would become indifferent and less committed or enthusiastic towards their positional responsibilities or participation with the vision or goals of the off-campus center. From the perspective of invitational theorists, respect is the most significant component for a leader to demonstrate; however, from the findings, it can be concluded trust is as equally important characteristic (Purkey & Siegel, 2003). Although optimism and intentionality were considered desired characteristics for off-campus center administrators, it was evident from the interviews and focus groups that the participants highly regarded individuals whom they trust and respect.

Evolved from the above finding of respect and trust, the intense collaboration that administrators' conducted with a variety of their stakeholders was indicated throughout the interviews and focus groups and resulted in teamwork and partnerships. Accounts of the administrators involving faculty, staff, and students within the decision-making process were recorded. In addition, the administrators created a web of participation among the staff members through distributing and sharing responsibilities at the center. In essence, the participation in the decision-making process and cooperation of facilitating role functions provided a sense of transparency, creating an inviting environment for all stakeholders. When asked what the most important characteristic of a leader was, one staff member stated, "Can I add transparency?" This aspect of transparency is woven throughout the environment if the administrator is consistently viewed as a leader that is respected and trusted from all of the customers of the center, including other university colleagues (i.e., faculty and administration) who primarily reside on the main campus. As a supervisor noted, "As a leader you are watched 100% of the time and 1% [when] you might make a mistake is almost too much, so literally, you are always being judged by all stakeholders, whether it is staff, faculty and students, or people who aren't engaged in it." Therefore, this research concludes that the administrator serves as a key component in connecting the university's academics, faculty, and resources to a population of students that might not have had the opportunity to engage in advanced learning. Figure 1 shows the partnership among the administrator and staff to the university and their primary audience, the adult learner, as revealed using Wordle (Feinberg, 2013). This produced the visual display of the most commonly used phrases and words, and in this instance, mirrored the conclusion that these participants engaged in noteworthy conversation about personal goals and vision, along with trust and respect.

Figure 1. The Leadership of the Off-Campus Administrator (<http://www.wordle.net/>)



The administrator facilitated the connection between the university, students, and off-campus centers through inviting leadership. In considering invitational leadership as the driving force for the environments to continue to evolve, the aspects of trust and respect between the entities enables the mechanisms to rotate consistently in all situations. Thus, it can be concluded that an administrator should embrace these leadership characteristics throughout all aspects of his or her personal and professional life (Purkey & Siegel, 2003).

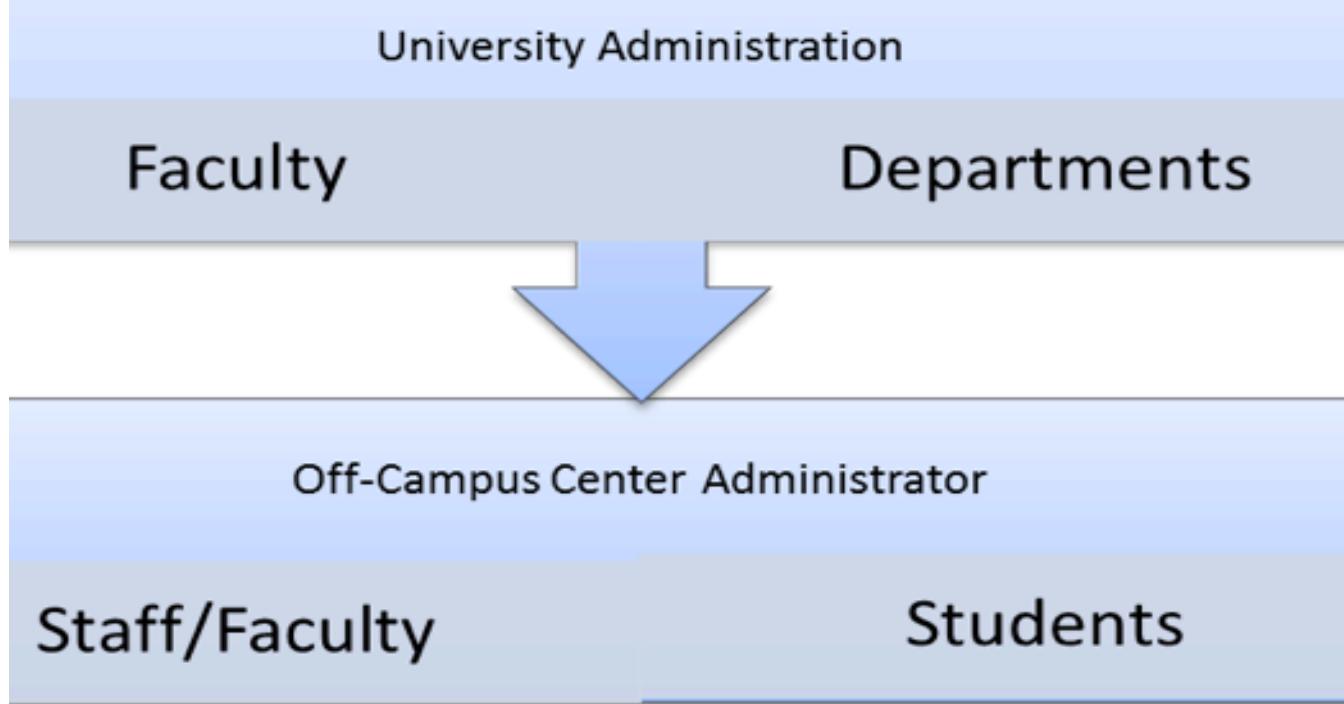
Motivational Inspiration

The administrators within this study all displayed an inspiring attitude when engaging with stakeholders, even when presented with a difficult situation. From the results, it can be concluded these administrators would be considered intentionally inviting, where the leader embraces the four characteristics of trust, respect, optimism, and intentionality (Purkey & Siegel, 2003, p. 67). Through the perceptions of the study's participants, the leaders, when presented with requests or new initiatives, demonstrated a willingness to engage in these challenges. The characteristic of optimism is a key component of being a leader because change is a necessary step for personal and professional enrichment instead of perceived as a threat (Purkey & Siegel, 2003). The administrators are intentional when they demonstrated such acts as engaging in relationships with

stakeholders, conducting meetings, and working with colleagues on their main campuses. When leading a quasi-autonomous operation within a larger organizational structure, it is imperative that these administrators demonstrate intentional leadership to provide an inviting environment.

As mentioned throughout the data, although these leaders foster a positive way of life and have created an environment that is inviting at the off-campus center, their connection with their main campus colleagues have aspects of having an unilateral relationship. This is similar to Flora and Hirt's (2008) research on the job satisfaction of higher education center administrators. Illustrated in Figure 2 is the relationship between the administrator and the main campus.

Figure 2: Represents the Relationship between the Main Campus and Off-Campus Centers



The administrator and staff do have connective interrelationships with their main campus colleagues. This was further illustrated by several participants who confirmed the administrator was impactful in working with main campus colleagues to deliver programs and courses to the off-campus center and dissolve misconceptions with main campus faculty about instruction and learning at a distant location. However, a caveat exists as well, because outside of their job duties, the administrators' motivational inspiration is not equally represented between the main institution and the off-campus center.

Organic Nous of Affinity

The Organic Nous of Affinity was portrayed by the participants as they believed they were accepted and belonged at the off-campus center. Analyzing the data, it became apparent from the research how each administrator attended to the five environments, which provides an application progression for the four characteristics to create a holistic approach to leadership (Asbill, 2006; Novak & Purkey, 2001; Purkey & Siegel, 2003). Examples of kindness, caring, and excellent customer service demonstrated how the administrators and their staff attended to the aspect of people. As indicated in the findings, the centers were sometimes described as being nicer than the main campus learning environment in the enactment of procedures and policies, as well as in personal interactions. Although the participants sometimes were of the opinion that it was necessary to provide reasons for the difference, the environments were effective for learning. Subsequently, when analyzing policies, there seemed to be no difference or just slight differences from the main campus, and this usually was the result of the center proximity or relationship with the centers' landlord. In regard to programs, students believed that there were similar services and resources as on the main campus, with just a few exceptions (e.g., books, lounge, etc.). Within the finding of the final P, processes, describing the culture or the synergy between the characteristics and the other four P's, several participants revealed that the atmosphere of the center provided a learning community for adult learners. Displayed in Figure 3 are the Five P's in relation to off-campus centers:

Figure 3: Representation of the Off-Campus Center's Five Environments



Pappas and Jerman (2004) noted that it is essential to identify the diverse needs of the adult learner when creating an educational environment and to create learning environments seeking to meet those needs. Consequently, it can be concluded from this research study, that these off-campus center leaders, when using invitational leadership, focused on the adult learner when leading their centers. Although the centers were not identical to their main campus with the vast number of degree programs offered or the extensive services provided, students and staff consider the off-campus environment as comparable to their main campus, when considering the Five P's of invitational leadership.

Implications for Practice

To create an effective learning environment, these findings suggest that off-campus center administrators' use of invitational leadership characteristics are essential and result in a myriad of implications for practice. One implication would be for universities to emphasize the tenets of invitational leadership within their internal preparatory training programs for developing leaders. Since administrators in higher education can be discovered and promoted from different backgrounds other than having a degree(s) in higher education administration, it is vital that higher education institutions incorporate invitational leadership characteristics when cultivating and developing aspiring leaders. A subsequent implication would be for universities to include the off-campus administrator as a team member at administrative meetings that involve leaders from across the campus. This would assist in bridging any communication or other breaches that may exist and would enhance transparency between the two entities. Since all three administrators in this inquiry were perceived as being leaders in their communities and were regarded as innovative thinkers, they could bring new ideas and initiatives to their main university. Therefore, it is imperative that universities recognize the value of these off-campus centers as part of their core mission and position their administrators into their institutional administrative teams (e.g., dean's council, academic council, etc.).

The final implication addresses the process of how new programs and services are offered at off-campus centers. In the case of all three centers, the departments drove the decisions of what was being offered as educational opportunities for the students. The professional bureaucracy engrained at universities hinders the nimbleness of off-campus center administrators who need to be responsive to a growing market of adult learners. For the future, universities would be well-positioned to incorporate a model of extending programs that are market driven within metropolitan areas and reverse the longstanding organization structure that exists on institutions campuses.

In summary, to create an effective learning environment, especially one off of the main campus location, a leader must exhibit the characteristics of an invitational leader. The

leader must be intentional in demonstrating trust, respect, and optimism in daily actions. By doing so, the physical setting will be enhanced by the ethos of a partnership between all stakeholders that is affirming in trust and respect, resulting in all stakeholders being passionate about the vision and goals of the organization. This partnership is further enhanced by the inspiration provided by the inviting leader that motivates stakeholders to be engaged in all aspects of the organization. Similarly, these leaders foster a learning environment that is both positive and inviting to all participants, resulting in the majority of stakeholders feeling they belonged. Attending to the five P's of invitational leadership (people, policy, places, processes and programs) further enhanced this belief by stakeholders. Ultimately, if a leader seeks an inclusive learning environment, one that creates a climate of encouragement and belonging, then the theory and practice of invitational leadership is one to consider.

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Children's Books for Building Character and Empathy

Melissa A. Cain, The University of Findlay

One focus of Invitational Theory and Practice is creating positive environments that summon each individual to “develop intellectually, socially, physically, emotionally, and morally” (Purkey & Novak, 2008). Children’s literature is a rich resource for teachers and parents to focus on emotional and moral development. This article will provide background information on the nature of literary response and the characteristics of literature that engender responses related to character and moral development. Examples and related activities teachers can use to help children process the stories will be shared. To appreciate the power of children’s literature to impact children’s character and empathy, it helps to examine the nature of literary response. In *The Reader, the Text, and the Poem* (1938), Louise Rosenblatt outlined her Literary Transaction Theory. As illustrated in Figure 1, each of us comes to the reading experience with our own set of background experiences. Those experiences will influence how we interpret the texts we read. This is also true for authors, who draw upon their own pools of experience in writing their books. The important thing to remember about this is that it is not static. As our experiences change, we will interpret texts in new and different ways. Authors may even come back to their own writings with new interpretations over time.

Figure 1: Rosenblatt's Literary Transaction Theory



Rosenblatt (1938) goes on to describe two different roles, or stances, of reading: efferent and aesthetic. The efferent stance involves determining the information that can be derived from the reading. The aesthetic stance relates to the experience of the reading, the feelings and images that flow with the words. Readers will switch back and forth between the two stances. Kiefer, Tyson, & Huck (2014) point out that, in addition to past

experiences and stances, the developmental level of a child will also determine how he or she responds to a particular book. Thus, it behooves teachers to take special care when selecting books for their students.

Kidd and Costano (2013) describe Theory of Mind as the human ability to understand our mental states (i.e., beliefs, intents, desires, pretenses, knowledge, etc.), and to understand that others also have mental states that may be different from our own. They go on to say that Theory of Mind (ToM) is one of the most amazing products of human evolution because it allows successful navigation of complex social relationships and helps support the empathic responses that maintain them. Deficits or breakdowns in this set of abilities are marked by interpersonal difficulties, including the breakdown of positive interpersonal and intergroup relationships.

Kidd and Costano's experiments indicated that reading literary fiction temporarily enhances Theory of Mind (Kidd & Costano, 2013). Literary fiction is a term principally used for certain fictional works that hold literary merit. That is, they offer deliberate commentary on larger social issues, political issues, or focus on the individual to explore some part of the human condition ("Literary Fiction," n.d.).

What is it about literary fiction that enhances empathy? According to Kidd and Costano (2013), reading fiction increases self-reported empathy. It expands our knowledge of others' lives, helping us recognize our similarity to them. It forces us to engage in mind reading and character construction, thus engendering empathy towards those characters. Although fiction may explicitly convey social values and reduce the strangeness of others, the observed relationship between familiarity with fiction and Theory of Mind may be due to more subtle characteristics of the text (i.e., fiction may change how, not just what, people think about others). Miall and Kuiken (1994) contend that writers of literary fiction use phonological, grammatical, and semantic stylistic devices like alliteration, metaphor, rhythm, and simile, to defamiliarize readers (i.e., unsettle their expectations and challenge their thinking).

Along the same lines, Barthes (1974 as cited by Kidd & Costano, 2013) distinguishes between writerly and readerly texts. Readerly texts—such as most popular genre fiction—are intended to entertain readers, who remain mostly passive. Writerly—or literary—texts engage their readers as creatively as if they were the writer him/herself. Bakhtin (1984 as cited by Kidd & Costano, 2013) described literary fiction as polyphonic, meaning the authors tend to convey a "cacophony of voices." (p. 378). Thus, readers of literary fiction must contribute their own voice and enter into a vibrant discourse with the author and his/her characters.

This discourse forces readers to fill in gaps and search for meanings among a spectrum of possibilities.

How does this apply to books for children? While books for children are arguably less complex than adult literary fiction, they can evoke Theory of Mind responses in young readers. Those that are well-written and comply with criteria for excellence for their genre and literary elements are most likely to evoke Theory of Mind responses. For example, a complex character in a middle grade or YA novel will appeal to children or teens on different levels, especially if that character is overcoming difficulties the reader can relate to. Even a simple text in a picture storybook can contain alliteration, rhythm, metaphor, simile, imagery, and word play to capture the imaginations of young readers.

Piaget and Kohlberg studied the moral development of children and concluded that as children grow in intellect and experience, they move away from the concept that morality is based upon adult authority and constraint and towards the idea that morality is influenced by group cooperation and independent thinking (Kiefer, Tyson, & Huck, 2014). This explains why books that fall out of favor with children tend to be those that are the most didactic or preachy. While good books have good messages and themes, children do not like to be hit over the head with them. Like adults, they like to get the message through relating to the characters.

The idea that we should be exposing our children to literary fiction to develop their Theory of Mind is difficult in a time when increasing emphasis is being placed on nonfiction reading. Figure 2 is a chart of the change in percentages of emphasis between fiction and nonfiction in the Ohio English Language Arts Standards, which are based upon the national Common Core State Standards (CCSS).

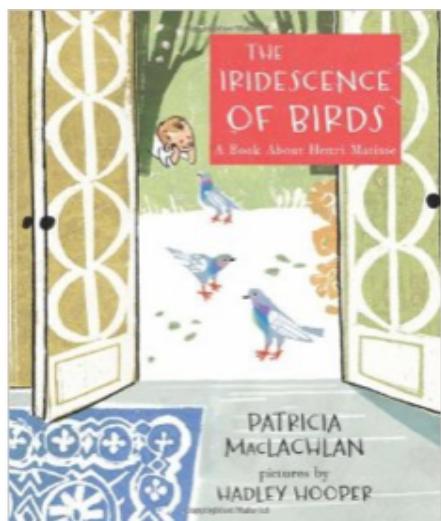
Figure 2. Increasing Focus on Nonfiction Text from OH ELA CCSS.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Literary Nonfiction

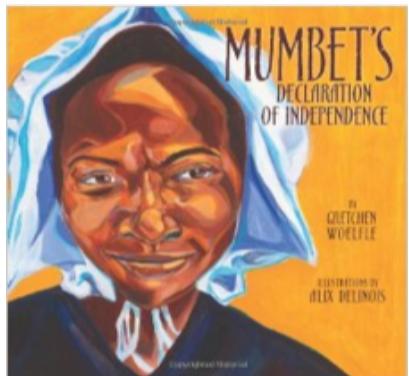
The new emphasis on nonfiction is giving rise to a new kind of literary nonfiction that focuses on nonfiction topics but in writerly ways that inspire empathy. Here are a few examples:

The Iridescence of Birds: A Book about Henri Matisse by Patricia MacLachlan, illustrated by Hadley Hooper



This beautiful book only contains two sentences, one of which lasts for 16-page turns and describes the childhood of Henri Matisse in a dreary northern French mill town; how his mother brought color to their lives through her painted plates and the fruits, flowers, rugs, and fabrics she brought into the house; and how young Matisse raised pigeons and was captivated by their iridescence. Hooper's pictures, in slightly muted colors, look like woodcuts and show how Matisse's childhood experiences influenced the designs of his adult work as a fine artist.

Mumbet's Declaration of Independence by Gretchen Woelfle, illustrated by Alix Delinois



Mumbet was a slave owned by Colonel John Ashley, the richest man in Berkshire County, Massachusetts. She had no true name, but was called many by her abusive mistress. Her desire for freedom was her everyday companion. When the Colonies declared their freedom, Mumbet heard the new constitution's promise that "All men are born free and equal" at a public meeting. She convinced a young lawyer to sue Ashley for her freedom, arguing that the line meant everyone. In 1781, she won. Soon after, slavery in Massachusetts was abolished, freeing all 5000 slaves in the state. This book puts a face on the institution of slavery, which textbooks may not do as well.

Star Stuff: Carl Sagan and the Mysteries of the Cosmos by Stephanie Roth Sisson



In the Milky Way galaxy, on the third planet from the sun, in a big city, in a small apartment, lived a curious boy who was fascinated with the stars, loved science fiction, and had a vivid imagination, all of which lead him to research more about the universe. Sagan and other scientists sent out mechanical probes, including Voyager I and II, and analyzed what they found. He used television to share the resulting knowledge, sparking the public's imagination. Charming illustrations include a foldout that gives a sense of the vastness of the night sky. This book provides children with an example of someone who turned his childhood dreams into a career.

Activity—Literary Nonfiction

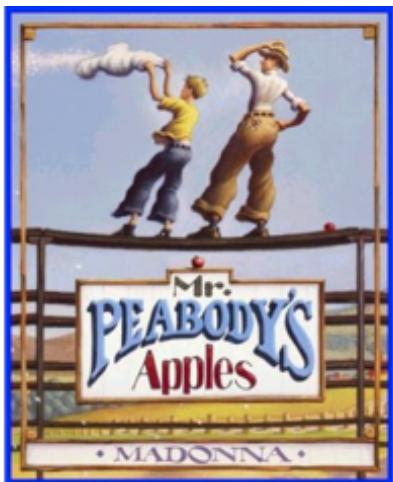
After reading the above three books and other literary nonfiction, children can list the basic truths of the stories. They can compare these books to straight nonfiction about the same topics and discuss how the authors use figurative language to make readers care about the main characters. They may also be inspired to read more about their lives.

Using Literature to Build Character

Teachers can directly address building empathy by helping children understand positive character traits through story. Here are some books that address Invitational Education's elements of trust, respect, care, optimism, and intentionality.

Trust and Respect

Mr. Peabody's Apples by Madonna (Illustrated by Loren Long)



Inspired by a 300-year-old Ukrainian story, but set in 1949 in a tiny American town, this is the story of big-hearted and much beloved Mr. Peabody, an elementary school teacher and Little League coach. When Tommy Tittlebottom sees Mr. Peabody take an apple without paying for it, rumors of Mr. Peabody's apparent theft cause children to stay away from Little League practice. A simple explanation puts the rumors to rest, but as Mr. Peabody points out, small talk can lead to big trouble.

Activity—The Pillow Metaphor. Discuss the feather pillow metaphor in *Mr. Peabody's Apples*. The pillow represents Mr. Peabody's integrity, truth, and reputation. The feathers represent gossip. When the pillow is torn, feathers fly out into the world. The last illustration symbolizes the fact that a few feathers are still out, meaning not all people in Happville know Mr. Peabody is not a thief. The pillow is together, but the stitching shows it is still damaged.

Responsibility and Perseverance

The Most Magnificent Thing by Ashley Spires

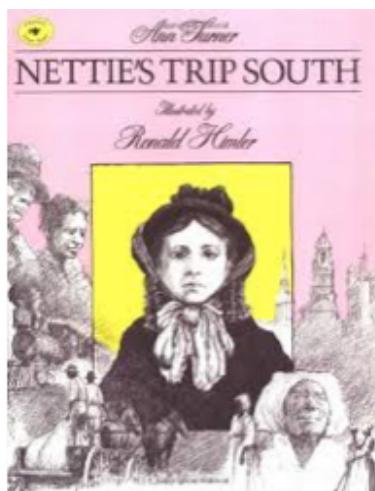


A little girl and her canine assistant set out to make the most magnificent thing. But after much hard work, the end result is not what the girl had in mind. Frustrated, she quits. Her assistant suggests a long walk, and as they walk, it slowly becomes clear what the girl needs to do to succeed—persevere!

Activity—Perseverance. Carol Dweck is the Stanford psychologist whose work around achievement and success has helped us understand the power of having a growth mindset, rather than a fixed one (Glenn, 2010). A growth mindset allows us to learn from trial and error, recognizing the value in failure, as well as in hard work and dedication. Ask students to write about or discuss a time when they had to persevere to accomplish a goal.

Care

Nettie's Trip South by Ann Turner (illustrated by Ronald Himler)



In a letter to her friend, Nettie describes her trip to the pre-Civil War South. She remembers the sweet cedar smell in the air and the sun pressing on her head. But she cannot forget Tabitha, a slave at the hotel who has only that one name, or the heaps of rags the slaves use for beds. Most of all, she remembers the slave auction where people were bought and sold like sacks of flour. These images haunt Nettie and she cannot help but wonder what life as a slave would be like. Based upon the diary of the author's great-grandmother, this is a poignant and compelling look at slavery.

Activity—RAFT writing. Try RAFT writing to get students into the minds of the characters. RAFT stands for:

R = Role

A = Audience

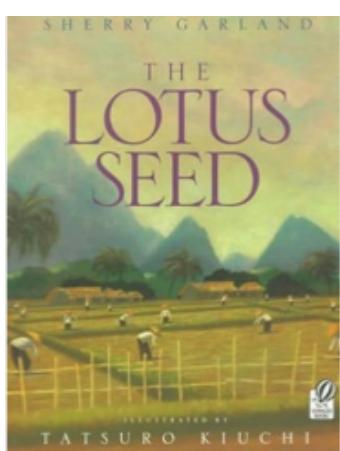
F = Focus

T = Topic

For example, pretend you are Nettie and write a letter to the editor of your local newspaper describing the inhumane conditions of slavery you witnessed and urging changes in the law.

Optimism

The Lotus Seed by Sherry Garland (illustrated by Tatsuro Kiuchi)



A young girl sees the last emperor of Vietnam cry on the day of his abdication. She takes a lotus seed from the palace gardens as a remembrance and keeps it with her through the vicissitudes of war, flight, and emigration. One summer, a grandson steals it and plants it in a mud pool near the family's American home. The following spring, a lotus grows. The now elderly woman gives a seed to each of her grandchildren, passing on a tradition and her memories.

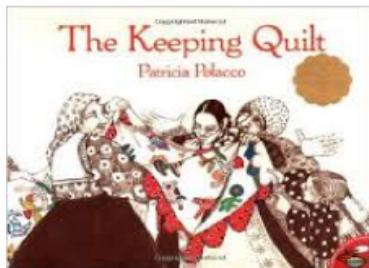
Activity—What is optimism? Discuss the following questions related to optimism:

1. How was the lotus seed in the story a symbol of optimism?
2. When was optimism illustrated in the story?
3. Do immigrants come to America with a sense of optimism? In what ways?
4. How does optimism help people who are experiencing difficulty?
5. In what other situations is optimism helpful?

Then, create a word web graphic organizer for optimism. Display the word in the middle. Use the spokes to describe meanings, antonyms, synonyms, related phrases, examples, and a dictionary definition. Include personal connections to the word as well.

Intentionality

The Keeping Quilt by Patricia Polacco



“We will make a quilt to help us always remember home,” Anna’s mother said. “It will be like having the family back home in Russia dance around us at night. And so it was.” From a basket of old clothes, Anna’s babushka, Uncle Vladimir’s shirt, Aunt Havalah’s nightdress and an apron of Aunt Natasha’s become The Keeping Quilt, passed along from mother to daughter for almost a century. For four generations the quilt is a Sabbath tablecloth, a wedding canopy, and a blanket that welcomes babies warmly into the world. The quilt remains a symbol of their intentionality in preserving their family love.

Activity—Intentionality. Intentionality means, “done with purpose.” In *The Keeping Quilt*, a family uses the quilt to intentionally preserve their Russian past for future generations. Give each student a quilt square in which to draw something that represents intentionality. The squares could contain covers or pictures from books that illustrate intentionality. Create a class quilt from the squares and display it.



This is Patricia Polacco’s actual keeping quilt, now on display at the Mazza Museum at The University of Findlay.

Using Literature to Build Empathy

Certain categories of books are likely to evoke empathy and improve Theory of Mind. Generally this is because the characters in the stories are well developed and the conflicts are relatable to readers. The categories include the following:

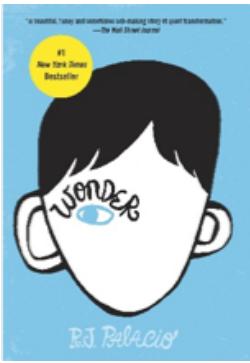
1. Books representing people with disabilities.
2. Books about bullying.
3. Books representing people of different cultures.
4. Books representing dystopian societies.
5. Any work of fiction or fantasy in which the characters are multi-dimensional and evoke caring in readers.

Understanding People with Disabilities



A good place to start when looking for excellent books about people with disabilities is the Schneider Family Award books, indicated by the above medal on the cover. The Schneider Family Book Awards honor an author or illustrator for a book that embodies an artistic expression of the disability experience for child and adolescent audiences. The book “must portray some aspect of living with a disability, whether the disability is physical, mental, or emotional.” Each year three awards are given for birth through grade school (age 0-10), middle school (age 11-13) and teens (age 13-18) (See <http://www.ala.org/awardsgrants/schneider-family-book-award>). Some examples across the age ranges follow:

Wonder by R. J. Palacio

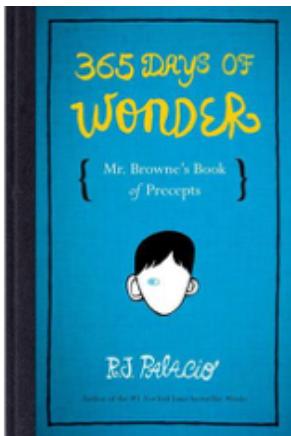


August Pullman, age 10, has a facial difference that caused him to be home schooled and avoid people. In his fifth grade year, he goes to school for the first time. The beauty of this story is that it is told from the perspectives of multiple characters, allowing readers a much more complex understanding of Auggie. The following review by Sarah Jones (17 March 2012) demonstrates the power of this book to evoke empathy:

My 5th grader has craniofacial anomalies and I feel that this book could not have been better written. Palacio caught Auggie’s voice and captured his challenges and strengths so

beautifully I still can't believe that she doesn't have a child who is living this life [...] Many small moments [...] struck me to the core—Auggie's feelings about Halloween, the way Auggie has an easier time when his classmates understand that there's more to him than his face [...] The most emotional moment [...] came toward the end [...] when his father tells him that he loves the way Auggie looks [...] exactly how my husband and I feel about our son. (para. 1-2)

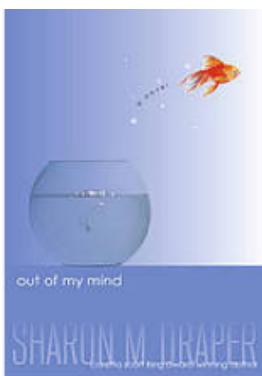
Activity—Precepts. Mr. Browne, Auggie's English teacher, is fond of precepts, which he defines as “rules about really important things” or “words to live by.” For example, his September precept is, “When given the choice between being right or being kind, choose kind.” *Wonder’s companion book, 365 Days of Wonder*, lists these precepts.



Try doing Mr. Browne's precept assignment:

1. Create a special section in your notebook.
2. Each month, copy a selected precept into it.
3. The class discusses the precept and what it means.
4. At the end of the month, each student writes an essay about what the precept means to him/her personally.
5. Over the summer, Mr. Browne asks his students to write their own precept on a postcard and mail it to him.

Out of My Mind by Sharon Draper



“From the time I was little—maybe just a few months old—words were like liquid gifts, and I drank them like lemonade. I could almost taste them. They made my jumbled thoughts and feelings have substance. My parents have always blanketed me with conversation. They chattered and babbled. They verbalized and vocalized. My father sang to me. My mother whispered her strength into my ear. Every word my parents spoke to me or about me I absorbed and kept and remembered. All of them... I have never spoken one single word. I am almost eleven years old.”

Melody is the smartest kid in her school, but no one knows it because she can't talk, walk, or write. Being stuck inside her head is making her go out of her mind—until she discovers a tool that helps her speak for the first time. At last Melody has a voice!

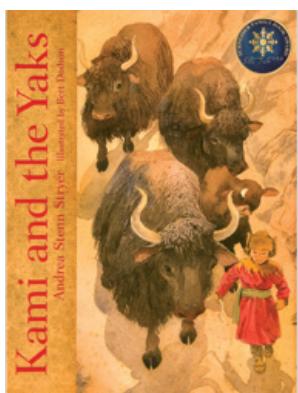
Activity—Writer's craft. One focus of the Common Core State Standards for English/Language Arts is the writer's craft. One theme of *Out of My Mind* is the power of words in Melody's life. Draper demonstrates her own exceptional power to use words to evoke images and convey empathy for Melody. Work in small groups to examine how she does this. Share. Next, do interactive editing on selected pieces of writing to enhance the word choice to convey more vivid images and evoke empathy for the characters.

Piano Starts Here: The Young Art Tatum by Robert Andrew Parker



Bad eyesight does not stop Art Tatum from learning to play the family piano as a young boy. Art's musical career grows from playing professional shows in his hometown of Toledo, Ohio, to appearing with jazz bands across the country. Additional biographical information is in the endnotes.

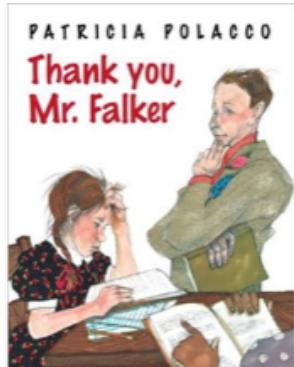
Kami and the Yaks by Andrea Stenn Stryer (illustrated by Burt Dodson)



With a storm approaching, Kami—a Sherpa boy who is deaf—finds the littlest of his family's four yaks stuck in a crevice. Kami bravely rushes home, acts out the yak's plight in sign, and then leads his father and brother to the rescue.

Activity—Understanding personal disabilities. *Kami and the Yaks* and *Piano Starts Here* are for younger children and feature characters that overcome personal disabilities to accomplish something. Help children put themselves in the shoes of Art Tatum and Kami by using blindfolds and earphones to simulate their disabilities.

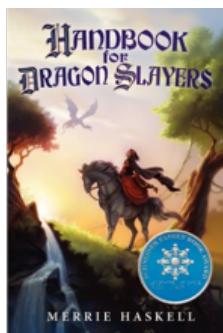
Thank You, Mr. Faulker by Patricia Polacco



When Trisha starts school, she cannot wait to learn how to read, but the letters just get jumbled up. She hates being different and starts to believe her classmates when they call her a dummy. Then, she gets Mr. Faulker as her fifth grade teacher. When he discovers that she cannot read, he takes the time to help her overcome her reading problems.

Activity—Compassion. Mr. Faulker exhibits more than compassion for Trisha: he takes action to help her. Discuss actions we can take when we see someone who is struggling.

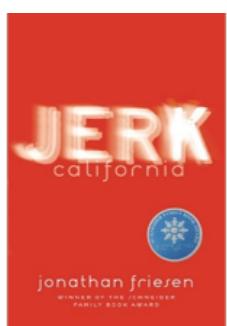
A Handbook for Dragon Slayers by Merrie Haskell



Reluctant Princess Tilda, sheltered due to her deformed foot, longs to escape her destiny of quietly managing her kingdom. A thwarted kidnapping sends Tilda, her handmaiden Judith, and Lord Parzifal on a dragon-hunting quest. Supported by friends and dragons, Tilda realizes her physical limitations do not define her.

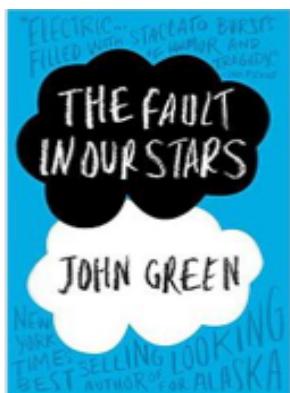
Activity—Metaphor. Tilda ends up having an unusual relationship with the very dragons she set out to slay. Explore the metaphor of dragons together. What do they represent? How was the dragon an appropriate metaphor for Tilda's situation?

Jerk California by Jonathan Friesen



Isolated at school and tormented at home by his stepdad, Minnesota high school senior Sam Carrier feels defined by his Tourette syndrome. But long-distance running, his deceased father's friend George, a special girl named Naomi, and a road trip to Jerk, California, change his perspective. This YA novel contains some strong language, but really gets readers into Sam's head as he struggles to keep himself under control.

The Fault in Our Stars by John Green



Despite the tumor-shrinking medical miracle that is buying her a few more years, Hazel's diagnosis has always been terminal. But when she meets Augustus Waters at Cancer Kid Support Group, Hazel's story takes on some new plot twists.

Activity—Quotations. Insightful, bold, irreverent, and raw, *The Fault in Our Stars* contains many thought-provoking quotes worthy of discussion. Over 175 are posted at this Website:

<http://www.goodreads.com/quotes/tag/the-fault-in-our-stars>.

Understanding the Many Sides of Bullying

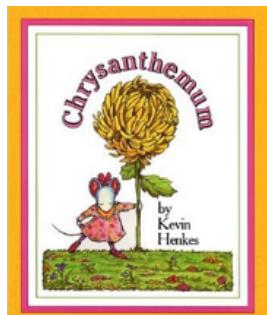
Bully by Laura Vaccaro Seeger



Bully does not have a kind word for any of his friends. When the other animals ask him to play, he responds with, "Chicken! Slow poke! You stink!" Seeger's bold, graphic artwork pairs with spare but powerful words, making this tale tender, funny, and thought provoking.

Activity—The Power of Words. Discuss with children the words Bully used to insult the other animals. Why do these words have the power to hurt us? What strategies can we use to deflect such hurt? List these on a chart for future reference.

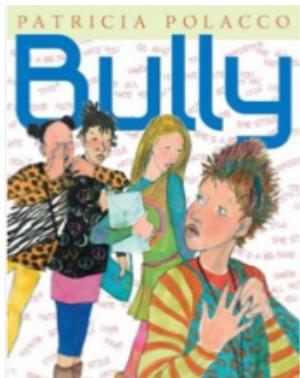
Chrysanthemum by Kevin Henkes



Chrysanthemum thinks her name is absolutely perfect—until her first day of school. "You're named after a flower!" teases Victoria. "Let's smell her," says Jo. Chrysanthemum wilts. Suddenly her name seems not so special.

Activity—All Kinds of Names. Ask the children to share the stories of how they got their names. Bring in a baby name book and look up the meaning of the names of the children in the class. The variety should lead to interest, not teasing.

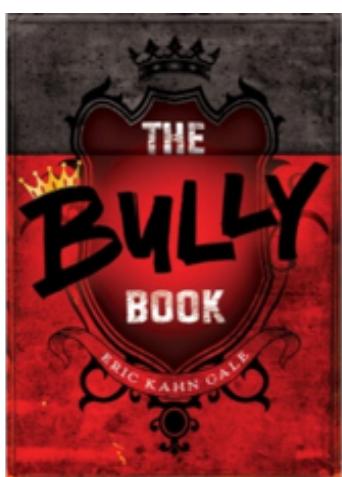
Bully by Patricia Polacco



Lyla finds a great friend in Jamie on her first day of school, but when Lyla makes the cheerleading squad and a clique of popular girls invites her to join them, Jamie is left behind. Lyla knows bullying when she sees it, though, and when she sees the girls viciously teasing classmates on Facebook, including Jamie, she is smart enough to get out. But no one dumps these girls: now they are out for revenge.

Activity—Cyber bullying. This is a good book to use to promote discussion cyber bullying. Help children develop positive strategies for dealing with social media. Chart these for future reference.

The Bully Book by Eric Kahn Gale



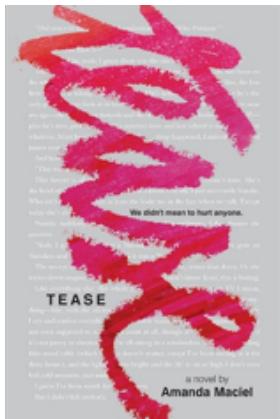
Eric Haskins coasted through elementary school without attracting undue attention. But this year he is the Grunt, the kid everyone in sixth grade hates. Unsure of what he did wrong, Eric becomes obsessed with getting his hands on the mythic *Bully Book*, which will supposedly tell him why he has been designated the Grunt. Eric keeps a journal, pages of which are intermixed with pages from *The Bully Book*. Reading the two together highlights how enigmatic bullying is for the child on the receiving end of a set of unwritten rules. The fact that *The Bully Book* writes those rules down adds a conspiratorial menace, reinforcing the insidious nature of bullying.

By the Time You Read This, I'll Be Dead by Julie Anne Peters



After a lifetime of being bullied, Daelyn has had enough. She has tried to kill herself before and is determined to try again. Though her parents try their best to protect her, she finds a website for completers and blogs on its forums, sharing her personal history. The only person at school who tries to interact with her is a boy named Santana. Even though she treats him poorly, he won't leave her alone, causing her to wonder whether it is not too late to let people into her life after all. Peters shines a light on what might make a teenager want to commit suicide and what might bring her back from the edge.

Tease by Amanda Maciel



Emma Putnam is dead and Sara Wharton, her best friend, and three other classmates have been criminally charged for the bullying and harassment that led to her shocking suicide. Now Sara is the ostracized one—guilty according to the media, the community, and her peers. Between meetings with lawyers and a court-recommended therapist, Sara reflects on the events that lead to the tragedy and her own undeniable role in it. Somehow she must find a way forward, even as she feels her life is over.

Stargirl by Jerry Spinelli



From the day she arrives at quiet Mica High in a burst of color and sound, nonconformist Stargirl is one of the popular ones. Her smile captures the heart of Leo Borlock and she sparks school-spirit with just one cheer. Everyone at Mica High is enchanted with her—until they decide they are not. Suddenly Stargirl is shunned for everything that made her special to begin with. Leo, desperate with love for her and panicked by her reversal in status, urges her to become normal—the very thing that could destroy her.

Activity—The many sides of bullying. Use the four previous books and others like

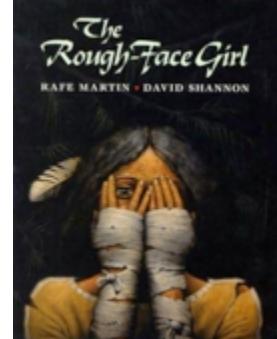
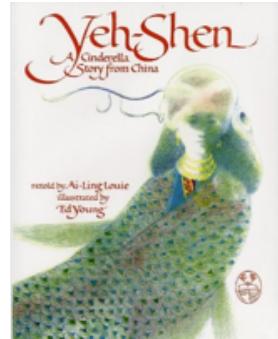
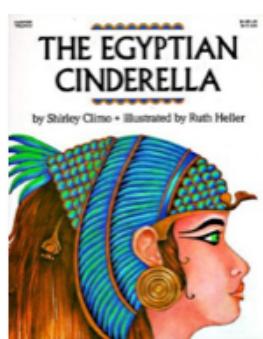
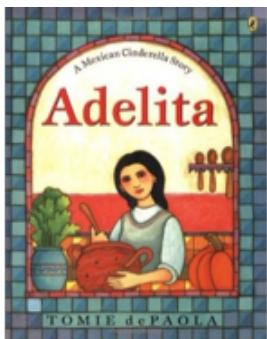
them to set the stage for critical thinking about the many sides of bullying and its diverse victims. How is social media a double-edged sword? How can our attitudes toward it protect us? Try doing this in literature circles, where the students choose their book and participate in chapter-by-chapter discussion related to it as they read. Then come together as a whole group to share.

Understanding People of Other Cultures

There are several ways literature can raise cultural awareness. First, reading the folklore of a country or culture enlightens readers as to its traditional beliefs, customs, and stories that were originally passed through the generations by word of mouth. Some books illustrate or celebrate culture. These may be fiction or nonfiction and typically have more modern settings than traditional tales, which tend to be set during once upon a time. Such books often show universal aspects of being human, despite cultural differences. Still other stories have conflicts that are a result of differences in culture and beliefs. Some of these deal directly with racism. Some are transplanted culture stories in which a character suddenly has to cope with living in an unfamiliar culture. Others show what happens when cultures collide. These may be stories of wars, feuds, or misunderstandings related to cultural differences.

Folklore.

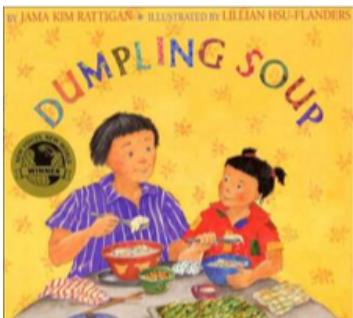
It is said that there is a Cinderella story for every culture in the world. These covers illustrate some from Mexico, Egypt, China, and Native America.



Activity—Exploring multiple cultures through folklore. Gather as many different versions of Cinderella, or another folktale, as you can find. Share these with your students. Discuss the similarities and differences among the versions. How do these books convey the cultures they represent? Chart this.

Books illustrating culture and cultural universals.

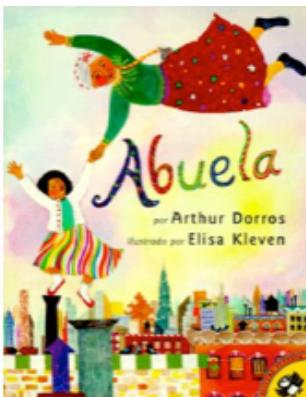
Dumpling Soup by Jama Kim Rattigan



Marisa gets to help make dumplings this year to celebrate the New Year. But she worries about whether anyone will eat her funny-looking dumplings. Set in the Hawaiian Islands, this story celebrates a joyful mix of food, customs, and languages from many cultures—all in Marissa's extended family.

Activity—Cultural sharing. The foods prepared by the family in *Dumpling Soup* reflect the mix of cultures in their family. Host an international food day in your school or classroom, asking students to bring dishes to share that represent their cultural heritage.

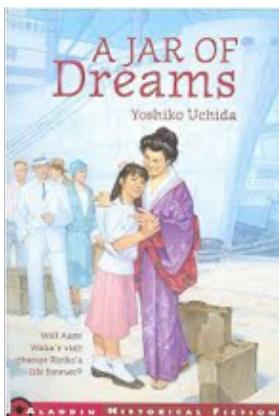
Abuela by Arthur Dorros



While riding on a bus through Manhattan with Abuela, her Spanish-speaking grandmother, a little girl imagines that they are carried up into the sky and fly over the sights of New York City. This evocative story demonstrates the loving bond between child and grandparent.

Activity—Grandparent show and tell. Invite grandparents to school. Children can introduce them and their backgrounds, sharing special names they are called and where they came from. The class can then entertain them with reader's theater selections. Finally, share snacks that represent their cultures or family traditions.

A Jar Full of Dreams by Yoshiko Uchida

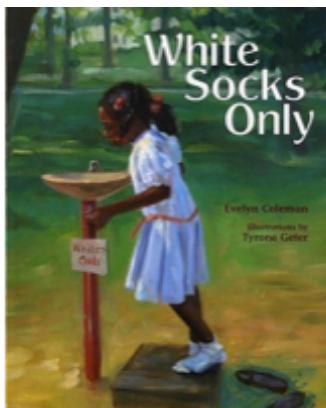


Growing up in California during the Great Depression is not easy for eleven-year-old Rinko. She desperately wants to fit in with everyone else, but instead she feels different because she is Japanese. But when Aunt Waka comes to visit, she brings old-fashioned wisdom from Japan and reminds Rinko of the importance of her Japanese heritage, as well as the value of her own strengths and dreams.

Activity—Venn diagram. Use a Venn diagram to show the parts of the story that are universal aspects of being human and those that are specific to Rinko's Japanese culture.

Books illustrating colliding cultures.

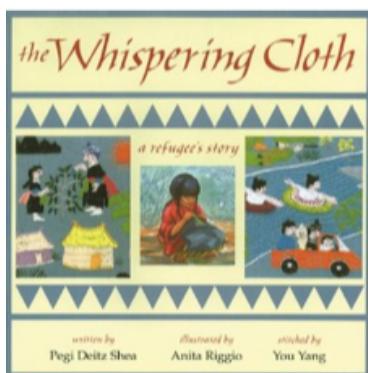
White Socks Only by Evelyn Coleman, illustrated by Tyrone Geter



In the segregated south, a young girl thinks that she can drink from a fountain marked "Whites Only" because she is wearing her white socks.

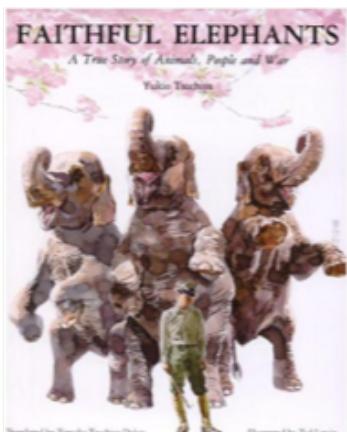
Activity—Racism. Research the historical context of the story. Discuss the meaning of the word racism and create a t-chart with the word Racism at the top and two columns below, one for Looks Like and the other for Sounds Like.

The Whispering Cloth: A Refugee's Story by Pegi Deitz Shea, illustrated by Anita Riggio and stitched by You Yang



This moving and poignant tale depicts life in a refugee camp in Thailand. Mai lives there with her grandmother and spends her days listening to the Hmong women as they stitch and talk, making pa'ndau—brightly colored story cloths—to sell to traders. Mai wishes she, too, could make a beautiful pa'ndau, but struggles both with finding a story and perfecting her stitchery. By going back into her own brief and tragic past, she finds a story to stitch—one of hope and faith in the midst of war and detention.

Faithful Elephants: A True Story of Animals, People and War by Yukio Tsuchiya



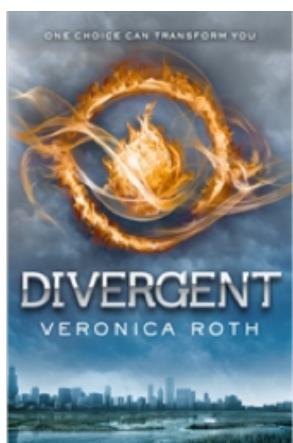
A zookeeper recounts the story of John, Tonky, and Wanly, three performing elephants at the Ueno Zoo in Tokyo. Bombs are dropping on Tokyo and people will not be safe if the animals get out. By order of the army, the elephants are to be put down. Their keepers weep and pray that World War II will end so their beloved elephants might be saved. This story is an example of what happens when cultures collide.

Activity—Discussion web. This is a graphic organizer in which a question is posed, such as, “There are times when orders should not be followed.” On one side, write arguments in favor of the statement. On the other side, write arguments against it. After group discussion, write a conclusion at the bottom.

Dystopian Novels

A dystopia is a community or society that is in some important way undesirable or frightening. It is literally translated as “not-good bad-place” and represents the opposite side of utopia. Such societies appear in many artistic works, particularly in stories set in the future. Dystopian fiction features dehumanization, totalitarian governments, environmental disaster, or other characteristics associated with a cataclysmic decline in society. Dystopian fiction provokes thought in readers about how they would respond under similar circumstances.

The Divergent Trilogy by Veronica Roth

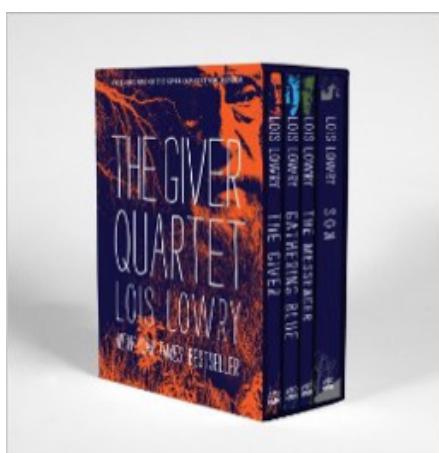


In Beatrice Prior's dystopian Chicago world, society is divided into five factions, each dedicated to the cultivation of a particular virtue: Candor (the honest), Abnegation (the selfless), Dauntless (the brave), Amity (the peaceful), and Erudite (the intelligent). Once a year, all 16-year-olds must select the faction to which they will devote the rest of their lives. Beatrice makes a choice that surprises everyone, including herself. During the highly competitive initiation that follows, Beatrice renames herself Tris and struggles with extreme physical tests of endurance and intense psychological simulations. But Tris also has a secret she has kept hidden because she's been warned it could mean death. As unrest and conflict in the society grow, Tris learns that her secret might help her save those she loves.

Activity—Personality types. How do the factions compare to personality types like those of the Myers-Briggs Type Indicator® or similar personality tests?

What happens when people are “typed” as narrowly as they are in Divergent? Is that a recipe for disaster? Do we do people a disservice to try to categorize them? What benefit is there to having people of mixed strengths and weaknesses work together to accomplish tasks?

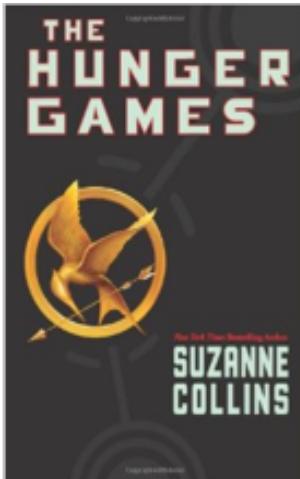
The Giver Quartet by Lois Lowry



This series includes *The Giver*, *Gathering Blue*, *Messenger*, and *Son*. Jonas lives in a dystopian world in which children are given their work assignments at age 12. Babies are manufactured—carried by young women called vessels and then assigned to couples. “Failure to thrive” babies and old people who are no longer useful are “released,” i.e. killed. When Jonas learns that baby Gabe is set for release, he steals him and escapes. In subsequent books, readers learn about other villages in a world changed by some unnamed disaster. The characters all come together in *Son*, in which Gabe’s birth mother goes through a harrowing adventure to find him.

Activity—Text connections. As students read, ask them to record their text-to-text, text-to-self, and text-to-world connections for later discussion.

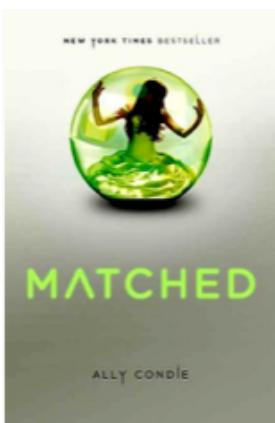
The Hunger Games Trilogy by Suzanne Collins



The nation of Panem arose from the ruins of a place once known as North America. Panem contains a shining Capitol surrounded by twelve outlying districts. Long ago the districts waged war on the Capitol and were defeated. The surrender terms force each district to send one boy and one girl to appear in an annual event called The Hunger Games, a fight to the death on live TV. Sixteen-year-old Katniss Everdeen saves her sister, Prim, by volunteering to represent District 12 in her place.

Activity—Critical literacy discussion. This type of discussion takes a closer look at power relationships among characters. Who has a voice in Panem? Who doesn't? What power relationships are revealed in the story? What ideologies shape the discourse in the society?

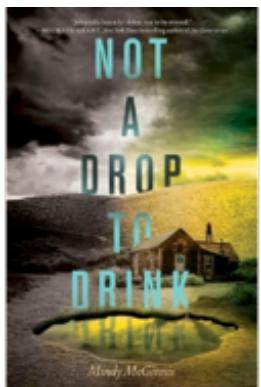
The Matched Trilogy by Ally Conde



Cassia has always trusted the Society to make the right choices for her: what to read, what to watch, what to believe. So when Xander's face appears on the screen at her Matching ceremony, Cassia thinks he must be her ideal mate...until she sees Ky's face flash for an instant before the screen fades out. She is told it was a glitch, but Cassia begins to doubt the Society's infallibility and begins questioning their authority and motives.

Activity—Cubing. Create cubes with the following sides:
Describe it, Compare it, Associate it, Analyze it, Apply it, Argue for it.
Use these to analyze Cassia's Society.

Not a Drop to Drink by Mindy McGinnis



In a frontier-like world where water has become the most precious commodity, teenage Lynn has been taught to defend her pond against every threat, especially people looking for a drink. Though she and her mother are surviving, they live an isolated and lonely life. But when strangers appear and her mother is killed, Lynn must reach out to others to survive.

Activity—Writing roulette. This is a free-write strategy. Each student starts a story, perhaps a prequel of how water became scarce or a sequel of what would happen next. After a preset time, students pass their paper to their neighbor, who adds to the story. After a set number of exchanges, the original owners can see how their idea developed.

Works of Fiction or Fantasy

In order for fiction or fantasy to work to develop empathy and Theory of Mind, the characters must be multi-dimensional, often conflicted. The author evokes caring for the characters in readers through the use of powerful words, literary devices, and vivid imagery. The author may also offer deliberate commentary on larger social and/or political issues or may focus on an individual character to explore some part of the human condition. These are writerly stories, in which the reader enters the world of the story and is swept along with the characters and events. Many of these stories are multilayered, with many characters that readers can relate to, love, root for, hate, laugh with and at, and model themselves after. Sometimes there are conflicted characters that may appear one way to readers, but then turn out to be different.

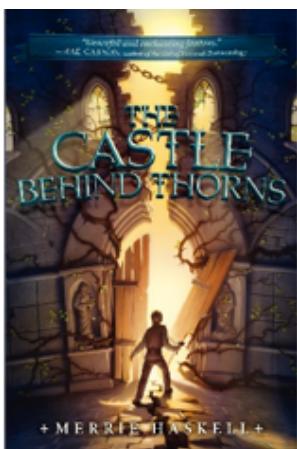
The Harry Potter Books by J. K. Rowling



This series explores the growth of Harry Potter from age 11-17. Harry is a complex character who has to adjust to the magical world and then to the fact that the evil Lord Voldemort wants to kill him. Finally, he must make the ultimate sacrifice for the people he loves. Harry doesn't have easy answers and often feels unprepared for the tasks set before him. He demonstrates characteristics like loyalty, perseverance, caring, compassion, and bravery. Other characters, like Professor Snape are slowly revealed to be different from Harry's initial perceptions of them. J. K. Rowling created a Victorian-like world that readers can truly live in as they read.

Activity—Choosing houses. Each of the houses in Hogwarts School of Witchcraft and Wizardry represents certain characteristics/attributes. Discuss characteristics you would focus on if you could create houses in your school and why. What animals might you select as metaphors for those characteristics?

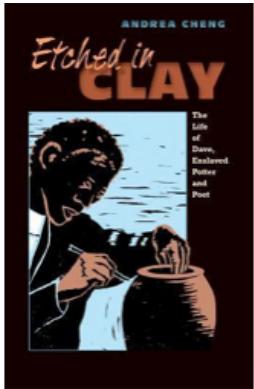
The Castle behind Thorns by Merrie Haskell



Sand wakes up in the abandoned castle he lives near. An earthquake split the castle and an impenetrable wall of thorny brambles surrounds it. There is no way in or out. Sand, an apprentice blacksmith, discovers that everything in the castle was split during the sundering. He sets about mending things, including a young girl in a crypt, who comes back to life. Together, he and the girl, Perrette, heir to the castle, try to figure out how to free themselves. In the process, both must change.

Activity—Sundering and mending. The metaphor of sundering and mending is powerful in this book. Ask students to find passages that explore this metaphor. Discuss how writers use metaphor to show rather than tell. Then, students can apply this to a story of their own.

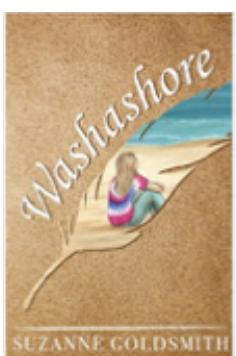
Etched in Clay: The Life of Dave, Enslaved Potter and Poet by Andrea Cheng



Sold at auction to Harvey Drake, owner of Pottersville Stoneware Manufactory, Dave showed remarkable aptitude for making pottery. His largest containers could hold 40 gallons or more. Though South Carolina law forbade slaves to be literate, Drake gave Dave a copy of Webster's blue speller. He taught himself to read and began signing his pots and writing little poems on them. The pots that remain today were the inspiration for this novel. Dave would appreciate that Cheng chose to write his story in poetry. She also created lovely woodcuts to illustrate it.

Activity—Power of poetry. Discuss why Cheng wrote Dave's story in poetry. How does poetry enhance understanding and raise empathy? What techniques do poets use in their craft? Poems often provide brief glimpses or snippets of story. How do these come together to tell the story of Dave? What does the reader have to fill in that is not in the text?

Washashore by Suzanne Goldsmith



Clem, whose parents are ostensibly separated due to work, is temporarily living on Martha's Vineyard in the early 1970's. She struggles to fit in as a washashore, a derogatory name for outsiders. Her desire to find out about a dead osprey leads to friendship with Daniel, a classmate involved in local efforts to bring up the osprey population. As Clem gradually realizes that her own family is unraveling, she finds new purpose. Information about the work and impact of Rachel Carson, as well as about ospreys, is woven seamlessly into the narrative.

Activity—Dinner party. Ask students to take on the roles of characters in this book and interact as if they met at a dinner party. This will allow students to explore point of view and its impact on stories.

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JITP Guidelines for Authors

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, it 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. We will also consider book reviews of professional books related to invitational or related theories.

The JITP accepts articles for submission year round; however the submission deadline for each issue is July 1st. The Journal uses a blind peer review of articles with final decisions regarding publication being made by the editors. Upon publication, authors will receive an electronic copy of the Journal. Manuscripts being considered for publication by other journals are not accepted. Authors must follow the following guidelines when submitting manuscripts to be considered for publication:

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. All submissions will be acknowledged by return email to the originating email address.
3. Please include your home and business phone numbers should the editors wish to contact you quickly.
4. All manuscripts must be created as Microsoft Word documents. Please remove embedded comments, tracked changes, and hidden personal data in your file.
5. Submit two copies of the manuscript – one with identifying information and one blind copy to be sent for review.
6. Manuscripts should be no longer than 10,000 words, double spaced (including references and quotations) using Times New Roman 12 point font and have one-inch margins on each side, top, and bottom.
7. The cover page should have the author's or authors' names, institutional affiliation(s), and title of the manuscript.

8. The second page includes the title and an abstract of 150 - 250 words. For the blind, do not include authors' names on this or following pages. The author(s)' name(s) should not appear anywhere in the blind manuscript. 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.
9. Use tables (created with MS Word table function only) and figures sparingly per APA style. All tables and figures should be placed within the document. All artwork and diagrams should be included as separate digital graphic files, .tif, .gif, or .jpg.
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11. Manuscript review usually takes approximately eight weeks. However, feel free to contact the editors at any time for a status report.
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APPLICATION

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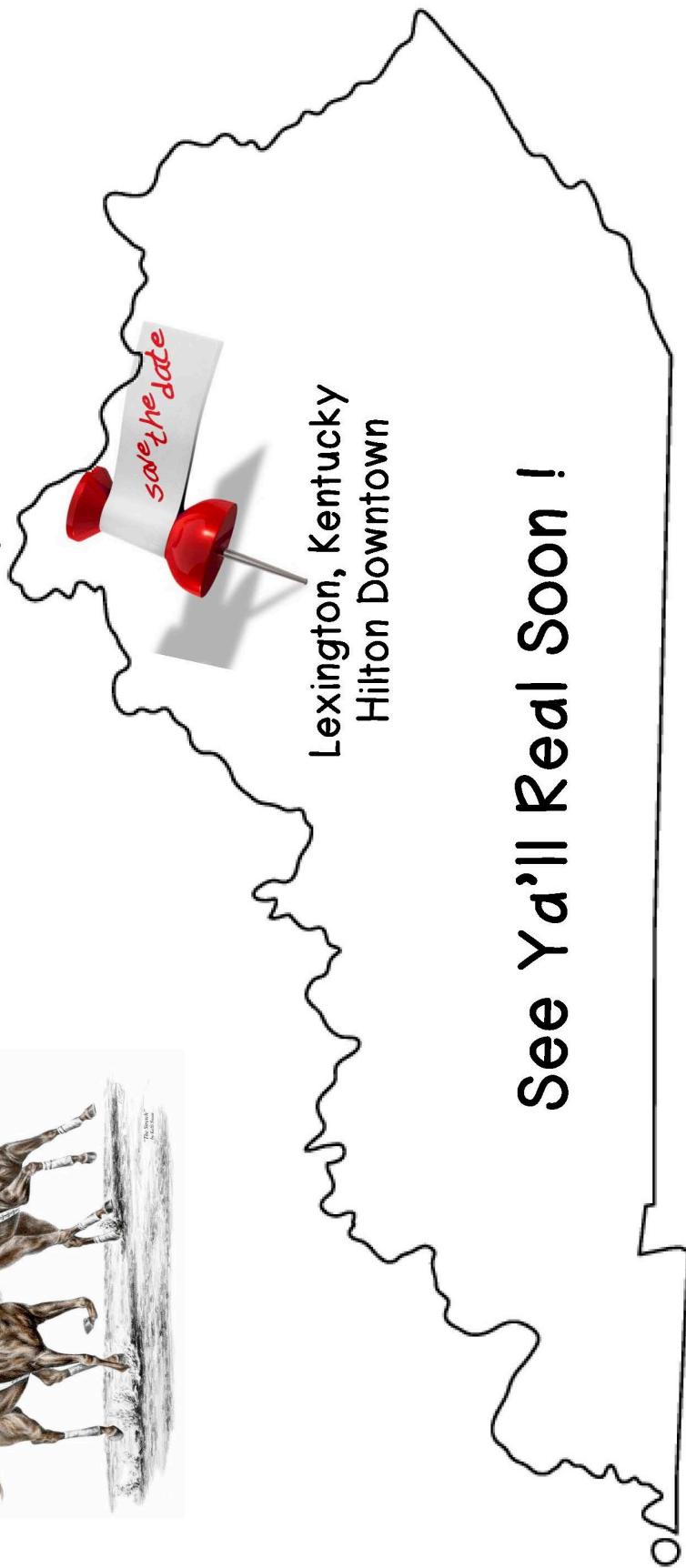
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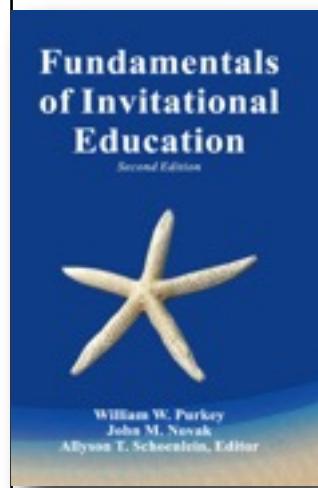
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