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Journal of Invitational Theory and Practice

Volume 18, 2012

Editorial

Daniel E. Shaw, Ph.D., M.Ed., Editor

John J Schmidt, Ph.D.

Jack, as we all know him, has resigned his position as one of our Board of Editor Members. Jack in keeping with his retirement plans, will no longer serve on our board.

No one in the Alliance has contributed more to the present success of Invitational Education than Jack Schmidt. Even before the Alliance was founded in 1982, Jack was making significant contributions to Invitational Theory and Practice (ITP). During his three-year (1980-1986) doctoral program in Counselor Education at the University of North Carolina at Greensboro Jack worked closely with his doctoral committee advisor, William Purkey. Jack and his advisor's lengthy dialogues and debates over many months contributed significantly to ITP.

During the three decades since 1982, Jack provided strong leadership and intellectual rigor to Invitational Theory. For example:

- He created and was first editor of the "Alliance for Invitational Education Newsletter (now recognized as the IAIE FORUM).
- He served as Executive Director of IAIE for four years. During this time, detailed bylaws were developed world-wide access to ITP were provided, and administrative functions were greatly strengthened.
- He has written two books and numerous articles related to Invitational Theory and Practice. This is in addition to many other books he has authored.
- Recently he served as editor of Fundamentals of Invitational Education. Without Jack, there would be no Fundamentals book. He handled the editing, layout, design, cover, figures, index, and even arranged the printing.

The Alliance was officially founded at Lehigh University in 1982. Jack was one of the 12 founding members. Even at this early state in his career, Jack demonstrated his understanding of the deeper foundations of ITP.

He conceived of and was the first editor of the JITP, created to consider the deeper qualitative and philosophical issues embedded in ITP. The creation of our journal was a major milestone in the evolution of our organization. After passing the editor's torch to the next editor, Jack remained on our editorial board, reviewing countless manuscripts at his high level of excellence, until his recent resignation. We all owe him a large debt of gratitude for everything he has done. As current editor, Jack was of significant help to me in my efforts as editor.

I sincerely thank him and will miss his much appreciated sage advice and contributions. Best wishes Jack! Enjoy retirement.

This Issue

We hope you like our new cover design. We attempted to achieve an even more "professional" look than we've had in the past.

In this issue you will find four excellent research articles that contribute significantly to the growing literature on ITP. There are three articles that focus on our unique "Invitational Perspective" regarding the application of ITP within education.

Our final article provides a history of the Inviting School Survey (ISS) by Dr. Ken Smith, who revised and empirically validated the ISS-R.

As always, I encourage you to send an "*Email to the Editor*". Let me know what you think of the different look and especially your thoughts on our articles; good, bad, neutral, whatever reaction(s) you have.

Stay well,
Daniel E. Shaw, Ph.D., M.Ed.
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Six Elements of Diversity: Teacher Candidate Perceptions after Engaging Native American Students


Citation

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Abstract

Teacher education serves an important role in preparing teacher candidates to engage with diverse student populations. This study supports a need for candidates to practice Invitational Theory and Practice when teaching students from diverse backgrounds. To assess candidate growth, we used Schmidt's (2007) Six Elements of Diversity as a lens for evaluating 38 candidates' reflections after interacting with Native American students in a diversity workshop at a Mid-Western University. The findings reveal that the Six Elements of Diversity were present throughout the reflections with some elements more evident than others; the analysis points to strengths and weaknesses in candidate preparation.

Introduction

As teachers across the country take roll this school year, they are likely to find more diversity in their classrooms than ever before. U.S. Census Bureau (2010) data reveal the changing demographics of schools and the predicted increases of minority school-age populations. This demographic trend requires teachers to understand and communicate effectively with students from a variety of backgrounds. However, according to Howard (2007), most teachers are white, female, and middle class, and they may not be comfortable working with students from diverse cultures and ethnic groups.

This difference in ethnicity and culture can translate into different classroom expectations, values, and priorities between teachers and students and can create barriers to student success (Banks, 2006; Dudley-Marling, 2007). For example, a teacher might emphasize competitive learning practices as a way to promote engagement from students. Students with cultural backgrounds that value collaborative rather than competitive approaches, such as Native American students, might find this classroom strategy marginalizing (Lomawaima, & McCarty 2006). At the school level, policies for excused/unexcused absences might not take into account family priorities or employment needs of some cultures (Horowitz, Darling-Hammond, & Bransford, 2005). Such practices and policies that create barriers to student success could be labeled "unintentionally disinviting" in terms of invitational theory and practice (ITP) (Purkey & Schmidt, 1996).

To eliminate or reduce these barriers and sensitize school personnel to cultural differences, teacher preparation programs and accrediting bodies emphasize the critical importance of understanding and meeting the needs of all students. As an example of expectations from The National Council on the Accreditation of Teacher Education, NCATE Standard 4 focuses on diversity, stating, "*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn"* (NCATE, 2008, p. 34). This requirement applies to teachers of all racial and cultural backgrounds as they strive to educate all students (Howard, 2007).

Giving teacher candidates experiences working with diverse students fosters the development of these competencies (Cushner & Mahon, 2002; Banks, Cochran-Smith, Moll, Richert, Zeichner, LePage, Darling-Hammond, & Duffy, 2005).

Just as teacher education programs need to assess candidates for multicultural competencies, programs also assess candidates' experiences to work in multicultural settings and the effectiveness of those experiences in helping candidates engage with diverse students.

One such assessment tool is the Six E's, or "elements of diversity" (Schmidt, 2007, p. 17), as described in a call for research that applies ITP to diverse settings. The Six E's are empowerment, encouragement, enlistment, enjoyment, equity, and expectation. Schmidt's schema was designed as a lens through which practitioners might look more carefully at places, people, policies, processes, and programs in terms of diverse cultures (2007).

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This study used the Six E's as a tool to assess the perceptions of teacher candidates regarding their interactions with Native American high school students.

University/Indian School Collaboration

Native Americans constitute the largest minority population in the state where this university is located; therefore, it is especially important for our university graduates from all majors to work effectively with this group. Recognizing needs for mutual support and cross-cultural interactions, the university and school administrators entered into a memorandum of agreement to create the Success Academy. Now entering its 12th year of operation, the Academy operates as a cross-cultural program that builds a sense of community between diverse populations by honoring their differences and encourages the university at large to adopt a respectful perspective of Native American cultures (Lee, 2007). The Academy brings Native American students to the university campus periodically over the course of the students' high school careers to expose them to the college environment and the career opportunities available through post-secondary education. At the same time, the Academy achieves an equally important goal for the university to become an inviting place that encourages success.

Diversity Workshop for Teacher Candidates within the Academy

Working within this philosophy, several instructors in the teacher education program developed a diversity workshop for teacher candidates as part of the Academy. Since the candidates come from a relatively homogenous white population, many have not had experiences interacting with students from diverse backgrounds. As a service-learning project, the workshop goals for the candidates are to practice the role of inviting educators; to reflect on their development as inviting educators; to teach Academy students about Multiple Intelligences Theory and to help students apply their Multiple Intelligences Inventory results to their own lives (Gardner, 1999). As such, these goals also support the fundamental beliefs of ITP, which include accepting and affirming individuals as valuable, capable and responsible; recognizing individual power and responsibility to empower others by creating intentionally inviting places, programs, policies and processes (Schmidt, 2004).

In creating the teacher education workshop, instructors in a teacher preparation diversity course asked the candidates to serve as workshop hosts. The five workshop sessions were designed to provide a one-to-one ratio of teacher candidates and Academy students; in practice, this ratio varied according to the number of students attending the session.

Within the workshop, the candidates had multiple opportunities to send inviting messages to Academy students and to practice intentionality. The two-hour workshops began with candidates welcoming Academy students to the campus and helping them get settled into work groups. Next, the candidates led small-group icebreakers similar to musical chairs; the icebreaker helped candidates and students to learn each other's names and to begin making connections to one another. Then, in a large group setting, the candidates and students listened to a short explanation of Multiple Intelligences Theory (Gardner, 1999) accompanied by a PowerPoint slide show. The candidates then assisted students in taking an online Multiple Intelligences inventory (http://www.bgfl.org/), printed their results, and discussed them with students. In the final workshop component, Academy students created an art project to reflect their individual personalities. At the conclusion of the workshop, Academy students and candidates ate supper together in a university cafeteria.

Methodology

Population

Thirty-eight teacher candidates served as workshop hosts for the Native American high school students. Participation in the workshop was required as a part of a teacher education diversity course at a Mid-Western university. The workshop times, high school participant selection, teacher candidate participant selection, and permission to observe and collect documents were arranged prior to the first workshop. As preparation for their service-learning experiences, teacher candidates had read and discussed selections from *Inviting School Success* (Purkey & Novak, 1996). They wrote about what an inviting teacher looked like from their own experiences and about their perceptions of themselves as inviting teachers. Candidates had not been exposed to the Six E's schema (Schmidt, 2007); however, students were asked to compare their own recollections of what constituted an inviting teacher with their own behaviors in this experience.

Data Collection

Immediately following their role as hosts of the workshop with Native American high school students, teacher candidates responded to questionnaires containing the following prompts:

1. Describe what the workshop experience was like for you. Think of the role you played in all components of the workshop. Which roles felt the most successful from your perspective? Why?
2. What did you discover about yourself as an intentionally inviting teacher?

3. What did you discover about working with the Academy students?

Candidates constructed reflections to include specific examples, quotes, details and stories. Completed questionnaires were submitted to a graduate student, rather than the course instructor, as a means of ensuring anonymity and encouraging honest responses. These constructed responses became the data for this study. This sample reflects a single case study of five workshops of identical structure and content. The only differences in the workshops were the dates and the participants.

Data Management and Analysis

Qualitative research design was used to analyze the perceptions of teacher candidates who served as workshop hosts for the Native American high school students. The candidates responded to open-ended questions in post-experience reflections. The reflections were evaluated independently by three workshop facilitators, also the researchers, using open perception coding to reveal themes related to ITP (Miles & Huberman, 1994).

Due to the nature of qualitative study, the researchers were intentionally aware of their assumptions and biases (Patton, 2002). Themes were compared and a literature search was conducted for relevant studies. Researchers discussed the relevant studies and determined that theoretical codes integrating the Six E's as proposed by Schmidt (2007) had emerged in the reflections (Boyatzis, 1998). This schema seemed to be an appropriate way of assessing the candidates' perceptions of their interactions within the context of the workshop "in terms of accepting, embracing, and celebrating diversity" (Schmidt, 2007, p. 17). The Six E's, or elements of diversity, are empowerment, encouragement, enlistment, enjoyment, equity and expectation. The researchers discussed each element according to Schmidt's (2007) definitions, and used terms and concepts within the Six E's as key ideas to code the same data set.

Three researchers worked independently to score all candidates' reflections for each of the Six E's, and then met to compare findings. The initial inter-rater reliability was 68%. Differences in coding were then discussed to clarify the understanding of the Six E's, and, reach an agreement of code definitions. "Check-coding" (Miles & Huberman, 1994, p. 64) was conducted, revealing an inter-coder agreement of 92%. Findings were compiled by tabulating the number of candidates' responses that exemplified a specific element of diversity. That number was divided by the total number of reflections to determine the percentage of responses for each element of diversity. Table 1 summarizes the frequency of the Six E's (Schmidt, 2007) as identified in the candidates' reflections.

Delimitations and Limitations

One series of workshops during one semester of teacher candidate coursework served as the site for this study. The variable of interest focused on teacher candidate perceptions of their interactions regarding ITP strategies with a diverse group of students. The Success Academy workshop participants were all members of the freshman class at a Bureau of Indian Education school, and the teacher candidates were self-selected by enrolling in the course. Because of the narrow scope of the study, inferences and generalizations to the larger population are not appropriate.

Assessment of Teacher Candidate Reflections

Three workshop facilitators analyzed the 38 teacher candidate reflections using Schmidt's (2007) proposed six elements of diversity as codes. The analysis that follows is organized according to frequency of findings related to Schmidt's six elements of diversity. See Table 1.

Table 1. *Frequency of the Six E's as Identified in Teacher Candidates' Reflections*

Elements of Diversity	Occurrence in Reflections N=38	%
Enlistment	27	71
Equity	22	58
Expectation	20	53
Empowerment	19	50
Enjoyment	18	47
Encouragement	13	34

Enlistment

The element of enlistment was identified in the responses more than any other. Schmidt (2007) defined enlistment as the "total involvement of all members in their respective communities" (p. 19). Everyone's participation is important to move a group forward toward common goals. The two goals of the Success Academy also center on the concept of enlistment: first, "to help more American Indian students prepare for and succeed in college:" and second, "to make the university into the kind of place where that can happen" (Lee, 2007, p. 103). Strategies to facilitate involvement of all candidates and Success Academy students were intentionally built into the teacher education workshop activities because cross-cultural interactions are vital to reaching these goals.

Teacher candidates noticed the importance of initiating these interactions, and this reflection described the effort in creating an invitational environment for all by stating:

> *I decided to take on the role of a leader. I chose to go upstairs and be one of the first people the students encountered…I stepped in and tried to get everyone comfortable…The two boys were quite shy, at first, and were a little reluctant to stand up when anything at all was said, but after joking with them a little bit, they let their guards down and joined the fun. …this was my most successful role.*

The candidate intentionally moved into a leadership role and was aware of the overall goal to engage all participants.

As such, candidate self-awareness appeared to be part of the enlistment process. Goleman (2006) connects self-awareness to intrapersonal intelligence, which is critically important to achieving goals. Several reflections revealed that candidates understood they were accountable for encouraging participation. For example, one commented, "As a teacher, one should constantly check…what is working, what is not working, and what one can do to improve certain situations." Overall, candidate comments indicated a strong self-awareness and recognition of when they were being inviting teachers. However, some candidates appeared to realize this more clearly during the reflection process, not during the workshop.

This reflection showed regret for not being more accountable at the time of the workshop:

> *The experience was intimidating and quite difficult to get into at first…Our whole group did what most people would have if given the opportunity—we divided up and did our own projects while basically ignoring the other group…it seemed silly to me that the students had anything to fear…I learned through this process that I am not as openly inviting as I wish I could be…I realized how difficult it will make my job as an educator if I cannot be openly inviting to my students or parents.*

In this instance, the prompt, "What did you discover about yourself as an intentionally inviting teacher?" elicited an honest reflection expressing lack of comfort or competence in interacting within a diverse group.

The element of enlistment sets a necessarily high standard for teachers to strive to reach. Enlistment is the work of the teacher, and implicit in this work is the expectation that teachers, as well as students, are completely engaged.

Equity

To paraphrase Thomas Jefferson, there is nothing more unequal than treating all students equally. Because each individual brings something unique into a classroom, teachers should recognize differences in order to meet students' distinctive needs. More than half (58%) of the reflections revealed signs of this recognition, as evidenced here: "I need to learn … how to give each student an opportunity to learn at his or her level." However, instructors noted that teacher candidates in this program had occasionally described fair teaching practices as treating all students in the same way. Examples of this misunderstanding emerged in the next two reflections: "I found that working with the students they are exactly the same as all the other students I have worked with through the schools here;" and, "They are exactly the same as all the other students I have worked with [in spite of the classroom] stress placed on the fact that these students are Native American." These statements indicate a disregard of the potential that students from culturally diverse backgrounds can bring to the classroom (Purkey & Novak, 1996) by failing to notice the differences among students; however, their revealing responses should enable teacher educators to continue the dialogue regarding personal strengths and weaknesses with the issue of equity.

Equity was mentioned in over half of the candidates' reflections; therefore, it can be assumed that many of the candidates have an understanding of the teacher's role to create equity in the classroom in accordance with ITP. The candidates had the opportunity to recognize differences in the Native American students and respond to those differences as the leaders of their small groups during the various workshop activities: the icebreaker, a Multiple Intelligences quiz (http://www.bgfl.org), and discussion of outcomes, a hands-on art project, and dinner following the workshop.

Expectation

Human expectations are related to human perceptions because they "help us establish expectations of what we believe will likely occur" (Schmidt, 2007, p. 18). As such, expectations affect how people will act in situations and influence the outcome of what happens. Classroom teachers should be especially mindful of their perceptions of student ability levels because those perceptions influence student performance in a negative manner (Schmidt, 2007). Researchers who are concerned about the achievement gap of minority students examine how negative perceptions in the form of unexamined myths about student ability "form the bedrock on which we build educational policies and practice" (Ullucci, 2007, p. 1).

Inviting educators have an awareness of preconceived notions, as explained in this reflection:

> *To be intentionally inviting, first off for me, was to leave my past experiences with a group and the stereotypes I have seen at the door. Keeping myself in check with what I was to experience made the entire situation better for me and for the students…Had I not kept myself in check about the issues I have had with a group of people, I know I would have had a different expression that would have hindered my ability to be inviting.*

Over half of the teacher candidates mentioned anticipating that the workshop would go a certain way or that the students would behave in a certain way. Teacher candidates commented on how their expectations were proven true or false and anticipated how the workshop experience will affect their professional attitudes in the future. This candidate reflection showed an awareness of disconfirmed expectations regarding Native American students. "I misjudged them all. My thoughts were that these students are probably mean students who do drugs and that they never listen. That was me being ignorant because what I came to find out is that they are just students who need a little help."

Other candidates left the workshop with new expectations for working with diverse students: "If I ever had the opportunity to teach students like these…it would be a very rewarding position." "The students were much better behaved than I thought they would be." Still others showed awareness of a lack of knowledge by stating, "Originally I was nervous for the experience. I think I was unsure of what kind of backgrounds these kids came from."

The teacher candidates appeared to have entered the workshop with a wide range of expectations, some of which were confirmed while others were disconfirmed.

Empowerment

The sense of empowerment felt by the teacher candidates after completing their workshop experiences was evident in reflections revealing a growing confidence. When used as a noun, empowerment is the result of establishing positive relationships with others (Schmidt, 2007). Much like the element of enlistment, empowerment is communal in nature. Candidates noted the reciprocal way in which they felt empowered as their students felt empowered. "I seem to work well with students at this age level…my personality seemed to fit in with the students and they responded well to it." Candidates experienced an increase in confidence as they and the students became more at ease.

As part of their awareness of empowerment, several candidates identified their ability to listen and pay close attention. The next reflection illustrated the point that effective teachers are personally accountable for how their behavior helps or hinders the creation of an inviting environment: "I did learn that if I put enough effort into it, I can make myself seem inviting…I had to stay engaged." Teacher candidates learned that teaching requires intentional focus and attention to individual differences and needs, and this field experience helped them understand the effort and focus required.

Additionally, empowerment appeared to increase as candidates assessed what was happening within the students and recognized moments of comprehension or discovery. Meaningful interactions empowered the candidates as well as helped them recognize areas where they could improve their interpersonal skills.

One candidate stated:

> *The last thing I learned was, the more I open up the more willing the students are going to open up with me… when I had the chance to talk to one of the males about basketball and track as soon as he found out we had something in common he began to talk more to me… I need to be willing to open up so they open up to me and build strong relationships with each and every one of them.*

In addition to finding common ground through sports discussions, another candidate discovered that he could develop relationships through laughter: "This is where I figured out that I can use my humor to interest my students."

Another teacher candidate noted, "Being confident at all times and acting like I knew exactly what was going on gave her confidence in me, which in turn encouraged me and gave me more confidence." As teacher candidate confidence and self-efficacy increased, candidates continued to experience more success in their ability to establish relationships. The

momentum to build upon successful experiences appeared to be an essential component in the practice of ITP, as evidenced in this reflection: "I felt accomplished for what I had done…most of the time we think what can we do for the students, but for me it was what can the students do for me." Empowering others and being empowered by their success created synergy for candidates.

Enjoyment

A key part of enjoyment is the ability to build rapport with students, which opens opportunities for laughter, lightheartedness, and fun. Although fewer than half of the reflections revealed this element, several reflections indicated a level of surprise at the enjoyable atmosphere: "more fun than expected," and "being with students I actually find myself opening up to them and having fun. I believe that's what being a teacher is all about." Candidates also noted students who seemed pleased: "[one student] saw his art work from years before and that brought a smile to his face. It was great seeing the students enjoying their time here."

Since most reflections did not identify the element of enjoyment, workshop facilitators recognize the need to emphasize the idea of simply having fun as an important way to create an inviting environment. Enjoyment should also be an essential element when creating an inviting environment at the workshop, starting with the icebreaker. As observed by the workshop facilitators, the ability to create fun in this initial activity was critical in helping both teacher candidates and students relax and begin to create a relationship. Similarly, another reflection noted, "The ice-breaker game was also fun for me because it helped the two students in my group relax and feel more welcome."

Encouragement

Analysis of the reflections for the last E, encouragement, revealed relatively little evidence (34%) that the candidates perceived they were using this element. In addition, several reflections suggested that candidates used praise rather than true encouragement as a means of reaching out to students, such as during the craft activity; it was difficult to assess the authenticity of the candidates' compliments. For example, one reflection reported, "There was not much contact between any of us, besides a few comments of 'Your picture is so cool.'" Candidates should recognize the difference between offering a student shallow praise versus encouraging a student using genuine compliments and empathy. Schmidt (2007) differentiated between praise and encouragement stating, "Encouragement signifies a genuine investment and veracity in other people and groups. Praise does not possess this same level of commitment or authenticity" (p. 20). On the surface, encouragement might appear to be an easy element to operationalize, but to be effective, especially in working with diverse populations; the encourager should be specific in offering an effective statement.

Meaningful encouragement in the workshop context emerged in this candidate's reflection:

> *As we went through the [Multiple Intelligences] quiz results we talked about which ones she agreed with…One of her strong intelligences being bodily/kinesthetic and she said that she really enjoys basketball but doesn't play because she gets embarrassed whenever she misses a shot. This struck me as a very interesting reason not to play a sport…I couldn't stop thinking about how damaging that outlook could be on her life…I assured her that missing shots is a part of the game…I couldn't help but feel that I needed to leave one last mark on the subject... in the card, I wrote, "You miss 100% of the shots you don't take" as it seemed very fitting for her.*

This candidate's reflection illustrates several important points about encouragement. First, by listening carefully and sensitively, the candidate identified a specific area of weakness that could be debilitating for the student. The candidate recognized the significance of the student's lack of confidence and how that might play out in the student's life. Then the candidate thoughtfully considered how to encourage the student in ways that were optimistic, respectful and showed trust.

Sensitivity, careful listening, and authenticity are hallmarks of encouragement, based on the philosophy of "being with versus doing to" (Schmidt, 2007, p. 20). Implicit in this description are also the qualities of emotional empathy as defined by Goleman (2009), referring to "someone who feels within herself the emotions of the person she's with. This creates a sense of rapport" (Empathy--Who's Got It, Who Does Not section, para.3). Finally, the teacher candidate acted in a meaningful way by leaving a positive, encouraging message; through this intentionally inviting act, the candidate demonstrated empathy.

Discussion and Implications for Teacher Preparation

Reviewing teacher candidate reflections through the lens of the Six E's of diversity (Schmidt, 2007) offered instructors a way to assess the candidates' perceptions of their interactions with diverse students within the workshop context and, in an indirect way, to consider our preparation of the candidates. However, the findings from this assessment are limited for the following reasons. In spite of being assured that their reflections were anonymous and would be awarded points for completion, rather than for content, some candidates might have written with the course instructor as an evaluator in

mind. This tendency might have limited honesty and openness in the reflections. In addition, these reflections by design were based on perceptions, which again might limit the accuracy of the response. It is also possible that the workshop facilitators were influenced in their interpretation of candidate comments by their own perceptions of how relationships were developing in the workshop, which is the nature of qualitative research. A final limitation is that the workshop and supper experience had a scope of three hours, and this time factor impacted the ability of the candidates to develop substantive relationships.

Using the Six E's schema (Schmidt, 2007) to assess teacher candidates' perceptions regarding invitational practices in their interactions with diverse students revealed ways in which the workshop as a diversity experience could be strengthened. The following areas for improvement in developing candidates to be inviting and effective workshop hosts were identified as most significant:

1. A more thorough orientation about the workshop components is needed to help candidates become more comfortable with expectations for their service as hosts; this might build candidate confidence and self-efficacy and increase their enjoyment of the workshop. It might add to candidates' sense of empowerment.
2. Candidates might also be given opportunities to role play situations that could arise within the workshop as another way to increase empowerment.
3. Role play could help candidates identify appropriate ways to encourage students and avoid shallow praise.
4. The reflections revealed a need for more sensitivity to issues of equity and why individual and cultural needs should be recognized.
5. Candidates might write preflections as a way to become more mindful of their preconceptions and prejudices; this could also create heightened awareness of candidates' expectations for student success.

The Six E's (Schmidt, 2007) clearly played an important role in assessing ITP within the workshop. Using this schema as a lens to read the reflections elucidated what the candidates perceived about their interactions within the diversity experience. With this new understanding, instructors identified candidates' strengths and weaknesses and considered specific ways to prepare candidates more thoroughly.

Evidence of Empathy

While the quality of empathy is not included in descriptions of the Six E's (Schmidt, 2007), evidence of candidates using empathy in their interactions with students emerged in the analysis of many reflections. The researchers discussed how empathy might interact with the Six E's. Is there a role for the concept of empathy in ITP?

For example, this candidate revealed a genuine effort to be sensitive to student needs and experience what the student felt:

> *I could tell the girls were really nervous coming into our room because there were so many of us and only two of them. I found myself being drawn to them because I often feel uncomfortable in large groups and I wanted to do everything I could to make them feel welcome and most of all, not judged.*

The candidate's perception of this student as shy determined how the candidate responded with equity to meet that student's needs. Thus, the reflection reveals the elements of expectation, equity, and empowerment. Further, this candidate was then able to offer appropriate encouragement that demonstrated qualities of empathy and sincerity.

The reflections, however, did not indicate much evidence of racial awareness. Is it possible for these candidates to understand what it would be like for a Native American student to enter university buildings on a predominately white campus? How does the addition of different racial backgrounds (and thus experiences) complicate the capacity of the candidates to empathize with their students in a diverse setting? These issues should be considered when planning a diversity workshop to engage teacher candidates as they facilitate ITP. Analysis of the candidates' reflections through this scheme illustrates the complex nature of the diversity elements (Schmidt, 2007).

Conclusion

This study utilized the Six E's (Schmidt, 2007) as an assessment tool to provide insight into teacher candidates' perceptions of their interactions with Native American high school students within a diversity workshop. Candidates recognized the importance of their role as hosts in engaging the Native American students and frequently mentioned this in their reflections as being successful. This element of enlistment was identified more frequently than any other element (71%) in the reflections. This is evidence that teacher candidates took seriously their role of keeping students engaged. The element that was least frequently identified was encouragement, which emerged in only 34% of the reflections. Apparently, candidates did not perceive that authentic encouragement was an important part of their

interactions during the workshop. This finding could point to curriculum gaps and weaknesses in the preparation of the candidates. A course focus on distinguishing between shallow praise and genuine encouragement might benefit candidates as they attempt to create inviting stances to experience success in their interactions with Native American students.

In addition, some candidates' reflections revealed evidence of empathy. Empathy appeared to interact with and undergird the Six E's as described by Schmidt (2007). Exploring how empathy could be defined in this context, how this quality works with the elements of diversity, and how it could be operationalized in support of ITP are suggested as topics for further study. Studies similar to this one should be replicated at teacher preparation institutions for the increasingly important task of engaging diverse student populations. ITP offers promising methods and language for the critical goal of exploring the "relatively boundless potential for future human development" (Schmidt, 2006, p. 188)

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Applying Self Efficacy Theory to Increase Interpersonal Effectiveness in Teamwork


Citation

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Abstract

Effective teamwork is a key element of today's healthcare environment, affecting everything from morale to patient outcomes. Increasing facility in interpersonal skills can enhance one's ability to be an effective collaborator within a health care team. For those individuals working in teams, effective interpersonal skills facilitate demonstration and sharing of expertise, maximize individual contributions, minimize burnout, and foster autonomy in professional practice. The foundational concept of this paper is that in healthcare practice, competence is necessary but not sufficient to sustain ongoing effectiveness in interpersonal interactions.

This article offers a framework describing how key skills necessary in developing effectiveness in teamwork can be developed using Bandura's construct of self-efficacy theory (1997). Interpersonal effectiveness requires negotiating the complex interactions at the intersection between the four sources of influence identified in self-efficacy theory (mastery, vicarious experience, social persuasion, and physiological response awareness) and two primary domains of interpersonal effectiveness (individual and group).

Developing and enhancing the key skills necessary to increase interpersonal effectiveness in health care practice is vital to job satisfaction and success (Drinka & Clark, 2000, Rafferty, 2001). This paper proposes a strategy for developing skill in health care practice through application of the theory of self-efficacy developed by Albert Bandura (1997), adding to this body of knowledge by applying the theory to the realm of interprofessional healthcare practice.

We describe how the sources of influence in self-efficacy theory can be employed to increase individual and group effectiveness within an interprofessional healthcare team. Our proposal elaborates on the tenets of Invitational Theory and Practice specifically in that every person within a health care team can add to or subtract from the likelihood of positive outcomes for the people they serve, and that every member of a team can choose to enhance his/her potential and capability within an inviting, respectful and trusting culture (Purkey, 1992). In a work setting in which everyone participates freely and intentionally, the needs of individuals and the team as a whole are considered and addressed, inviting and encouraging everyone to function optimally.

Background

The task for professionals in practice is to form effective relationships with a diverse array of patients and colleagues; including some that might be avoided if there were a choice (Wackerhausen, 2009). There is an important reason for forming and maintaining these relationships, which is to facilitate positive healthcare outcomes.

In every healthcare workplace, three broad factors affect human interactions: individual differences, group dynamics, and conflict (Axelsson & Axelsson, 2009; Drinka & Clark, 2000; Hall, 2005; Magrane et al, 2010; Pew-Fetzer Task Force, 1994). The complex interplay of these factors is critical because the way members of a health care team interact can have an impact on the quality of care provided. This impact is intensified around crises, errors, delays, and continuity of care—all of which influence patient outcome risks.

Increasing effectiveness in key skills can facilitate one's ability and capability to be a collaborative practitioner. Individuals with effective interpersonal skills working in teams can demonstrate and share expertise, maximize their contribution, minimize burnout, and foster professional autonomy.

Self-Efficacy

People with a sense of self-efficacy (Bandura, 2010, 1997) believe in their ability and capability to succeed in attaining their goals. A sense of efficacy provides staying power and resilience to endure and move beyond obstacles and

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setbacks, and allows for a creative response to failure and disappointment. Individuals with high self-efficacy view failures and disappointments as indicators of the need to learn more or to use different problem-solving strategies. In the absence of self-efficacy, such challenges are more likely to be seen as personal flaws or lack of ability.

Bandura's theory of self-efficacy can be used as a tool to reinforce ability and promote capability in successful attainment of new skills. Understanding the process of acquiring efficacy while practicing new skills and behaviors will increase resilience and endurance in the face of setbacks (Bandura, 1997). Getting started requires recognizing current skills, abilities and aspirations and committing to work toward efficacy in unfamiliar domains. Self-efficacy is domain-specific, meaning that it does not generalize to a global feeling of self-confidence, competence or self-esteem.

Bandura (2010, 1997) described four sources of influence that can increase potential for success in a new domain. Mastery experiences refer to accomplishment of feats or tasks, sometimes incrementally, acknowledging successful accomplishment. Vicarious experience or social modeling happens while observing others, preferably peers, modeling behaviors and accomplishments, and seeing and believing that it can be done. Social persuasion occurs when others, especially trusted colleagues, encourage and reinforce attempts, and provide feedback as new behaviors are attempted. Physiological response awareness means knowing and being able to explain physiological reactions under stress and finding ways to manage stress factors related to performance by modifying behaviors.

The strength of self-efficacy in any domain is reinforced by these influences, which can be used to support and monitor progress. Increasing self-efficacy in new and ongoing situations, such as bridging individual differences, addressing conflict, and functioning comfortably in a group, enhances effectiveness. It is important to remember that deciding to learn a new skill is a choice and that believing success can be achieved supports resilience and incentive to keep trying.

Progressing from Competence to Effectiveness

An underlying concept of this paper is that in healthcare practice, competence is necessary but not sufficient to sustain ongoing effectiveness in interpersonal interactions. It is important to distinguish effectiveness from competence. In most academic and professional development programs, skill is measured by attainment of particular competencies (Schmitt et al., 2011). This paper is informed by the belief that moving beyond attainment of individual competence in particular skills, toward achieving an array of skills for responding effectively to ongoing interactions is fundamental to effective teamwork. We will describe a process for acquiring the knowledge and skills necessary to be effective and to thrive in the workplace. To be effective requires a willingness to respond to inevitable interpersonal challenges and modify and choose behaviors that contribute meaningfully, building on the foundation of particular competencies (Drinka & Clark, 2000). The key is to intentionally identify and develop the skills to exercise the most appropriate action in any given situation with any type of individual or group. Interpersonal effectiveness is not reaching an end point or ultimate skill level. It is an ongoing, evolutionary process. Interpersonal effectiveness means employing the skills necessary to respond optimally in situations arising in the two primary domains of interactions; individual and group.

In service-oriented professions, the task is to interact with others effectively enough to express professional expertise and to form therapeutic relationships. Expert knowledge and/or congenial patterns of relating alone won't accomplish that goal—developing a deep understanding of self, others, communication and conflict is important, as well as learning to interact with individuals, groups, teams, and communities in ways that allow everyone to thrive and allow individual and shared goals to be achieved (Bandura, 2000).

Skill in self-awareness, communication and reflection can facilitate the development of interpersonal effectiveness and increase confidence in responding to anyone — from those most similar to those most different. Interpersonal effectiveness can help enhance satisfaction, quality and enjoyment of work and facilitate positive outcomes for the people served (Pew Fetzer Task Force, 1994). In the following sections, using Bandura's theory of self-efficacy as a foundation, principles and skills necessary for interpersonal effectiveness will be explored, first through an "individual lens" and then a "group lens."

Individual Domains of Interpersonal Effectiveness

Self-Awareness

Self-awareness is critical to skillful navigation of interpersonal interactions in a healthcare setting (Bumann & Younkin, personal communication, 2008). Everyone has perceptions that arise from feelings and beliefs that are unique to them alone. A person can know and understand his/her own "insides," but can know and understand only the "outside" of others—what is shared and revealed. No two people will understand and interpret the world in exactly the same way. There is always a choice about whether or not to share one's truths and ideas. Being mindful of that choice and respecting the choices of others is key. Moreover, being

"entitled" to an opinion does not mean that voicing it is appropriate or helpful. Sometimes the most productive choice for a team is silence and careful listening. Everyone's perspectives are valid. Along with the choice to speak comes the freedom to affirm, question, and change. Differing perspectives can be useful in learning about self and others. Failing to share a different perspective may actually hamper learning, inhibit dialogue and increase stress in a situation. It is not uncommon for people NOT to understand their own reactions, motivations and sometimes their behaviors. No one can achieve total self-awareness. Acknowledging that which is not and sometimes cannot be known is an essential part of self-awareness.

Table 1. *Individual Domains of Interpersonal Effectiveness in Healthcare Practice*

Individual Domains	Self-Awareness	Individual Differences	Communication	Reflection
Mastery Experiences	Accurate self-knowledge	Comfort with differences	Clear & direct exchange of information	Application of new behavior based on understanding
Vicarious Experiences	Pay attention to self-disclosures of others	Learn from interactions of others	Observe & learn communication patterns of others	Notice reflection techniques of others
Social Persuasion	Openness to feedback about self	Responsiveness to input about strategies	Responsiveness to feedback about skills	Openness to suggested reflection techniques
Physiological Stress Response	Manage fear & resistance to self-understanding	Explore personal biases related to difference	Manage content and context of interactions	Manage resistance to changing beliefs & behaviors

In 1955 Joseph Luft and Harry Ingham created a tool identified as the "JOHARI Window" (see table 2) in order to describe how to think about the known and unknown information within interpersonal interactions. In this schema, awareness is separated into four quadrants: what everyone knows, what the self knows that is unknown to others, what others know that is unknown to self, and what is unknown to everyone. Luft (1961) posited that this compartmentalization of knowing exists within every individual and in every relationship. Clarity about one's own motivations, culture and professional roles contributes to informed understanding in every experience. This clarity in self-awareness increases the probability of a mutual sense of understanding as well as emotional safety in interpersonal interactions.

Individual Differences

Every healthcare team is influenced by obvious and hidden diversity, perceived roles, and the larger institutional culture (Hall, 2005). To understand the complex interplay occurring in professional interpersonal interactions, it is essential to remember that everyone is a unique product of overlapping experiences based on race, ethnicity, education, economic status, occupation, sexuality, age, etc., which combine to produce an identity. As individuals continually refine and redefine these identities, they develop "lenses" through which they observe, consider, and make sense of the world around them. For example using one's personal experiences of feeling "different," or in the "minority," or having others make assumptions which were surprising or false, can increase awareness of bias and assumptions about others. Everyone experiences some degree of comfort when interacting with others perceived as similar to themselves and trepidation when interacting with those perceived as dissimilar. In reality, there may be much less or much more in common than is realized. Approaching intercultural interactions as opportunities (to learn, engage, or foster a relationship) helps create openness to new experiences and fosters a keen awareness of one's own and others' uniqueness. Although no one can become an expert in every detail of the many cultures and belief systems held by individuals across the globe, it is important to develop a deep understanding of the powerful influences that culture can have on interactions. Interpersonal efficacy can improve interactions among individuals and groups that are vastly

Table 2. *The JOHARI Window (Luft & Ingham, 1955)*

	Known to Self	**Not Known to Self**
Known To Others	Public Knowledge	Blind Spot
Not Known To Others	Private Knowledge	Unknown

diverse—whether the individuals are aware of the differences or not.

Communication

Communication skill and style can have enormous influence on the process and outcomes of healthcare practice. Along with elements of effective communication such as clarity, directness and responsiveness, every communication should reflect an awareness of the key points of the subject at hand. Strong communication skills allow team members to interact effectively --even if that means simply conveying respect for differing points of view when individuals disagree.

Listening with attentiveness begins by focusing on what is being said, not thinking about what *you* are going to say next, not assuming you know what the other person is going to say before they say it, and not interrupting. Frequently, miscommunication is simply the result of not listening attentively, whether from distraction by a personal issue, composing a response, judging the person speaking, and/or discretely checking a phone. It is a common deception to think that listening happens simply through not talking.

There is more to effective communication than listening; checking for understanding of what others have said helps to establish meaning and makes space for self-disclosure of personal perspective. While no one wants to sound like a parrot, carefully checking understanding of what the speaker said may reveal that what the speaker thought they expressed was quite different from what the listener actually "heard."

Responsiveness or reciprocal acknowledgement of another's perspective is essential. This allows the other person to share a personal perspective and contributes to the potential for a positive and meaningful outcome of the interaction. Typically, this requires thinking before speaking. A mutual and ongoing combination of ideas can lead to the creation of new insights and meaning and a discovery of consensus. This requires trust in the process of the conversation, as well as the content (Suchman, 2006).

Effective communication includes ownership of feelings, ideas, experience, and perspective. For example, "In my experience, the French are rude" allows others to have a different point of view rather than simply stating, "The French are rude." Similarly, "I don't think critical feedback is welcome in this team," allows for a more productive discussion than a unilateral statement such as "Critical feedback is unwelcome in this team." Feedback must be behavior-specific, timely, concise, and respectful (Kaprielian & Gradison, 1998; Bandura, 1993).

Self-disclosure is pivotal in the development of trusting relationships, but the importance of making careful choices about self-disclosure cannot be overstated. Attentively observing others and choosing what and when to disclose promotes authenticity, respect, and understanding of individual differences.

When expressing thoughts and feelings, it is important not to rebuff or reject others' ideas in order to make a point. While it's natural to want to share a parallel experience, sometimes the most valuable thing one can do is provide an opportunity for the speaker to focus on his/her own experience. For example, if a patient chooses to share a current struggle with grief over the loss of a loved one, it might not be helpful or productive to take that moment to share a personal experience with that issue. Sometimes, the most appropriate choice is NOT to self-disclose. Conversely, not everyone is comfortable with self-disclosure, thus boundaries must be respected when asking questions designed to elicit personal information.

It is important to notice accommodation in communication, some of which is conscious and some of which is

unconscious (Giles & Ogay, 2007). The ways in which we adapt our behavior in response to the statements and demeanor of others influences the outcome of the interaction. For example, the phrase "Yes, but" commonly used in conversation, can discount another's statement. For example, "YES, I hear you, BUT here's my (better) idea". The tone would change if one said, "YES, AND" instead, as in "YES, I hear you, AND I would like to offer an additional point of view."

Reflection

The desire to understand the meaning of our experience is fundamentally human (Mezirow1990). However, a commonly held stereotype is that every healthcare professional finds meaning in the work. This may be an unrealistic assumption. Reflection has to be an active and ongoing element of personal and professional learning. It can occur individually or in groups (Mann, Gordon, & MacLeod, 2009; Suchman, 2006). The process of reflection engages external and internal levels of examination and integration of experience (Le Cornu, 2009). It can be as simple as clearing one's mind of distracting details and focusing on one situation or experience. Three basic questions useful in beginning a reflection process are: What happened? What does it mean to me? What could I do next time? Skill in reflection requires allocation of time for closer observation, receptiveness to other points of view, exploration of feelings and thoughts, and examination of beliefs, goals, and practices. In order for reflection to have an impact, it must be followed by action or change in behaviors based on what is learned.

Group Domains of Interpersonal Effectiveness

Teamwork

The most prevalent and promoted approach to providing health care is interprofessional teamwork, which brings together individuals with diverse education, training, and cultural experiences working together on a mutual task (Grumbach & Bodenheimer, 2004). Working with colleagues to help patients requires developing and maintaining a diverse array of relationships (Pew Fetzer Task Force, 1994). Satisfying, rewarding and effective teamwork requires a workplace where all practitioners are energized by engaging in multiple interactions with others and invested in the mission of the team: positive patient outcomes. Ideally, groups sharing a collective commitment and mutual trust determine their overall mission, establish shared explicit goals and responsibilities, and work collaboratively to respond to health care problems and dilemmas. However, most healthcare teams do not begin together as cohesive groups; more often, they are random and diverse. Teamwork is a long-term and constant process of reiterating and reinforcing commitment to the mission and trust in each other (Axelsson & Axelsson, 2009; Siver, 2004).

When team members are doing their best, believe in their work, and share information clearly and directly, everyone's work is enhanced. To be effective, members of the team must understand and value their own as well as others' professional roles, recognize the influence of culture in individual and professional differences among team members, and acknowledge their own and others' reactions and responses within the group (Drinka & Clark, 2000). Skills learned and refined through modeling and encouragement from other team members over time, enhance individual efficacy, which optimizes the collective group effort (Bandura, 1997).

Interprofessional Roles and Expertise

A critical component in high functioning healthcare teams is the degree to which the relevant expertise of every discipline is acknowledged, utilized and valued (Brown, 2000). To collaborate across professional boundaries, group functioning is optimized when all members are able to see beyond their own interests and are willing to give up professional territory to accomplish a common goal (Axelsson & Axelsson, 2009). This requires each professional to be aware of his/her specific expertise. Assumptions and stereotypes related to someone else's role and capability are frequently mistaken for this awareness. Educated professionals have a natural desire to illustrate mastery in the specific skills of their discipline; unfortunately that desire can frequently interfere with developing an understanding the specific skills of other members of their healthcare team. When team members do not know or ask about the expertise of other members, it is unlikely that the team will be able to leverage the full extent of everyone's expertise. This is complicated further when clear communication is not a group norm or expectation. Individuals have to recognize and acknowledge their own expertise, as well as model, encourage and reinforce the expertise of all other members of the team.

To develop interprofessional expertise, the healthcare team must define and clarify all the necessary roles and functions needed to fulfill the work of the team. This clarification can enhance interprofessional relationships by inviting all members to share how they would like to contribute to the work of the team. As the team engages in this clarification process, individual members can develop a clear understanding of other team members' unique capabilities, observe the evolution of everyone's role and contribution within the group and invite and encourage everyone to

practice at the top of his/her professional capacity.

The four sources of influence (mastery, vicarious experience, social persuasion, and physiological response awareness) can facilitate understanding the expertise of other professions, contribute to a sense of professional autonomy, and enhance teamwork (Rafferty, 2001). Intentionally acknowledging expertise, modeling professional practice, fostering engagement, and creating an inviting and inclusive atmosphere can encourage and highlight the expertise of all team members.

Elements of Culture

The cultures of every health care profession and interprofessional team encompass similar elements. These include communal values and beliefs, codes of behavior, language, knowledge and information, strategies for solving problems, cultural practices, methods of orienting new members and sets of relationships.

The way the above elements are expressed and practiced by a healthcare team can affect the way any individual within the group functions. Being an accepted member of a profession or a team implies embodying a group of rules, beliefs and habits: ways of speaking, understanding, seeing, valuing, etc. A sometimes unspoken expectation in any cultural group (including professions) is to "become one of us and stay one of us" (Wackerhausen, 2009). Sometimes going outside these norms and expectations causes conflict between one member and the group or among the entire group (Wackerhausen, 2009; Brown, 2000).

It can be useful to view cultural systems dialectally, for example inclusive v. exclusive, cohesive v. divisive (Estes, 1992). Depending on the way members of a team interact, any group will create a climate in which individuals feel safe or vulnerable. A negative climate can manifest in inconsistent ways, increasing negative outcomes and creating a sense of perceived oppression. On the other hand understanding a group's culture and reconciling its healing and injuring aspects can create an environment that promotes positive outcomes for individual team members, the group as a whole and the population served. Positive goals for a team might include creating a climate of emotional safety and inclusivity within the group, particularly related to new members.

Group Dynamics

Along with cultural characteristics, every team has group dynamics, which describe the interactions and relationships that take place among group members as well as between the group and the rest of society (Brown, 2000). Dynamics are created by interactions among the personalities of the group members, as well as the context and environment of the group's work. These dynamics set the group's basic energy and tone and affect its performance. Group dynamics can affect each individual's behavior differently, depending on status, assigned work in the group and idiosyncratic behavioral patterns. There is no absolute standard for how to respond effectively in a group and no direct correlation between comfort and effectiveness. There is no simple explanation for why some groups thrive and others do not.

When some team members experience ongoing discomfort and a sense of being overwhelmed by the dynamics of the group, overall group dysfunction can result. Sometimes one person's comfort may come at the expense of another person's sense of safety and an absence of emotional safety may result in team members feeling negatively affected by the dynamics of the group. Individuals are always making conscious and unconscious choices about group interactions and the way those choices affect others may reflect inattentiveness or lack of awareness of one's own and other's reactions and responses. Ultimately, interpersonal dynamics among team members do influence healthcare outcomes for the clients, patients, and communities served (Grumbach & Bodenheimer, 2004).

Conflict

Dynamics and diversity, workload stress, and the close physical proximity of a teamwork setting inevitably create conflicts. The way individuals deal with conflict determines whether the process will be productive or destructive. Conflict is often an indicator of an ongoing discussion and engaged relationships within a healthy group of unique people. Working through conflict effectively requires engaging in a resolution process and communicating concern about the relationships involved.

It is reasonable to assume that everyone on the health care team has the best interests of the patients in mind. While there may be unusual cases in which this is NOT true, operating from the assumption that it IS will help bridge differences and manage conflict. A fundamental commitment to a shared goal (the best interest of the patient) can promote interpersonal and group effectiveness.

Mastering conflict allows for successful resolution of potentially destructive interaction patterns in a group. This requires learning to communicate directly and respectfully. Team communication left to chance or impeded by unresolved or ignored barriers or conflicts is unlikely to produce a clear and accurate response when a complex or serious situation arises (Drinka & Clark, 2000). In the face of conflict, exacerbated by individual differences, group dynamics and the stresses of health care practice, group members are as likely to revert to self-protective patterns of

behavior as they are to altruism (Axelsson & Axelsson, 2009; Drinka & Clark, 2000).

Every member of a team encounters diverse and unfamiliar situations, which can cause negative or uncomfortable interactions. For those directly and indirectly involved, addressing conflicts promptly and appropriately is critical. Moreover, when one or more members of the team are disrupting the group's work and the rest of the group is avoiding confronting the behaviors, that group has to find a way to solve the problem (Drinka & Clark, 2000). Every group member can learn how to give and receive feedback, express his/her feelings and address unproductive behaviors, and any one person can begin this process. Avoidance, blaming, gossip and speculation are some of many ways individuals can sabotage attempts to resolve conflict effectively. One complicating factor is the fight or flight response to conflict, thus it is important to take time to address one's physiological reaction to stress before taking any action.

Table 3. *Group Domains of Interpersonal Effectiveness in Healthcare Practice*

Group Domains	Teamwork	Professional Expertise	Team culture	Group Dynamics	Conflict
Mastery Experiences	Collective recognition and responsibility for mission	Acknowledgment & utilization of everyone's expertise	Inclusive, supportive & safe climate	Optimal function of all members	Conflicts resolved & relationships repaired
Vicarious Experiences	Observe & learn from effective teams	Explore & learn others' skills sets and roles	Assess cultural climate of other teams	Notice interpersonal outcomes of group process	Learn conflict resolution strategies from others
Social Persuasion	Encouragement & education from trusted peers	Integration of best practices of all members	Responsiveness to feedback about emotional climate	Acknowledgement and attention to group process issues	Accurate feedback about identified areas of conflict
Physiological Stress Response	Enact willingness to trust & depend on others	Overcome reluctance to ask questions	Manage stresses related to diversity	Develop atmosphere that accommodates uniqueness	Create safe climate for exploring conflict

Conclusion

Every individual's sense of self-efficacy contributes to achievement of the team's collective goals, just as the team's successes enhance every individual's satisfaction. Self and group-efficacy in any of the domains described in this paper are achievable, through attention to personal culture, emotions, and beliefs. It is important to remember that self and group efficacy require believing that success in any chosen domain is possible, which reinforces resilience to continue in the face of failures and obstacles. Use of this theory individually and in groups could facilitate professional effectiveness and satisfaction. Although it takes the entire team working together to achieve team effectiveness, it may take only one person to initiate a process toward working together more effectively (Magrane, et al., 2010). Individuals do influence the whole team atmosphere, which could explain how one team member can have a positive effect on the overall team performance (Purzer, 2010). One person can conceive of an idea, share and explain it to others, who demonstrate how it could work, and eventually make it a norm (Palmer, 1998). A potent outcome of this pedagogy is that individuals and/or teams will support and encourage each other's goals and aspirations. Because many outcomes are achievable only

through interdependent efforts, groups have to work together to accomplish what they cannot do on their own (Bandura, 2000). Through engaging in the processes described in this paper, health professions teams can move beyond competence toward effectiveness, resulting in high functioning teams and consistently positive patient outcomes.

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The Impact of an Invitational Environment on Preschoolers with Special Needs


Citation

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Abstract

Providing services to special education students has been fraught with controversy concerning the appropriate setting (Yell, 1995). This quasi-experimental study compares the progress of developmentally delayed preschoolers after two school years of schooling in two environments using the Brigance Inventory of Early Development (IED-II) (Brigance, 2006). One of the settings is an environment that is exclusive to disabled peers (a self-contained or pull-out classroom), and the other setting is an environment including both disabled and non-disabled peers (inclusive classroom). Then, this study looks at the school climates to see if more specific environmental factors contributed to the student progress, or lack thereof, using the School Survey-Revised(ISS-R) (Smith & Purkey, 2012).

The results from the Brigance Inventory of Early Development (IED-II) standardized assessment revealed that there were two domains with no significant differences and one domain that was significant between the settings. There were no significant differences in the academic or life skills domains; however a significant difference was gained in the social-emotional domain for inclusive classrooms. The Inviting School Survey-Revised(ISS-R) (Smith & Purkey, 2012) was administered to a small sample population to measure the school climates for factors that could have contributed to the gains, but overall, no difference was found.

Purpose

The research question that frames this study was: What environmental factors, as defined by the Invitational Learning Theory (Stanley & Purkey, 2005) contribute to the progress of developmental delayed preschoolers? Stanley and Purkey stated, "Invitational Theory is an explanation of human interactions and development based on interconnected assumptions about positive and negative signal systems that exist in human experience." (p. 24). Given the lack of evidence to support inclusion and self-contained models for developmentally delayed children (Salend & Duhaney, 1999), this study looked to define specific environmental factors that may contribute to the students' developmental progress.

Theoretical Framework

Substantial debate has waged over the past 40 years about the best delivery models for students with disabilities (Fuchs & Fuchs, 1994). Researchers report that many students with disabilities are not progressing sufficiently when educated with other disabled peers (Fritschmann, Deshler, & Schumaker, 2007; Lenz & Hughes, 1990). Yet, data on self-contained or pull-out special education programs indicate that, for students with disabilities, these programs are not producing adequate long-term benefits (Rea, McLaughlin, & Walther-Thomas, 2002).

Data surrounding inclusion models of instruction are no more encouraging than those on self-contained programs. A meta-analysis on inclusion research conducted by Salend and Duhaney (1999) presents mixed results: the success of the inclusion model has more to do with the level of expertise of the teachers and how well the teachers get along with each other than with the model itself. Historically, advocates for inclusion have proposed that students with disabilities should never be excluded from the general education class (Will, 1986) while Mastropieri and Scruggs (2002) reported that no data exists to support the elimination of special education classes.

Therefore, this study was developed to contribute to the body of research in the special education least restrictive environment.

This study extends beyond the simple inclusion verses self-contained setting for developmentally delayed preschoolers; it isolates the evidence of environmental factors in each setting that could contribute to the students' progress.

Appropriate placement decisions for developmentally delayed preschoolers' least restrictive environments consider more than the setting. A setting is defined as "the

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surroundings in which something exists or takes place" (Setting, 2007) while an environment is a "set of external conditions, especially those affecting a particular activity" (Environment, 2007). The answer to the setting dispute is not found in the setting but rather in the environment within the setting. Therefore, Invitational Theory is used to look beyond the setting and deeper into the environmental factors. According to Smith and Purkey (2012) invitational theory is "designed to create, sustain, and enhance human environments that cordially summon people to realize their potential in all areas of worthwhile human endeavor" (p. 3). Five corollaries that more specifically define operational factors of invitational theory, in hierarchical order are: people, program, process, place, and policies. Previous research (Salend & Duhaney, 1999) corroborates the importance of environmental factors despite the setting. Salend and Duhaney's (1999) meta-analysis of the inclusion classroom setting found faculty cohesiveness and teacher expertise to be more conducive to student success than the actual inclusion vs. exclusion setting. A cohesive faculty is one element of the invitational theory. Therefore, the question may not be which setting is more beneficial to a student but whether the settings are able to provide an intentionally inviting learning experience that impacts student progress of preschoolers with developmental delays.

Method

Three phases of research were implemented in this study. First, there was a quantitative quasi-experimental design to measure the progress of preschool children with developmental delays in two different settings. Second, data were collected from each school setting using the Inviting School Survey-R (Smith & Purkey, 2012). Finally, the Inviting School Survey-R data were disaggregated into the five invitational corollaries to measure the correlation, if any, to student progress in the inclusion and self-contained classrooms.

The first phase of the study analyzed the Brigance Inventory of Early Development (IED-II) scores of two groups of preschool aged children (3-5 years of age) designated as Developmental Delayed under the Individuals with Disabilities Education Act (IDEA) criteria in two different settings. The first group consisted of 25 students who received their education in classes with disabled peers (self-contained arrangement) and the second group of 25 students received their educational services in classes with normally developing peers (inclusive arrangement).The children identified as Developmentally Delayed were randomly placed in their setting by the school district Individualized Education Program (IEP) teams; the researcher only requested permission to use two data points that were collected as part of the district's standard assessment procedure for preschool special needs children. The first data point was collected when the student began the program at approximately three years of age and the second data point was collected when the students left the preschool setting at approximately five years of age. The district IEP teams randomly placed developmentally delayed students on a first-come, first-serve basis. The first students identified as Developmentally Delayed are included in the inclusion classroom settings. When the general classroom slots are full, the district IEP team places the following students identified as developmentally delayed with disabled peers in a self-contained classroom with other disabled peers. Developmentally delayed student scores were included in the sample when a child met the following criteria: (a) between 36 and 60 months of age by January 1, 2009; (b) a current Individual Education Program (IEP) for children with special needs; and (c) a designation of Developmentally Delayed as defined by the State Education Department Preschool Outcomes Measurement System (POMS).

The three most significant subtests used to measure student progress in this study included the Brigance Inventory of Early Development (IED-II) scores for academic/cognitive domain, daily living domain, and social-emotional domain. The first data point for each participant was collected at the beginning of the 2008 school year, and the second data point was collected at the end of the 2010 school year. Progress was measured for each participant comparing the two data points with a one-to-one correspondence. Then, the progress scores for the inclusion setting were compared with the progress scores for the self-contained setting using a *t*-test to measure whether the participants in each setting significantly differed in their progress for each domain over the two year period in their prospective environmental settings.

The second phase of the study used the Inviting School Survey-Revised, (ISS-R), (Smith & Purkey, 2012) to collect data describing the detailed environments of each setting. Administrators and teachers working in the schools during the participants' years of attendance, 2008 to 2010, were given the opportunity to anonymously complete the ISS-R.

In the third phase, the ISS-R results were disaggregated into the five Invitational Learning corollaries: people, process, practice, place, and policies, to identify correlations between the student progress and the environmental factors. Additionally, they were separated to compare the teacher and administration assessments of the same school.

Instrumentation

Brigance Inventory of Early Development (IED-II)

The Brigance Inventory of Early Development (IED-II), an assessment for children with a developmental age between 0 and 7 years, measures children's performance on more than 200 skills within the following major developmental domains: self-help, preambulatory motor, gross motor, fine motor, speech/language, social/emotional development, general knowledge and comprehension, academic readiness, basic reading skills, basic mathematics, and manuscript (Black, 2004). Each broad skill area is broken down into overall goals and objectives, methods of assessment, assessment directions, required test materials, and the references used to validate the sequencing of skills (Black, 2004). In addition, each skill item is coded as (a) not assessed, (b) assessed and set as an objective, (c) introduced but not achieved, or (d) achieved (Black, 2004).

The Inviting School Survey – Revised (ISS-R)

The Inviting School Survey – Revised (ISS-R) evolved from the original Inviting School Survey created in the early 1990's to measure school climate (Smith & Purkey, 2012). The 50 Likert items on the survey correlate to the Invitational Model's five factors (people, program, policy, process, and places) that define a school as inviting or disinviting.

Data Collection Procedures

Between the years 2008 and 2010, 77 special education preschool students were administered the Brigance Inventory of Early Development (IED-II) pretest and posttest. There were 42 students in the self-contained setting and 35 students in the inclusion setting. Of these 77 students, the District Special Education Resource Teacher randomly selected only 50 of the students' archival data for this study. The preschoolers received two years of special education instruction five days a week, six hours a day; twenty-five students in the inclusion setting and twenty-five in the self-contained setting.

The Early Childhood Special Education (ECSE) teachers administered the Brigance Inventory of Early Development (IED-II) (Brigance, 2006) assessment within two months of the preschoolers' entry into special education instruction. The Brigance age-equivalent scores were submitted to the District office. The same procedure was used for the posttest after two years of attending their designated schools. Scores were submitted in May 2010 by the ECSE teachers. The District Special Education Resource Teacher collected the IED-II data and using Microsoft Excel's® random number generation capability, assigned a random six-digit number to the child so that no personally identifiable data was connected to any student. The de-identified data was given to the researcher and analyzed using Statistical Package for Social Sciences.

All teachers and administrators that worked in the participating preschools during the 2008 to 2010 school years were asked to anonymously complete the ISS-R. The district resource teacher volunteered to deliver and collect the surveys for the study in Fall 2011. A limited number of 4 teachers and 4 administrators completed the survey. Data was disaggregated to discover themes in the school climates according to the five factors and describe any differences between the inclusion classrooms, self-contained classrooms, and faculty/administrators perspectives. Plus, correlation statistics between the student progress IED-II scores and the ISS-R scores were calculated.

Results

The academic/cognitive domain, daily living domain, and social-emotional domain pretest and posttest scores of the Brigance Inventory of Early Development (IED-II) (Brigance, 2006) were used to calculate the t-test for significant differences. No significant difference for the academic/cognitive or daily living domains was found, but there was a significant difference for the social emotional domain. Students in the inclusion setting progressed significantly higher in their social emotional skills.

A small number of completed surveys (n = 8) for the ISS-R contributed to the limitations for this study, but descriptive themes were noted between the administrators' and teachers' scores as well as the overall scores for the general education and self-contained preschool settings. Most notably, the self-contained administrators described the overall school climate more favorable than the teachers.

Null Hypothesis 1: There is no significant difference in social-emotional skills for preschool aged developmentally delayed students educated in separate special education classrooms with only disabled peers from those educated in inclusion classrooms with non-disabled peers as measured by the Brigance Inventory of Early Development (IED-II).

Alternative Hypothesis 1: There is a significant difference in social-emotional skills for preschool aged special education students educated in separate special education classrooms with only disabled peers from those educated in inclusion classrooms with non-disabled peers.

Hypotheses 1 Findings

The results of the pretest t-test for the social emotional domain were not significant, $t(48) = 1.28$, $p = .207$, 95% CI [-1.22, 5.46], suggesting the mean score for separate classrooms for social-emotional skills at pretest (M = 22.44, SD = 6.17) was not significantly different than the mean score for inclusive classrooms for social-emotional skills at

pretest (M = 24.56, SD = 5.55). The two groups of preschool students did not differ on their level of social-emotional skills at the pretest (see Table 1).

Table 1. *Means and Standard Deviations for Social-Emotional Skills by Time and Group*

			Group			
	Total		Self-Contained Classrooms		Inclusive Classrooms	
Factor	***M***	***SD***	***M***	***SD***	***M***	***SD***
Pretest	23.50	5.90	22.44	6.17	24.56	5.55
Posttest	46.18	8.83	41.56	8.91	50.80	5.94

Hypothesis 1

The *t*-test for the social emotional domain posttests rendered different results. The main effect of time was significant for each student, $F(1, 48) = 508.62$, $p = .001$, suggesting that the mean score at posttest (M = 46.18, SD = 8.83) was significantly larger than the mean score at pretest (M = 23.50, SD = 5.90). The two groups of preschoolers both improved their social-emotional skills over time. However, the main effect of the group (separate special classrooms vs. inclusive classrooms) was significant, $F(1, 48) = 12.14$, p = .001, suggesting that the mean score for inclusive classrooms (M = 37.68, SD = 1.15) was significantly larger than the mean score for separate special classrooms (M = 32.00, SD = 1.15) The effect of the interaction between time and group was significant, $F(1, 48) = 12.53$, $p = .001$, suggesting that the effect of the interaction between time and group significantly impacted the mean scores for social-emotional skills. The developmental delayed children who had access to an inviting inclusion environment had significantly greater gains in social-emotional skills. The alternative hypothesis was accepted (see Table 2).

Table 2. *Post-hoc Independent Sample t Test for Social-Emotional Skills at Posttest*

	df	***t***	***P***
Inclusive – Separate	48	4.31	.001

Hypotheses 2

Null Hypothesis 2: There is no correlation between the student progress and the Invitational Environmental corollaries: people, program, process, place, policies.

Alternative Hypothesis 2: There is a correlation between the student progress scores and the Invitational Environmental corollaries: people, program, process, place, policies.

Hypotheses 2 Findings

The statistical findings from the Inviting School Survey (ISS-R) may have been different with a larger number than 8 participants. Overall the scores in each setting were similar (see Table 3).

Table 3. *Summary of the Inviting School Survey - Revised*

Participants	*Total raw*	*mean*	*mode*
General Education Setting			
Administrators	320	6.54	6
Teachers	274	5.48	6
Overall	594	5.78	6
Self-Contained Setting			
Administrators	355	7.1	8
Teachers	210	4.2	4

Note: Likert scale scores 0 (strongly disagree) to 8 (strongly agree).
n=2 for each set of participants

The number of surveys was too small to calculate any statistical differences, but the descriptive statistics may provide more insight into the school climate. The most prominent findings involve the differences between the teachers' and the administrators' scores in the self-contained setting (see Table 4). Overall, the school climates appear to be similar but the differences between the teachers' and the administrators' scores showed a possible faculty disconnect in the self-contained school. With 4.0 representing the median in the Likert scale, the administrators' mean of 7.1 and a mode of 8 was significantly higher than the teachers' mean of 4.2 and the mode of 4. Teachers rated the environment to be less inviting than the administrators did and significantly lower than the administrators in the process domain (See Table 4). The perceptions are different but generally favorable. There was no correlation between the student progress scores on the IED-II domains and the ISS-R scores. The scores were not significantly different for the ISS-R in any domains and they were different in the social-emotional domain for the IED-II (see Table 3).

Conclusion

What environmental factors, as defined by Invitational Learning Theory (Stanley & Purkey, 2005), contribute to the progress of learning disabled preschoolers? There was no correlation to the IED-II and the factors for an inviting setting. The school climate factors: people, program, process, place, or policies did not have any correlation to the students' progress. Teachers and administrators rated the settings to be generally inviting in both settings.

But, one interesting finding in this study is the gains made by preschool-aged students with developmental delays. The scores were significantly higher in the social emotional domain for the inclusive setting compared to the self-contained setting (see Table 2).

Table 4. *Mean Scores of Inviting School Survey Corollaries*

Participants	*People*	*Program*	*Process*	*Place*	*Policies*
General Education Setting					
Administrators	6.5	5.3	7.1	6.5	7.4
Teachers	6.0	3.5	5.2	5.6	6.1
Overall	6.0	4.5	6.1	6.0	6.7
Self-Contained Setting					
Administrators	7.3	6.0	7.6	7.0	7.3
Teachers	4.3	3.4	3.8	4.3	5.7
Overall	5.7	4.7	5.7	5.7	6.5

Note: Likert scale scores 0 (strongly disagree) to 8 (strongly agree).
n=2 for each set of participants

The only significant discrepancy in the ISS-R scores is the administrators' and teachers' process scores in the self-contained setting. Also, the administrators' perception of the environment in all corollaries was significantly higher than those of the teachers' neutral perceptions. It is with caution, the author suggests any disconnect in the teachers and administrators. The high administrator scores may be due to Likert scale tendencies to score higher or the perspective from which each group views the setting. Overall, both school settings provide similar invitational environments as measured by the ISS-R and shown in Table 3.

Significance of the Study

All children, whether or not they have disabilities, want to belong (Thompson & McKenzie, 2005). Self-contained classroom settings are frequently limited to students with a variety of deficiencies or developmental learning problems who are barred from admittance to regular classrooms. This restriction can be an ongoing tragedy for many students because an invitation to be like non-disabled peers is exactly what most schoolchildren want. Students in a preschool self-contained setting may not know they are being excluded from regular society but the interactions are obviously limited with the general student. Stanley and Purkey (2005) stated, "Invitational Theory is an explanation of human interactions and development based on interconnected assumptions" (Stanley & Purkey, p. 24). The exclusive setting in this study exposes the assumption that developmentally delayed children cannot interact or progress in a general education setting.

The inviting, inclusive setting exposes different assumptions about the preschoolers' and their abilities to interact and progress in a general setting. As inviting as a self-contained school may be, developmentally delayed preschoolers who are placed in an inviting, inclusive preschool setting may have a greater chance of meeting their social emotional potential.

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Using Invitational Learning to Address Writing Competence for Middle School Students with Disabilities

Citation

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Abstract

This study describes the process of creating an Invitational Learning environment to improve the writing competence of middle school students in two special education classes. Teacher-student interactions were coded according to Purkey and Novak's (1996) Intentionality/Invitation Quadrant with levels corresponding to intentionally disinviting, unintentionally disinviting, unintentionally inviting, and intentionally inviting. After only two training sessions, teacher-student interactions were markedly more inviting.

Students with disabilities and those who struggle academically have lower rates of academic engagement in the classroom (Rock 2005). Academic engagement is affected by the student's ability to effectively (a) initiate interactions, (b) distinguish when help is needed, (c) express ideas, and (d) ask questions (Ornelles, 2007). Students who have difficulty initiating, asking for help, and expressing ideas are consequently at risk for withdrawing from classroom instruction and interactions. Academic engagement in learning contributes to students' academic success (Greenwood, Horton, & Utley, 2002); therefore, it is critical to support students' classroom engagement and provide them with experiences that pique their interests and support their desire to learn.

Ravet (2007) found that students' most common explanation for disengagement was boredom. Boredom was linked to a general disinterest in the curriculum or a dislike of "specific sorts of learning activity such as writing tasks" (p. 349). Many students with disabilities have difficulty with writing (Graham & Harris, 1993). These students are often unfamiliar with the characteristics of good writing, believe that revisions are unnecessary, and assume that teachers alone are responsible for error correction (Kindzierski & Leavitt- Noble, 2010). As a result, many students with disabilities have developed negative feelings about, or an aversion to writing by the time they leave elementary school (Graham & Harris, 1993; Harris & Graham, 1999; Hollenbeck, 1999; Kindzierski & Leavitt-Noble, 2010).

Ravet (2007) found that following boredom, the most common explanation for disengagement was the student-teacher relationship. In the present study, we aimed to increase student engagement by first focusing on building relationships; after which we could focus on content and writing tasks. To address relationship-building, we worked with one middle school teacher in two separate classes to create an Invitational Learning environment.

According to Purkey and Stanley (1991) an Invitational Learning environment is built on trust, respect and optimism. Trust involves encouraging independence, ownership, and recognizing personal effort. The result of a trusting environment may be increased student initiative and engagement. Respect is shown by integrating students' thoughts and ideas into the requirements of an assignment. Respect may involve students working collaboratively, which requires that the teacher model and reinforce those behaviors that convey mutual respect for opinion and thought (Purkey & Novak, 2008). Optimism is shown when the teacher communicates genuine feedback regarding progress and performance; optimistic feedback is reflected in tone and in verbal praise.

The basis of Invitational Learning environments supports the underlying tenets of inclusive education (Harte, 2010; Tralli, Colombo, Deshler, Shumaker, 1996). Operating under the assumption that inclusive classroom contexts provide an important foundational base for student learning, the authors of the present study examined the process of building a more invitational learning environment for middle school students with disabilities. This study focused on documenting events and dialogue in two classrooms as this process unfolded.

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Purpose

Teacher-student collaborative dialogue is an under-researched area in special education (Hollenbeck, 1999). We believed that creating a dialogue-rich Invitational Learning environment for students with disabilities would have a positive influence on their writing. Therefore, the purpose of this study was to describe the process of creating an Invitational Learning environment in two middle school special education classes comprised of students with mild to moderate disabilities. . We focused our efforts on English Language Arts classes during the time that was devoted to writing. As the Invitational Learning environment began to emerge, we implemented a specific writing intervention, Cognitive Strategy Instruction in Writing (CSIW; Englert & Mariage,1996), that focused on teacher-student and peer dialogue to enhance engagement with writing. Throughout the process we conducted classroom observations to collect data on teacher-student dialogue. We used the four basic elements of invitational teaching – trust, respect, optimism, and intentionality as a framework (Purkey & Stanley, 1991). Teacher-student interactions were scored as inviting if the teacher exhibited trust, respect, optimism, and provided opportunities for student dialogue and participation. We then coded teacher student dialogue using the Intentionality/Invitation Quadrant (Purkey & Novak, 1996).

Method

Participants

Participants included one teacher and 16 students with mild/moderate disabilities from two middle level special education classrooms. Eight seventh grade students comprised one class, and eight eighth grade students comprised the other. The seventh grade class included five boys and three girls. We observed that two students frequently required verbal redirection and drew the teacher's attention away from instructional tasks. A few of the other students had bonded with each other and had expressed that they were friends, but there was not a sense of cohesion among class members in general. We did not observe the students engaging in academic conversations. In contrast, the four girls and four boys in the eighth grade class worked fairly well together. They had been together since the seventh grade and had bonded to some degree. We observed the eighth graders to engage socially; however, we did not observe them discussing academic content with each other.

Measures

We created an observation coding document that combined two existing measures resulting in the Intentionality, Discourse, Engagement Analysis Scale (IDEAS, see Table 1). The first half of the IDEAS coding document was created using Purkey and Novak's (1996) intentionality and invitation matrix (See Table 2).

As we observed the participating teacher and students, we coded various situations/conversations to document the degree to which the classroom environment reflected the four levels of functioning in an Invitational Learning framework. Purkey and Novak (1996) described classroom situations as intentionally disinviting (+, -, Level 1) when teachers or class members purposefully shut down, or deliberately discouraged conversation thus making students feel incapable, worthless, and irresponsible (Ellis, 1990; Smith, n. d.). The second type of situation was characterized as unintentionally disinviting (-, -, Level 2) where teachers or students made insensitive comments or unintentional slights (Purkey & Novak, 1996). Teachers and students in these situations may be unaware of another's feelings, and thus send inadvertent discouraging messages through interrupting, over-generalization, or condescending language (Ellis, 1990; Smith, n. d.). The third type of situation was characterized as unintentionally inviting (-, +, Level 3) in which the classroom is inviting but the teacher does not know why (Purkey & Novak, 1996). Students in these classes often have inconsistent patterns of behavior and teachers have difficulty sustaining the invitational environment because they do not know the source of their successes and failures (Ellis, 1990; Smith, n.d.). The last type of situation, intentionally inviting (+, + Level 4), was described as teachers (and students) exhibiting inviting language that is purposeful and consistent. There is purposeful effort made to explicitly invite or include discussion and participation by members and the environment espouses respect and trust (Ellis, 1990; Smith, n.d.). The four levels of professional functioning are described as a ladder that progresses from a devaluing *presence* at levels one and two, to a *beneficial presence* at levels three and four (Purkey & Novak, 2008).

The second part of the IDEAS coding document was adapted from the Interaction and Language Analysis Scale (ILAS, Ornelles, 2007). Aspects of the ILAS allowed us to indicate whether the teacher-student interactions were social, task-related, or topic related. Topic-related language was further broken down into whether the interaction stemmed from the teacher making a statement or asking a question that invited interaction from students. See Table 1 for an example of the data collection sheet.

Interobserver reliability. Coding and definitions for the measure were based on examples provided by Purkey and Stanley (1991) for the four levels of intentionality. The definitions provided in Table 2 were printed and attached to the IDEAS coding document.

Table 1. *IDEAS Classroom Observation Coding Instrument*

		Intentionality/Invitation Quadrant				Social talk	Task/Organization talk	Topic-related Discourse	
Time & Interval	Who Teacher, group, Teacher - student	1. Intentionally disinviting	2. Unintentionally disinviting	3. Unintentionally inviting	4. intentionally inviting			Statement Declarative, instructive	Question Solicit response, inviting response
1									
2									
3									
24									
25									

Table 2. *Intentionality/Invitation Quadrant (Purkey & Novak, 1984)*

	Invitation positive	**Invitation negative**
Intentionality positive	**Level 4** **Intentionally inviting** = Language that is purposeful and consistent. The class is characterized by the use of inclusive pronouns such as *us* and *we*. The atmosphere including the physical environment is motivational and invitational. The teacher reads body language, knows and connects with the students. At this level the *plus factor* is present. The teaching looks like a well-orchestrated performance.	**Level 1** **Intentionally disinviting** = Purposefully shutting down conversation. Conversation that is meant to demean, dissuade, discourage, and defeat. Verbal messages that imply the other person is unworthy, incapable, irresponsible; unpleasant and deliberately discriminatory language.
Intentionality negative	**Level 3** **Unintentionally inviting** = Inviting language that isn't purposeful. This kind of environment just happens. The teacher serendipitously stumbles into ways that encourage interaction. *Natural teachers* fall into this category; friendly and charismatic individuals. They don't know WHY they are doing what they are doing. This approach lacks consistency and dependability.	**Level 2** **Unintentionally disinviting** = Insensitive language with unintentional slights about disability, gender, or ethnicity. This category includes language that is condescending or has a paternalistic tone; thoughtless language, offhanded comments or sarcasm. Body language that indicates the teacher does not want to be in the situation (e.g., looking at the clock, waiting for the bell to ring). While not intentional, a disinviting message is sent.

We gathered data concurrently using a frequency count during two-minute timed intervals. Specifically, each observer recorded a tally mark each time the teacher made a statement or posed a question. Interactions were documented and coded as inviting or disinviting, and as intentional or unintentional. After the first day of observation, we compared our scores to determine reliability. There were some slight differences in how we scored some of the interactions. Although our scores were in agreement as to whether an interaction was inviting or disinviting; our scores varied slightly in recording whether an interaction was intentional or unintentional. We then discussed how we coded events and dialogue in the classroom and reviewed our definitions on what constituted an inviting or disinviting interaction. During the second observation session, our scores were closer together, as we had refined our understanding of definitions of the types of interactions that were being observed. Our scores remained close together in subsequent data collection sessions. Whenever both observers were present, an average of our two scores was recorded.

Procedures

After obtaining consent from the university's Institutional Review Board and the State Department of Education, the principal and teacher of a particular middle school were contacted. Both agreed to the study and parent consent and student assent forms were distributed. Upon return of the signed consent forms baseline observations began.

Baseline

Both researchers observed two class periods for each of the two grade levels during the baseline condition. The baseline data (reported in the Results section) reflects the average of our scores for each of the observation sessions. Baseline data indicated lower levels of intentionally inviting statements as compared to intentionally and unintentionally disinviting statements. From these data, we determined that we should start the training and subsequent intervention phases.

Training

We gave the teacher the book *Invitational Teaching and Learning* (Purkey & Stanley, 1991) and asked her to read the first three chapters, which presented the foundations of Invitational Teaching and the Four Levels of Functioning, which correspond with the Invitation/Intentionality Quadrant. Additionally, part of the training phase involved the classroom teacher observing two class sessions taught/modeled by the second author of the present study. The Cognitive Strategy Instruction in Writing (CSIW) intervention was introduced along with invitational methods such as asking for student input, giving choices, expressing confidence in the students, and expressing optimism.

Three key features modeled by the second author included (a) Trust: Using questioning techniques to solicit student responding; (b) Respect: Structuring assignments to facilitate students' engagement with each other—emphasis was on respecting students' ideas and valuing peer support; and (c) Optimism: Encouraging and validating students' contributions. The first feature, trust, involved encouraging students to trust and take risks in responding. Part of establishing a trusting environment was being receptive to students' ideas by withholding judgment or critique. For example, during initial phases of writing, students generated a number of ideas. Some of the topics were viable while others were not ideal for the writing assignment; however, all topics were recognized and their potential discussed. Discussing and evaluating the potential topics led the students to making stronger decisions as authors. During the training session, the second author modeled a trusting environment through use of questioning techniques to solicit responses from students who may not typically contribute. The example statements in Table 3 illustrate how drawing upon the 'culture of adolescents' was used to engage the students in the writing assignment. Students were encouraged to write about topics with which they had direct experience. Additionally, the second author validated a student's contribution of sending text messages as a form of writing. We discussed with the teacher the value of recognizing and valuing students' ideas because we believed this approach would encourage students to be more willing to take academic risks and volunteer responses.

The second feature, respect, is essential in establishing an Invitational Learning context. Respect was supported through statements, actions, and the way in which activities were structured. As shown in the example in Table 3, the second author incorporated guidelines for peer feedback. Students were encouraged to find ways to contribute ideas that added to the existing piece of writing versus critiquing what was deficient or lacking in their partner's writing. Building respect was modeled and discussed as a method for establishing positive working relationships in which students felt validated for their work as well as supported by their teacher and peers in further developing their ideas.

Lastly, optimism was modeled in a number of ways. The examples provided by the second author included specific verbal feedback to students that recognized behaviors that contributed to the task as well as to the group process. One goal was to seamlessly and meaningfully integrate all three aspects in instruction to intentionally promote an environment that invites participation by learners.

Table 3. *Aspect of Invitational Learning Modeled During Training*

Descriptor	Modeled	Example Statements
Trust:	Using questioning techniques to solicit student responding	How many of you have played a sport? An instrument? A video game? When you play a sport, you need to practice skills…. Writing is very similar. Have you ever heard of this? *"You only have to write every day that you eat."* S: I didn't write yesterday. Does texting count? I was just getting to that! Yes, texting is writing.
Respect	Structuring an assignment to facilitate students' engagement with each other—emphasis is on respecting others' ideas and the valuing peer support	The idea when you work with a partner is that you're giving to your partner...adding to…you're not correcting…You're ***giving*** something to your partner. Write it [ideas] right on their paper. Write at least two things that would add to their paper. The idea is to "add to"—"help your neighbor."
Optimism	Encouraging and validating students' contributions	You're going to write about music…How to make music… fantastic. Those are great suggestions! Way to go! I liked the way you helped your friends.

The first author of this study took anecdotal notes during these sessions to provide examples of specific invitational dialogue and activities. The classroom teacher also observed and took notes during these sessions. Following two training sessions, the teacher expressed that she felt confident to implement invitational strategies.

Intervention

Following the training period, we collected data again on the type of teacher-student interactions in the classroom. Six class periods were observed for the seventh grade group and five class periods for the eighth grade group across a six-week time period. At least one of the authors debriefed with the teacher following each session. After three intervention sessions, the teacher was concerned that the seventh grade students were still not talking with each other about academic work. Therefore, she devoted two class sessions to bonding activities based on the TRIBES philosophy and framework (Gibbs, 2001). The first activity was a Newspaper Scavenger Hunt. Students were purposely assigned to groups comprised of three individuals. Each group had different objects to find. Cooperation within and between groups was needed for any team to be able to find all of their objects. The second activity involved the newly-formed groups generating a team name, which the teacher stated she would use when referring to each team. Students were initially asked to have a member of the team draw anything on a piece of paper with a marker for 30 seconds. After 30 seconds, the marker and paper were passed to the next member and that individual continued the drawing from the point where the first team member had ended. After all members had the opportunity to draw, they were directed to examine their final piece and generate a team name based on their illustration. Students were engaged, focused, and willing to discuss and come to mutual agreement on their team name.

Analysis

We compared our quantitative data and qualitative observation notes after the first and second baseline sessions. We combined and averaged our scores for the type of interaction that took place in each two-minute interval. A percentage was then calculated. During intervention, we followed the same procedure. If only one observer was present, the score was tallied and percent was calculated. If both observers were present, we counted tallies, calculated a percentage and used the average of the two scores. Scores were very close with fewer than 5% of the intervals being scored differently. Each week we discussed what we had observed with the teacher. The quantitative and qualitative field notes are summarized and presented in the next section.

Results

Baseline

The teacher was an expert in classroom management. She was considered an effective teacher who kept her students "in line," and kept disruption to a minimum. However, there were not many opportunities for the students to contribute and to interact with each other. In general, questions and comments from students were not solicited. At times, the teacher would ask and answer her own questions. For example, in one baseline session she stated, "And where does the opinion go?

Yes, at the beginning." She did not wait for, or invite students' responses. Another example was when the teacher stated, "Does this look hard to do? No, it's just one paragraph. . . . Clearly you can add more." These types of statements were coded as unintentionally disinviting. The teacher did not seem to intentionally curtail student responses. However, her tone and word choice seemed to restrict rather than encourage student discussion or debate. Figures 1 through 4 display baseline data indicating that in both the seventh and eighth grade classrooms, approximately 50% of the two-minute intervals had unintentionally disinviting dialogue, and only 25% of the intervals were coded as intentionally inviting.

Intervention

There were noticeable changes between the baseline and intervention phases of the study.

Following the training sessions, the teacher's tone of voice and instances of asking for student participation were markedly different. Unintentionally disinviting (Level 2) statements dropped from an average of 55% in baseline to an average of 14% (8th grade) and 17% (7th grade) in the intervention phase. At the same time, intentionally inviting (Level 4) dialogue increased from an average of 21% during baseline for both classes to 68% (7th grade) and 52% (8th grade) during intervention. Figures 1 through 4 provide a visual display of these data.

One change from baseline to the intervention phase was that prior to training, the teacher *stopped* students were engaging in off-topic conversations. During intervention she *redirected* students' comments to encourage conversation. For example, on one occasion the teacher asked students to write something their partner did well. One student started a story that was only remotely related to the topic. Instead of closing down the conversation, the teacher smiled, laughed and said, "That's a crazy, crazy story. Thanks for sharing." Afterwards this student and her partner worked together well and examined each other's writing.

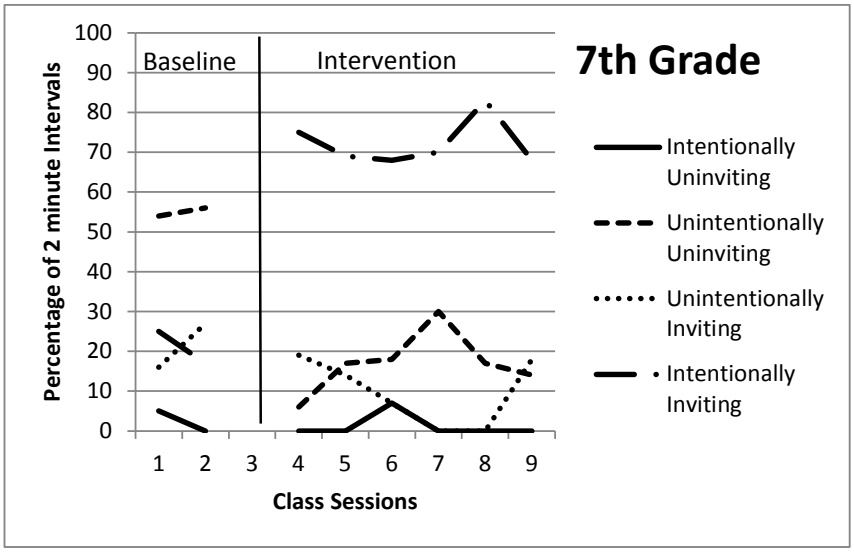

Figure 1. Percentage of Intervals in the Four Levels of Intentionality, 7th Grade

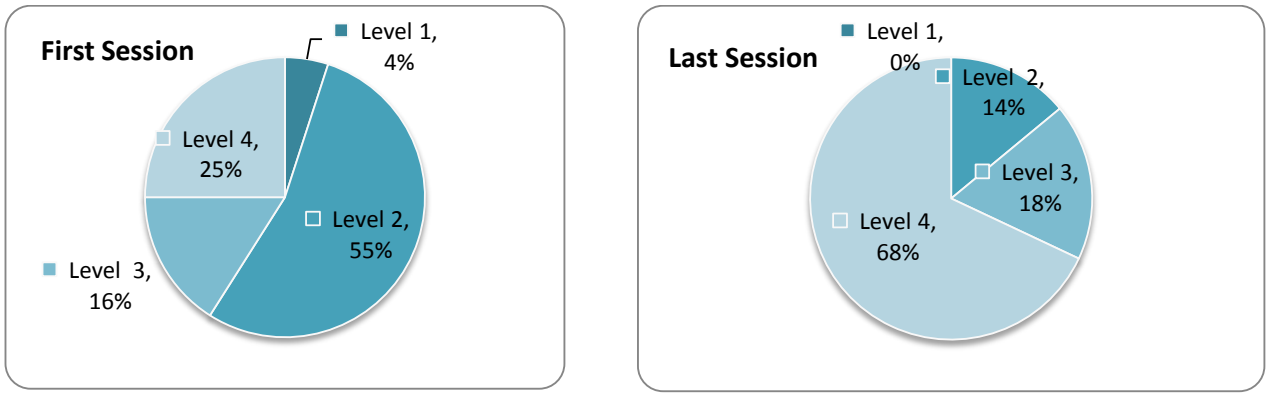

Figure 2. First and Last Session Comparisons for the Seventh Grade Class

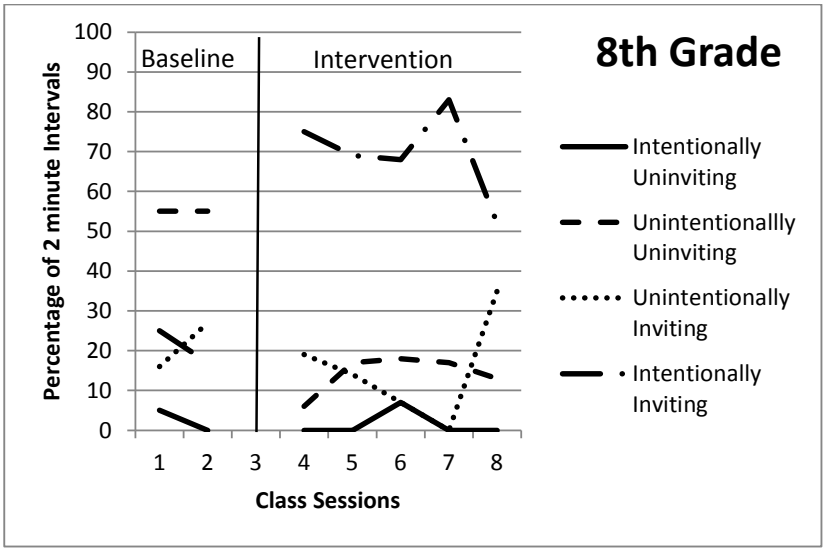

Figure 3. Percentage of Intervals in the Four Levels of Intentionality, 8th Grade

Figure 4. First and Last Session Comparisons for the Eighth Grade Class

The teacher also asked questions that solicited student dialogue. On several occasions we observed the teacher working with individual students engaging them with questions. She stated, "How does this support that?" "Who are you trying to persuade?" "I have a question. Why would it be a good idea to…?" "Think about your audience. Are they decision-makers?" The difference between the questions asked in baseline and during intervention involved not only wait time, but also a sincere request for student input.

Table 4 provides an overview of the changes observed in dialogue regarding the three critical aspects of trust, respect, and optimism during baseline and intervention phases. To note, there was evidence (e.g., increase in questions posed by the classroom teacher) that the classroom teacher was framing questions in more open-ended ways and this resulted in more sustained interactions between the teacher and the students. Descriptive data were organized to reflect the three aspects that characterize intentionally inviting environments.

Narrative examples of changes in the teacher-student interactions during the intervention phase reflected three additional themes: (a) increased opportunities for students to share and reflect upon their ideas, (b) opportunities for students to use reasoning skills to support their point of view, and (c) support for students' independence. All three aspects contributed to establishing a learning environment that invited students to engage in thinking and interactions with the teacher as well as with peers.

Sharing and reflection

The teacher structured situations to encourage students to share their ideas. She had students read others' written drafts and then posed questions to encourage reflection. For example, when students were working on persuasive essays regarding tap water versus bottled water, the teacher asked, "What is it that you have heard that you don't have in your own paragraphs?" "Why is it [tap water] not like bottled water?" Students were also observed to discuss and reflect upon related ideas, such as whether seeds would grow better with tap or bottled water. One student commented that she had seen tadpoles in her pool at home. Another student commented that tap water comes from open sources and that tap water may be possibly contaminated.

Reasoning and logic to support point of view

To engage students in thinking about their point of view, the teacher posed a question and presented a student with a hypothetical situation upon which to reflect: "What else could you use as support? Think about this: Estimate how many people are in an average family. How many people/families go to the beach? What if four members of each family drank a bottle of water each? How many bottles would be emptied? Trashed?" The student with whom the teacher was conversing seemed genuinely amazed at implications of using disposable bottles. This teacher-student conversation further explored how sea creatures could be affected. The teacher stated, "If plastic bottles end up in the ocean…?" The student replied, "Bigger fish will think its food and choke on it." Presenting students with situations provided them with potential consequences on which to reflect and build a stronger case.

Supporting independence and use of resources. Students were provided with opportunities to use peers as resources. Some peer partner combinations were productive with comments and questions posed that were constructive and purposeful to the writing task. However, other peers were not as productive. Some students needed direction in how to use language that supported their peers in different aspects of the writing process. The teacher modeled how the students could support their peers and worked with them in doing so. We also observed the classroom teacher encouraging a student to seek information from online sources. A student had posed a question: "Can this (milk carton) be recycled?" The teacher responded, "I don't know…Can you Google it?" The teacher encouraged students to use multiple sources of information to support their ideas in developing their written pieces. This type of response was quite different from the characteristic directive responses exhibited by the teacher during baseline.

Discussion

The authors of the present study have observed that special education classes are often more directive and less participatory in nature. Students with disabilities are often in learning environments that involve passive seatwork with rote practice and worksheets (Rock, 2005). This characterized the two classes in this study during the baseline phase. However, during intervention, intentionally inviting dialogue increased in both classes while unintentionally disinviting statements decreased. This may have been a result of the classroom teacher being more consciously aware of her statements and actions, and how she structured class activities.

The teacher who participated in this study began using much more invitational language, especially when she worked individually with students. The change was not as dramatic with whole group instruction; her tone was more positive, but the content was still more directive rather than facilitative. We did observe, however, more social talk in the classroom. Prior to the intervention, baseline data revealed that many teacher-student interactions were unintentionally disinviting. The class could be characterized as teacher-led,

non-participatory, and directive. After the intervention, however, the classroom teacher was observed to ask students questions more frequently and engage them in discussion on various topics. The data indicated there was a shift in the

Table 4. *Narrative Examples of Change in Dialogue from Baseline to Intervention*

	Trust	**Respect**	**Optimism**
Baseline	Questions posed that directly reflected the assignment: What is the writer's main opinion? What is the first reason? Second reason?	No formal opportunities for students to interact about academic content. Spontaneous discussion between students about uniforms in school. Teacher stopped the conversation.	General statements made (positive verbal reinforcement non-specific); For example, "Nice job." "Good."
Intervention	S: Can this [milk carton] be recycled? T: I don't know. Can you Google it? S: I found out that it can be recycled so that's one benefit. A group conversation about the pros and cons of schools providing an iPad for all kids. Trusted the kids to discuss and invited their comments. The process was to learn the difference between pros and cons.	What is it that you have heard [from peer partner] that you don't have in your paragraphs? Why is it [tap water] not like bottled water? "Refresh my memory. I know you do this frequently." "I bet you have strong feelings about one of these. Please choose a topic." "Wow, you are coming up with reasons I never even thought of."	Increased use of specific, positive statements conveying what student had down well; For example, "I like that you wrote about change and backed it up." "What would be a really good support?" "Yes, that would be a huge support." "Look at what you've accomplished in such a short time."

classroom that reflected a decrease in unintentionally disinviting interactions and an increase in intentionally inviting statements/interactions. The data and themes that emerged from this study support that the learning environment exemplified three key aspects of intentionally inviting environments: (a) trust, (b) respect, and (c) optimism.

Trust was promoted among students by encouraging them to engage in discussion. When trust is established students may feel more confident to share their personal questions and interests related to a topic. After the training session, the classroom teacher in this study provided students with more opportunities to reflect on material from different vantage points. She encouraged students to seek out information through online sources and examine sources of information (e.g., reading labels and critically reflecting on how products were advertised). The teacher also guided students to gather data to support their point of view. For example, she suggested that students collect data as evidence to substantiate their persuasive argument, in this case for chocolate milk versus white milk in school. The teacher stated, "You brought in a carton (milk) to use. Our class decided to take a survey…You can take a sampling, not the whole school. That would be counted as part of your research." The classroom teacher encouraged the student to support her claim by gathering data through a survey. As students acquire the tools to support their thinking, they may feel more confident as learners. And as they acquire a sense of trust in their skills and abilities, they may be more willing to take academic risks.

Respect among individuals was facilitated by providing students with opportunities to interact with each other for the purposes of providing feedback on academic work. There were several instances when the classroom teacher encouraged interaction between students. She asked students who had completed an early draft to share their writing in pairs. She requested that students read others' writing and determine if points had been supported. Although there were opportunities, students did not provide critical analyses and feedback to their peer partners. This is an area that may need to be scaffolded to support students' dialogue about the content of their pieces. Students may need to be taught how

to help their peers (e.g., knowing what kinds of questions to ask that support their peers, using conversational skills to extend thinking on a topic).

Opportunities to encourage interaction that supports students' respect for each other may occur in planned or spontaneous ways. In one situation, a peer was listening in on a conversation between the classroom teacher and a student as the teacher was encouraging the student to generate evidence to support his point of view. The teacher was simulating a debate by taking the opposing perspective. The peer commented, "If you want an argument for chocolate milk, I can give you an argument." This interjection presented an opportunity to solicit an example of opposing viewpoint from a peer.

Optimism is directly affected by the way in which teachers provide feedback to students. Inviting environments welcome innovative thought and value different ways of approaching and solving problems. Recognizing specific behaviors provides students with feedback about choices and actions that are valuable. Although more general praise contributes to a positive environment, recognizing individual skills and abilities allows students to view themselves as both novice and expert and move between roles. This validates the unique strengths of students with disabilities who have experienced considerable difficulty in school situations.

In addition to supporting an environment conveying trust, respect, and optimism, the classroom teacher also initiated activities with the seventh grade class to promote their cohesiveness as a group. She recognized the students' need to develop relationships and had them engage in group process activities. It is important to recognize that more productive working partnerships are forged when individuals are not only familiar with each other but have established aspects of trust, respect, and optimism, all of which contribute to an environment that invites learning.

Limitations

There are several limitations to the current study. The first of which is the voluntary nature of the study. The teacher wanted to participate and learn more effective ways of building classroom community. She was a veteran teacher who was not threatened by outsiders coming in. She had solid classroom management skills and knew the students well. She had a desire to improve her students' writing and agreed that encouraging dialogue may be a good first step in supporting her students' academic progress.

Second, our evaluations were subjective. We used definitions of the four levels of intentionality from the literature. But, our interpretations of whether the teacher was intentionally or unintentionally inviting were based on individual judgment. It was easier to determine if an interaction was inviting or disinviting than it was to determine whether it was intentional or not. It was difficult to know what was going on in the teacher's mind. We gave her the benefit of the doubt in many situations. After training, we assumed that many of her more encouraging actions and words were intentional. But this could not be verified in each situation. In the future, we recommend that the teacher is asked specifically about his/her intentions in various interactions, as opposed to a more general debriefing as was done in the present study.

Directions for Future Research

This study reports changes that were observed in the way one classroom teacher engaged and interacted with students in one seventh and one eighth grade special education class. Future research could examine creating invitational environments with more teachers in more classrooms and determining the effects on students' learning.

Future research may address how the dynamic of classroom interactions affects the learning experience of students with disabilities. It is important to determine if and how a more intentionally inviting environment affects student performance in areas such as math and language arts (reading, writing, oral expression). One premise is that inviting students' participation will support their academic engagement; thus, their performance may be bolstered. It would be important as a follow-up to this study to determine if an invitational approach has effects on individual student performance as well as on group performance.

Classroom environments that invite learning have the potential to support students' active engagement and critical thinking. The data reported in this study represents the first stage in a larger research project. Our next steps include analyzing student conversation more thoroughly. At the conclusion of our current analysis, most of the students were not yet discussing qualities of writing, or providing helpful feedback to their peers. Therefore, we intend to work with small groups of students modeling and facilitating conversations to support their thought processes. We would like to expand on the idea of creating inviting special education classrooms and to determine how instructional conversations can support student writing.

In addition, students themselves are a highly underutilized resource in the classroom. As teachers use invitational strategies to elicit student responses, future researchers may analyze students' use of invitational strategies. One specific area that could be explored is the nature and quality of student interactions over time and how those interactions affect student learning.

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Invitational Inclusive Education: First Steps on a Journey to Develop Perspectives and Practices

Citation

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Abstract

This article invites all educators to consider the implementation of the tenets of Invitational Education (IE) as a firm foundation and precursor upon which can be built an Inclusive Education climate and mindset which encourages success for all students. This eighteen month study of two professors from Ohio's Muskingum University shares from inception to implementation, the idea of creating a graduate course for teachers and administrators which merges the practices of Inclusive Education and Invitational Education. The course, entitled Invitational Inclusive Education (IIE), seeks to convince teachers that a belief in and application of IE greatly enhances the chances for a more inviting teacher acceptance of inclusive practices (including co-teaching) for students with special needs. Teacher response to the course has been very positive resulting in the development of the term IIE, as well as a draft tool which helps to define stages of teacher acceptance of inclusive practice.

We have both lived both perspectives. Professionally, one was more grounded in Invitational Education while the other was more focused on Inclusive Education. But we had both made personal decisions as we first worked in the public schools and then in higher education to try to be professionally inviting to our students and colleagues. We had both lived the lives of parents of children with disabilities and had experienced the sorrow of our children being "unintentionally disinvited," as well as the pure joy of our children being…and feeling "intentionally invited." We struggled when our children or our students were either not given access to the general curriculum or provided with sufficient accommodations and modifications to most effectively access that curriculum. We celebrated when we saw practices that resulted in their effective inclusion and their academic and social success.

As university faculty responsible for both graduate program development and for teaching courses in those programs we began to consider what the two bodies of theory and practice – Invitational Education and Inclusive Education – might look like if they were examined more thoroughly by experienced teachers, not as unrelated perspectives, but as complementary ones. Perhaps they could, or even should, be merged in a way that the merger was more than the sum of its parts. We agreed to call the merged perspective Invitational Inclusive Education, or IIE, wondering whether anyone other than the two of us would embrace the "merger." Our educator preparation unit's mission statement – "develop teacher leaders who encourage, equip, and empower all students" would certainly support an exploration of these topics in advanced programs completed by experienced teachers and prospective administrators. Where would we begin?

This article shares the progress of a two-year journey of two professors to merge the practices of invitational and inclusive education into a graduate course for experienced teachers and prospective school administrators. In it we share our rationale and fundamental beliefs about this merging, the degree to which the course has been accepted by teachers and what we learned from the process. We also talk about the teaching schedule conflicts and that the original two professors had to find second generation instructors willing to offer the course. It concludes with a recommendation to explicitly add the principles of Invitational Inclusive Education (IIE) to programs and professional development opportunities that seek to enhance the practices of experienced educators as well as other topics for further study.

At the heart of the matter is a belief that if invitational education is in place, inclusive practices and other services for students with disabilities are more easily implemented and supported. Invitational practice tends to set the scene for an inclusive and accepting mindset which can refer to any set of traits attributed to a subset of the larger student population. More importantly, an inclusive mindset may refer to any set of attributes and finally lead to accepting everyone. It is the broadening of the mindset for an inclusive approach beyond more than disability to one of possibility.

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Invitational Education/Perspectives/Conceptual Underpinnings

Invitational learning takes a theoretical stance regarding the marvelous possibilities within each person and applies this stance in countless helping relationships designed to enrich existence and facilitate development (Purkey & Schmidt, 1990, p.3) The International Alliance for Invitational Education, established in 1982, consists of educators from across the world. The Alliance encourages educators to support a theory of practice intended to establish, sustain, and encourage the development of classroom and building and environments that cordially summon students to realize their potential in all areas. Invitational Education (IE) is most widely applied in educational settings and its roots emerge from Invitational Theory.

Shaw and Siegel (2010), summarizing the work of others in the field of IE, indicated that Invitational Theory is "a set of congruent suppositions about constructive human thinking and behavior that when applied across a multitude of human endeavors increases the probability for positive outcomes" (p. 106). The further belief is that the positive impact can increase significantly when applied reliably, consistently, and authentically (Shaw and Siegel, 2010). When Invitational Theory is related to a school setting we apply the term Invitational Education. Three interlocking foundations support the basis for IE: the democratic ethos, perceptual tradition, and self-concept theory. Extensive explanations of these three aspects are explored in the Purkey Novak book, Inviting School Success (Purkey and Novak, 1996). In a school climate where inclusive involvement, shared activities, and mutual respect are consistently practiced, IE will flourish as the democratic ethos already inherently pervades the climate.

Beyond the climatic aspect, the other two foundations are related to the individual. The perceptual tradition is based on the assumption that all human behavior is a function of the perceptions that exist for an individual at the moment of acting, particularly those perceptions held true about themselves (Purkey and Novak, 2008). Shaw and Siegel point to many writers whose works support "the perceptual tradition" (Shaw and Siegel, 2010). The third foundational element is self-concept which Purkey and Novak describe as the picture people construct of who they are and how they fit in their perceived world (Purkey and Novak, 2008).External to the individual, the IE framework includes five principles and belief we hold about others which are key to an inviting environment.

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

1. Educating should be a collaborative, cooperative activity.
2. The process is the product in the making.
3. People possess untapped potential in all areas of human development.
4. Potential can be realized in examining the messages sent by people, places, policies, programs, and processes."(Purkey and Novak, 1996 p.3).

The five principles seem to provide an acceptance of all students and a belief that they can succeed when involved in a collaborative and cooperative environment of activities which honors process and seeks to find the potential in each student. The potential can be enhanced with appropriate messages in the areas of people, place, policy, program, and process.

Consistent with many processes and strategies focused on student success, IE is delivered and modeled and encouraged through the student / teacher relationship. Purkey and Novak list five propositions for the educator to assume in building a positive relationship and an inviting stance. The five propositions (optimism, respect, trust, care, and intentionality) interact with each other and grow stronger when applied with consistency (Purkey and Novak, 2008).

Finally, in the implementation of IE and its impact on students, appropriate teacher invitations and behaviors are significant variables. The "invitation" metaphor is defined by Shaw and Siegel as an intentional and caring act of communication by which the sender seeks to enroll the receiver in the positive vision of the receiver set forth in the communication. It offers something beneficial for consideration. Perhaps the quality of the invitation can be labeled by considering the behaviors as described in "the ladder" found in the literature of Invitational Education. The ladder's four levels of functioning include: Intentionally Disinviting, Unintentionally Disinviting, Unintentionally Inviting, and Intentionally Inviting.

The movement toward more inclusive education

The principle of educating children with disabilities in their least restrictive environments (LRE) has been a major tenet of federal special education law since the passage of the Education for All Handicapped Children Act (PL 94: 142) in 1975. Although the concept of providing a free and appropriate education (FAPE) to children with disabilities in the same school setting as their peers or in the most similar setting that the support they need will permit seems a relatively straight forward principle, the early implementation of PL 94:142 resulted in many children with disabilities being segregated from their typical peers. Often students with disabilities in segregated classrooms and even segregated schools were provided with a parallel curriculum

with materials written in a less complex fashion or taught with an emphasis on academic and social life skills needed to function as independent adults in society (US Department of Education, 2007).

Special education teachers with considerable expertise in the nature and needs of learners with disabilities and an extensive range of academic and behavioral support and learning strategies were expected to teach multiple subjects to students in multiple grade levels without the same level of content knowledge and skills as required for the general education teacher. Students with disabilities who were thought to have the cognitive potential to be successful in the general education classroom with the general education curriculum were mainstreamed sunk or swam. Thus neither the goal of receiving an education with typical peers nor receiving an education of comparable rigor with support was reached.

As PL 94: 142 was reauthorized several times over the last three decades, the principle of LRE remained central to the provision of FAPE. To try to minimize the excessive segregation of students with disabilities, the concept of "access to the general curriculum" began to be emphasized across the nation. For students with disabilities to maximize their potential, they needed to be able to be provided with an education based on the general education curriculum with specific supports provided that would be needed to address academic and/or behavioral challenges as defined by their Individual Education Programs (IEPs) (US Department of Education 2007).

Many agreed that access to and instruction in the general education curriculum for the vast majority of students with disabilities would be best provided by the general education teacher who had both depth and breadth of specific content knowledge and skills if it were coupled with the learner and learning expertise of the special education teacher. Several arrangements of combining the general education teacher and the special education teacher have been tried over the past few decades with each one bringing its unique set of challenges to teachers, students, and parents. The practices unfolding in special education were not inviting in part due to the obstacles to inclusion. The practices failed to align with the basic underpinnings of Invitational Education that all children were able, and valuable, and deserved respect. The five propositions of optimism, respect, trust, care, and intentionality were not evidenced in the processes and procedures of special education (Purkey and Novak 2008). At best, the federal legislation gave lip service to the belief that all children can learn.

Concept and Course Development

Building the Platform

Over the year that preceded the development of the course that we have described in this article, EDUC 606 – Invitational and Inclusive Education, we had many conversations in which we shared our beliefs that quality inclusive settings for students, while challenging to establish, are better for the vast majority of students with disabilities. We talked about how an inclusive mindset was the "right" thing to do if we truly honor student diversity. It is a frame of mind that goes beyond the placement of just students with special needs. With enough conversations, we became convinced that if an invitational approach were initially embraced by a building/staff, the staff would be much more likely to support inclusive practices for students with exceptionalities and with other differences who face the challenges of acceptance. The acceptance and appreciation of and access for all students was the goal!

Muskingum University's Teacher Leader Masters' Degree program for already licensed teachers earning their master's degrees had just been redesigned to include invitational education. We thought it was time to increase the number of graduate programs that had the opportunity to explore both invitational and inclusive education so we proposed adding EDUC 606 to the set of core courses required of all MAE students. We recommended piloting a new course in which invitational and inclusive practice would blend those perspectives to determine its receptivity by graduate students. We wanted to avoid the reaction that this was just a notion of merging perspectives dreamed up by two professors. We truly believed that such a merger of perspectives could truly make a difference in teacher practice. By the end of the course we expected the participants to be able to demonstrate specific knowledge, skills, attitudes, and values (Appendices A-C).

Piloting the Course

The first section of Invitational and Inclusive Education (IIE) was offered in the early spring term of 2009 to 30 graduate students with the course scheduled three and one half hours one night per week for ten weeks. The class was a mix of experienced teachers and inexperienced teachers, with one challenge we were not expecting, five adults who were not public school educators, but rather graduate coaching assistants and adult educators in service professions.

From the first night of the first class to the most current section three years later we began with a class norm that we would all be learning from each other. Further, collaboration would be critical as we explored how both invitational and inclusive approaches to education might enhance the

development and achievement of diverse learners and focus on the application of the principles of these related frameworks to P-12 instruction and educational leadership.

Also from the beginning, we built the case for teachers to collaborate in the provision of inclusive education by introducing and modeling the basic principles and practices of co-teaching (Friend, 2007) into the course structure. Across the country, co-teaching was being implemented as an inclusive service delivery option which would increase access to the general education curriculum for students with disabilities. During the pilot section of the course, we co-taught every session, modeling all six of Friend's (2007) co-teaching approaches.

With our students we examined the belief that if invitational education and practice were in place in a school, it could establish the platform to support the mindset needed to provide quality inclusive education for students with disabilities, and similarly an acceptance of all people.

Course Format and Learning Activities

Education 606 started as a one semester – one night per week – 3 ½ hours per evening graduate course being co-taught every class using one more of Marilyn Friend's co-teaching approaches (Friend 2007). For a summer option, we developed the semester-long course into a full-day week-long session and co-taught 75% of sessions. Another variation of the semester course was ten weeks with 50% of sessions co-taught. Due to a scheduling problem the course had to be re-formatted to a fully on-line offering which also included co-teaching. Class enrollments have held firm at 30+ students with the online class being 42 students. The course content delivery intentionally began with invitational education to build the foundation of support consuming about 40% of the course content and then moved to inclusive education with the remaining 60%. The learning activities for our students blended the two bodies of content. The activities included:

- Teaching the principles of co-teaching practice and modeling Friend's six approaches.
- Sharing principles of special education as "A Moral Imperative."
- Using videos and websites to reinforce key concepts.
- Providing Self-assessment using the IE Ladder.
- Personalizing discussion using "four corner press."
- Using admission tickets for "four corner press" goals.
- Utilizing peer feedback and review of individual theory into practice projects.
- Expecting team project presentations.

Course Assessment Projects

Students were asked to complete two projects both of which were designed to demonstrate professional growth related to selected standards from the Ohio Standards for the Teaching Profession. First was IIE Education Implementation Assessment Tool – Team Project designed to provide a sequence of steps that led to in-depth understanding of one of the five Ps and the skills needed to analyze and evaluate the presence (or absence) of the attributes of that P, as well blend the perspectives and language of IIE. Second was IIE Theory into Practice Project – Individual project designed to demonstrate knowledge of key concepts related to inclusive and invitational education and the skills needed to merge both perspectives and implement them in instructional settings.

Lessons Learned

Perspectives from the Initial Instructors

We intuitively realized that we were on the right track with our thinking. The class participants heartily embraced the merger of the two perspectives and began to use the IIE language, some of which we had created. In hind sight reflecting upon the experience, we realized the impact of our own learning curve and were pleased with the reactions of our students.

Creating a new course required a huge investment of instructor time and a willingness to learn each other's content. That investment has paid off. We now can switch formats, schedules, and content with ease and we both feel competent to address all aspects of the course. A huge investment of time to conceptualize ways to present the connections to the students was needed. Merging the two theories required intentionality on our parts and significant energy on the part of the participants to make connections

Graduate students truly believed that they were contributing to this new body of knowledge and in one class created the IIE ladder as their conceptual understanding of IIE. We were thrilled beyond words with their level of understanding and conceptual representation and through further research are drafting definitions for each of the four steps. (ATTACHMENT A)

The students were willing to listen to new ideas and try to immerse themselves into the conceptual frameworks to try to understand. We put our toe in the water and went with it, knowing we had to be credible. Personal perspectives were important.

We selected textbooks that focused on the basics – practitioner oriented, yet provided the principles around which the practices were built. It was important to have

activities enabling them to develop and use the skills needed to quantify learning related to the merged perspective.

We realized we had to create…and re-create in order to promote understanding. We listened to their questions and re-conceptualized to address their questions and any misconceptions. We were truly building the bridge while we walked on it. We found ourselves teaching for the "ah-ha!" There were many examples of ah-ha's as evidenced in the student quotes and their development of the IIE ladder. It was a higher level thinking course at the synthesis level which invited them to participate in the research. This empowered them to feel like they were a part of something, new and different. The on-line delivery added a unique set of challenges. For many of our students, this was their first experience navigating an online Blackboard course. We were merging the work of Friend, Purkey, Novak, and Schwartz into our own vision and students were unfamiliar with their theories. Additionally, we were modeling Friends's 6 types of co-teaching through Skype and asking them to work as teams to complete projects by Skyping. There were too many variables to create a coherent learning experience without having face to face experiences for answering questions, clarifying ideas, and revising on the spot. Their feedback pointed out their confusion, and we began to simplify and also create some visual graphics which merged the theories of practice and explained the which many students to their We learned that clarity is more difficult to build on line with a course that requires a new set of beliefs After having co-taught the course four times, we each had changes in our own teaching schedules and other instructors were asked to teach the new course which was attracting enrollments of 25-30 students. We met with the two new instructors to share our design, resources, handouts and syllabi. Both had special education backgrounds but invitational education was a new topic for them. We provided transition for their first two classes and met with them at the end of the first semester to see what they learned and have next included a few comments from that discussion.

Perspectives from the second generation of Instructors'

- They followed our format using the pre-post instrument to measure beliefs and in conversations with them following the second time they instructed the course, they stated that "minds were changed" as a result of the course content and activities. They saw a difference in what the teachers believed. They also indicated there was an intention on the part of many of their students to share their learning's with their colleagues and to implement the practices in their buildings and classrooms.
- They had both read about and taught co-teaching, but actually "doing it" learned how it is different from "co-presenting. They were willing to accept the challenge. They now view IE as "the foundation for any program."
- "We had better be inviting and inclusive…but you need IE first." Together with them, we brainstormed ways to build this mindset.
- "You can't bluff your way through it" was the reaction of one instructor as he affirmed the quality of the thinking required but more importantly, was his suggestion that there is more to it than meets the eye when you begin to work with inclusion.

Perspectives from the Students (EDUC 606 Graduate Students)

STUDENT A "*This course was a much needed review of all the classes taken during my undergrad career. Even though observations, labs, and student teaching were required to back the concepts learned, nothing beats getting the information as you are practicing in the field. There were moments throughout the course that I said to myself, "I see that every day" or "I understand why we do that." The course was a two month step in the direction for me to become intentionally inviting. I can explain why things are effective and why they may not be. I am more confident to participate in school-wide discussions of various topics. The course was a push for me to move ahead as a strong teacher because I do have what it takes."*

STUDENT B *"The book Disability to Possibility really aligned individual stories with the [IE]tenet which were meaningful to me. I really looked in depth at things that are so important, but sometimes overlooked. The tenets really made me think about proper inclusion. The group and individual projects really made me take an in depth look at my own building and how I can improve it. Many people think that it is easy to be invitational, but I learned that it really is an art and science that is essential in all settings."*

STUDENT C "*I learned a lot about co-teaching and the proper ways to implement it and different ways that it can look. I also learned the benefits of it and how our children can grow from properly executed co-teaching. This class has inspired me to want to help my district to become more inviting and have inclusive classrooms. The knowledge from this class will benefit my students and district long beyond this semester."*

STUDENT D *"Another thing that I found really interesting was to see how inviting and inclusive practice just seem to be so closely related. It seems like the more you foster one idea,*

the closer you can get to achieving the other. An inclusive environment will be inviting and vice versa! You can work for one part directly and indirectly achieve the other."

Recommendations and Conclusion

In general, our students agreed that this approach resulted in a far better mindset for students and teachers. Further areas of study to consider might include: How will school be different for students and teachers in a building that embraces IIE? How will their relationships with each other change? Could effective implementation of IIE help reduce bullying? We should reach out to past participants of IIE to see what has been implemented and the impact it is making. We should add IE to the content of co-teaching.

The acknowledged power of IIE was perhaps best recognized by our second generation professors one of whom said "Once you know about this, nothing else makes sense. You cannot imagine not doing it. It becomes the lens through which you view all that is done in the classroom."

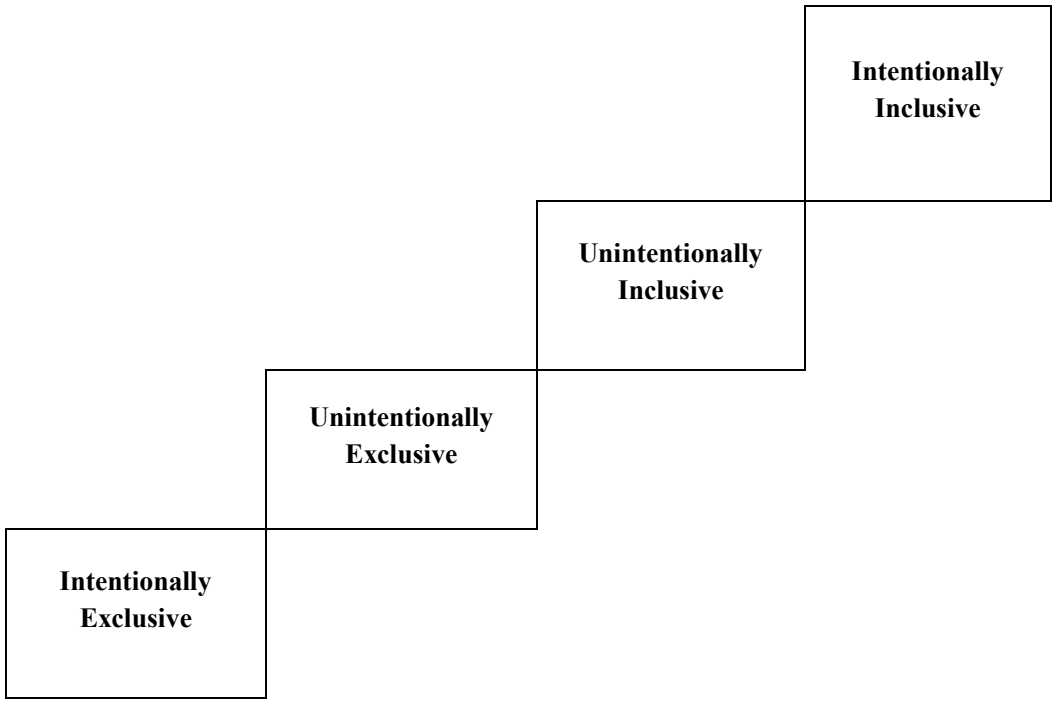
Finally, we liken the mindset created by merging Invitational Education and Inclusive Education to a quote attributed to Dr. Carl Rogers (1974) who, though not speaking of IE, captured the essence of the healthy working relationship of student and teacher for which IIE holds great potential.

"An idea whose time has come: the gradually formed and tested hypothesis that the individual has within himself vast resources for self - understanding, for altering his self - concept, his attitude and his self-directed behavior and that these resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided."

ATTACHMENT A

Muskingum University

Education 606 Invitational Inclusive Education IIE



Appendix A

Muskingum University
Education 606

Candidate Knowledge Indicators

The candidate will demonstrate knowledge of:

- The benefits of establishing positive and inclusive climates.
- The aspects of the school's culture that impact embracing the philosophy of inclusion and the implementation of inclusive practices.
- The "four corner press" and its relationship to the professional educator/service provider/coach.
- The Five P's and how an invitational approach is evident in these five elements of school or other professional environment.
- Care, Respect, Intentionality, Trust, Optimism (CRITO) as the teacher's/professional's stance in establishing student/client relationships.
- The benefits of establishing positive and inclusive climates.
- The aspects of the school's culture that impact embracing the philosophy of inclusion and the implementation of inclusive practices.
- The "four corner press" and its relationship to the professional educator/service provider/coach.
- The Five P's and how an invitational approach is evident in these five elements of a school or other professional environment.
- CRITO as the teacher's/professional's stance in establishing student/client relationships.

Appendix B

Muskingum University
Education 606

Candidate Skill Indicators

The candidate will demonstrate skill in:

- Using strategies that promote successful collaboration and teaming among students and staff.
- Identifying approaches for engaging and inviting students, including student participation in classroom and building activities.
- Determining aspects of establishing an inclusive environment.
- Determining appropriate models of co-teaching for specific instructional sequences.
- Identifying tenets of inclusive education that meet the needs of their current students.
- Developing tools to determine the extent of implementation of IIE in specific settings.

Appendix C

Muskingum University
Education 606
Candidate Disposition Development

The candidate will develop attitudes and values enabling him/ her to:

- Realize the power and responsibility of teachers and principals to establish positive, encouraging, and inclusive learning climates for all students.
- Recognize the values of respect, trust, optimism, intentionality, caring and fairness in creating school environments.
- Appreciate the roles played by families and the larger community in establishing inviting and inclusive school cultures.
- Value common principles of invitational and inclusive education and the shared practices associated with both perspectives.
- Value inclusive education more as a moral imperative than a legal mandate.

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Invitational Theory and Practice Applied to Resiliency Development in At-Risk Youth

Citation

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Abstract

Resilience development is a growing field of study within the scholarly literature regarding social emotional achievement of at-risk students. Developing resiliency is based on the assumption that positive, pro-social, and/or strength-based values inherent in children and youth should be actively and intentionally developed. The core values of Invitational Theory and Practice of trust, optimism, care, intentionality, and respect can be applied to the values in other theories of resilience development. This paper argues that Invitational Theory and Practice also applies to the practices of resiliency development and should be considered a useful theory for culture change in pubic schools, alternative schools, and other educational organizations that serve at-risk children and youth.

There is growing evidence regarding how adult mentor relationships support the development of resilience in at-risk children and youth. In traditional societies, resilience was developed in children and youth through hundreds of natural interactions between the child/youth and adults that occurred every day (Brendtro, Brokenleg, & Van Bockern, 2002; Brendtro & Shahbazian 2004). These mechanisms that traditional societies provided youth through mentoring relationships between many adults and children would automatically develop resiliency in youth (Brokenleg, 2007). Longitudinal studies of at-risk youth by Werner and Smith (1992) followed a cohort group from birth to adulthood on Kauai, Hawaii. These studies, collectively known as the Kauai resilience studies, demonstrated that despite significant risk factors, many factors led to positive outcomes by the time the children had reached adulthood. Their findings also indicated that children with supportive and mentoring adult relationships developed resiliency. These resilient youth were found to have successful outcomes in adulthood (Werner, 1993). According to Benard (2004), resilience is the ability of an individual to develop internal personal strengths that allow the person to develop into a positive, pro-social member of the society at large. These personal strengths are based on values that the individual develops and nurtures internally. Benard (2004) found that most theories of the development of personal strengths interpret these values as falling into four categories: social competence, problem solving, autonomy, and sense of purpose. Invitational Theory and Practice as outlined by Purkey and Novak (1996, 2008) has similar values of trust, care, optimism, respect, and intentionality.

At issue is more than just being synonymous; the Invitational Theory and Practice model promotes resilience because it intentionally develops values. Purkey and Novak (1996, 2008) further discussed the importance of Invitational values permeating within a public school, alternative school or educational organization, not only the relationships between teachers and students. The "Five P's" of People, Places, Programs, Policies and Processes emphasize that all relationships are valuable within a public school, alternative school, or youth development organization. The connection between relationships and resilience development would make Invitational Theory and Practice useful within student-centered schools, alternative schools, or youth development organizations. Inviting relationships, by nature, will develop resilience.

Discussion

The National Institutes of Health (NIH) funded one of the first demonstration projects (Hobbs 1982) designed to promote resiliency in at-risk youth geographically near to the location where the International Alliance for Invitational Education was founded. Nicholas Hobbs, who later would become president of American Psychological Association, received funding and founded a program known as Project Re-Ed (Foltz 2011).

Project Re-Ed would also eventually lead to the founding of the American Re-Education Association (AREA) which is still in existence.

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Project Re-Ed was a semi-residential program with students living on campus during the week and going home on weekends. The program also provided counseling, education, and additional services to the families of the youth served.

This therapeutic and academic program was based on the assumption that children and youth who demonstrated difficult behaviors should not be punished by being sent to punitive rehabilitation programs. Instead, Hobbs instead felt that a central concern for negative behavior choices were traumatic experiences within what Brofenbrenner (1979) referred to as the ecology of the child. The central treatment belief was that change in the ecology could lead to change in behavior. Over time, the result was an improving life for the student (Bronfenbrenner, 1979). Hobbs developed the Re-Ed model as a way to provide a healthy ecology to create internal positive change within the child. In addition, whenever possible, practitioners would also attempt to influence change within the family. Eventually, residential programs for children and youth operated by the Tennessee Department of Mental Health (TDMH) operated using this model, although TDMH no longer operates any adolescent residential programs. The Wright School of North Carolina was another early demonstration program to operate according the tenets of Project Re-Ed (Hobbs 1982), and it is still in operation. Re-Ed programs all follow twelve principles of positive youth development. They are:

- Life is to be lived now, not in the past, and lived in the future only as a present challenge.
- Trust between child and adult is essential.
- Competence makes a difference, and children and adolescents should be helped to be good at something, and especially at schoolwork.
- Time is an ally, working on the side of growth in a period of development when life has a tremendous forward thrust.
- Self-control can be taught and children and adolescents helped to manage their behavior without the development of psychodynamic insight.
- Intelligence can be taught. Intelligence is a dynamic, evolving, and malleable capacity for making good choices in living.
- Feelings should be nurtured, shared spontaneously, controlled when necessary, expressed when too long repressed, and explored with trusted others.
- The group is very important to young people, and it can become a major source of instruction in growing up.
- Ceremony and ritual give order, stability, and confidence to troubled children and adolescents, whose lives are often in considerable disarray.
- The body is the armature of the self, the physical self around which the psychological self is constructed.
- Communities are important for children and youth, but the uses and benefits of community must be experienced to be learned.
- A child should know some joy in each day and look forward to some joyous event for the morrow.

These principles have many similarities to Invitational Theory and Practice's values of Trust, Care, Optimism, Respect, and Intentionality outlined by Purkey and Novak (1996, 2008). A particular connection to make is that these principles consistently require adults to invite positive relationships with students. Hobbs directly addressed trust between adults and children. Intentionality permeates each principle because the principles do something that uninviting texts do not; they tell us what to do instead of what not to do as professionals in youth-serving organizations. Care and respect also are central to each principle. One will notice that each demonstrates that children and youth need to practice positive development and citizenship. Optimism is an interesting connection because no one considers raising children for their detriment, and yet at some point, society starts to give up on some children. The Re-Ed principles focus on what is right for all children just like the values of Invitational Theory and Practice. While some might argue that Re-Ed is a clinical theory and should remain within the purview of mental health treatment, Foltz (2011) stated, "Re-ED highlights the view that symptoms should be seen as a point of struggle that can be worked through within collaborative relationships with trusted adults" (p. 30). What could be a more apt description of an Invitationally-minded teacher who sometimes teaches and mentors difficult students?

Werner and Smith (1992) indicated the importance of intentionality in developing resilience. The researchers revisited their cohort group of children in the Kauai Longitudinal Study when they were adults age 31 or 32.

They found several elements of resilience that, when provided in childhood and adolescence, directly affected positive outcomes among these people when they became adults. Some examples of positive adult outcomes included completion of high school, ability to maintain relationships with family members, ability to maintain relationships with others, ability to maintain long-term employment, married or in a long-term relationship, and ability to resolve conflicts. Despite the at-risk nature of the children (now adults) from the Kauai study (Werner and Smith, 1992), many were able to have positive outcomes in early adulthood due to several protective factors that have Invitational implications. The first set of protective factors involved a positively social temperament that "elicited positive responses from family members and strangers" (p. 192). The second set of protective factors included ties with parents and/or other adults that encouraged "trust, autonomy and initiative" (p. 192). The third set of protective factors included a support system outside the family that "rewarded competence and provided them with a sense of coherence" (p. 192). A direct connection exists between Invitational Theory and Practice and the development of resilience. At-risk youth who experienced strong and bonded relationships with adults who were themselves inviting provided the necessary protective factors for these at-risk youth to overcome adversity. Trust, care, optimism, respect, and intentionality are the nature of the protective factors discussed within the context of the study. The adults who provided and daily modeled these values to these children as they developed were the ones who became the resilient adults that society expects. Werner and Smith (1992) further discussed the importance of adults in developing resilience in at-risk youth. The higher the number of caring adults clearly provided more protective factors and higher levels of success in adulthood. An influential teacher, particularly during adolescence, also was a recognized protective factor. The academic learning was only part of the equation. The researchers recognized that the influential teacher was also a "role model with whom the student could identify" (p. 178). In other words, the teacher was intentionally inviting.

In a review of multiple theories regarding resiliency, Benard (2004) found four values that resiliency theorists consistently cite as values that promote resilience within children and youth. The four groupings of values she identified are social competence, problem solving, autonomy, and a sense of purpose. Benard's (2004) study did not include Invitational Theory and Practice among the various theories of practice that she studied; however, Invitational Theory and Practice certainly shares similar values for developing resiliency and protective factors within youth. According to Purkey and Novak (2008), the values of Invitational Theory and Practice are trust, care, optimism, respect, and intentionality. Practicing care and respect would support resilience development as social competence. The practice of intentionality would promote resilience development through developing children's problem solving skills. The practice of trust would promote resilience by helping children to internalize problem-solving skills. The practice of optimism would promote resilience through helping children to develop a sense of purpose.

Conclusion

Invitational Theory and Practice provides a useful approach to developing resiliency in at-risk students. Public schools, alternative schools, and youth development organizations whose goals include developing resiliency within students would find Invitational Education useful in creating an effective organization that promotes change in at-risk students. Professional educators whose work serves at-risk children and youth must be inviting and develop inviting systems in their schools, alternative schools, or youth development organizations in order to also develop resilience in children. The constructs of Invitational Theory and Practice should be considered as part of the culture change when developing a climate that promotes resiliency and academic inquiry.

Just as Invitational Theory and Practice may lead to positive outcomes in mainstream schools, Invitational Theory and Practice can be embedded in the practices of schools with high numbers of at-risk students and alternative schools with positive results. Outcomes for students would include higher levels of pro-social behavior among students, higher academic achievement, and improved social emotional achievement. It would be expected that educators in schools with high risk populations could operate an alternative school successfully using the tenets of Invitational Theory. Invitational Theory and Practice is complementary to other approaches based on the Re-ED model that has demonstrated success in learning environments serving at-risk students.

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Is the Great American Teacher Dead? Principles to Resurrect Meaningful, Effective, and Consciousness Raising Instruction

Citation

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Abstract

A couple of decades ago, a visiting anthropologist agreed with some U.S. authors that the American intellectual on university campuses is basically dead and his/her demise is reflected in the superficial, boring, and uninspiring content to which students are exposed. More recent evidence indicates that things have not changed very much. In this article, I attempt to provide ways in which the great American teacher can be resurrected through the use of meaningfulness, metacognition, Transformative Education, cultural introspection, cross-cultural exploration, brain research, Invitational Education, and the study of human universals extant in all cultures.

Around 360 BC, as night fell on an Athenian street, a dejected-looking young man was seen walking with his head down and sorrow in his eyes. His name was Demosthenes, and he had just failed yet again, in one of his many attempts at public speaking. A friend, walking behind, soon caught up to him and started a conversation. This friend was Satyrus, a highly regarded actor of the time. Satyrus, noting the gloomy countenance of his friend, inquired as to the cause of such a somber mood. Demosthenes then poured out his soul to Satyrus claiming that even drunkards and illiterate people were better speakers than he. To this Satyrus agreed! This brutal affirmation of Demosthenes' self-estimation, although stinging, was more than compensated by the advice that followed – advice that would initiate a process that would put Demosthenes on the intellectual map for millennia. Satyrus requested that Demosthenes recite a passage or two from Greek literature. This he did, and to his amazement, Satyrus enunciated the exact same words in a way that was more powerful and compelling. It seemed to Demosthenes that it could not really be the same passage. This experience convinced him of the overwhelming importance of *delivery* and set him on a speaking career that would bring him everlasting regard and put him on the intellectual map for millennia.

Public speaking and teaching are cousins. At the core of both is communication. The above story, found in the writings of the ancient biographer Plutarch (2001), illustrates the concept that education is more than just exposing people to the facts. It is an acquisitional process that without the proper delivery system, tends to fall flat. As calcium needs vitamin D to maximize its absorption, learning, as I will show, is enhanced by a teaching that is passionate, positive, inspiring, inviting, meaningful, and transformative, addresses world problems, shifts paradigms, and attends to fragile self-concepts within its recipients.

So, what is the status of great teaching in the U.S. today? It is difficult to tell. Are many teachers walking that Athenian road with their heads down and gloom in their eyes? Are many walking that road with a self-assurance supported by years of positive feedback, informal and formal assessments, and heartening student outcomes? Or, quite possibly, are many walking that road with an unjustified spring in their step not realizing they have just bored their students to tears? These things are never easy to determine, and *measuring* exactly what constitutes great teaching seems to be the quintessential problematic issue in disputes between teachers, administrators, and politicians. It will likely remain unresolved for decades, if not centuries. The tangled web of human factors, in both the messenger and recipient, *may* make it impossible to *ever* resolve. However, the wearisome complexity of the issue does not prevent one from latching on to a passing hint every now and then about what might be right and what could be wrong in the educative realm.

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One such passing hint into the mysteries of the instructional universe might be the opinions of anthropologists. Having been an anthropology minor in college, I learned that it is kind of an axiom in the field that members of a particular culture can often be blind to the cultural tacit assumptions, the implicit messages, and the culturally created models of reality that often subconsciously manipulate their interpretations of reality.If one wants to see things more clearly, one must go to the *outsiders*. Anthropologists would generally claim that cultural outsiders are much better equipped to see the "obvious." If that is truly the case, what might foreign anthropologists be saying about the U.S. educational system and its teaching?

Views from the Outside and the Inside

Coming to America

Italian anthropologist, E. L. Cerroni-Long (1993), spent time at an American university and came to the conclusion that American students were not very deep intellectually. She also found American students to be profoundly anti-intellectual in their attitudes. Having spent time in the former Soviet Union, Cerroni-Long was surprised to encounter the same sort of oppressive and ideologically rigid culture in American universities. She felt that U.S. universities were replete with competitiveness, lack of compassion, cultural casualties, and psychological insecurity. She believed that such conditions help foster a culture which, in some ways, more closely resembles a war zone rather than a supportive, inviting environment.

A Dutch anthropologist, Rik Pinxten (1993), who also studied the U.S. university system, implied that he agreed with some American thinkers at the time who felt that the American intellectual and intellectual discourse at universities was, for all intents and purposes, dead. He asserted that it was rare to find a real intellectual among university faculty. He felt that the characteristic professor in America seemed to take too much of a no-nonsense approach to knowledge dissemination, and the result was tremendous boredom. He asserted that the American university world is not the place where inspirational, deep, and awe-inspiring teaching can flourish.

Although neither Cerroni-Long nor Pinxten come right out and say that the actual mechanics of teaching were bad in the U.S., it would be hard to infer otherwise (at least in the broader sense), as their words, taken together, seem to impugn both the professors themselves *and* the products of their labors.

Closer to Home

Pinxten and Cerroni-Long find themselves somewhat supported in more recent times by some rather successful publications on American educational challenges. Arum and Roksa (2011) studied more than 2300 undergraduates at 24 institutions. Their findings were that 45% of the students studied showed no significant improvement in complex reasoning, critical thinking, and writing from the time they entered college to the *end* of their sophomore years. These data were obtained through use of the *Collegiate Learning Assessment;* a standardized test. Cote and Allahar (2011) lament a high degree of student disengagement, lack of rigor, and a general devaluing of the powerful messages to be learned from the liberal arts. Bauerlein (2008) implied that teachers are abrogating their responsibility to be real educators. He asserts that current U.S. student culture, which can be academically incapacitated by high-tech social media, is replete with lack of motivation and inspiration. He maintains that student culture is a place where high-quality performance is very often found wanting. Hacker and Dreifus (2010) claim that poor teaching, even at the most elite institutions, is "a pervasive problem, if not a national disgrace" (p. 77).

These books, none without controversy, tend to indicate that the anthropologists speaking in the early 1990s may have been on to something that may be quite extant today.

Teachers on a Mission: Making Things Meaningful

One of the threads emerging from the above studies seems to be a considerable lack of depth and a concomitantly severe lack of inspiration. So, could it be that American teaching cadre is replete with boring and superficial ideologues? Well, even though the above judgments may be a tad harsh, my own experience in the American intellectual arena tells me that we teachers could at least do a little better in our deliveries, depth, and demeanors. Not only does a foreign anthropologist find teachers lacking a healthy dose of idealism, but I once heard William W. Purkey, a former professor, say, "The most important aspect of a teacher is to be a romantic."

I was fortunate to have many inspiring professors where a sort of reasonable idealism was ever-present in their classroom pronouncements. Another, David E. Purpel (1989), criticizing the field of education, has written,

> "The profession must begin with the perspective of hunger, war, poverty, or starvation as its starting point, rather than from the perspective of problems of textbook selection, teacher certification requirements, or discipline policies. If there is no serious connection between education and hunger, injustice, alienation, poverty, and war, then we are wasting our time, deluding each other, and breaking faith" (p. 106).

The above quotes seem to embody a zest for the educative realm seemingly more consistent with arenas other than classrooms. What they imply is that, metaphorically speaking, teachers should be "on a mission." In this age of nuclear proliferation, genocide, terrorism, and suffering on massive scales, how could the essence of teaching divorce itself from these painful and pervasive realities? An internationally recognized expert on the human brain, John Medina (2008) claims that students remember meaning before details (Medina, 2008). This sense of meaningful engagement in a great cause can significantly contribute to the success potential of any undertaking. It can work many miracles of the mind, even in extreme circumstances. Anthropologist Ernest Becker (1973) mentions how a major mental institution in France virtually emptied itself during the French Revolution as the patients found life suddenly imbued with a novel sense of meaning and purpose (and obviously also imbued with unawareness of the oncoming horror). Since no educators chose the profession to get rich, I assume meaning and purpose must have had something to do with it. It might behoove a few of our educators, especially those who have been here awhile (like me), to return once more to our youthful, ideological roots. Teachers should not fear to be a little more exciting, a little more courageous, a little more entertaining, a little more stimulating, and a little more inspiring. If one believes he or she is engaged in a great work, one's comportment and bearing need to be proportionately reflective.

Purpose and Paradigms: The Need to Go Deep

Metacognition and the Great Teacher

As mentioned earlier, lack of depth seems to be an issue in criticisms leveled at U.S. teachers. In the book, *What the Best College Teachers Do*, Ken Bain (2004) examines excellent teaching at the college level. Bain believes in the efficacy of *metacognition*, which he describes as *thinking about thinking*. A facet of metacognition involves the presentation of alternative paradigms to facilitate the student's reflection upon his or her own models of reality, possibly raising him or her to new levels of consciousness. He basically says that the great ones inspire their students with attention-grabbing ideas, testing general assumptions, tackling captivating problems, and examining the paradigms that inform social reality. This claim is bolstered by Nilson (1998), who says that critical thinking in college students is best enhanced by dialogue concerning intriguing questions, exploring the unknowns, and new ways of looking at the world. Ivers (2005; 2007) believes that metacognition could be efficacious in cross-cultural instruction, not only in bringing much needed depth into the classroom, but also in aiding students to question the numerous cultural paradigms that irrationally traumatize student self-concepts.

Transformative Education

In my opinion, a promising and compelling view of teaching is Transformative Education. This mode of learning is replete with deep, personal reflection; reflection that potentially pushes back the parameters of reality. Three highly respected experts in the field, Dirkx, Mezirow, and Cranton (2006), claim that great teaching should consider challenging the taken-for-granted, the established beliefs, and the widespread assumptions in a society. One should critically examine how some deceitfully axiomatic models of reality may manipulate his or her consciousness and shape personal viewpoints and how such viewpoints, most problematically, convert into questionable action. In the Dirkx, et al. (2006) article, the authors stated (in a quotation attributed to Dirkx) that a truly transformative learning experience is one where "we are left with the feeling that life will not be as it was before, that this experience has created a sense that we cannot go back to the way we were before the experience" (p. 132).

Cultural Self-Examination

A transformative approach to education is sorely needed because there is no doubt that almost all people in the world suffer, to one degree or another, from a form of "culture addiction." Could it be that learning about diverse paradigms, besides adding depth to the curriculum, might have a positive effect upon the student's ability to overcome personally destructive elements in his or her culture (Ivers, 2005; 2007)? Could it be that questioning the cultural self-evidence of things might facilitate students being able to better withstand the constant bombardment of culturally created false needs, irrationally based embarrassment, and socially induced insecurities (Ivers, 2005; 2007)? Every culture possesses a unique system of requirements for obtaining prestige and avoiding shame. However, with many people, the cultural *ought self* does not match up very well with the *actual self* (Wang & Ollendick, 2001). Some of these requirements, especially those in the materialistic realm, the physical attractiveness realm, and the dogmatic realm often enjoy virtually no consistency with the rational realm. As a result, people consequentially may suffer serious emotional discomfort originating in conceptual patterns of dubious origins.

Sigmund Freud showed how rules for feeling good are built into the child in each society (Becker, 1973). However, the artificiality and irrationality of some "cultural rules" often lead to disastrous personal circumstances. For example, schizophrenia, which is definitely associated with chemical imbalances, subsides more rapidly in some cultures rather

than others (Matsumoto, 1996). Also, a recent study showed that one's chance of becoming schizophrenic is more than doubled if one is born and raised in a large urban center rather than a rural area (Minkel, 2009). A study was conducted involving females' perceptions of the perfect body in both Spain and Mexico. The girls were of basically the same height, weight, and social class. The girls in Spain wanted smaller thighs and hips, and the girls in Mexico wanted larger thighs and hips (Toro et al., 2006). Anorexia is extremely uncommon in third-world living circumstances where people may actually be hungry (Matsumoto, 1996). Depression, which undoubtedly has a significant genetic component, is more common among Asian, African, and Hispanic Americans than Asians, Africans, and Hispanics, even though the genetics are very similar (Bean, Perry, & Bedell, 2001; Breslau & Chang, 2006). There are significantly different depression rates based on where one lives in Europe (Copeland et al., 2004). About a third of all older people in Amsterdam, Munich, Berlin, London, and Verona have signs of depression, whereas only about one in five have such signs in Dublin, Zaragoza, and Liverpool (Copeland et al., 2004). There is no doubt genetics account for some of these differences, but probably not all, especially between places like London and Liverpool. European Catholics also enjoy measurably lower depression than European Protestants (Copeland et al., 2004). Thus, significant interplay exists between biology and culture. Culture shares the stage with biology as two of the most powerful forces in the world. Could deeper educational experiences involving paradigms, advocated by many of the above instructional experts, enhance the likelihood a student could transcend (at least to a small degree) irrational and harmful cultural concepts that inform his or her world view?

Mining the Rich Cross-Cultural Landscape

Speaking of cultural differences, researchers have discovered a positive correlation between human achievement and being raised in an environment that is rich in cultural diversity. A researcher named Dean Simonton (1997) found that high achievers *tend* to come from larger cities that are culturally diverse or from small towns that are home to a great university. Culture consists of a huge multitude of paradigms that its adherents utilize to interpret the social reality that surrounds them. It could be that one's propensity to be a high achiever might be related to the more diverse paradigms one has at his or her disposal. It may be that every time a student is exposed to a different paradigm, new neural connections must be formed in the brain during the process of understanding it. Experts have often said that to comprehend new knowledge, one must somehow first link it to mental models already understood (Belth, 1977). These new neural connections and the mental models they constitute will then be at the student's permanent disposal to assist in future acts of cognition (Ivers et al., 2008). In-class exploration of the deep recesses of our cultural worlds could serve students in a multitude of ways.

The Scientists and Psychologists Get Involved

Brain Research

According to scientific research, going deeply into the paradigmatic realm in teaching can have added benefits. Research on the human brain has found that continuing to engage the mind can assist in keeping it healthy similar to the way physical activity keeps the body healthy (Kennedy & Reese, 2007). Studies have shown fine tuning and enhancement of brain performance, in rats and humans, following complex learning experiences (Greenough, Black, & Wallace, 1993; Karni, et al., 1995). Darwin noted that the brains of wild animals, which had to struggle to survive in challenging circumstances, were 15-30% larger than the members of the same species who had been domesticated and lived a life of relative ease (Medina, 2008).

But how can students acquire these new paradigms in the first place? There are probably legions of teachers who exhibit considerable depth in their teaching but, inadvertently, leave their students behind wading barefoot in shallow waters. Well, to start out, research shows that one needs to grab students' attention at the very beginning of a lesson (Medina, 2008). As mentioned above, this might be achieved by calling attention to mysteries, great questions, new paradigms, telling an applicable story, etc. After attention is captured, one needs to maintain it by following what is known as the *Ten Minute Rule* which means that one needs to reboot the students' attention every 10 minutes or so by inserting something interesting, exciting, or engaging into the lesson (Medina, 2008). Learning improves significantly when lessons are enhanced with relevant stories and real-world examples (Medina, 2008). Most teachers need to use *a lot more*. Students should be afforded opportunities to review material covered very soon, maybe even while they are still in class. This reviewing might best be done in groups. In groups of three or four they can take turns teaching or quizzing each other. Research shows that memory is augmented if an event is reviewed immediately after it happens (Medina, 2008). Occasional group work in class may also be a way to bring about the variety necessary as required by the *Ten Minute Rule.*

Brain Research and Invitational Education Come Together

An often overlooked component of excellent teaching is that of the affective realm. Brain expert, Medina (2008), and

Invitational Education experts Purkey and Novak (1984), talk extensively on this. The acquisition of knowledge is profoundly impacted by the emotional environment in which it takes place (Medina, 2008; Purkey & Novak, 1984). A positive teacher-student relationship and the enhancement of a positive student self-concept are extremely important (Medina, 2008; Purkey & Novak, 1984). People do not learn or perform well if they do not feel emotionally safe (Medina, 2008; Purkey & Novak, 1984). The brain remembers the emotional components of an experience better than any other aspect (Medina, 2008).

It is not surprising that brain research and Invitational Education seem to go hand in hand concerning the pedagogical power of the emotive realm. Invitational Education attempts to create inviting, and therefore ideal, learning environments by emphasizing optimism, trust, caring, intentionality, and respect (International Alliance for Invitational Education, 2012). Research has shown that school principals who were inviting in their actions and policies were more trusted, respected, and judged to be more effective in carrying out their responsibilities (Asbill & Gonzalez, 2000). Also, the teachers under their supervision experienced higher job satisfaction (Asbill & Gonzalez, 2000). Conversely, teachers who maintained inviting and optimistic ambiences in their classrooms tended to receive higher ratings from their principals on teacher effectiveness (Cloer & Alexander, 1992). In one study, strategies based on the principles of Invitational Education were used to effectively reduce teacher burnout (Trent, 1997). Besides the obvious benefits to the students of more effective teachers and principals, Invitational Education will afford students a more positive self-concept and commitment to learning. For example, a group of 175 junior high school students who were exposed to Invitational Education in their schools did *not* experience a decrease in their *self-concept as learners* from 7th to 9th grade as predicted by earlier studies (Stanley & Purkey, 1994). Also, student commitment is apparently enhanced by classroom atmospheres where more humanistic values rule (Schmidt, 1992).

The importance of attending to the affective in educational settings is especially compelling in light of some recent findings. In the U.S., almost one in five college students is seriously considering suicide (Drum, et al., 2009). 45% of all college females and 36% of all college males feel so anxious and/or depressed that they find it difficult to function (Tartakovsky, 2012). In such dire cultural and educative circumstances, the significance of the principles of Invitational Education such as trust, optimism, respect, intentionality, and caring cannot be overstated.

All facets of teacher-student interactions with students should never escape personal scrutiny. As a teacher, it would not hurt to occasionally reflect upon one's preconceptions. For example, back in 1963, in a classic experiment, a group of students were given white rats to look after. Some were told that the rats they were working with were smart, and some were told that the rats they had were dumb. It was observed that the "smart" rats got much better treatment than the "dumb" rats (Rosenthal & Fode, 1963).

It is essential to keep a student's dignity and fragile self-concept always on one's radar for a multitude of reasons. Recent scholarship by Mario Martinez (2007), an expert in culture and health, has suggested that causing people to feel shame increases the production in their bodies of pro-inflammatory elements that lead to heart disease and strokes in the long run. Guilt also will produce these things but on a much lesser scale. Apparently, shame is the big one, and the damage can begin at a very young age. Classroom subcultures need to be developed that are rigorous, yet at the same time have the tendency to enhance one's self-actualization rather than detract from it. I know this not easy to do. However, the struggle for it should always occupy our thoughts. When teachers interact with students, their actions should embody the immortal words of Mark Twain when he said, "Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great."

What It *Might* Be

The Dynamics of Delivery

Medina (2008) puts it plainly and succinctly. He says, "We don't pay attention to boring things" (p. 71). Besides the examples, the stories, the Ten-Minute Rule, and the group reviewing, as teachers, it behooves us to work on our ***deliveries***. In my opinion, a little intensity, a pinch of dynamism, a little inflection of the voice here and there will do a lot of good. This is consistent with enthusiasm, to a certain degree. Watson (2011) analyzed over 7400 teacher evaluations from undergraduates over a period of 4 years. His research showed that instructor enthusiasm accounted for almost 40% of the variation in student responses concerning whether or not the class afforded them new skills or knowledge.

From all the research I am sharing, it is obvious I consider teaching to be a science, but I think it is also an art form. Every time a teacher walks into a classroom he or she should take their craft as seriously as a Shakespearean actor entering the stage.

Human Universals and Great Teaching

There are some inherent qualities in human nature that go beyond often capricious cultural paradigms. Many *universal elements* permeate ***all cultures*** and leave their mark on the emotional and cognitive fabric of our lives. Knowledge of some of these elements can be instructive in the art of teaching. Steven Pinker (2002), in his book *The Blank Slate*, includes a rather exhaustive list, generated by researcher Donald Brown, of these *human universals*. A very small number that I picked out of the great multitude are as follows (any comments in parentheses are mine). *As one goes through these, it is instructive to reflect on how they might relate to great teaching.*

- Abstraction in speech and thought (go deep)
- Aesthetics (a good delivery)
- Concept of Fairness
- Concern for self-image (enhance the feeling of security and a positive self-concept in one's students)
- Dance (the teacher moving around the classroom and making gestures might be helpful)
- Empathy
- Generosity admired (be fair, not a tyrant)
- Imagery (importance of examples and stories cannot be overstated)
- Jokes (keeping attention through humor is good)
- Marking at phonemic, syntactic, and lexical level (a good delivery)
- Prestige from proficient use of language
- Metaphor (maybe the essence of thinking itself – see Belth (1977))
- Play
- Poetry/Rhetoric (a good delivery)
- Poetic lines demarcated by pauses (a good delivery)
- Rhythm (a good delivery)
- Special speech for special occasions
- Symbolic speech

Maybe these cross-cultural universals, deeply embedded in one's psyche, immediately generate recognition of great teaching even though one's exposure to the great teacher might be *extremely limited*; and the words *extremely limited* here, are not just a figure of speech. In his book *Blink*, author Malcolm Gladwell (2005) makes the case that humans often make hefty judgments in almost a snap of the fingers. One of many studies he proffers is one where a psychologist by the name of Nalini Ambady asked students to rate the effectiveness of teachers after viewing just *two seconds each* of three silent videotapes. She discovered that the ratings were remarkably similar to the ratings given the teachers by students who had sat in their classes *the whole semester!*

A Feeble Try

As teachers attempt to implement this very artistic science, there is no doubt that, at times, they can act in ways that have the potential to both enhance and stifle the acquisition of the material and the excitement of learning. There has obviously been a lot of research on good teaching. Even though it is difficult to quantify, some common threads can be found throughout the research. There is so much to cover, of course, that I can only review a disappointingly small part of it all. However, I will be unadvisedly audacious and proffer my own list of the elements of great teaching. In all humility, I need to say that the following is an "unimpeachably <u>un</u>authoritative" list concerning what *might* be the ten most important elements in good teaching. I have created the list by selectively taking bits and pieces from some of the literature (Bain, 2004, Dirkx, Mezirow, & Cranton, 2006; Hanna & McGill, 1990; Medina, 2008; Pinker, 2002; Purkey & Novak, 1984; Purpel, 1989; Svinicki & McKeachie, 2011; Weimer, 1990). Some will, of course, dovetail into others. They are not necessarily in order of importance. The following assumes adequate lesson planning and instructor competence in the subject matter.

1. Positive teacher-student relationship
2. A good "delivery"
3. Edifies rather than damages a student's self-concept
4. Clarity (through the use of *many* examples and stories)
5. Encourages deep and critical thinking
6. Variety instead of monotony (do not forget the Ten-Minute Rule)
7. Grading and workload is generally perceived to be fair
8. Enthusiasm and zest for the topic
9. Meaningful to real world problems
10. Potentially transforms one's world view from one of uncritical acceptance of cultural dictates to one of deep, reflective, and compassionate thinking

Conclusion

Some of my friends who have served in the military have informed me that they were taught that if one wants to complete the mission, the first order of business is *to take care of the troops.* If one takes care of the troops, the mission will have the best chance of success. If we take care of our students, our mission of educating them will be greatly facilitated. Even though we may never be able to perfectly

quantify good teaching, if we do our best to align ourselves with the principles of sound instruction such as meaningfulness, metacognition, Transformative Education, cultural introspection, cross-cultural exploration, brain research, Invitational Education, and human universals, we will, at least, be doing our best to take care of our students as they march off to engage the many hostilities and challenges of life.

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The History and Development of the Inviting School Survey: 1995-2012

Citation

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Abstract

In recent years, research has shown that school climate is one of the most important contributors to student achievement, success, and psychological well-being. In order to make informed decisions regarding school development, it is paramount for a school administrator to aware of perceived school experience (school climate) of the major stakeholders in the school, namely students, administrators, teachers, parents, and the wider community The Inviting School Survey-Revised (ISS-R) purports to meet this need. Since 1995 the use of the ISS-R has grown from a few to over 10,000 participants (over 100 schools) in Asia, North America, Africa, and Australia. The following article outlines the history and development of the ISS-R from 1995 to 2012.

Current research has shown that school climate is one of the most important contributors to student achievement, success, and psychological well-being (Cohen, McCabe, Michelli, & Pickeral, 2009; Fan, Williams, & Corkin, 2011; Steyn, 2007; Zullig, Koopman, Patton, & Ubbes, 2010). School climate also heavily influences healthy development as well as effective risk prevention, positive youth development, and increased teacher and student retention (Cohen et al., 2009; Huebner & Diener, 2008).

Essentially, school climate reflects the perceptions of the social, emotional, and academic experiences of school life by students, administrators, teachers, parents, support staff, and the wider community. School climate reflects a personal evaluation of the school (Cohen, 2006; Freiberg, 1999).

School administrators wanting to gather such perceptions from the school community, need reliable and valid instruments that measure school climate. The *Inviting School Survey-Revised* (*ISS-R*), grounded on Invitational Theory and Practice, seeks to meet this need.

Invitational Theory and Practice is a model designed to create, sustain, and enhance human environments that cordially summon people to realize their potential in all areas of worthwhile human endeavor (Purkey & Novak, 2008). It seeks to explain the nature of signal systems that summon forth the realization of human potential, and to identify and change those forces that defeat and destroy potential. Invitational Theory and Practice supports and encourages inviting practices in all areas of school functioning. The ultimate goal of the model is to assist in the development of the individual student's potential in the intellectual, psychological, social, moral, and physical realms. An environment that is both human and humane is best for realizing this potential (Novak, Rocca, & DiBase, 2006; Novak, 1992, 2002; Purkey & Schmidt, 1987).

There are five factors that Invitational Theory and Practice addresses, the five powerful "P's" that make up any school: People, Places, Policies, Programs, and Processes (refer to Figure 1).

Application of the "P's" in the context of schools climate it is analogous to how the starfish conquers oysters.

> …While one arm of the starfish pulls, the others rest. The single oyster muscle, while incredibly powerful, gets no rest. Irresistibly and inevitably, the oyster shell opens and the starfish has its meal. Steady and continuous pressure from a number of points can overcome the biggest muscles of oysters (Purkey & Novak, 2008, pp 19-20).

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Figure 1. *Starfish analogy (Purkey & Novak, 2008)*

Purkey and Novak contextualized the 'Starfish analogy' to the school setting by stating:

> " focusing on the five powerful "P's that make up every school, educators can apply steady and persistent pressure to overcome the biggest challenges" like the actions of a starfish, steady and continuous pressure from a number of points can work to overcome the toughest school challenges (2008, p. 19).

Ideally, the five factors identified in Invitational Theory and Practice should be so intentionally inviting as to create a world in which each individual is cordially summoned to develop intellectually, emotionally, socially, physically, and morally (Purkey & Novak, 2008). Identifying and measuring the five factors is the purpose of the Inviting School Survey-Revised. The basic idea behind the ISS-R is that everything counts in a student's education, from the overall physical facility to the way each individual child is treated in each individual classroom. In addition to helping assess the invitational quality of schools, the ISS-R can also assist school personnel in identifying weaknesses in the system that could be corrected.

The original Inviting School Survey (ISS) was designed to assess the total school climate and the five environmental factors as outlined by Invitational theory and Practice: People, Places, Policies, Programs, and Processes (Purkey & Novak, 1996, 2008; Purkey & Schmidt, 1990) with People being the most critical single factor. People consist not only of the individuals interacting together on a daily basis to operate a school but also, they work together in all areas to fulfill the mission of the school. This mission includes policy-making, program development, and long-range planning both in the areas of physical space usage (places) and usage of mental and emotional resources

(curricula, counseling, policy concerning visitors, etc.). It also determines how all these different plans and policies will be implemented.

History of the Inviting School Survey

The ISS was a product of the Invitational Theory and Practice; a model developed by William W. Purkey and colleagues (Purkey, 1978; Purkey & Stanley, 1991; Purkey & Novak, 1996; Purkey & Schmidt, 1987, 1990, 1996) and was developed to determine which specific parts of schools affect the total gestalt of particular schools under examination. Observations, discussions, and surveys were used to collect information in order to develop items for the ISS. The discussions were of critical importance to gain the insights of those people closest to the school situation. Such people included school officials and faculty (principals, counselors, and teachers), parents, students, and researchers. Aspects of schools that could impact the learning and personal growth environment were delineated and then formulated into behaviorally anchored questions that assess the invitational climate of the school.

Originally, the ISS was a 100-item, Likert scale, hand-scored instrument that was utilized by few schools (Purkey & Fuller, 1995). Since there was no systematic collection of data, no psychometrics, such as norms, reliability, and validity indices, supporting the instrument were collected or published. However, in 2004 a detailed psychometric study of the original 100-item ISS, was undertaken by Smith and Bernard (Smith & Bernard, 2004). One of the aims of the study was to determine whether the 100-item instrument could be shortened without compromising its psychometric properties. Utilizing Rasch measurement modeling (Rasch, 1980; Bond & Fox, 2001), the focus of the item analysis was to identify misfitting items in sequential calibrations, remove the identified item(s) and repeat the computations. The 'infit mean square statistic' was used as a criterion to develop for uni-dimensionality and to investigate whether the subgroups of items hang together, which is also a check of validity. The results of this study and further analyses, such as factor and reliability analyses, have shown that reducing the present 100-item ISS to 50 items did not compromise its reliability significantly (Smith & Bernard, 2004). A shorter version of the ISS, the Inviting School Survey-Revised (ISS-R) lends itself to be used more often by schools to assess their culture as perceived by the major stakeholders: students, teachers, parents, and administrators.

Like the ISS, the ISS-R is designed for use by everyone in the school, including students (ages 8 and above), parents, teachers, school administrators, support staff, and volunteers. By choosing to have the ISS-R completed by several groups, it is possible to disaggregate the resulting data for comparison purposes, for example, comparing student survey results with those of teachers, parents, or administrators.

Invitational Education supports and encourages inviting practices in all areas of school functioning. The ultimate goal of the model and the ISS-R is to assist in the development of the individual student's potential in the intellectual, psychological, social, moral, and physical realms. An environment that is both human and humane is best for realizing this potential (Novak, Rocca, & DiBase, 2006; Novak, 1992, 2002; Purkey & Schmidt, 1987).

Description of the Inviting School Survey-Revised

The ISS-R (Smith, 2005) is a behaviorally-anchored 50 item scale. It is based upon the tenets of Invitational Theory and Practice, and is designed to empirically identify areas in a school that are inviting and disinviting. Invitational Theory and Practice is strongly grounded on well-established psychological paradigms such as Perceptual Psychology (Combs, 1962; Combs, Richards, & Richards, 1976), Cognitive-Behavior (Ellis, 1962, 1970; Meichenbaum, 1974, 1977), and Self-Concept (Jourard, 1968; Purkey, 1970, 2000; Rogers, 1969). The overriding perspective of Invitational Theory and Practice is that beliefs have a direct and powerful influence on behavior.

The ISS-R (Appendix A), based on the theoretically five-factor model (refer to Figure 1) is comprised of 50 items: 1. People (16 items), 2. Program (7 items), 3. Process (8 items), 4. Policy (7 items), 5. Place (12 items). Placed together on a 50-item Likert scale, the Inviting School Survey (ISS-R) presents a global picture of life in school as inviting or disinviting.

People

Although all parts of a school are vital to its operation, from the standpoint of the invitational model, people are the most important part. People create and maintain the invitational climate. It is important in a school to know how the people who make up a school community are contributing to or detracting from human existence and development. The invitational model requires unconditional respect for all people. The ISS-R identifies the extent to which respect is manifested in the school environment. Respect is defined as the caring and appropriate behaviors that people exhibit towards themselves and others. It is the quality of life reflected in the places they create and inhabit, by the policies and programs they establish and support, and through the processes employed to sustain their organization and environment.

Places

When seeking to change an environment, the physical setting is normally the first aspect to investigate. Any part of the physical environment that is unpleasant, unattractive, confusing, littered, grimy, dusty, or dingy is disinviting. The ISS-R assists in identifying factors that can be altered, adjusted, or improved to create a more inviting physical place. Creating a pleasant physical environment is a major way that professionals demonstrate their concern for the people they seek to serve.

Programs

As in the other factors, programs can be helpful or harmful to individuals and groups. Some programs are not inviting because they focus on narrow goals and neglect the wide scope of human concerns (for example, tracking or labeling students). People are not labels, and programs that label individuals can have negative effects. The ISS-R can assist in determining the inviting nature of school programs and in delineating programs that should be altered. The goal is to enhance the personal and professional growth and development of everyone in the school.

Policies

Policies refer to guidelines, rules, procedures, codes, directives, and so forth that regulate the ongoing functions of the school. This includes discipline, promotion, attendance, and other policies. It is not the policy itself as much as what the policy communicates that is vital to the invitational model (i.e., trust or distrust, respect or disrespect, optimism or pessimism, intentionality or unintentionality). Policies reveal the perceptual orientations of the policy-makers. The ISS-R is designed to point out areas where schools might move away from "rule fixation" to personal responsibility.

Processes

The ISS-R assesses the processes undertaken by a school. Process represents not only the content of what is offered, but also the context. The context of the invitational model is that there is always time for caring, civility, politeness, ethical behavior, and courtesy. Any school that operates under a situation where the processes are negative (lack of concern, rudeness, insults, authoritarianism, dictatorial) is likely to achieve poor results in the areas of academics and human development. Process is the factor that indicates how the school is operating, the manner in which the people are acting, rather than what is being done. Examples might be a democratic style of leadership, a cooperative spirit in the teaching/learning process, and interdisciplinary teaming among faculty.

Rationale

Smith (2005) revised the original 100-item instrument to become a 50-item, on-line, computer-scored instrument, the Inviting School Survey-Revised (ISS-R). The ISS-R provides school communities with a user-friendly, theoretical-grounded, empirical-based instrument that assists in evaluating schools for future development, as the ISS-R identifies areas of strength and weakness in a school's climate.

Following its revision, the ISS-R has been utilized Australia, New Zealand, North America, Asia, and Africa. In 2006, 18 schools (596) participants completed the ISS-R. In 2010, as a result of the huge increase in use of the ISS-R, particularly in Hong Kong and mainland China, to the ISS-R was adapted and translated into Traditional Chinese (Smith, 2011).

The ISS-R is meant to be used in the following ways:

1. To assess how administrators, teachers, pupils, parents, and the community perceive their school.
2. To identify areas of strength or weakness in a school's climate.
3. To compare school climate of one school with other schools.
4. To compare and contrast the perceptions of various groups within the school regarding the emotional climate of the institution.
5. To use as a pre-post measure by educators who are implementing a plan to improve or transform their total school.
6. To assist in identifying schools that are eligible to receive the Inviting School Award, presented by the International Alliance for Invitational Education. The purpose of the Inviting School Award program is to recognize schools, districts, and universities throughout the world who exhibit the philosophy of Invitational Education. Awards are presented at the bi-annual World Conference.
7. To assist in identifying schools that are eligible to receive the Paula Helen Stanley Fidelity Award, presented by the International Alliance for Invitational Education. This award recognizes global schools that for two years in a row have kept the spirit and practice of Invitational Theory and Practice alive and well in their schools.

Future Directions

While there is limited research on the concurrent and predictive validity of the ISS-R, face and content validity

certainly exist. The instrument's items represent and measure major school climate factors as judged by experts and practitioners in the field of Invitational Education. The validity and reliability of the ISS-R have been shown to be statistically significant (Smith, 2011, 2005).

Graphical descriptive statistics, means, correlations, and alpha coefficients can be found in the ISS-R Manual (http://www.invitationaleducation.net/Invitational%20School%20Survey-Revised/2012__ISSR_MANUAL.pdf). These statistics are based on ISS-R participants between the years 2005-2010. During this period of time, 6,038 participants from 78 schools (32 schools from USA, 46 international schools) completed the ISS-R (some schools participated more than once during this time period). As of 2012, over 10,000 participants have completed the ISS-R from over 100 schools.

In order to gain a comprehensive understanding of the psychometrics of the ISS-R, further research is required. In particular, there is a need to examine the stability and factorial structure of the instrument across age, gender, country, and other school-environment demographics.

In summary, the ISS-R is a valuable and informative instrument for use by schools in assessing school climate (invitational qualities). It is a constructive descriptive-purpose instrument that is grounded in theory, user- friendly, supplements other types of evaluations (e.g., focus groups, interviews, document analysis), and can be used in pre-post analyses of intervention programs.

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Appendix A: The *Inviting School Survey-Revised* (*ISS-R*©)

IAIE International Alliance for Invitational Education


Optimism


Trust


Respect


Care


Intentionality

Invitational School Survey-Revised (ISS-R)

Thank you for your participation in this activity. It is very much appreciated!

We are interested in your opinions on a range of issues regarding your school. Your individual responses will be kept **strictly** confidential.

Name of your school: Locke

Please select the appropriate response

Are you a: ○ Student ○ Parent ○ Counselor ○ Teacher ○ Administrator ○ Other

Gender: ○ Male ○ Female

If you are a student how old are you?

○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○ 17 ○ 18 ○ 19 ○ 20+ ○ N/A

Directions: The purpose of this survey is to determine what you think about your school.

Following are a series of statements concerning your school. Please use the six-point response scale and select how much you agree or disagree for each item. **Select "N/A" only if the question does not apply to your school?**

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
1. Student discipline is approached from a positive standpoint.	○	○	○	○	○	○
2. Everyone is encouraged to participate in athletic (sports) programs.	○	○	○	○	○	○
3. The principal involves everyone in the decision-making process.	○	○	○	○	○	○
4. Furniture is pleasant and comfortable.	○	○	○	○	○	○
5. Teachers are willing to help students who have special problems.	○	○	○	○	○	○
6. Teachers in this school show respect for students.	○	○	○	○	○	○
7. Grades are assigned by means of fair and comprehensive assessment of work and effort.	○	○	○	○	○	○
8. The air smells fresh in this school.	○	○	○	○	○	○
9. Teachers are easy to talk with.	○	○	○	○	○	○
10. There is a wellness (health) program in this school.	○	○	○	○	○	○

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
11. Students have the opportunity to talk to one another during class activities.	○	○	○	○	○	○
12. Teachers take the time to talk with students about students' out-of-class activities.	○	○	○	○	○	○
13. The school grounds are clean and well-maintained.	○	○	○	○	○	○
14. All telephone calls to this school are answered promptly and politely.	○	○	○	○	○	○
15. Teachers are generally prepared for class.	○	○	○	○	○	○
16. The restrooms in this school are clean and properly maintained.	○	○	○	○	○	○
17. School programs involve out of school experience.	○	○	○	○	○	○
18. Teachers exhibit a sense of humor.	○	○	○	○	○	○
19. School policy encourages freedom of expression by everyone..	○	○	○	○	○	○
20. The principal's office is attractive.	○	○	○	○	○	○

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
21. People in this school are polite to one another.	○	○	○	○	○	○
22. Everyone arrives on time for school.	○	○	○	○	○	○
23. Good health practices are encouraged in this school.	○	○	○	○	○	○
24. Teachers work to encourage students' self-confidence.	○	○	○	○	○	○
25. Bulletin boards are attractive and up-to-date.	○	○	○	○	○	○
26. The messages and notes sent home are positive.	○	○	○	○	○	○
27. The principal treats people as though they are responsible.	○	○	○	○	○	○
28. Space is available for students independent study.	○	○	○	○	○	○
29. People often feel welcome when they enter the school.	○	○	○	○	○	○
30. Students work cooperatively with each other.	○	○	○	○	○	○

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
31. Interruptions to classroom academic activities are kept to a minimum.	○	○	○	○	○	○
32. Fire alarm instructions are well posted and seem reasonable.	○	○	○	○	○	○
33. People in this school want to be here.	○	○	○	○	○	○
34. A high percentage of students pass in this school.	○	○	○	○	○	○
35. Many people in this school are involved in making decisions.	○	○	○	○	○	○
36. Many in this school try to stop vandalism when they see it happening.	○	○	○	○	○	○
37. Classrooms offer a variety of furniture arrangements.	○	○	○	○	○	○
38. The school sponsors extracurricular activities apart from sports.	○	○	○	○	○	○
39. Teachers appear to enjoy life.	○	○	○	○	○	○
40. Clocks and water fountains are in good repair.	○	○	○	○	○	○

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	N/A
41. School buses wait for late students	○	○	○	○	○	○
42. School pride is evident among students.	○	○	○	○	○	○
43. Daily attendance by students and staff is high.	○	○	○	○	○	○
44. There are comfortable chairs for visitors.	○	○	○	○	○	○
45. Teachers share out-of-class experiences with students.	○	○	○	○	○	○
46. Mini courses are available to students.	○	○	○	○	○	○
47. The grading practices in this school are fair.	○	○	○	○	○	○
48. Teachers spend time after school with those who need extra help.	○	○	○	○	○	○
49. The lighting in this school is more than adequate.	○	○	○	○	○	○
50. Classes get started quickly.	○	○	○	○	○	○

International Alliance for Invitational Education
http://www.invitationaleducation.net

How Inviting is your School… <u>really</u>?

Almost every school leader claims that his or her school is inviting, but not many leaders have research-based evidence to prove it. *The Inviting School Survey, Revised* provides detailed information and comparisons on the inviting or disinviting qualities of any school.

Description:

The ISS-R is a 50-item Likert-type five point survey designed to be completed by students, teachers, support staff, and adult care-givers. It is available in English or Chinese. It consists of five sub-scales representing the five basic dimensions in which schools summon people to realize their relatively boundless potential. Here are examples of the five dimensions:

People:	*The principal involves students in the decision making process*.
Places:	*The school grounds are clean and well-maintained*.
Policies:	*School buses rarely leave school without waiting for some students*.
Programs:	*There is a wellness (health) program in this school*
Processes:	*Grades are assigned by means of fair comprehensive assessment of work and effort*

Uses:

1. To learn how students, teachers, administrators, parents perceive the school
2. To identify areas of weakness and strength in the school climate.
3. To use as a pre-post measures in measuring school improvement.
4. To identify schools who are eligible to receive the *Inviting School Award* or the *Paula Helen Stanley Fidelity Award*
5. To obtain scores on five factors plus a composite (total) score.
6. To compare your schools with others in the world-wide community.

Research Assistance:

Individuals interested in using the ISS-R for research purposes (Master, Doctorate, Other) may contact the author at ken.smith@acu.edu.au. Assistance in scoring and analysis of research data is available.

Cost:

IAIE offers the ISS-R for administration, scoring, and analysis to school systems, individual schools, researchers, and other customers. For details of ordering, prices, and administering the ISS-R please visit the IAIE web site at www.invitationaleducation.net.

How to Order:

For details on ordering, please visit the IAIE web site at www.invitationaleducation.net

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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. The JITP seeks to publish articles under two priorities. **First**, manuscripts are encouraged that examine and expand the theory of invitational learning and development, investigate the efficacy of invitational practices, and relate these beliefs and findings to other theories of human development and behavior. **Second**, manuscripts are considered without directly relating their discussion/findings to ITP if their focus is on theories which are compatible with ITP. The JITP accepts articles for submission year round; however the **submission deadline for each issue is August 1st.**

The Journal uses a blind peer review of articles and final decisions regarding publication are made by the Editor. On publication, authors will receive two copies of the Journal. Authors are asked to use 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).**
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3. Please include your home and business phone numbers should the editor wish to contact you quickly.
4. Although most document file types can be read, Microsoft Word® format is the preferred file type. Please remove embedded comments, tracked changes, and hidden personal data in your file.
5. Double space the entire document (including references and quotations) using Times New Roman 12 point font. Use one inch margins on each side, top, and bottom.
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