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Examining Support That Exists for Social and Emotional Program Implementation in Elementary Charter Schools

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EXAMINING SUPPORT THAT EXISTS FOR SOCIAL AND

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quoted by Dr. Janis Fine, my advisor, director, mentor and true inspiration. This quote
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ABSTRACT

This qualitative case study examines the perceptions of elementary charter school principals and teachers and the supports that exist for implementation of social and emotional learning programs. The experiences and perspectives of the participants in this research study will be significant to understanding the perceptions of what principals do to support social and emotional program implementation within a school.

The research questions in this research study are as follows:

1. According to the perceptions of elementary charter school principals, what do they do to support social and emotional learning program implementation in the school and in the classroom?

2. According to the perceptions of teachers, what do the elementary charter school principals do to support social and emotional learning program implementation in the school and in the classroom?

3. How do the perceptions differ between elementary charter school principals and teachers regarding social and emotional learning program implementation support?

4. What perceptions are the same between elementary charter school principals and teachers regarding social and emotional learning program implementation support?

5. What are the implications for educational leadership?

This research study focuses on three elementary charter schools in Chicago, Illinois that achieved 75% or higher in the meets or exceeds standards on the ISAT test in 2009-2010 and had improved five or more percentage points from 2008-2009 ISAT data scores. The schools also implement a social and emotional learning program.

All participants were asked to complete a questionnaire with 15 questions using a Likert scale to provide answers, three open-ended questions, and were asked to provide supporting documents in order to elicit information regarding perceived supports that exist within their school.

CHAPTER I

INTRODUCTION

Reported on a weekly basis, the nation hears stories about students taunting, bullying, and injuring other students so badly that America's youth become impaired for life or even die from the injuries. It is estimated that 30% of 6th-10th graders are involved in bullying (Center for Disease Control, 2009). Recently, January 2010, ABC news reported a story about a 15 year old Irish immigrant who hung herself due to such severe taunting and bullying via text messages and social networking sites. It is critical that educators address students who commit such heinous crimes, and the fact that they become so desensitized to these situations. In recent years, lawmakers have created policies to address children's health, specifically children's mental health.

In August of 2003, the state of Illinois adopted the Children's Mental Health Act. This legislation provided a plan to address comprehensive mental health concerns in children from birth to age 18 and included "guidelines for incorporating social and emotional development into school learning standards and educational programs, pursuant to Section 15 of this Act" (Children's Mental Health Act of 2003, Section 5.a.2). The act provided a section dedicated to mental health in the schools which called for the Illinois State Board of Education (ISBE) to develop social emotional learning standards (Section 15a) and required every school district in Illinois to develop a policy to address implementation of the social and emotional learning (SEL) standards (Section 15b).

Illinois became the first state to adopt SEL standards, and in 2006 monies were allocated to implement the SEL standards. Partnerships were created with stakeholders such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) and Mental Health America of Illinois (MHAI) who support school districts to effectively develop and implement social emotional learning frameworks. Illinois schools are required to submit a plan in which social emotional learning standards will be addressed and implemented. CASEL has been instrumental in evaluating programs which address social emotional learning integrated into core curriculum and provide implementation structures.

As defined by CASEL (1997), social and emotional learning is a process for helping children and even adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. CASEL further identified five key SEL competencies:

- **Self-awareness**—accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.

- **Self-management**—regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.

- **Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.

- **Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.

- **Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community.

The combination of the Children's Mental Health Act and frameworks mentioned above provide the foundation for schools to implement social and emotional programming to meet students' needs. Several evidence-based programs have been researched and provide the means to meet these standards such as, PATHS, Responsive Classroom, Project ACHIEVE, Character Counts, and Second Step.

One particular program developed is the Leadership Model which integrates Stephen Covey's Seven Habits of Highly Effective People and leadership skills along with structures, traditions, celebrations, and implementation resources including lesson plans and training for all staff members. Covey's (2008) Seven Habits include: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to be Understood, Synergize, and Sharpen the Saw (p. 20).

The Leadership Model program began at A.B. Combs Elementary School in Raleigh, North Carolina. The school experienced an increase in student achievement

scores and was able to sustain the high achievement ratings, which created a lot of attention focused on the schools programming. With such immense success, the program has now spread across the globe to many other schools. As Covey (2008) states "the real reward systems at the school take us back to the four sources of peace of mind, the four basic needs- physical, social-emotional, mental and spiritual" (p. 85).

Because of the increase in violent behaviors coupled with legislation to support children's health, this study is dedicated to examine social-emotional programs that are being implemented in schools. Being that school districts are accountable for implementing academic standards along with social and emotional learning standards, as indicated in the Children's Mental Health Act of 2003, this study investigated and collected data regarding the support structures and resources dedicated to this implementation.

Purpose of Study

The purpose of this qualitative research study is to examine the perceptions of elementary charter school principals and teachers as to the supports that exist for implementing social and emotional learning programs.

Significance of Study

This study has the ability to significantly impact considerations for future development and implementation of social and emotional learning policies and programs. Several social and emotional learning programs exist, but actual implementation can be a challenge. Examining what is currently being done in schools will help drive more informed and vigilant implementation. Additionally, universities that teach principal

preparation programs in Illinois could benefit by having a better understanding of where support structures are lapsing at the school level and how to address this in principal training. School district leaders, such as superintendents and school boards may also use this study as a guideline for consideration when they are creating such policies regarding social and emotional learning that are required to be submitted to the Illinois State Board of Education.

Statement of Problem

In order for schools to effectively meet the social and emotional needs of students, principals need to be trained on the requirements and standards that are expected to be implemented. These school leaders are the catalyst that initiate and support the ultimate execution at the school level. Covey (2008) suggests "more often than not, the great barrier to success is that the systems and processes are not in place to sustain excellence" (p. 71). Principals are the key to providing the vision and structure for these processes and offering the support to sustain them by providing professional development opportunities, collaboration, and reviewing lesson plans.

Teachers need to be made aware of the social and emotional learning standards they are expected to include in the daily functioning of their classroom. Resources for training need to be made available.

Sharing expectations with students around SEL standards and the implications for them as lifelong learners is also imperative. Once all stakeholders understand the expectation, individual goals of how to meet the expectation, and the plan to effectively execute, implementation can begin. The implementation has to become a part of the

daily culture. As defined by Covey (2008), "culture is not what is proclaimed out of someone's mouth. Rather, culture is how people actually behave and treat each other on a consistent day-in and day-out basis. Culture can be seen, felt and heard" (p. 91).

Research Questions

According to the perceptions of elementary charter school principals and teachers, what do principals do to support implementation of social and emotional learning programs in the school and in the classroom?

1. According to the perceptions of elementary charter school principals, what do they do to support social and emotional learning program implementation in the school and in the classroom?

2. According to the perceptions of teachers, what do the elementary charter school principals do to support social and emotional learning program implementation in the school and in the classroom?

3. How do the perceptions differ between elementary charter school principals and teachers regarding social and emotional learning program implementation support?

4. What perceptions are the same between elementary charter school principals and teachers regarding social and emotional learning program implementation support?

5. What are the implications for educational leadership?

Research Design

This study used a qualitative approach. A case study was used to examine three elementary charter schools in Chicago, Illinois. A case study focuses specifically on a particular issue, problem, person, group of people or program (Hayes, 2000; McMillian &Schumacher, 2001). This particular study examined program implementation. This approach will allow the researcher to focus on the implementation of SEL programs as perceived by principals and teachers. Zins, Bloodworth, Weissberg, and Walberg (2004) developed key implementation factors to support SEL development and programming in schools. This research provided the criteria to develop the questionnaire and the interpretive framework to analyze the data.

The Illinois State Board of Education (ISBE) also provided the learning standards that the researcher used as context when producing the questionnaires. The state goals for the social and emotional learning standards are (ISBE, 2010):

Goal 1: Develop self-awareness and self-management skills to achieve

school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and

maintain positive relations.

Goal 3: Demonstrate decision-making skills and responsible behaviors in

personal, school, and community contexts.

This case study focused on three elementary charter schools in Chicago, Illinois that have shown improvement in student achievement according to ISAT score data. Each of the schools have achieved 75% or higher in the meets or exceeds standards on

the ISAT test in 2009-2010 and have improved five or more percentage points from 2008-2009 ISAT data scores. The schools range in grade levels from kindergarten to eighth grade. Each of the schools also has a defined social and emotional learning curriculum which the schools have been implementing for at least a year. The researcher studied the school's aforementioned curriculum to determine they are implementing a social and emotional learning program. The principal of each school must have met the criteria of having been the school leader at that particular school for at least two consecutive years.

Letters to participate in research were sent to school leaders whose school meets the ISAT data criteria in addition to having a defined social and emotional learning program. Informed consent letters were also included, should the school leader be willing to participate in the research study. The letter specified the process, requirements, and reiterated the selection criteria for the participant sample. When the signed informed consent letters were received, the questionnaires were sent to the principals. A stamped, self addressed envelope was included to return the signed informed consent letters. From these letters, the first three respondents were selected as the case study sites.

If the research subject did not meet the two year criteria, the subsequent response was used as a replacement. The process was repeated until the researcher has three schools to participate in the research study. Those respondents that were received after the case study sites were selected were notified by letter that they were not included in the research study. When the signed informed consent letters were received, the questionnaires were sent to the principals.

The researcher requested a time to meet with all teachers to briefly discuss the research study and to distribute letters of informed consent. All teachers that have been teaching at the school for at least one full year were asked to participate in the study. The teacher participants were asked to sign the letter of informed consent prior to receiving the survey. A copy of the informed consent letter was also given to all research participants for them to keep for their records. The participation sample was informed by the researcher that they were free to withdraw from the research study at any given time without any penalties. This was also stated in the letter of informed consent and the contact information for the researcher was included.

The researcher then gave the teacher questionnaire to each participant with a self-addressed, stamped envelope. The participants were asked to complete and return the materials within two weeks.

The research method that was used to accumulate data within this collective case study were questionnaires and a collection of documents from each school that support social and emotional program implementation. Questions included topics regarding knowledge of the current social and emotional program being implemented in the school and the perceptions of support to implement the program at their school and in their classrooms.

Primary sources were collected and examined, such as documents related to the social and emotional program implementation plans, school improvement plans, training, professional development, and lesson plans.

Teacher participants were given a full written explanation of the study prior to any commitment made to be a subject in the research study. The researcher delivered the documentation and consent forms to the schools. The consent form was described to the participants that the researcher will be asking forced-choice questions along with open-ended questions in a questionnaire format. They knew that the information given in their responses will be confidential. The risks and benefits were also listed for the participants.

When preparing the informed consent form, the researcher covered all of these aspects of the study, including the secure location where the data was stored, that substitute codes were used for identifiers, the disposition of the materials collected, and the choice to withdraw from the study at any time or the right of refusal to answer any question they may not be comfortable answering.

The analysis of the data was based on the interpretive framework and examined the emergence of recurring themes. The data was then coded to determine emerging patterns and themes. The research compared and contrasted the recurring themes between the perceptions of the principals and the teachers.

Limitations of Study

This research is subject to a number of limitations beyond the control of the researcher and the limited scope of the sample.

1. The schools studied are elementary charter schools limited to the city of Chicago, Illinois.
2. The conclusions drawn from the study cannot be generalized to other schools that implement social and emotional learning programs.

3. With no personal interaction between the interviewer and interviewees, there is no way to observe non verbal behaviors, body language cues, or the ability to follow up for clarification of answers given.

4. While each elementary charter school is implementing a social and emotional learning program, the programs may be different so actual implementation supports may manifest differently.

Biases of Researcher

1. In the professional experience of the researcher, the researcher has observed ineffective application of social and emotional learning programs.

2. The researcher is aware that s/he needs to put personal experience and context aside, as this may cause the researcher to look for particular outcomes which could result in missing key conclusions from the research.

3. Being a leader in education, the researcher's own leadership style and thoughts on effective implementation could impact objectivity.

4. The researcher's experience in professional development and in social emotional program implementation could impact objectivity.

5. The researcher was a network administrator in a charter school.

To control the above mentioned biases, the researcher will maintain researcher objectivity by:

1. Keeping a reflective journal. This is where the researcher will write her reflections about incidents or literature that may cause her to lose objectivity. Being that part of the researcher's daily work involves training and support of

social and emotional program implementation, the researcher needs to constantly be aware of her own bias.

Definitions of Terms

CASEL (Collaborative for Academic, Social, and Emotional Learning): an organization developed and dedicated to researching and supporting the implementation of social and emotional learning standards and programs.

Children's Mental Health Act of 2003: legislation passed to address multiple aspects of children's mental health including the social and emotional development of children.

Component: parts of the program that makes up the total foundation of the program.

Evidence-based interventions: documented effectiveness of interventions.

Implementation Factor: a contributing element to ensure a program is carried out throughout the school.

ISBE (Illinois State Board of Education): the state department of education that has documented guidelines and standards schools must follow.

MHAI (Mental Health America of Illinois): non-profit organization committed to emotional and mental health.

PBIS (Positive Behavior Interventions and Supports): a program that supports effective school-wide disciplinary practices.

Program: a research based, structured system that schools use as a resource to implement social emotional learning standards.

Public Education: the public schooling experience granted as a right to all American children in kindergarten through twelfth grade.

SEL (social emotional learning): the process through which children enhance their ability to integrate thinking, feeling and behaving to achieve important life tasks.

Social Emotional Learning Competencies: the core skills that allow people to manage their emotions which impact intrapersonal and interpersonal skills.

Social Emotional Learning standards: standards set by the state of Illinois to ensure each student is developing their social and emotional intelligence.

CHAPTER II

LITERATURE REVIEW

Introduction

In reviewing the literature an abundance of programs relating to social and

emotional learning was found. It is important to understand the historical context of

social and emotional learning and how the needs of America's youth have been addressed

throughout history. This context informs the current research and policies developed to

continue to meet the needs of our children. In meeting the needs of our children, we

prepare them to be productive citizens and members of our complex society.

The historical context described below provides an opportunity to identify the

foundations of addressing social and emotional learning. The foundations discovered

lead to important social and emotional programs currently implemented to address

students' social and emotional needs.

Historical Context

1900-1920

The influx of immigration from Europe transformed America in the early 1900's.

This also shaped American education during that time period. The focus of our education

program was to teach immigrants English and how to be American. Ravitch (2001)

states the definition of how to be American included regular health inspections, lessons in

English and American history, and hygienic practices. The youth of America needed to

know how to participate in a democratic industrial society. Dewey (1964) describes

the same premise referring to the individual being part of a whole. "The psychological

view of conduct has to do, then with the question of agency, of how the individual

operates; the social, with what the individual does and needs to do considered from the

standpoint of his membership in a whole which is larger than himself" (p.110).

Many immigrants made up the diverse population who lived in slums, which

prompted schools to address the needs of the children coming from the unsanitary living

conditions and spoke minimal English. According to Ravitch (2001) education focused

on kindergarten through eighth grade "with an emphasis of the three R's, its reliance on

rote recitations and spelling bees, its close ties to the citizenry… it was a vital community

institution" (p. 64).

High school opportunities became available between 1910 and 1930 but not to all.

Some communities in the south did not have high schools (Ravitch, 2001). Although

education was the likeliest route to improving the future lives in America, some students

went straight to work. The Smith Hughes Act of 1917 was the first federal movement

that supported vocational education. Many students had difficulty keeping up

academically with their peers, so experts concluded that the curriculum was based on too

many academic subjects. According to Ravitch (2001), the experts recommended

vocational tracks as an option for students. "Many school districts introduced numerous

specialized occupational programs for children who were expected to become industrial

and commercial workers, domestic workers, and housewives" (p. 66). In a symposium of

papers, *Character Education,* from 1930, Gerald describes vocational education and the

motivation for students. "Besides, as said already, by providing a life-career motive, it builds up character by causing the student to know himself, than which there is no more valuable knowledge" (p. 74).

Along with public education and classroom teachers, Allen-Meares (2007) wrote about the inception of social workers in the early 1900's. In major cities school social workers were intended to benefit the underprivileged. Laws, along with a push to look at individual needs of the child, introduced school social workers known as visiting teachers. "The Women's Education Association placed visiting teachers in the schools for the purpose of bringing about more harmony between school and home, to make the child's education more effective" (p. 27).

By 1918 all states had adopted compulsory attendance laws which supported all students required to be in school for an identified period of time. In reaction to illiteracy amongst American children, this required parents to send their children to school, which impacted child labor stipulations and children being a source of additional income for the families.

In the 1920's, the "mental hygiene movement brought about an increasing emphasis on treating the individual child" (p. 30). Allen-Meares (2007) reported questions being asked during this period such as "how can we help the emotionally disturbed child through the school experience? And how can we help all children to find in their lives at school an emotionally enriching and stabilizing experience?" (p. 30). I.Q. tests developed during the World War I era facilitated curricular tracks to address student's needs (Ravitch, 2001). With the combined effort between the classroom

teacher and other education professionals such as social workers, the social and emotional needs of students were being considered even in the early 20th century.

1930-1950

The depression of 1930's prompted a new focus for education. Students were being tested and had assigned academic tracks, but other resources and services such as school social workers were being severely cut back by districts due to lack of funding and the financially grim times (Allen-Meares, 2007; Ravitch, 2001). School social workers sought a more specialized role to provide emotional support for troubled children.

The 1940's brought a lot of attention to the life adjustment movement. The intent was to help unmotivated students achieve. Ravitch (2001) describes "the leaders of the life adjustment movement suggested 20% of students should be prepared for higher education, 20% prepared as skilled workers, and 60% for life adjustment education, a program concentrated on the basic skills of everyday living" (p. 68).

In 1941, John Dewey created the lab school at the University of Chicago. The foundational premise of the school was that students learn best by doing. A child's interest and social life of the child's community would be more educational. In Gary, Indiana, the school district embraced Dewey's approach and implemented the "work-study-play" program (Hoff, 2000). According to Hoff and Manzo (2000), this provided students an opportunity to experience academic course work, physical education and other special activities that were socially challenging during the school day. Once again, the social and emotional needs of students were being considered, but with the context of

ultimately being productive members of America's society for that particular time

period. Primary attention was now given to the individual personality needs of a child.

The 1950's prompted many critiques of the education system. The critics worried

that the "real-life" experiences students were receiving as a result of the life adjustment

movement lowered academic expectations and achievement. Along with increasing

school segregation concerns and Sputnik, America's education sector was under deep

scrutiny. Cambron-McCabe et al. (2004) describes the 1954 case of Brown vs. Board of

Education in which Chief Justice Warren repudiated the separate but equal legislation.

There was a growing demand for equality. According to Manzo (2000), many groups

were granted more legal protection to receive an equitable education such as African-

Americans, the handicapped, and women. The National Defense Education Act of 1958

provided federal funding for higher education opportunities in math and science (Ravitch,

2001).

Social workers also began to change their focus with students. Group therapy

became the focus in 1950s. According to Allen-Meares, Paul Simon (1955) was quoted

"the primary objective was to help the child in his relationship to his peers and teachers"

(p. 32). Although federal encroachment into education was apparent, students social and

emotional needs were the on the forefront of school personnel.

1960-1990

The 1960's and 1970's were a tumultuous time for education in America. Many

minority groups were the focus of litigation and attaining equal access to education.

Latin Americans and Chinese Americans demanded instruction in languages other than

English thus creating English as a Second Language programs (Anderson, 2001). Title

IX, passed by Congress in 1972, supported equal education opportunities for females

(Cambron-McCabe et al., 2004). The Elementary and Secondary Education Act of 1965

was passed to improve education opportunities for disadvantaged students, and students

with disabilities (Shnaiberg, 2000).

Social conditions became the focus of social workers, including the family and

the community (Allen-Meares, 2007). Others began to focus on the social responsibility

and moral character of education. Prayer at the beginning of the day was instituted. As

parents became more disgruntled about the type of education their students were

receiving from the public education sector, home schooling developed as an option.

Students were to learn values from the religious faith and parents had the ultimate

responsibility to educate their child (Ravitch, 2001).

Curwin and Curwin (1974) wrote *Developing Individual Values in the Classroom,*

which provided lessons for educators to address student self- reflection. This provided an

opportunity for students to reflect on their social responsibilities. When describing

student self-evaluation methods, Curwin and Curwin suggested the following questions

for teachers to use with students:

1. What have I learned?

2. How does this learning affect my life?

3. What choices have I made?

4. What are the consequences of those choices?

5. What options are open for me?

6. Where do I go from here? (p. 80)

As Cuban (2001) stated, the decline in the American economy led corporate leaders to analyze what key factors led to this decline such as work place productivity. This analysis encouraged business executives to interface with the education sector to determine what initiatives needed to be implemented to create more productive, higher level thinking students, which would ultimately impact the United States' economic growth.

By 1983, "A Nation at Risk" report aligned poor student performance with poor performance in the global marketplace, and the need to reform education to stay competitive in the modern world (Pulliam & Van Patten, 2007; Ravich, 2001). The need to specifically address social and emotional development of students began to come into focus. It was not enough for students to be successful academically. In *The school and society and child and the curriculum,* Dewey (1915) states "personality, character is more than subject matter. Not knowledge or information, but self-realization, is the goal" (p. 187). Society needed productive citizens that incorporated a certain work ethic to sustain the ability to be competitive in a global market. Zins et al. (2004) reinforces the key characteristics developed through research in social emotional learning to embrace "our students to be successful not only in school, but in life" (p. 4).

1990-Present

In 1994, CASEL was developed by Daniel Goleman and Eileen Rockfeller Growald. CASEL is the Consortium for Academic, Social and Emotional Learning which began with a foundation in researching social and emotional learning. Currently

CASEL focuses on several facets including evidence-based social and emotional program implementation, advancing the field of social and emotional learning research, and transforming and training educational leaders with social and emotional learning professional development (CASEL, 2010).

Influences such as Gardner's *Multiple Intelligences* (1993) and Goleman's *Emotional Intelligence* (1995) supported the high level of interest in social and emotional learning. Gardner states "this theory of intelligence may be more humane and more veridical than alternative views of intelligence and that it more adequately reflects the data of human intelligent behavior" (p. 15).

As defined by CASEL (1997), social and emotional learning is a process for helping children and even adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. CASEL further identified five key SEL competencies:

- **Self-awareness**—accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.

- **Self-management**—regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.

- **Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.

- **Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.

- **Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community.

The impetus for the state of Illinois to implement social and emotional learning standards originated with The Children's Mental Health Act of 2003, along with the ground-breaking research on the impact of social emotional learning. In 2004, the Illinois State Board of Education created the social and emotional learning standards. The Children's Mental Health Act of 2003 required every school district in Illinois to develop a policy to address implementation of the social emotional learning (SEL) standards (Section 15b).

The three major goals of the Illinois state social and emotional learning standards are listed below (ISBE, 2010):

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relations.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Leadership Implications

Educational leaders have an enormous responsibility to educate the whole child which implies meeting the social and emotional needs of students, as well as their academic needs. Structuring implementation processes for social and emotional learning standards is one way to meet some of the needs of students. Higher education programs in School Leadership are beginning to address social and emotional learning standards in their programs. The Council of Chief State School Officers (CCSSO) created the Interstate Schools Leaders Licensure Consortium (ISLLC) Standards to provide a framework for educational leaders. Below are the revised 2008 standards that more adequately address present day schools and school leadership:

Interstate Schools Leaders Licensure Consortium Standards

Standard 1: An educational leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.
Standard 2: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard 3: An educational leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Standard 4: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.
Standard 5: An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
Standard 6: An educational leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

The Illinois State Board of Education addresses the Type 75 certification requirements for educational leaders by elevating more strict requirements for the principal certification. Part of these requirements is for principals to attend professional development workshops on an annual basis. CASEL provides full day social and emotional learning workshops for educational leaders to identify with social and emotional learning standards along with strategies to impact adult learning and student learning when returning to their school building.

CASEL has committed to being a resource for principals to support social and emotional learning program implementation. Identified in CASEL's social and emotional learning implementation cycle, the first two steps involve the principal committing to a social and emotional learning initiative and leading key stakeholders to participate in a SEL steering committee (CASEL, 2006).

Ji et al. (2008) reported the findings from a study based on CASEL's social and emotional learning implementation guide. The challenge that existed for schools was the sustainability of the social and emotional learning programs. The results concluded that school leaders would benefit from guidance in order to engage in school-wide implementation.

In the Burnham Math and Science Academy case study, an elementary school in Chicago, the students' academic achievement has increased steadily since the principal agreed to participate in CASEL's pilot program. In 2004-05, 38% of students met or exceeded Illinois State standards. In 2007-08, 75% of the students met or exceeded Illinois State standard (CASEL, 2010). It becomes evident that the principal's

commitment and guidance to implementing social and emotional learning program is imperative to the school's success.

In another study by Kam, Greenburg, and Walls (2003), the role of implementation quality was examined. The particular social and emotional learning curriculum studied was the PATHS curriculum. The results found that "both the supports from the principals and the quality of teacher implementation at the classroom level were critical factors in determining the success of the program dissemination on child outcomes" (p. 59).

Each of the ISLLC standards becomes apparent in the literature review, and in the research studies regarding the role the principal plays in social and emotional learning program implementation. Standard one requires educational leaders to create a vision that is shared with and supported by key stakeholders. Social and emotional learning program implementation suggests the support of a committee in order to permeate within the entire school culture and to drive impact. The other standards include the discussion of facilitating staff growth which is another key element of program implementation.

Influenced by state legislation and researchers such as Zins and Elias (2006), Weissberg and Goleman (1995), school districts have an array of resources available to adopt and implement the required social and emotional learning structures and standards. Illinois school districts are not only held to high academic achievement standards, but also social and emotional learning standards and expectations.

Figure 1 below demonstrates the connection between social emotional programs and the positive impact they have on a student's academic achievement and success in school and life (Patrikakou & Weissberg, 2007; Zins et al., 2004).
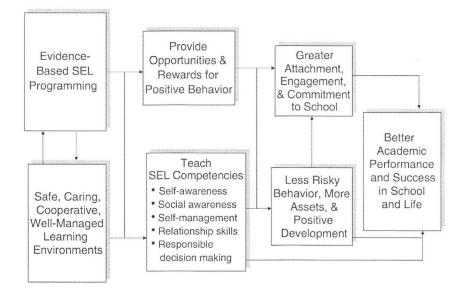
Figure 1. Connection between Social-Emotional Programs and the Positive Impact

According to Zins and Elias (2006), "a growing body of research demonstrates that evidence-based interventions are associated with academic achievement, health, and citizenship, so a major challenge for schools is how to make SEL a core element of curriculum" (p. 10).

Several programs have been developed by various firms, and researched and evaluated by CASEL that address and support the implementation of social emotional learning programs in schools. The foundations below of four programs are referenced in *Safe and sound: An educational leader's guide to social and emotional learning programs developed by CASEL, 2003*. The programs are evaluated in five categories:

program design, sound SEL instructional practice, program effectiveness, implementation supports, and safe and sound learning environments (p. 36).

<div align="center">**Programs**</div>

Promoting Alternative Thinking Strategies (PATHS)

The PATHS (Promoting Alternative Thinking Strategies) program facilitates social and emotional development such as self-control, positive self-esteem, emotional awareness and interpersonal problem solving skills (PATHS, 2010). It is designed for kindergarten through sixth grade students and incorporates social emotional learning skills within academic content areas. CASEL (2003) rates PATHS in the highest category for sound SEL instructional practice which includes opportunities for skill application after the instructional period (p. 43). PATHS reinforces all five social emotional learning categories-self-awareness, self-management, social awareness, relationship skills, and responsible decision making in the instructional practices component of the program.

Professional development and classroom implementation tools are strengths of the PATHS program. The safe and sound learning environment is an opportunity for growth as there are some school wide coordination resources available, a strong family partnering component, but no resources for community partnerships.

This program is nationally and internationally recognized as a model program by several agencies such as Substance Abuse and Mental Health Services Administration, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Education, National Registry of Evidence-based programs and practices, and the Collaborative for

Academic, Social and Emotional Learning (CASEL, 2003). Research supports a

positive influence on academic and social behaviors. Curtis and Norgate (2007) reported

the positive impact on students understanding their emotions, demonstrating empathy and

exhibiting self-control when the PATHS program was being implemented. Opportunities

to develop structures to expand the program's community involvement continue to exist.

Responsive Classroom

Responsive Classroom (2010) is another program that was developed in 1981 as

an approach to social, emotional and academic growth. Responsive Classroom continues

to be developed to meet the most current needs of schools and students across urban,

suburban, and rural districts nationwide. This approach is designed for implementation in

kindergarten through sixth grades and integrates SEL skills with academic contents areas.

Responsive Classroom also endorses change in teaching strategies to more effectively

meet students' needs (CASEL, 2003).

There are seven principles that guide the Responsive Classroom approach as

reported on their website, www.responsiveclassroom.org and in many resource guides

they have developed (Responsive Classroom, 2010). These principles include:

1. The social curriculum is as important as the academic curriculum.

2. How children learn is as important as what they learn: process and content go
   hand in hand.

3. The greatest cognitive growth occurs through social interaction.

4. To be successful academically and socially, children need a set of social
   skills: cooperation, assertion, responsibility, empathy and self-control.

5. Knowing the children we teach -- individually, culturally, and developmentally -- is as important as knowing the content we teach.

6. Knowing the families of the children we teach and working with them as partners is essential to children's education.

7. How the adults at school work together is as important as their individual competence: lasting change begins with the adult community.

The above principles guide the training, instruction and evaluation practices of Responsive Classroom.

Classroom practices include morning meeting, rule creation, interactive modeling, positive teacher language, logical consequences, guided discovery, academic choice, classroom organization, working with families and collaborative problem solving (Responsive Classroom, 2010). These practices align with CASEL's five defined social emotional learning categories and reinforce each SEL category with the highest rating noted in the *Safe and Sound* Program Guide (2003). According to Elliott (1992) his *Caring to Learn* study reported significantly increased gains in students' social and academic functioning who were in classrooms where Responsive Classroom was being implemented versus classrooms where there was not a social emotional program being implemented. Implementation supports include professional development before implementation and tools for on-site classroom observations with feedback and individual student assessment resources (CASEL, 2003).

Responsive Classroom implementation goes beyond just the classroom, as the program supports school wide implementation as well. Extending the guiding principles

to additional arenas of the school community such as policy development for the lunchroom, hallways, celebrations, and all school events provides collaborative implementation. The Responsive Classroom Approach also supports the positive behavior initiative PBIS (Positive Behavior Interventions and Supports) by aligning much of the PBIS framework with Responsive Classroom key features (Responsive Classroom, 2010).

Strategies and structures developed by the Responsive Classroom approach also provide school wide coordination and opportunities for partnering with families. No structures exist for community involvement or community partnerships. Elliott (1992) found that the Responsive Classroom program facilitated home-school communication about social skills being taught in the classroom.

The Responsive Classroom approach has been the focus of considerable research. Key findings from a three year longitudinal, quasi-experimental study were reported by Rimm-Kaufman (2006). The six findings included:

1. Children showed greater increases in reading and math test scores.

2. Teachers felt more effective and more positive about teaching.

3. Children had better social skills.

4. Teachers offered more high-quality instruction.

5. Children felt more positive about school.

6. Teachers collaborated with each other more.

These outcomes, especially finding 2, 3, and 5 refer to the social and emotional foundation that the program lays which provides successful opportunities for staff, and reinforces positive growth socially, emotionally and academically for students.

Second Step

Second Step is a program developed in 1997 by the Committee for Children, a non-profit organization that creates social and emotional educational materials and programs (Committee for Children, 2010). This program focuses on pre-kindergarten through eighth grades. The foundations of the Second Step program are aligned with the Eleven Principles of Effective Character Education developed by the Character Education Partnership (Lickona, Schaps, & Lewis, 1995). The 11 principles and Second Step program alignment are as follows (Committee for Children, 2010, pp. 1-3):

1. Promotes core ethical values as the basis of good character: Second Step focuses on empathy, impulse control and problem solving, and anger management. The lessons study core ethical values relating to these fundamental competencies.

2. Defines "character" comprehensively to include thinking, feeling and behavior: Second Step curriculum develops students' critical thinking, emotional intelligence, and corresponding social skills.

3. Uses a comprehensive, intentional, proactive, and effective approach to character development: The Second Step program entails several components for school wide implementation and resources for all stakeholders such as administrators, teachers and families.

4. Creates a caring school community: Second Step is based on empathy to manage anger and resolve conflicts peacefully. The teacher's guide supports building personal connections to create a warm, positive classroom.

5. Provides students with opportunities for moral action: Second Step uses the transfer-of- learning model to provide students with real life scenarios and opportunities to practice solving the scenarios with the skills they learned.

6. Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed: Second Step supports academic integration using language arts competencies such as story interpretation, speaking and listening. The program also integrates problem solving skills and reasoning skills that support skills necessary in math, science and history.

7. Strives to foster students' self- motivation: Empathy training reinforces motivation and reasoning to solve social problems and trains students to be aware of the impact of their actions.

8. Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students: The Administrators Guide provides the framework to support school wide implementation and communication with parents.

9. Fosters shared moral leadership and long-range support of the character
    education initiative: Second Step implementation requires a support team that
    will manage the program and its impact in all facets of the school community.

10. Engages families and community members as partners in the character-
    building effort: Resources included in the Second Step program include a
    video that provides an overview of the curriculum for parents, along with
    take-home letters that describe the important skills being taught at school.

11. Evaluates the character of the school, the schools staff's functioning as
    character educators and the extent to which students manifest good character:
    Assessment tools are included in the Second Step program such as school
    needs assessment, process evaluation, outcome evaluation, data collection,
    and interpretation procedures.

Based on the program's alignment to these eleven principles, Second Step is rated to have

high SEL instructional practices in four out of five SEL categories in the actual lessons

and beyond. Evidence of social awareness is included in the lessons, but there is no

evidence for students to practice this beyond the lesson and apply to real-life situations

(CASEL, 2003).

The research suggests there is documented behavioral impact on violence

prevention and on other social behaviors. Cooke et al. (2007) reported improvements in

cooperative behavior and giving consideration to others. The teachers interviewed

reported that Second Step helped their students. Both the U.S. Department of Education

and the Substance Abuse and Mental Health Services Administration endorse the Second

Step program (CASEL, 2003). As indicated in the above curriculum alignment and according to *Safe and Sound,* the Second Step program includes most stakeholders including staff, students, and families. An opportunity exists to develop more structures to involve the community.

Project ACHIEVE

Project ACHIEVE (2010 is another select SEL program as defined by CASEL. The ultimate goal of Project ACHIEVE is to "help design and implement effective school and schooling processes to maximize the academic and social/emotional/ behavioral progress and achievement of all students." Dr. Knoff and Dr. Batsche developed seven foundational components to implement and sustain Project ACHIEVE in schools (Project ACHIEVE, 2010). They are as follows:

1. Strategic Planning and Organizational Analysis and Development

2. Problem Solving, Teaming and Consultation Processes

3. Effective School, Schooling and Professional Development

4. Academic Instruction linked to Academic Assessment, Intervention, and Achievement

5. Behavioral Instruction linked to Behavioral Assessment, Intervention and Self-Management

6. Parent and Community Training, Support, and Outreach

7. Data Management, Evaluation and Accountability

These seven foundational components align with the 2003 *Safe and Sound* Guide categories that were used to rate SEL programs.

This program is designed for kindergarten to eighth grades and applies social emotional learning to academic content. This is evident in the fourth component which focuses on the instructional environment and academic achievement of students (Project ACHIEVE, 2010).

Project ACHIEVE was rated the highest possible mark in relation to the five social emotional categories as defined by CASEL (2003). The fifth component addresses the social emotional categories by focusing on a positive behavioral support system throughout the school. This school wide focus is another strength noted in the evaluation of the Project ACHIEVE.

This program includes several purposeful implementation supports for the program to be sustainable over time. The strategic planning component, the effective school and professional development component, and the problem solving, teaming and consultation component are all structures to support the implementation of this program (Project ACHIEVE, 2010). Project ACHIEVE received the highest rating in implementation supports (CASEL, 2003).

According to Project ACHIEVE (2010) in the defined components, the sixth component of the program addresses parent and community involvement. The *Safe and Sound* Guide (2003) gave Project ACHIEVE the lowest rating in this facet. There were no apparent structures for family and community partnership. Overall, more studies need to be done to show the program's effectiveness.

Character Counts!

Character Counts! (2011) is a character education program that was founded by the Josephson Institute Center for Youth Ethics in 1992. This program is intended to be integrated into the core curriculum that is already being implemented in the classroom. There are six pillars that structure Character Counts! as reported on their website, www.charactercounts.org and in many resource guides they have developed (Character Counts, 2011). These six pillars of character include:

1. Trustworthiness

2. Respect

3. Responsibility

4. Fairness

5. Caring

6. Citizenship

These six pillars of character align with some of the 2003 *Safe and Sound* Guide categories that were used to rate SEL programs, including the five social emotional categories. The pillars of caring, respect, and responsibility align with self-awareness, self- management and responsible decision making. The pillars of trustworthiness, fairness and citizenship align with social awareness and relationship skills.

Implementation supports exist through professional development opportunities including "webinars, Character Counts! (2011) seminars and in-service days in schools" (pp. 1-3). Classroom implementation tools, lesson plans and handouts are also available to support implementation. Character Counts! addresses themes such as diversity, the

learning environment, and collaborative relationships which are also themes in the Illinois Professional Teaching Standards.

In the *Character Counts! Hinsdale Central High School Case Study* (1999), Hinsdale High School staff teamed with Character Counts! to implement character education. Committees including a student life team, a curriculum team and a community connections team worked together to design the implementation of the social emotional learning program. The results were students felt supported by their teachers, students felt more respected by each other, and the students self reported that the school had an impact on their personal growth (Character Counts, 2011, pp. 1-8).

While Character Counts! includes several components of an effective SEL program as rated by CASEL, the program has opportunities for growth. Overall, more studies need to be conducted to show the program's effectiveness.

Leadership Approach

Stephen Covey authored *The Leader in Me* which depicts the 2007 number one magnet school in America, A.B. Combs Elementary School in Raleigh, North Carolina (National Magnet School of America, 2007). The leadership approach was strategically planned and implemented school wide while using the 7 Habits of Highly Effective People as their foundation. Covey's (1989) seven habits are:

1. Be Proactive

2. Begin with the End in Mind

3. Put First Things First

4. Think Win-Win

5. Seek First to Understand, Then to Be Understood

6. Synergize

7. Sharpen the Saws

The leadership approach came to fruition after collecting data from all stakeholders about what they wanted from a school. "Leadership was the umbrella term they would use to encompass the many character traits and basic life competencies that parents, business leaders, educators, and even students were all voicing in common" (Covey, 1989, p. 41).

The leadership approach provides a blueprint for implementation. The important key factors to this approach are the vision, the implementation and the support for all stakeholders involved in the school community. Elisa, O'Brien, and Weissbert (2006) agree that three factors are important in transformative leadership. They include "leading with vision and courage, beginning and integrating efforts school wide, and implementing with integrity" (p. 11).

The entire staff at A.B. Combs is trained before school wide implementation begins. Training includes Covey's Seven Habits of Highly Effective People and training from the Baldridge Program on using and integrating the Baldridge Tools in lesson plans (Covey, 2008). Students use "venn diagrams, bar charts, and fishbone diagrams" along with skills such as goal setting techniques, problem solving and self-monitoring their progress (p. 50). Students keep a data notebook that integrates their academic and personal performance, and also provides an overview for students to see their progress towards their academic and personal goals (Covey, 2008). All of the training and

implementation above provides opportunities for the academic content to support

social and emotional learning and provides teachers with strategies to teach integrated

academic, social and emotional learning standards.

The leadership approach includes a blueprint for schools to implement supports

for all of these categories (Covey, 2008). Being that the leadership approach is

pioneering; opportunities exist for researchers to study and report evidence of the

program's effectiveness.

Interpretive Framework

According to CASEL (2003), SEL programs are reviewed using categories such

as "professional development, classroom implementation tools, student assessment

measures, school wide coordination, and family and community partnerships" (p. 36).

Figure 2 illustrates the key implementation factors to support SEL development

and programming in schools (Zins et al., 2004, p. 11).

The interpretive framework consists of three major sections. The first section

displays evidence of criteria for social and emotional learning and development within

the school, the second section describes criteria for community and parent involvement,

and the third section includes criteria for program improvement.

Zins, et al. (2004) identifies a safe environment, opportunities for faculty

participation, adequate resources, policy alignment with social and emotional learning

goals, and professional development as key implementation factors that impact social and

emotional learning and development. Specifically encouraging involvement and

partnerships with all stakeholders such as school faculty, parents, students and

community members also impact program implementation. The final key

implementation factors include analyzing program implementation, process and results,

and sharing these results with stakeholders.

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Evidence of Social and Emotional Learning and Development
- Promotes a safe, caring, nurturing, cooperative, and challenging learning environment
- Monitors characteristics of the intervention, training and technical support, and environmental factors on an ongoing basis to ensure high-quality implementation
- Provides leadership opportunities for participation in planning, and adequate resources
- Institutional policies aligned with and reflect SEL goals
- Offers well-planned professional development, supervision, coaching, support and constructive feedback

Involves Family and Community Partnerships
- Encourages and coordinates efforts and involvement of students, peers, parents, educators, and community members
- SEL-related skills and attitudes modeled and applied at school, home, and in the community

Design Includes Continuous Improvement, Outcome Evaluation, and Dissemination Components
- Uses program evaluation results for continuous improvement to determine progress toward identified goals and needed changes
- Multifaceted evaluation undertaken to examine implementation, process and outcome criteria
- Results shared with key stakeholders

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Figure 2. Key Implementation Factors to Supportive Effective Social and Emotional
Learning and Development

As defined above, throughout history, social and emotional considerations were

given to students through America's education system. Influences from theorists,

historical movements, litigations, and key stakeholders such as business professionals

and education professionals supported the integration of social, emotional, and academic

learning standards to develop and promote positive contributing citizens to society. It is

with this knowledge the researcher moves forward with this qualitative study that will

investigate the perceptions of principals and teachers and the supports that exist for

implementation of the social and emotional learning programs.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this qualitative research study is to examine the perceptions of

elementary charter school principals and teachers and the supports that exist for

implementation of social and emotional learning programs. A qualitative case study

approach was used to gather data and analyze the results of the following research

question: According to the perceptions of elementary charter school principals and

teachers, what do principals do to support implementation of social and emotional

learning programs in the school and in the classroom?

1. According to the perceptions of elementary charter school principals, what do

   they do to support social and emotional learning program implementation in

   the school and in the classroom?

2. According to the perceptions of teachers, what do the elementary charter

   school principals do to support social and emotional learning program

   implementation in the school and in the classroom?

3. How do the perceptions differ between elementary charter school principals

   and teachers regarding social and emotional learning program implementation

   support?

4. What perceptions are the same between elementary charter school principals and teachers regarding social and emotional learning program implementation support?

5. What are the implications for educational leadership?

This chapter delineates the methodology that was used in this research study. Included in this chapter is the research design, sample selection, data collection procedures, data analysis, ethical considerations, limitations and researcher biases.

Research Design

This study used a qualitative approach. Christensen and Johnson (2004) state qualitative research "studies the world as it naturally occurs, without manipulating it" (p. 360). McMillan and Schumacher (2001) further describe the goal of qualitative research, "understanding is acquired by analyzing the many contexts of the participants and by narrating participants' meanings for these situations and events" (p. 396). This research study analyzed both the context of the principal and the teachers in their given school environment.

A case study was used to examine three elementary charter schools in Chicago, Illinois. A case study focuses specifically on a particular issue, problem, person, group of people or program (Hayes, 2000; McMillan & Schumacher, 2001). One benefit of using the case study approach is the capability to contribute to the practice of education (McMillan & Schumacher, 2001). This particular study examined the extent principals and teachers perceive the implementation of social emotional learning programs in their particular school.

Being that the researcher was studying more than one case, this study was specifically considered a collective case study. The advantages to a collective case study include the ability to compare and contrast the cases, and the ability to generalize results from multiple cases versus obtaining results from a single case (Christensen & Johnson, 2004).

The collective case study approach allowed the researcher to focus in detail on the implementation of social and emotional learning programs as perceived by principals and teachers in three elementary charter schools. The hope is that the research contributes to the field of education on a grand scale which could impact the implementation practices of social and emotional learning programs.

Zins et al. (2004) developed key implementation factors to support SEL development and programming in schools. This research provided the criteria to develop the questionnaire. The questionnaire was field tested to ensure the directions are clear and to gather feedback to make the questionnaire user-friendly along with ensuring data collection is thorough. The Illinois State Board of Education (ISBE) also provided the learning standards that the researcher used as context when producing the questionnaires. The goals for the social and emotional learning standards are (ISBE, 2010):

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relations.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The research method that was used to accumulate data within this collective case study will be questionnaires and a collection of documents from each school that support social and emotional program implementation.

Sample Selection

This case study focused on three elementary charter schools in Chicago, Illinois that have shown improvement in student achievement according to ISAT score data. Each of the schools have achieved 75% or higher in the meets or exceeds standards on the ISAT test in 2009-2010 and have improved five or more percentage points from 2008-2009 ISAT data scores. The schools range in grade levels from kindergarten to eighth grade. Each of the schools also had a defined social and emotional learning curriculum which the schools have been implementing for at least a year. The researcher studied the school's aforementioned curriculum to determine they were implementing a social and emotional learning program. The principal of each school must have met the criteria of having been the school leader at that particular school for at least two consecutive years.

Letters to participate in research were sent to school leaders whose school meets the ISAT data criteria in addition to having a defined social and emotional learning program. Informed consent letters were also included, should the school leader be willing to participate in the research study. The letter specified the process, requirements, and reiterated the selection criteria for the participant sample. A stamped, self addressed

envelope was included to return the signed informed consent letters. From these letters, the first three respondents were selected as the case study sites.

If the research subject did not meet the two year criteria, the subsequent response was used as a replacement. The process was repeated until the researcher had three schools to participate in the research study. Those respondents that were received after the case study sites were selected were notified by letter that they would not be included in the research study. When the signed informed consent letters were received, the questionnaires were sent to the principals.

The researcher requested a time to meet with all teachers to briefly discuss the research study and to distribute letters of informed consent. All teachers that had been teaching at the school for at least one full year will be asked to participate in the study. The teacher participants were asked to sign the letter of informed consent prior to receiving the survey. A copy of the informed consent letter was also given to all research participants for them to keep for their records. The participation sample was informed by the researcher that they are free to withdraw from the research study at any given time without any penalties. This was also stated in the letter of informed consent and the contact information for the researcher was included.

The researcher then gave the teacher questionnaire to each participant with a self-addressed, stamped envelope. The participants were asked to complete and return the materials within two weeks**.**

Data Collection

Participants were given a full written explanation of the study prior to any

commitment made to be a subject in the research study. The researcher delivered the

documentation, consent forms, and questionnaires for the teachers to each school. The

process was described to the participants that the researcher will be asking forced-choice

questions along with open-ended questions in a questionnaire format. The researcher was

requested that the questionnaires be returned within two weeks.

Questions included topics regarding the knowledge of the current social and

emotional program being implemented in the school, and questions regarding the

perceptions of implementation supports that exist at their school and in their classrooms.

Following the questionnaire, a request for primary sources was also included.

The supplemental information requested included any documents that support the

implementation of the social and emotional learning program. This included lesson

plans, professional development agendas, materials from professional developments

regarding the social and emotional learning program, school improvement plans, and

anything that the research subjects deem important or related to the social and emotional

learning program implementation. Using multiple sources and multiple methods to

collect data provided triangulation of the data (Hayes, 2000). The literature review,

questionnaires and primary documents collected provide triangulation of the data in this

particular study.

Participants were assured in the informed consent letter that the information given

in their responses would be confidential. The risks and benefits were also listed for the

participants in the letters of informed consent. When preparing the informed consent

form, the researcher covered all these aspects of the study, including the secure location

where the data was stored, that substitute codes were used for identifiers, the disposition

of the materials collected, and the choice to withdraw from the study at any time or the

right of refusal to answer any question.

Data Analysis

The analysis of the data used the interpretive framework and identified emergent

themes that arose from the questionnaires. The data was coded in an excel sheet to

determine emerging patterns and themes. The questionnaires were coded with letters so

that the researcher could determine possible alignment of perceptions between principals

and teachers within a school. The questionnaires were titled in a manner to determine

similarities and differences between each of the schools. Christensen and Johnson (2004)

discuss cross-case analysis in which they refer to the appropriate time to use this method

is when multiple cases are being studied to compare and contrast the cases. Questions

one through fifteen used a Likert scale in which emerging patterns were calculated as a

percentage of each participant category. Questions sixteen through eighteen were open-

ended questions. The researcher looked for any patterns or themes that arise.

Question nineteen asked the participant to include any documentation that

supports the social and emotional learning program implementation. The documents

were collected and returned in a coded envelope to determine any commonalities or

differences per school and between each school. The researcher examined each

document for evidence or themes aligning to the implementation factors that were used to

develop the questionnaires, specifically in questions one through fifteen. The

identified themes were used to determine trends regarding perceptions of support in the

implementation of social and emotional learning programs.

Ethical Considerations

McMillan and Schumacher (2001) list four area of concern regarding qualitative

research ethics. Those areas are "informed consent, confidentiality, deception, and harm,

caring and fairness" (p. 421). The researcher took necessary measures to ensure an

ethical research study was implemented. The letter of informed consent and reiterating

free choice to participate addressed the ethical concern regarding consent and deception.

Confidentiality was also addressed. The participants were ensured their names would not

be used nor the location of their school when reporting the findings of the data. All data

was kept in a secured locked cabinet at the researcher's home and will be destroyed after

two years of the conclusion of the study.

Limitations of Study

This research is subject to a number of limitations beyond the control of the

researcher and the limited scope of the sample.

1. The schools studied are limited to elementary charter schools in the city of

   Chicago, Illinois.

2. The conclusions drawn from the study cannot be generalized to other schools

   that implement social and emotional learning programs.

3. With no personal interaction between the interviewer and interviewees, there is no way to observe non-verbal behaviors, body language cues, or the ability to follow up for clarification of answers given.

4. While each elementary charter school is implementing a social and emotional learning program, the programs may be different so actual implementation supports may manifest differently.

Biases of Researcher

1. In the professional experience of the researcher, the researcher has observed ineffective application of social and emotional learning programs.

2. The researcher is aware that she needs to put personal experience and context aside, because this may cause the researcher to look for particular outcomes which could result in missing key conclusions from the research.

3. Being a leader in education, the researcher's own leadership style and thoughts on effective implementation could impact objectivity.

4. The researcher's experience in professional development and in social emotional program implementation could impact objectivity.

5. The researcher was a network administrator in a charter school.

To control the above mentioned biases, the researcher will maintain researcher objectivity by:

1. Keeping a reflective journal. This is where the researcher will write her reflections about incidents or literature that may cause her to not remain objective. Being that part of the researcher's daily work involves training and

support of social and emotional learning program implementation, the

researcher needs to constantly be aware of her own bias. According to

Christensen and Johnson (2004), the researcher can minimize bias by using

reflexivity as a strategy. This strategy allows the researcher to self-reflect and

understand her own biases and predispositions.

Summary

This chapter has explained a qualitative research study that was used to gain an

understanding of the perceptions of elementary charter school principals and teachers on

the supports that exist for implementation of social and emotional learning programs.

The purpose of the study, research design and the participant sample were also

discussed to provide context for the reader. The researcher considered limitations and

biases that could exist, along with presenting the data collection and data analysis

procedures. Understanding context from the teachers' perceptions that educate children

directly to the principals' perceptions that drive the programs that educate children is

imperative. With all of the information compiled, the researcher hopes the study will

contribute to social and emotional learning programs and the factors that impact

implementation.

CHAPTER IV

PRESENTATION OF DATA

Introduction

The purpose of this qualitative research study is to examine the perceptions of elementary charter school principals and teachers and the supports that exist for implementation of social and emotional learning programs. This particular qualitative case study examines the extent principals and teachers perceive the implementation of social emotional learning programs in their particular school. The goal of this research study is to determine if there are similarities and differences between the perceptions of principals and teachers regarding social and emotional learning program implementation support and the implications related to educational leadership.

The design of the questionnaire is aimed at ascertaining how principals and teachers perceive support of social and emotional learning program implementation through questions with Likert scale choices, open-ended questions, and document analysis.

Each school in the case study consists of the principal who has been the leader for at least two years, and all teaching staff that have been with the school for at least one year. Schools and participants have been assigned pseudonyms that align with each case study school: School A, School B and School C.

The demographic summaries are presented first for all three schools. Then, the questionnaire data are organized by each question and response represented from School A, School B and School C. P represents the principal of each school, and the letter A, B or C after the letter P corresponds to each school. For example each question includes responses from PA, PB or PC. Each question also includes responses from the teachers indicated by TA, TB or TC for School A, School B and School C, respectively. School A data is presented first with the Likert scale questions and responses, followed by open-ended questions and responses, and concluding with document analysis. School B and School C data follows respectively.

Demographics of School A, B and C: Principals and Teachers

The schools represented are elementary charter schools. Each school had principals who ranged from 26 to 45 years of age. The highest education level achieved indicated one principal had a master's degree and two principals had bachelors' degrees. The racial demographics indicated two principals were Caucasian and one principal was African-American. In all cases, the principals had served five to seven years in their current position in their school (see Table 1).

Table 1

Principal Demographics

Demographics	Years of service	Highest level of education	Age	Race
Principal School A	5 to 7	BA	26 to 35	Caucasian
Principal School B	5 to 7	BA	26 to 35	Caucasian
Principal School C	5 to 7	MA	36 to 45	African-American

The years of service for the teachers at each school ranged from one year to seven years. The average years of service were two to four years in the said school (see Table 2). The total number of bachelors' degrees reported was 27 compared to 25 reported masters' degrees (see Table 3). The highest level of education for teachers and principals was a master's degree. The response rate for School A was 11/20 or 55%, 24/30 or 80% for School B and 27/31 or 87% for school C.

Table 2

Teachers' Years of Service in Current School

Years of Service	1 years	2 to 4 years	5 to 7 years	Did Not Answer
Teachers School A	2	7	2	0
Teachers School B	7	11	3	3
Teachers School C	6	13	3	5

Table 3

Teachers' Highest Level of Education

Highest Level of Education	Bachelors Degree	Masters Degree	Doctorate Degree	Did Not Answer
Teachers School A	3	8	0	0
Teachers School B	14	6	0	4
Teachers School C	10	11	0	6

The majority of teachers' ages ranged from 26 to 35 years. Neither principals nor teachers reported an age older than 55 years old. Across all three schools, the teaching staff was fairly diverse. The majority of teachers identified themselves as Caucasian or African-American, with other races identified as Hispanic, Asian and two or more races (see Tables 4 and 5).

Table 4

Teachers' Age Ranges

Age	21-25	26-35	36-45	46-55	Did Not Answer
Teachers School A	2	6	3	0	0
Teachers School B	1	12	7	0	4
Teachers School C	2	13	6	1	5

Table 5

Teacher Identified Race

Race	Caucasian	African-American	Hispanic	Asian	Native Hawaiian or other Pacific Islander	Two or more races	Did Not Answer
Teachers School A	5	5	1	0	0	0	0
Teachers School B	9	7	0	2	0	1	5
Teachers School C	6	9	2	0	0	1	9

School A: Likert Scale Questions and Responses

1= never   2= rarely   3= occasionally   4= frequently   5= always

Principal Question 1: To what extent do you promote a safe, caring, nurturing, cooperative, and challenging learning environment?

1   2   3   4   5

This occurs through (check all that apply):
_ staff incentive program
_ school wide processes that model social emotional skills
_ opportunities for cooperative learning amongst students
_ opportunities for cooperative learning amongst staff
_ other (please specify)_____

PA: selected 4/frequently per the Likert scale and indicated this occurs through staff incentive program, school wide processes that model social emotional skills, opportunities for cooperative learning amongst students and amongst staff.

Teacher Question 1: To what extent does your principal promote a safe, caring, nurturing, cooperative, and challenging learning environment?

1　　　　　**2**　　　　　**3**　　　　　**4**　　　　　**5**

This occurs through:
_ staff incentive program
_ school wide processes that model social emotional skills
_ opportunities for cooperative learning amongst students
_ opportunities for cooperative learning amongst staff
_ other (please
specify)_____

TA (Likert scale):
　　　3/11or 27% of teachers selected always
　　　4/11 or 36% of teachers selected frequently
　　　4/11or 36% of teachers selected occasionally

TA: Teachers indicated that the principal promotes a safe, caring, nurturing, cooperative and challenging learning environment through:
　　　1/11 or 9% staff incentive program
　　　8/11 or 73% school wide processes that model social emotional skills
　　　7/11 or 64% opportunities for cooperative learning amongst students
　　　9/11 or 82% opportunities for cooperative learning amongst staff

Principal Question 2: To what extent do you monitor characteristics of program intervention?

PA: selected 5/always per the Likert scale

Teacher Question 2: To what extent does your principal monitor characteristics of program intervention?

TA (Likert scale):
　　　1/11 or 9% of teachers selected always
　　　5/11 or 45% of teachers selected frequently
　　　1/11 or 9% of teachers selected occasionally
　　　3/11 or 27% of teachers selected rarely
　　　1/11 or 9% of teachers selected never

Principal Question 3: To what extent do you monitor training and technical support?

PA: selected 5/always per the Likert scale

Teacher Question 3: To what extent does your principal monitor training and technical support?

TA (Likert scale):
      6/11 or 55% of teachers selected occasionally
      2/11 or 18% of teachers selected rarely
      3/11 or 27% of teachers selected never

Principal Question 4: To what extent do you monitor environmental factors on an ongoing basis to ensure high- quality implementation of this social emotional learning program?

PA: selected 5/always per the Likert scale

Teacher Question 4: To what extent does your principal monitor environmental factors on an ongoing basis to ensure high- quality implementation of this social emotional learning program?

TA (Likert scale):
      2/11 or 18% of teachers selected always
      5/11 or 45% of teachers selected frequently
      3/11 or 27% of teachers selected occasionally
      1/11 or 9% of teachers selected rarely

Principal Question 5: To what extent do you provide leadership opportunities for participation in planning and adequate resources for your staff?

      1   2   3   4   5
      This occurs through (check all that apply):
      _ social emotional program implementation team
      _ school improvement planning team
      _ external professional development/ training on the social emotional learning program
      _ other (please specify)_____

PA: selected 4/frequently per the Likert scale and indicated this occurs through social emotional program implementation team, school improvement planning team, and external professional development/training on the social emotional learning program.

Teacher Question 5: To what extent does your principal provide leadership opportunities for participation in planning and adequate resources for your staff?

1   2   3   4   5

This occurs through (check all that apply):
_ social emotional program implementation team
_ school improvement planning team
_ external professional development/ training on the social emotional learning program
_ other (please specify)_____

TA (Likert scale):
     0/11or 0% of teachers selected always
     6/11 or 55% of teachers selected frequently
     4/11or 36% of teachers selected occasionally
     0/11 or 0% of teachers selected rarely
     1/11 or 9% of teachers selected never

TA: Teachers indicated that the principal provides leadership opportunities for participation and planning and adequate resources to staff through:
     2/11 or 18% social emotional program implementation team
     8/11 or 73% school improvement planning team
     5/11 or 45% external professional development/training on the social emotional learning program

Principal Question 6: To what extent do the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals?

1   2   3   4   5

This occurs through (check all that apply):
_ lesson/ unit plans
_ discipline policies
_ rewards given to students
_rewards given to staff members
_ daily schedules/structures implemented school wide
_ school wide assemblies/celebrations
_ other (please specify)_____

PA: selected 4/frequently per the Likert scale and indicated this occurs through discipline policies, rewards given to students, daily schedules/ structures implemented school wide, and school wide assemblies/celebrations.

Teacher Question 6: To what extent do the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals?

1   2   3   4   5

This occurs through (check all that apply):
_ lesson/ unit plans
_ discipline policies
_ rewards given to students
_rewards given to staff members
_ daily schedules/structures implemented school wide
_ school wide assemblies/celebrations
_ other (please specify)_____

TA (Likert scale):
          3/11or 27% of teachers selected always
          3/11 or 27% of teachers selected frequently
          4/11or 36% of teachers selected occasionally
          0/11 or 0% of teachers selected rarely
          0/11 or 0% of teachers selected never
          1/11 or 9% of teachers did not answer

TA: Teachers indicated that the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals through:
3/11 or 27% lesson/unit plans
8/11 or 73% discipline policies
7/11 or 64% rewards given to students
3/11 or 27% rewards given to staff members
8/11 or 73% daily schedules/structures implemented school wide
10/11 or 91% school wide assemblies/celebrations

Principal Question 7: To what extent do you offer professional development, supervision, coaching, support and constructive feedback to your staff in regards to the social emotional learning program?

1   2   3   4   5

This occurs through (check all that apply):
_ district mentoring program
_ coaching staff hired with intent to assist in implementation of program
_ external professional development opportunities
_ observations of teachers
_ peer observations between teachers
_ professional learning community
_ other (please specify)_____

PA: selected 5/always per the Likert scale and indicated this occurs through coaching staff hired with intent to assist in the implementation of program, observations of teachers, peer observations between teachers, in a professional learning community and walk throughs.

Teacher Question 7: To what extent does your principal offer professional development, supervision, coaching, support and constructive feedback to your staff in regards to the social emotional learning program?

> **1   2   3   4   5**
>
> **This occurs through (check all that apply):**
> **_ district mentoring program**
> **_ coaching staff hired with intent to assist in implementation of program**
> **_ external professional development opportunities**
> **_ observations of teachers**
> **_ peer observations between teachers**
> **_ professional learning community**
> **_ other (please specify)_____**

TA (Likert scale):
> 2/11or 18% of teachers selected always
> 3/11 or 27% of teachers selected frequently
> 4/11or 36% of teachers selected occasionally
> 2/11 or 18% of teachers selected rarely
> 0/11 or 0% of teachers selected never

TA: Teachers indicated that the principal offers professional development, supervision, coaching, support and constructive feedback to staff through:
> 2/11 or 18% coaching staff hired with intent to assist in implementation of program
> 1/11 or 9% external professional development opportunities
> 8/11 or 73% observations of teachers
> 5/11 or 45% peer observations between teachers
> 3/11 or 27% professional learning community

Principal Question 8: To what extent do you encourage and coordinate involvement of students with the social emotional program implementation?

> **1   2   3   4   5**
>
> **This occurs through (check all that apply):**
> **_ student council**
> **_ after school club/ activity**
> **_ assemblies/ school wide meetings**
> **_ other (please specify)_____**

PA: selected 5/always per the Likert scale and indicated this occurs through student council, afterschool club and assemblies/school wide meetings.

Teacher Question 8: To what extent does your principal encourage and coordinate involvement of students with the social emotional program implementation?

> **1   2   3   4   5**
>
> **This occurs through (check all that apply):**
> **_ student council**
> **_ after school club/ activity**
> **_ assemblies/ school wide meetings**
> **_ other (please specify)_____**

TA (Likert scale):
> 0/11or 0% of teachers selected always
> 2/11 or 18% of teachers selected frequently
> 6/11or 55% of teachers selected occasionally
> 3/11 or 27% of teachers selected rarely
> 0/11 or 0% of teachers selected never

TA: Teachers indicated the principal encourages student involvement with social and emotional program implementation through:
> 7/11 or 64% student council
> 3/11 or 27% after school club
> 7/11 or 64% assemblies/school wide meetings

Principal Question 9: To what extent do you encourage and coordinate involvement of faculty within your school with the social emotional program implementation?

> **1   2   3   4   5**
>
> **This occurs through (check all that apply):**
> **_ weekly, monthly, quarterly meetings**
> **_ feedback process/box/ form**
> **_ delegate responsibilities amongst staff**
> **_ other (please specify)_____**

PA: selected 5/always per the Likert scale and indicated this occurs through weekly, monthly and quarterly meetings, and a feedback process/box/form.

Teacher Question 9: To what extent does your principal encourage and coordinate involvement of faculty within your school with the social emotional program implementation?

> **1   2   3   4   5**

> **This occurs through (check all that apply):**
> **_ weekly, monthly, quarterly meetings**
> **_ feedback process/box/ form**
> **_ other (please specify)_____**

TA (Likert scale):
> 1/11or 9% of teachers selected always
> 5/11 or 45% of teachers selected frequently
> 5/11or 45% of teachers selected occasionally
> 0/11 or 0% of teachers selected rarely
> 0/11 or 0% of teachers selected never

TA: Teachers indicated the principal encourages faculty involvement with social and emotional program implementation through:
> 5/11 or 45% weekly, monthly, quarterly meetings
> 6/11 or 55% feedback process/box/form

Principal Question 10: To what extent do you encourage and coordinate involvement of parents with the social emotional program implementation?

> **1   2   3   4   5**

> **This occurs through (check all that apply):**
> **_ monthly/ quarterly parent meetings**
> **_ designated parent group**
> **_ feedback forms/ surveys**
> **_ other (please specify)_____**

PA: selected 5/always per the Likert scale and indicated this occurs through monthly/quarterly parent meetings, feedback forms/surveys and ICARE parent program.

Teacher Question 10: To what extent does your principal encourage and coordinate involvement of parents with the social emotional program implementation?

> **1   2   3   4   5**

> **This occurs through (check all that apply):**
> **_ monthly/ quarterly parent meetings**
> **_ designated parent group**
> **_ feedback forms/ surveys**

_ **other (please specify)**_____

TA (Likert scale):

2/11or 18% of teachers selected always

2/11 or 18% of teachers selected frequently

1/11or 9% of teachers selected occasionally

6/11 or 55% of teachers selected rarely

0/11 or 0% of teachers selected never

TA: Teachers indicated the principal encourages parent involvement with social and emotional program implementation through:

3/11 or 27% weekly, monthly, quarterly meetings

3/11 or 27% designated parent group

9/11 or 82% feedback process/box/form

3/11 or 27% other- ICARE parent program

Principal Question 11: To what extent do you encourage and coordinate involvement of community members with the social emotional program implementation?

1   2   3   4   5

This occurs through (check all that apply):
_ monthly/quarterly meetings with stakeholders
_ feedback forms/ surveys
_ planning meetings with community members
_ other (please specify) _____

PA: selected 3/occasionally and indicated this occurs through monthly/quarterly meetings with stakeholders, planning meetings with community members, and restorative justice.

Teacher Question 11: To what extent does your principal encourage and coordinate involvement of community members with the social emotional program implementation?

1   2   3   4   5

This occurs through (check all that apply):
_ monthly/quarterly meetings with stakeholders
_ feedback forms/ surveys
_ planning meetings with community members
_ other (please specify) _____

TA (Likert scale):

0/11or 0% of teachers selected always

0/11 or 0% of teachers selected frequently

2/11or 18% of teachers selected occasionally

7/11 or 64% of teachers selected rarely
2/11 or 18% of teachers selected never

TA: Teachers indicated the principal encourages community involvement with social and emotional program implementation through:
2/11 or 18% planning meetings with community members

Principal Question 12: To what extent are SEL- related skills and attitudes modeled and applied at school?

1   2   3   4   5

This occurs through (check all that apply):
_ instruction in the classroom
_ discipline procedures
_ celebrations/ school traditions
_ school wide staff meetings
_ professional development days
_ other (please specify)_____

PA: selected 5/always per the Likert scale and indicated this occurs through instruction in the classroom, discipline procedures, celebrations/school traditions, school wide staff meetings and professional development days.

Teacher Question 12: To what extent are SEL- related skills and attitudes modeled and applied at school?

1   2   3   4   5

This occurs through (check all that apply):
_ instruction in the classroom
_ discipline procedures
_ celebrations/ school traditions
_ school wide staff meetings
_ professional development days
_ other (please specify)_____

TA (Likert scale):
3/11or 27% of teachers selected always
5/11 or 45% of teachers selected frequently
2/11or 18% of teachers selected occasionally
0/11 or 0% of teachers selected rarely
1/11 or 9% of teachers selected never

TA: Teachers indicated SEL-related skills and attitudes are modeled and applied through:

> 8/11 or 73% instruction in the classroom
> 7/11 or 64% discipline procedures
> 6/11 or 55% celebrations/ school traditions
> 5/11 or 45% school wide staff meetings
> 4/11 or 36% professional development days

Principal Question 13: To what extent do you use program evaluation results for continuous improvement to determine progress toward identified goals and needed changes?

> **1   2   3   4   5**

> **This occurs through (check all that apply):**
> **_ data driven decision making**
> **_ goals/planning sessions with manager**
> **_ feedback from teachers**
> **_ other (please specify)_____**

PA: selected 4/frequently per the Likert scale and indicated this occurs through data driven decision making, goals/planning session with manager, and feedback from teachers.

Teacher Question 13: To what extent does your principal use program evaluation results for continuous improvement to determine progress toward identified goals and needed changes?

> **1   2   3   4   5**

> **This occurs through (check all that apply):**
> **_ data driven decision making**
> **_ goals/planning sessions with manager**
> **_ feedback from teachers**
> **_ other (please specify)_____**

TA (Likert scale):

> 1/11or 9% of teachers selected always
> 6/11 or 55% of teachers selected frequently
> 3/11or 27% of teachers selected occasionally
> 1/11 or 9% of teachers selected rarely
> 0/11 or 0% of teachers selected never

TA: Teachers indicated SEL-related skills and attitudes are modeled and applied through:

        8/11 or 73% data driven decision making

        4/11 or 36% goals/planning session with manager

        5/11 or 45% feedback from teachers

Principal Question 14: To what extent do you use a multifaceted evaluation to examine implementation, processes and outcome criteria?

PA: selected 4/frequently per the Likert scale

Teacher Question 14: To what extent does your principal use a multifaceted evaluation to examine implementation, processes and outcome criteria?

TA (Likert scale):

        6/11or 55% of teachers selected always

        4/11 or 36% of teachers selected frequently

        1/11or 9% of teachers selected occasionally

        0/11 or 0% of teachers selected rarely

        0/11 or 0% of teachers selected never

Principal Question 15: To what extent do you share results with key stakeholders?

        1   2   3   4   5

        This occurs through (check all that apply):
        _ data mailings distributed to stakeholders
        _ monthly/quarterly meetings with stakeholders
        _ student achievement data

PA: selected 5/always per the Likert scale and indicated this occurs through monthly/quarterly meetings with stakeholders and student achievement data

Teacher Question 15: To what extent does your principal share results with key stakeholders?

        1   2   3   4   5

        This occurs through (check all that apply):
        _ data mailings distributed to stakeholders
        _ monthly/quarterly meetings with stakeholders
        _ student achievement data
        _other (please specify)_____

TA (Likert scale):

      2/11or 18% of teachers selected always

      5/11 or 45% of teachers selected frequently

      3/11or 27% of teachers selected occasionally

      1/11 or 9% of teachers selected rarely

      0/11 or 0% of teachers selected never

TA: Teachers indicated SEL-related skills and attitudes are modeled and applied through:

      1/11 or 9% data mailing distributed to stakeholders

      6/11 or 55% monthly/quarterly meetings with stakeholders

      7/11 or 64% student achievement data

School A: Open-ended Questions and Responses

Question 16: From the above implementation factors, in what areas would you like to give more attention to?

PA: The principal would like to provide leadership opportunities for staff and work with community members regarding social and emotional learning.

TA: The teachers identified community involvement as the area to give most attention. Specifically, student feedback, parent support and involvement and community involvement were reported. In addition, the teachers would like more teacher modeling, clear implementation expectations, to learn about SEL best practices, and more accountability to ensure the program is being followed with fidelity.

Question 17: What extra support do you need to better implement the social emotional learning program?

PA: The principal reported the need for extra professional development time and money to better implement the social emotional learning program.

TA: The teachers identified more support given to implementation. Specifically they reported the need for more professional development time, more lesson plans, and more modeling of best techniques. They also identified parent support and involvement as needing more attention. Feedback from observations was reported as well.

Question 18: What opportunities for growth exist regarding implementation of the social emotional learning program that the survey did not ask about?

PA: The principal did not report any opportunities for growth.

TA: The teachers identified parent knowledge about the social emotional program and implementation strategies for parents to use at home.

School A: Document Review

School A provided documents that reflect social emotional program implementation for further analysis. Evidence of criteria for social and emotional learning in a school was indicated in a school improvement document which addresses the institutional policies that aligned with SEL goals. A professional development plan and professional development agendas indicated the school culture focus along with essential questions driving social emotional learning implementation. Lesson plans specifically focusing on social and emotional learning were also provided.

School A provided documents from the ICARE program which included activities for students to do with their parents. School A also provided a SHINE report which is sent home weekly to communicate with parents about the student's behavior. Both of these involve and encourage parental involvement along with applying social emotional learning related skills to school, home and the community.

School A provided awards that are presented monthly to parents and students for the ICARE program. Academic awards are also presented to staff and students for achieving academic goals.

School B: Likert Scale Questions and Responses

1= never   2= rarely   3= occasionally   4= frequently   5= always

Principal Question 1: To what extent do you promote a safe, caring, nurturing, cooperative, and   challenging learning environment?

> **1   2   3   4   5**
>
> **This occurs through (check all that apply):**
> **_ staff incentive program**
> **_ school wide processes that model social emotional skills**
> **_ opportunities for cooperative learning amongst students**
> **_ opportunities for cooperative learning amongst staff**
> **_ other (please specify)_____**

PB: selected 5/always per the Likert scale and indicated this occurs through staff incentive program, school wide processes that model social emotional skills, opportunities for cooperative learning amongst students and amongst staff, positive action and character counts.

Teacher Question 1: To what extent does your principal promote a safe, caring, nurturing, cooperative, and challenging learning environment?

> **1   2   3   4   5**
>
> **This occurs through:**
> **_ staff incentive program**
> **_ school wide processes that model social emotional skills**
> **_ opportunities for cooperative learning amongst students**
> **_ opportunities for cooperative learning amongst staff**
> **_ other (please**
> **specify)_____**

TB (Likert scale):
    4/24 or 17% of teachers selected always
    15/24 or 63% of teachers selected frequently
    5/24 or 21% of teachers selected occasionally

TB: Teachers indicated that the principal promotes a safe, caring, nurturing, cooperative and challenging learning environment through:
        12/24 or 50% staff incentive program
        14/24 or 58% school wide processes that model social emotional skills
        15/24 or 63% opportunities for cooperative learning amongst students
        15/24 or 63% opportunities for cooperative learning amongst staff

Principal Question 2: To what extent do you monitor characteristics of program intervention?

PB: selected 4/frequently per the Likert scale

Teacher Question 2: To what extent does your principal monitor characteristics of program intervention?

TB (Likert scale):
        4/24 or 17% of teachers selected always
        8/24 or 33% of teachers selected frequently
        4/24 or 17% of teachers selected occasionally
        4/24 or 17% of teachers selected rarely
        3/24 or 13% of teachers selected never
        1/24 or 4% of teachers did not answer

Principal Question 3: To what extent do you monitor training and technical support?

PB: selected 4/frequently per the Likert scale

Teacher Question 3: To what extent does your principal monitor training and technical support?

TB (Likert scale):
        2/24 or 8% of teachers selected always
        4/24 or 17% of teachers selected frequently
        2/24 or 8% of teachers selected occasionally
        6/24 or 25% of teachers selected rarely
        10/24 or 42% of teachers selected never

Principal Question 4: To what extent do you monitor environmental factors on an ongoing basis to ensure high- quality implementation of this social emotional learning program?

PB: selected 4/frequently per the Likert scale

Teacher Question 4: To what extent does your principal monitor environmental factors on an ongoing basis to ensure high- quality implementation of this social emotional learning program?

TB (Likert scale):
        7/24 or 29% of teachers selected always
        8/24 or 33% of teachers selected frequently
        6/24 or 25% of teachers selected occasionally
        2/24 or 8% of teachers selected rarely
        0/24 or 0% of teachers selected never

1/24 or 4% of teachers did not answer

Principal Question 5: To what extent do you provide leadership opportunities for participation in planning and adequate resources for your staff?

1   2   3   4   5

This occurs through (check all that apply):
_ social emotional program implementation team
_ school improvement planning team
_ external professional development/ training on the social emotional learning program
_ other (please specify)_____

PB: selected 5/always per the Likert scale and indicated this occurs through social emotional program implementation team, and external professional development/training on the social emotional learning program.

Teacher Question 5: To what extent does your principal provide leadership opportunities for participation in planning and adequate resources for your staff?

1   2   3   4   5

This occurs through (check all that apply):
_ social emotional program implementation team
_ school improvement planning team
_ external professional development/ training on the social emotional learning program
_ other (please specify)_____

TB (Likert scale):
    4/24 or 17% of teachers selected always
    4/24 or 17% of teachers selected frequently
    10/24 or 42% of teachers selected occasionally
    6/24 or 25% of teachers selected rarely
    0/24 or 0% of teachers selected never

TB: Teachers indicated that the principal provides leadership opportunities for participation and planning and adequate resources to staff through:
    7/24 or 29% social emotional program implementation team
    8/24 or 33% school improvement planning team
    7/24 or 29% external professional development/training on the social emotional learning program

Principal Question 6: To what extent do the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals?

1   2   3   4   5

This occurs through (check all that apply):
_ lesson/ unit plans
_ discipline policies
_ rewards given to students
_rewards given to staff members
_ daily schedules/structures implemented school wide
_ school wide assemblies/celebrations
_ other (please specify)_____

PB: selected 5/always per the Likert scale and indicated this occurs through lesson/unit plans, discipline policies, rewards given to students, rewards given to staff, daily schedules/ structures implemented school wide, and school wide assemblies/celebrations.

Teacher Question 6: To what extent do the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals?

1   2   3   4   5

This occurs through (check all that apply):
_ lesson/ unit plans
_ discipline policies
_ rewards given to students
_rewards given to staff members
_ daily schedules/structures implemented school wide
_ school wide assemblies/celebrations
_ other (please specify)_____

TB (Likert scale):
 8/24 or 33% of teachers selected always
 11/24 or 46% of teachers selected frequently
 2/24 or 8% of teachers selected occasionally
 1/24 or 4% of teachers selected rarely
 2/24 or 1% of teachers selected never

TB: Teachers indicated that the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals through:
 15/24 or 63% lesson/unit plans
 11/24 or 46% discipline policies
 14/24 or 58% rewards given to students
 5/24 or 21% rewards given to staff members

11/24 or 46% daily schedules/structures implemented school wide
14/24 or 58% school wide assemblies/celebrations
1/24 or 4% other-morning meeting

Principal Question 7: To what extent do you offer professional development, supervision, coaching, support and constructive feedback to your staff in regards to the social emotional learning program?

1   2   3   4   5

This occurs through (check all that apply):
_ district mentoring program
_ coaching staff hired with intent to assist in implementation of program
_ external professional development opportunities
_ observations of teachers
_ peer observations between teachers
_ professional learning community
_ other (please specify)_____

PB: selected 4/frequently per the Likert scale and indicated this district mentoring program, external professional development, observations of teachers, peer observations between teachers, and in a professional learning community.

Teacher Question 7: To what extent does your principal offer professional development, supervision, coaching, support and constructive feedback to your staff in regards to the social emotional learning program?

1   2   3   4   5

This occurs through (check all that apply):
_ district mentoring program
_ coaching staff hired with intent to assist in implementation of program
_ external professional development opportunities
_ observations of teachers
_ peer observations between teachers
_ professional learning community
_ other (please specify)_____

TB (Likert scale):
        5/24 or 21% of teachers selected always
        6/24 or 25% of teachers selected frequently
        8/24 or 33% of teachers selected occasionally
        3/24 or 13% of teachers selected rarely
        2/24 or 8% of teachers selected never

TB: Teachers indicated that the principal offers professional development, supervision, coaching, support and constructive feedback to staff through:

> 2/24 or 8% district mentoring program
> 6/24 or 25% coaching staff hired with intent to assist in implementation of program
> 8/24 or 33% external professional development opportunities
> 13/24 or 54% observations of teachers
> 11/24 or 46% peer observations between teachers
> 7/24 or 29% professional learning community

Principal Question 8: To what extent do you encourage and coordinate involvement of students with the social emotional program implementation?

> **1   2   3   4   5**

> **This occurs through (check all that apply):**
> **_ student council**
> **_ after school club/ activity**
> **_ assemblies/ school wide meetings**
> **_ other (please specify)_____**

PB: selected 4/frequently per the Likert scale and indicated this occurs through student council, afterschool club and assemblies/school wide meetings.

Teacher Question 8: To what extent does your principal encourage and coordinate involvement of students with the social emotional program implementation?

> **1   2   3   4   5**

> **This occurs through (check all that apply):**
> **_ student council**
> **_ after school club/ activity**
> **_ assemblies/ school wide meetings**
> **_ other (please specify)_____**

TB (Likert scale):

> 4/24 or 17% of teachers selected always
> 10/24 or 42% of teachers selected frequently
> 8/24 or 33% of teachers selected occasionally
> 1/24 or 4% of teachers selected rarely
> 1/24 or 4% of teachers selected never

TB: Teachers indicated the principal encourages student involvement with social and emotional program implementation through:

> 17/24 or 71% student council

8/24 or 33% after school club
14/24 or 58% assemblies/school wide meetings
2/24 or 8% other-morning meeting

Principal Question 9: To what extent do you encourage and coordinate involvement of faculty within your school with the social emotional program implementation?

1   2   3   4   5

This occurs through (check all that apply):
_ weekly, monthly, quarterly meetings
_ feedback process/box/ form
_ delegate responsibilities amongst staff

PB: selected 4/frequently per the Likert scale and indicated this occurs through weekly, monthly and quarterly meetings.

Teacher Question 9: To what extent does your principal encourage and coordinate involvement of faculty within your school with the social emotional program implementation?

1   2   3   4   5

This occurs through (check all that apply):
_ weekly, monthly, quarterly meetings
_ feedback process/box/ form
_ other (please specify)_____

TB (Likert scale):
2/24 or 8% of teachers selected always
6/24 or 25% of teachers selected frequently
8/24 or 33% of teachers selected occasionally
5/24 or 21% of teachers selected rarely
2/24 or 8% of teachers selected never
1/24 or 4% of teachers did not answer

TB: Teachers indicated the principal encourages faculty involvement with social and emotional program implementation through:
10/24 or 42% weekly, monthly, quarterly meetings
6/24 or 25% feedback process/box/form

Principal Question 10: To what extent do you encourage and coordinate involvement of parents with the social emotional program implementation?

       1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ monthly/ quarterly parent meetings
_ designated parent group
_ feedback forms/ surveys
_ other (please specify)_____

PB: selected 3/occasionally per the Likert scale and indicated this occurs through monthly/quarterly parent meetings, designated parent group, and feedback forms/surveys.

Teacher Question 10: To what extent does your principal encourage and coordinate involvement of parents with the social emotional program implementation?

       1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ monthly/ quarterly parent meetings
_ designated parent group
_ feedback forms/ surveys
_ other (please specify)_____

TB (Likert scale):
     1/24 or 4% of teachers selected always
     1/24 or 4% of teachers selected frequently
     9/24 or 38% of teachers selected occasionally
     10/24 or 42% of teachers selected rarely
     3/24 or 13% of teachers selected never

TB: Teachers indicated the principal encourages parent involvement with social and emotional program implementation through:
     9/24 or 38% weekly, monthly, quarterly meetings
     3/24 or 13% designated parent group
     4/24 or 17% feedback process/box/form
     3/24 or 13% other- phone logs, weekly letter

Principal Question 11: To what extent do you encourage and coordinate involvement of community members with the social emotional program implementation?

       1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ monthly/quarterly meetings with stakeholders

_ **feedback forms/ surveys**
_ **planning meetings with community members**
_ **other (please specify)** _____

PB: selected 3/occasionally and did not indicate that this occurs through any means.

Teacher Question 11: To what extent does your principal encourage and coordinate involvement of community members with the social emotional program implementation?

1   2   3   4   5

This occurs through (check all that apply):
_ **monthly/quarterly meetings with stakeholders**
_ **feedback forms/ surveys**
_ **planning meetings with community members**
_ **other (please specify)** _____

TB (Likert scale):
    1/24 or 4% of teachers selected always
    4/24 or 17% of teachers selected frequently
    5/24 or 21% of teachers selected occasionally
    7/24 or 29% of teachers selected rarely
    4/24 or 17% of teachers selected never
    4/24 or 17% of teachers did not answer

TB: Teachers indicated the principal encourages community involvement with social and emotional program implementation through:
    5/24 or 21% monthly/quarterly meetings with stakeholders
    3/24 or 13% feedback forms/surveys
    2/24 or 8% planning meetings with community members

Principal Question 12: To what extent are SEL- related skills and attitudes modeled and applied at school?

1   2   3   4   5

This occurs through (check all that apply):
_ **instruction in the classroom**
_ **discipline procedures**
_ **celebrations/ school traditions**
_ **school wide staff meetings**
_ **professional development days**
_ **other (please specify)**_____

PB: selected 5/always per the Likert scale and indicated this occurs through instruction in the classroom, discipline procedures, celebrations/school traditions, school wide staff meetings, professional development days, caught being good program, and greeting at the door.

Teacher Question 12: To what extent are SEL- related skills and attitudes modeled and applied at school?

> **1   2   3   4   5**
>
> **This occurs through (check all that apply):**
> **_ instruction in the classroom**
> **_ discipline procedures**
> **_ celebrations/ school traditions**
> **_ school wide staff meetings**
> **_ professional development days**
> **_ other (please specify)_____**

TB (Likert scale):
> 5/24 or 21% of teachers selected always
> 8/24 or 33% of teachers selected frequently
> 8/24 or 33% of teachers selected occasionally
> 2/24 or 8% of teachers selected rarely
> 1/24 or 4% of teachers selected never

TB: Teachers indicated SEL-related skills and attitudes are modeled and applied through:
> 14/24 or 58% instruction in the classroom
> 15/24 or 63% discipline procedures
> 17/24 or 71% celebrations/ school traditions
> 9/24 or 38% school wide staff meetings
> 9/24 or 38% professional development days

Principal Question 13: To what extent do you use program evaluation results for continuous improvement to determine progress toward identified goals and needed changes?

> **1   2   3   4   5**
>
> **This occurs through (check all that apply):**
> **_ data driven decision making**
> **_ goals/planning sessions with manager**
> **_ feedback from teachers**
> **_ other (please specify)_____**

PB: selected 5/always per the Likert scale and indicated this occurs through data driven decision making, goals/planning session with manager, and feedback from teachers.

Teacher Question 13: To what extent does your principal use program evaluation results for continuous improvement to determine progress toward identified goals and needed changes?

> **1   2   3   4   5**
>
> **This occurs through (check all that apply):**
> **_ data driven decision making**
> **_ goals/planning sessions with manager**
> **_ feedback from teachers**
> **_ other (please specify)_____**

TB (Likert scale):
> 3/24 or 13% of teachers selected always
> 8/24 or 33% of teachers selected frequently
> 7/24or 29% of teachers selected occasionally
> 2/24 or 8% of teachers selected rarely
> 2/24 or 8% of teachers selected never
> 2/24 or 8% of teachers did not answer

TB: Teachers indicated the principal uses program results for continuous improvement through:
> 13/24 or 54% data driven decision making
> 11/24 or 46% goals/planning session with manager
> 11/24 or 46% feedback from teachers
> 1/24 or 4% other- observation

Principal Question 14: To what extent do you use a multifaceted evaluation to examine implementation, processes and outcome criteria?

PB: selected 5/always per the Likert scale

Teacher Question 14: To what extent does your principal use a multifaceted evaluation to examine implementation, processes and outcome criteria?

TB (Likert scale):
> 0/24 or 21% of teachers selected always
> 5/24 or 21% of teachers selected frequently
> 9/24 or 38% of teachers selected occasionally
> 3/24or 13% of teachers selected rarely
> 4/24 or 17% of teachers selected never
> 3/24 or 13% of teachers did not answer

Principal Question 15: To what extent do you share results with key stakeholders?

> **1   2   3   4   5**

> **This occurs through (check all that apply):**
> **_ data mailings distributed to stakeholders**
> **_ monthly/quarterly meetings with stakeholders**
> **_ student achievement data**
> **_other (please specify)_____**

PB: selected 4/frequently per the Likert scale and indicated this occurs through monthly/quarterly meetings with stakeholders and student achievement data

Teacher Question 15: To what extent does your principal share results with key stakeholders?

> **1   2   3   4   5**

> **This occurs through (check all that apply):**
> **_ data mailings distributed to stakeholders**
> **_ monthly/quarterly meetings with stakeholders**
> **_ student achievement data**

TB (Likert scale):
> 1/24or 4% of teachers selected always
> 2/24 or 8% of teachers selected frequently
> 10/24or 42% of teachers selected occasionally
> 3/24 or 13% of teachers selected rarely
> 3/24 or 13% of teachers selected never
> 5/24 or 21% of teachers did not answer

TB: Teachers indicated the principal shares results with key stakeholders through:
> 5/24 or 21% data mailing distributed to stakeholders
> 8/24 or 33% monthly/quarterly meetings with stakeholders
> 8/24 or 33% student achievement data

School B: Open-ended Questions and Responses

Question 16: From the above implementation factors, in what areas would you like to give more attention to?

PB: The principal would like to give more attention to follow up and tracking of the success of the school's SEL program.

TB: The teachers identified more attention needs to be given to teacher strategies and professional development, parent support and involvement in the social emotional program, and feedback given to teachers.

Question 17: What extra support do you need to better implement the social emotional learning program?

PB: The principal reported the need to build internal capacity to ensure successful implementation and follow up. They also indicated a need for tracking student data.

TB: The teachers identified more support given to implementation. Specifically, they reported needing more strategies with all students, more implementation support from administration, more professional development regarding planning and implementation, and more time to implement the SEL program.

Question 18: What opportunities for growth exist regarding implementation of the social emotional learning program that the survey did not ask about?

PB: The principal would like to build the school's capacity for consistent high levels of character amongst students.

TB: The teachers reported the need to have a set time, at least 45minutes a week, for SEL program implementation.

School B: Document Review

School B provided documents that reflect social emotional program implementation for further analysis. Evidence of criteria for social and emotional learning in a school was indicated through meticulous planning of the two week professional development for staff at the beginning of the school year. The details in the plan included the actions the teachers would take, how the PD fits into the larger professional development plan for the entire school year and the implications for the students. The school wide discipline policy professional development power point indicated that policies reflect social emotional learning goals. Caught Being Great awards that are

disseminated weekly are evidence that the school promotes a safe, caring, nurturing, cooperative, and challenging learning environment.

The Director of Social Work job description addressed the development of SEL related skills in all students and utilizing the community to meet the needs of all students. The strategic plan indicated analysis and planning for continuous improvement as the school hired a Director of Culture and Values to ensure social and emotional program implementation.

School C: Likert Scale Questions and Responses

1= never   2= rarely   3= occasionally   4= frequently   5= always

Principal Question 1: To what extent do you promote a safe, caring, nurturing, cooperative, and challenging learning environment?

> **1   2   3   4   5**

> **This occurs through (check all that apply):**
> **_ staff incentive program**
> **_ school wide processes that model social emotional skills**
> **_ opportunities for cooperative learning amongst students**
> **_ opportunities for cooperative learning amongst staff**
> **_ other (please specify)_____**

PC: selected 5/always per the Likert scale and indicated this occurs through staff incentive program, and school wide processes that model social emotional skills.

Teacher Question 1: To what extent does your principal promote a safe, caring, nurturing, cooperative, and challenging learning environment?

> **1   2   3   4   5**

> **This occurs through:**
> **_ staff incentive program**
> **_ school wide processes that model social emotional skills**
> **_ opportunities for cooperative learning amongst students**
> **_ opportunities for cooperative learning amongst staff**

_ **other (please specify)**_____

TC (Likert scale):

> 9/27 or 33% of teachers selected always
> 11/27 or 41% of teachers selected frequently
> 6/27 or 22% of teachers selected occasionally
> 1/27 or 4% of teachers selected rarely
> 0/27 or 0% of teachers selected never

TC: Teachers indicated that the principal promotes a safe, caring, nurturing, cooperative and challenging learning environment through:

> 9/27 or 33% staff incentive program
> 18/27 or 67% school wide processes that model social emotional skills
> 17/27 or 63% opportunities for cooperative learning amongst students
> 18/27 or 67% opportunities for cooperative learning amongst staff

Principal Question 2: To what extent do you monitor characteristics of program intervention?

PC: selected 4/frequently per the Likert scale

Teacher Question 2: To what extent does your principal monitor characteristics of program intervention?

TC (Likert scale):

> 7/27 or 7% of teachers selected always
> 7/27 or 19% of teachers selected frequently
> 10/27 or 30% of teachers selected occasionally
> 2/27 or 15% of teachers selected rarely
> 0/27 or 10% of teachers selected never
> 1/27 or 4% of teachers did not answer

Principal Question 3: To what extent do you monitor training and technical support?

PC: selected 4/frequently per the Likert scale

Teacher Question 3: To what extent does your principal monitor training and technical support?

TC (Likert scale):

> 2/27 or 7% of teachers selected always
> 5/27 or 19% of teachers selected frequently

8/27 or 30% of teachers selected occasionally
4/27 or 15% of teachers selected rarely
5/27 or 19% of teachers selected never
3/27 or 11% of teachers did not answer

Principal Question 4: To what extent do you monitor environmental factors on an ongoing basis to ensure high- quality implementation of this social emotional learning program?

PC: selected 4/frequently per the Likert scale

Teacher Question 4: To what extent does your principal monitor environmental factors on an ongoing basis to ensure high- quality implementation of this social emotional learning program?

TC (Likert scale):
3/27 or 11% of teachers selected always
12/27 or 44% of teachers selected frequently
7/27 or 26% of teachers selected occasionally
5/27 or 19% of teachers selected rarely
0/27 or 0% of teachers selected never

Principal Question 5: To what extent do you provide leadership opportunities for participation in planning and adequate resources for your staff?

> **1   2   3   4   5**
>
> **This occurs through (check all that apply):**
> **_ social emotional program implementation team**
> **_ school improvement planning team**
> **_ external professional development/ training on the social emotional learning program**
> **_ other (please specify)_____**

PC: selected 4/frequently per the Likert scale and indicated this occurs through social emotional program implementation team, and external professional development/training on the social emotional learning program.

Teacher Question 5: To what extent does your principal provide leadership opportunities for participation in planning and adequate resources for your staff?

> **1   2   3   4   5**

This occurs through (check all that apply):
_ social emotional program implementation team
_ school improvement planning team
_ external professional development/ training on the social emotional
learning program
_ other (please specify)_____

TC (Likert scale):
     6/27 or 22% of teachers selected always
     7/27 or 26% of teachers selected frequently
     6/27 or 22% of teachers selected occasionally
     5/27 or 19% of teachers selected rarely
     1/27 or 4% of teachers selected never
     2/27 or 7% of teachers did not answer

TC: Teachers indicated that the principal provides leadership opportunities for participation and planning and adequate resources to staff through:
     10/27 or 37% social emotional program implementation team
     16/27 or 59% school improvement planning team
     11/27 or 41% external professional development/training on the social emotional learning program

Principal Question 6: To what extent do the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals?

1   2   3   4   5

This occurs through (check all that apply):
_ lesson/ unit plans
_ discipline policies
_ rewards given to students
_rewards given to staff members
_ daily schedules/structures implemented school wide
_ school wide assemblies/celebrations
_ other (please specify)_____

PC: selected 5/always per the Likert scale and indicated this occurs through lesson/ unit plans, discipline policies, rewards given to students, rewards given to staff members, daily schedules/ structures implemented school wide, and school wide assemblies/celebrations.

Teacher Question 6: To what extent do the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals?

       1   **2**   **3**   **4**   **5**

    This occurs through (check all that apply):
    _ lesson/ unit plans
    _ discipline policies
    _ rewards given to students
    _rewards given to staff members
    _ daily schedules/structures implemented school wide
    _ school wide assemblies/celebrations

TC (Likert scale):
    5/27 or 19% of teachers selected always
    11/27 or 41% of teachers selected frequently
    8/27 or 30% of teachers selected occasionally
    0/27 or 0% of teachers selected rarely
    1/27 or 4% of teachers selected never
    2/27 or 7% of teachers did not answer

TC: Teachers indicated that the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals through:
    18/27 or 67% lesson/unit plans
    19/27 or 70% discipline policies
    19/27 or 70% rewards given to students
    6/27 or 22% rewards given to staff members
    14/27 or 52% daily schedules/structures implemented school wide
    16/27 or 59% school wide assemblies/celebrations

Principal Question 7: To what extent do you offer professional development, supervision, coaching, support and constructive feedback to your staff in regards to the social emotional learning program?

       1   **2**   **3**   **4**   **5**

    This occurs through (check all that apply):
    _ district mentoring program
    _ coaching staff hired with intent to assist in implementation of program
    _ external professional development opportunities
    _ observations of teachers
    _ peer observations between teachers
    _ professional learning community

_ other (please specify)_____

PC: selected 3/occasionally per the Likert scale and indicated this occurs through observations of teachers, and in a professional learning community.

Teacher Question 7: To what extent does your principal offer professional development, supervision, coaching, support and constructive feedback to your staff in regards to the social emotional learning program?

       1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ district mentoring program
_ coaching staff hired with intent to assist in implementation of program
_ external professional development opportunities
_ observations of teachers
_ peer observations between teachers
_ professional learning community
_ other (please specify)_____

TC (Likert scale):
      4/27or 15% of teachers selected always
      8/27 or 30% of teachers selected frequently
      9/27or 33% of teachers selected occasionally
      3/27 or 11% of teachers selected rarely
      3/27 or 11% of teachers selected never

TC: Teachers indicated that the principal offers professional development, supervision, coaching, support and constructive feedback to staff through:
      0/27 or 0% coaching staff hired with intent to assist in implementation of program
      6/27 or 22% external professional development opportunities
      6/27 or 22% observations of teachers
      18/27 or 67% peer observations between teachers
      8/27 or 30% professional learning community

Principal Question 8: To what extent do you encourage and coordinate involvement of students with the social emotional program implementation?

       1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ student council
_ after school club/ activity

    _ assemblies/ school wide meetings
    _ other (please specify)_____

PC: selected 3/occasionally per the Likert scale and indicated this occurs through assemblies/school wide meetings.

Teacher Question 8: To what extent does your principal encourage and coordinate involvement of students with the social emotional program implementation?

    1   2   3   4   5

    This occurs through (check all that apply):
    _ student council
    _ after school club/ activity
    _ assemblies/ school wide meetings
    _ other (please specify)_____

TC (Likert scale):
    3/27or 11% of teachers selected always
    7/27 or 26% of teachers selected frequently
    11/27or 41% of teachers selected occasionally
    4/27 or 15% of teachers selected rarely
    2/27 or 7% of teachers selected never

TC: Teachers indicated the principal encourages student involvement with social and emotional program implementation through:
    4/27 or 15% student council
    5/27 or 19% after school club
    22/27 or 81% assemblies/ school wide meetings

Principal Question 9: To what extent do you encourage and coordinate involvement of faculty within your school with the social emotional program implementation?

    1   2   3   4   5

    This occurs through (check all that apply):
    _ weekly, monthly, quarterly meetings
    _ feedback process/box/ form
    _ delegate responsibilities amongst staff
    _ other (please specify)_____

PC: selected 3/occasionally per the Likert scale and indicated this occurs through weekly, monthly and quarterly meetings, and delegated responsibilities amongst staff.

Teacher Question 9: To what extent does your principal encourage and coordinate involvement of faculty within your school with the social emotional program implementation?

      1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ weekly, monthly, quarterly meetings
_ feedback process/box/ form
_ other (please specify)_____

TC (Likert scale):
      7/27or 26% of teachers selected always
      7/27 or 26% of teachers selected frequently
      7/27or 26% of teachers selected occasionally
      5/27 or 19% of teachers selected rarely
      1/27 or 4% of teachers selected never

TC: Teachers indicated the principal encourages faculty involvement with social and emotional program implementation through:
      22/27 or 81% weekly, monthly, quarterly meetings
      4/27 or 15% feedback process/box/form
      2/27 or 7% other- strategic planning committee

Principal Question 10: To what extent do you encourage and coordinate involvement of parents with the social emotional program implementation?

      1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ monthly/ quarterly parent meetings
_ designated parent group
_ feedback forms/ surveys
_ other (please specify)_____

PC: selected 3/occasionally per the Likert scale and indicated this occurs through monthly/quarterly parent meetings, designated parent group, and feedback forms/surveys.

Teacher Question 10: To what extent does your principal encourage and coordinate involvement of parents with the social emotional program implementation?

       1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ monthly/ quarterly parent meetings
_ designated parent group
_ feedback forms/ surveys
_ other (please specify)_____

TC (Likert scale):
      4/27 or 15% of teachers selected always
      6/27 or 22% of teachers selected frequently
      10/27 or 37% of teachers selected occasionally
      5/27 or 19% of teachers selected rarely
      2/27 or 7% of teachers selected never

TC: Teachers indicated the principal encourages parent involvement with social and emotional program implementation through:
      13/27 or 48% weekly, monthly, quarterly meetings
      7/27 or 26% designated parent group
      6/27 or 22% feedback process/box/form

Principal Question 11: To what extent do you encourage and coordinate involvement of community members with the social emotional program implementation?

       1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ monthly/quarterly meetings with stakeholders
_ feedback forms/ surveys
_ planning meetings with community members
_ other (please specify) _____

PC: selected 2/rarely and did not indicate any method that this occurs.

Teacher Question 11: To what extent does your principal encourage and coordinate involvement of community members with the social emotional program implementation?

       1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ monthly/quarterly meetings with stakeholders
_ feedback forms/ surveys
_ planning meetings with community members
_ other (please specify) _____

TC (Likert scale):
        0/27 or 0% of teachers selected always
        5/27 or 19% of teachers selected frequently
        4/27 or 15% of teachers selected occasionally
        9/27 or 33% of teachers selected rarely
        5/27 or 19% of teachers selected never
        4/27 or 15% of teachers did not answer

TC: Teachers indicated the principal encourages community involvement with social and emotional program implementation through:
        4/27 or 15% monthly/quarterly meetings with stakeholders
        5/27 or 19% planning meetings with community members
        1/27 or 4% other- community liaison

Principal Question 12: To what extent are SEL-related skills and attitudes modeled and applied at school?

       1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ instruction in the classroom
_ discipline procedures
_ celebrations/ school traditions
_ school wide staff meetings
_ professional development days
_ other (please specify)_____

PC: selected 5/always per the Likert scale and did not indicate the method through which this occurs.

Teacher Question 12: To what extent are SEL- related skills and attitudes modeled and applied at school?

1   2   3   4   5

This occurs through (check all that apply):
_ instruction in the classroom
_ discipline procedures
_ celebrations/ school traditions
_ school wide staff meetings
_ professional development days
_ other (please specify)_____

TC (Likert scale):
> 8/27 or 30% of teachers selected always
> 8/27 or 30% of teachers selected frequently
> 9/27 or 33% of teachers selected occasionally
> 2/27 or 7% of teachers selected rarely
> 0/27 or 0% of teachers selected never

TC: Teachers indicated SEL-related skills and attitudes are modeled and applied through:
> 16/27 or 59% instruction in the classroom
> 20/27 or 74% discipline procedures
> 17/27 or 63% celebrations/ school traditions
> 14/27 or 52% school wide staff meetings
> 13/27 or 48% professional development days
> 1/27 or 4% other- morning meetings

Principal Question 13: To what extent do you use program evaluation results for continuous improvement to determine progress toward identified goals and needed changes?

1   2   3   4   5

This occurs through (check all that apply):
_ data driven decision making
_ goals/planning sessions with manager
_ feedback from teachers
_ other (please specify)_____

PC: selected 4/frequently per the Likert scale and indicated this occurs through data driven decision making, goals/planning session with manager, feedback from teachers and the strategic plan.

Teacher Question 13: To what extent does your principal use program evaluation results for continuous improvement to determine progress toward identified goals and needed changes?

       1   **2**   **3**   **4**   **5**

This occurs through (check all that apply):
_ data driven decision making
_ goals/planning sessions with manager
_ feedback from teachers
_ other (please specify)_____

TC (Likert scale):
       5/27 or 19% of teachers selected always
       9/27 or 33% of teachers selected frequently
       8/27 or 30% of teachers selected occasionally
       4/27 or 15% of teachers selected rarely
       1/27 or 4% of teachers selected never

TC: Teachers indicated the principal uses program evaluation results for continuous improvement to determine progress through:
       6/27 or 22% data driven decision making
       15/27 or 56% goals/planning session with manager
       13/27 or 48% feedback from teachers

Principal Question 14: To what extent do you use a multifaceted evaluation to examine implementation, processes and outcome criteria?

PC: selected 4/frequently per the Likert scale

Teacher Question 14: To what extent does your principal use a multifaceted evaluation to examine implementation, processes and outcome criteria?

TC (Likert scale):
       2/27or 7% of teachers selected always
       11/27 or 41% of teachers selected frequently
       5/27or 19% of teachers selected occasionally
       4/27 or 15% of teachers selected rarely
       2/27 or 7% of teachers selected never
       3/27 or 11% of teachers did not answer

Principal Question 15: To what extent do you share results with key stakeholders?

1   2   3   4   5

This occurs through (check all that apply):
_ data mailings distributed to stakeholders
_ monthly/quarterly meetings with stakeholders
_ student achievement data
_other (please specify)_____

PC: selected 5/always per the Likert scale and indicated this occurs through data mailings distributed to stakeholders, monthly/quarterly meetings with stakeholders and student achievement data.

Teacher Question 15: To what extent does your principal share results with key stakeholders?

1   2   3   4   5

This occurs through (check all that apply):
_ data mailings distributed to stakeholders
_ monthly/quarterly meetings with stakeholders
_ student achievement data
_other (please specify)_____

TC (Likert scale):
        6/27or 22% of teachers selected always
        5/27 or 19% of teachers selected frequently
        8/27 or 30% of teachers selected occasionally
        2/27 or 7% of teachers selected rarely
        1/27 or 4% of teachers selected never

TC: Teachers indicated the principal shares results with key stakeholders through:
        6/27 or 22% data mailing distributed to stakeholders
        9/27 or 33% monthly/quarterly meetings with stakeholders
        13/27 or 48% student achievement data

School C: Open-ended Questions and Responses

Question 16: From the above implementation factors, in what areas would you like to give more attention to?

PC: The principal would like to give more attention to student and parent involvement.

TC: The teachers identified more attention needs to be given to collaborating with teachers, parents and community stakeholders. They also reported more attention needs to be given to sharing feedback, setting goals and assessing progress.

Question 17: What extra support do you need to better implement the social emotional learning program?

PC: The principal indicated more support is needed to support students' emotional needs.

TC: The teachers identified more support needs to be given to implementation. Specifically, they reported needing more strategies with all students, more professional development regarding planning and implementation, more time to implement the SEL program and more resources such as books and lesson plan ideas.

Question 18: What opportunities for growth exist regarding implementation of the social emotional learning program that the survey did not ask about?

PC: The principal indicated the need for more parent outreach and more support for staff.

TC: The teachers did not report any opportunities for growth.

School C: Document Review

School C provided documents that reflect social emotional program implementation for further analysis. Evidence of criteria for social and emotional learning in a school was indicated through a strategic plan including assessment benchmarks and professional development agenda items, objectives and goals. A master schedule provided evidence of 45 minutes at least four times a week of character education classes in all grades, kindergarten through eighth grades. Lesson plans were provided that specifically planned for the daily character education time. Student of the month awards

were also provided. The data suggests that the school promotes a safe, caring,

nurturing, cooperative and challenging learning environment.

CHAPTER V

ANALYSIS OF DATA

Overview of the Research Project

The purpose of this research study was to compare and contrast the perceptions of teachers and principals in elementary charter schools in Chicago, Illinois regarding what supports principals provide for social and emotional learning program implementation.

The researcher used questionnaires to survey three elementary charter schools. This included the principal at each school along with all teachers that have been teaching for at least one year at the particular school. All questionnaires were analyzed for common and contrasting themes per school. The perceptions were further analyzed amongst schools to ascertain common and contrasting themes and to determine implications for educational leadership. According to the Likert scale, the researcher reported that the principal does do the indicated action based on an answer of frequently (4) or always (5).

Analysis of Responses per School

Based on the data obtained for the participants in this study, the following information was suggested relative to the research questions.

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Research Question #1

According to the perceptions of elementary charter school principals, what do they do to support social and emotional learning program implementation in the school and in the classroom?

The principal's self- perception in school A indicated that she frequently or always displays evidence for social and emotional learning and development within the school. The self-reported data concluded that the principal perceived to do this through promoting a safe, nurturing environment, monitoring the program characteristics for implementation, ensuring all school policies are aligned to state social and emotional learning goals, and providing a variety of professional development opportunities.

The principal in school A reported that she always encourages involvement from students, faculty and parents. Also according to the principal's perception, social and emotional learning skills are modeled and applied at school A. The principal self-reported that she evaluates program implementation and goal attainment and shares the results with stakeholders.

In school B, the principal's self-perception indicated that she frequently and/or always displays evidence for social and emotional learning and development within the school. This occurred through promoting a safe, nurturing environment, monitoring the program characteristics for implementation, ensuring all school policies are aligned to state social and emotional learning goals, and providing a variety of professional development opportunities.

The principal reported a self-perception of involving students and faculty with program implementation and always modeling and applying social and emotional related skills at school. The principal also perceived that she evaluates the program to determine goal attainment and frequently shares the results with stakeholders.

The principal's self-perception in school C illustrated that she frequently or always displays evidence for social and emotional learning and development within the school. The data indicated this occurred through promoting a safe, nurturing environment, monitoring the program characteristics for implementation and ensuring all school policies are aligned to state social and emotional learning goals.

The principal in school C self-reported that social and emotional learning skills are modeled and applied within the school. Also according to the principal's perception, program evaluation results are analyzed to set goals and determine changes needed and then shared with key stakeholders.

Research Question #2

According to the perceptions of teachers, what do the elementary charter school principals do to support social and emotional learning program implementation in the school and in the classroom?

The teachers' perceptions in school A indicated that the principal frequently displays evidence of social and emotional learning and development within the school. The teachers reported this occurs through the principal promoting a safe, nurturing environment, occasionally monitoring program implementation, and aligning school wide policies with the Illinois state social and emotional learning standards.

The teachers reported that they perceive the principal to involve faculty with program implementation and that social and emotional learning skills are modeled and applied at school. They also perceive the principal to frequently us program evaluations results for improvement and to share the results with key stakeholders.

In school B, the teachers' perceptions illustrated that the principal frequently displays evidence of social and emotional learning and development within the school. The data from the teachers' perceptions shows the principal does this by promoting a safe, nurturing environment, monitoring implementation, aligning school wide policies with the Illinois state social and emotional learning standards, and occasionally offering professional development opportunities.

The teachers perceived that the principal occasionally involves students, faculty, and parents with program implementation. The teachers recognized that social and emotional learning skills are modeled frequently at the school. They also reported that they perceive the principal to occasionally evaluate the program implementation and share results with key stakeholders.

The teacher participants from school C reported the principal occasionally displays evidence of social and emotional learning and development within the school. This was evident as teachers perceived the principal to promote a safe, nurturing environment, to occasionally monitor program implementation, to provide leadership opportunities for planning, and to offer some professional development opportunities.

Teacher perceptions indicated that the principal rarely to occasionally encourages student, faculty, parent, and community involvement with social and emotional program

implementation. However, the teachers reported social and emotional learning skills are frequently modeled at school C. The teachers' perceptions also indicated that the principal occasionally evaluates the program implementation and shares the results with key stakeholders.

Research Question #3

How do the perceptions differ between elementary charter principals and teachers regarding social and emotional learning program implementation support?

Teachers at school A provided contrasting perceptions from the principal's self-perception in several categories. Teachers reported the principal occasionally monitored characteristics of program intervention, whereas the principal reported always monitoring intervention.

The teachers also provided differing perceptions of the principal's encouragement for stakeholders to be involved with program implementation. An occasional involvement of students, faculty, and parents was reported by the teachers. The principal's self-perception indicated she always involves students, faculty and parents.

In school B, the perceptions between teachers and the principal showed differences in some categories. The teachers' reported the principal rarely monitors training and support for program implementation while the principal perceived to monitor the program training frequently. Perceptions were also divided regarding leadership opportunities in planning. The teachers' perception illustrated the principal occasionally provides leadership opportunities and the principal self-reported she always provides leadership opportunities.

The majority of differences became apparent when analyzing the evaluation criteria for implementation improvement. The principal's perception indicated that she always analyzed the program results to determine progress and changes needed. The teachers' perceptions indicated they perceive the principal to occasionally analyze program results to determine next steps.

The data for school C illustrated minimal differences in perceptions between the teachers and the principal. The principal self-reported she frequently monitors training, always models social emotional learning skills at school and always shares results with key stakeholders. Conversely, the teachers' perceptions indicated that the principal rarely monitors training, frequently models social emotional learning skills at school and occasionally shares results with stakeholders.

Research Question #4

What perceptions are the same between elementary charter school principals and teachers regarding social and emotional learning program implementation support?

School A data indicated minimal similarities between teacher and principal perceptions. All participants perceive the principal to promote a safe, nurturing learning environment, that the school wide policies frequently align with Illinois State social and emotional learning standards, and leadership opportunities are provided. All participant perceptions aligned that community involvement is occasionally encouraged and that program results are frequently used to determine progress and change.

The data for school B illustrated similar perceptions many categories. Teacher and the principal perceptions align that the principal does promote social and emotional

learning and development by the learning environment created, monitoring training characteristics to ensure high quality implementation, and offering a variety of professional development and support.

The participants also reported similar perceptions regarding stakeholder involvement. Students and faculty involvement is encouraged, while all participants reported parent and community involvement is occasionally encouraged. Teachers and the principal perceive the principal to frequently share results with key stakeholders.

The perceptions from teachers and the principal were most aligned at school C. All participants reported they perceive the principal frequently does the said action. In occasions where the data indicated an action occurs rarely or occasionally, these perceptions aligned as well. The data indicated that all participants perceive the principal occasionally encourages involvement of students, parents, and community members. Even though this is an area of growth for the school, both the principal and teachers recognize the opportunity for more community involvement.

Analysis of Responses Amongst Schools

Based on the data obtained from the participants in this study, the following information was suggested relative to the research questions amongst schools. Previously, the data between teachers' perceptions and principals' perceptions was compared and contrasted for each school. The analysis below compared and contrasted the data amongst schools.

Across all three schools, perceptions aligned between teachers and principals that all principals promote a safe, caring, nurturing, cooperative and challenging learning

environment. The teachers' and principals' perceptions aligned in two out of three

schools (school B and C) indicating that the principal frequently monitors characteristics

of program intervention; however in all three schools the principal self-reported

frequently monitoring training and technical support, but the teacher data displayed the

principal rarely monitors training and technical support. In school B and C, two out of

three schools, all participants indicated that the principal frequently monitors

environmental factors to ensure high-quality program implementation. In all cases, all

participants perceived the principal frequently or always aligns school wide policies to

the Illinois state social and emotional learning standards and goals. The perceptions

varied between each school regarding professional development opportunities, coaching

and feedback to support program implementation.

Each of the above mentioned characteristics is evidence that social and emotional

learning and development is apparent within each school. Zins et al. (2004) identifies a

safe environment, opportunities for faculty participation, adequate resources, policy

alignment with social and emotional learning goals, and professional development as key

implementation factors that impact social and emotional learning and development.

Another important factor of program implementation includes family and

community involvement. According to CASEL (2003), SEL programs are reviewed

using categories such as "professional development, classroom implementation tools,

student assessment measures, school wide coordination, and family and community

partnerships" (p. 36). The data illustrated that this is an opportunity for growth amongst

all three schools. All teacher perceptions indicated involvement of students, faculty,

parents and community members with program implementation was rarely to occasionally encouraged. Being a critical component to support implementation, each school should afford the opportunity to coordinate outside involvement to support program implementation.

School A and C, two out of three schools, reported alignment that the principal does use program evaluation results for continuous improvement and to determine progress and changes needed to implementation. All teachers' perceptions differed from all principal perceptions regarding using a multifaceted evaluation to examine implementation, processes and outcomes. In all three schools, the teachers reported the principal occasionally used a multifaceted evaluation, while the principals self-reported they frequently or always used a multifaceted evaluation. An opportunity for principals to address is how they share results with key stakeholders. The data illustrated differing perceptions between teachers and the principals in school A and C that the principal occasionally shares results with key stakeholders.

A final component to effective program implementation is evaluation, review, and planning for improvement. The results then must be shared with all stakeholders along with goals and plans to move forward. Program effectiveness is determined by the evaluation and criteria for improvement. As referenced in *Safe and sound: An educational leader's guide to social and emotional learning programs developed by CASEL, 2003,* program effectiveness is an imperative component to program implementation.

Research Question #5

What are the implications for educational leadership?

Several implications exist for educational leadership based on the data from this research. The literature review, case study data and document review shows evidence and supports it is critical for the leader of the school to promote a safe, caring, nurturing, cooperative and challenging learning environment. This is the foundation to implementing a social and emotional learning program. As indicated in the ISLLC standards, leaders need to prioritize creating a vision for the type of learning environment they want to create at their school and then plan how the school will achieve this environment. ISLLC standard one states "an educational leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders" (CCSSO, 2008).

Another finding from the research indicated an opportunity to increase the monitoring of training and the monitoring of characteristics for program intervention. The teachers' perceptions suggested the principals occasionally monitor these facets of the program. Being a critical component of SEL program implementation, leaders need to be aware of the process for monitoring and create a system of accountability. The researcher recommended using the deliberate tools and resources provided by companies that create SEL programs to monitor the program intervention. If the program did not include these resources, investigate programs that do have this component and incorporate as appropriate.

The training and support needed for program implementation directly impacted the professional development opportunities. All teacher participants indicated the desire for more professional development for strategies to implement the social and emotional learning program. Leaders need to heed this feedback from staff. In a case study by Kam, Greenburg and Walls (2003), the findings indicated that the success of the PATHS program depended on the supports of the principal and the implementation from each teacher in the classroom.

Perhaps providing the staff with a needs assessment, asking for feedback in an all staff meeting and providing differentiated professional development opportunities would result in enhanced program implementation. The demographic data indicated the majority of teachers amongst all schools have two to four years of experience teaching in the given school. Perhaps the stage of teaching that each participant is in impacts the comfort ability to integrate the SEL program into core curriculum. Professional development opportunities should consider the years of service of teachers as context to determine readiness to teach the SEL program.

Another implication for educational leadership is the need for deliberate involvement from all stakeholders. A critical component to SEL program implementation involves coordination with students, faculty, parents and community members and it is leader's responsibility to ensure all stakeholders are engaged. All teacher participants perceived the principals of their school coordinated limited engagement from key stakeholders. Four out of the six SEL programs reviewed in the literature review, PATHS, Responsive Classroom, Second Step and Project ACHIEVE,

deliberately stated partnering with parents and community members as an essential

component to the program's foundation (PATHS, 2010, Responsive Classroom, 2010,

Committee for Children, 2010, Project ACHIEVE, 2010). The ISLLC Standard 4

addresses that this collaboration between principal and faculty and community will help

promote student success (CCSSO, 2008).

The researcher recommended the leaders assess their staff's knowledge of the

parent and community involvement plan to address the differing perceptions. It is also

recommended to ask the staff for feedback to increase family and community

involvement, along with a date when progress will again be assessed and the results

shared.

The research indicated an additional finding. The teachers' perceptions differed

from the principals' perceptions of the extent to which principals examined the program

implementation process. The data suggested the principals did not fully utilize evaluation

results to determine progress to improve implementation. The perception also included

these results are not consistently shared with stakeholders. The principals perceive that

they frequently examined the implementation process and shared results.

It is recommended that the leaders have a staff meeting to share what steps they

took to evaluate program implementation. The principals also need to ask for feedback

from staff for suggestions to better evaluate and implement the SEL program. Creating a

committee would provide an opportunity for multiple stakeholders to review the

evaluation plan, make recommendations for necessary changes and ensure

communication to all stakeholders. The demographic data indicated that the principal

and the majority of teachers have masters' degrees in school C. School C also had the most aligned perceptions. Further research might want to explore if the level of education has any impact program implementation.

Discussion

Although social and emotional learning standards have been required by the Illinois State Board of Education since 2004, the fidelity of social and emotional learning program implementation continues to be an issue as indicated by the data conclusions in this study (ISBE, 2010). Creating the ideal environment to implement programs effectively remains a challenge for educational leaders.

In order to see changes, educational leaders need to give more consideration to each essential category that impacts program implementation. Evidence of social and emotional learning and development, criteria for community and parent involvement and program improvement structures facilitate SEL program implementation (Zins et al., 2004).

Educational leaders need to consider these categories along with the planning and structures that will support implementation in their school. Each school has its own mission and vision that may include social and emotional learning along with other various initiatives. Realistically considering the personnel and systems dedicated to SEL program implementation, along with the essential categories defined by Zins et al. (2004) are critical to SEL program success.

Building buy-in and foundational knowledge amongst all staff members is imperative. As educational leaders, we are the chief instructional leader of the school.

Once leaders learn and understand state social and emotional learning goals and standards, that information needs to be transferred to all staff. The legal and ethical obligations aligned with the school's mission and vision provide context for all stakeholders regarding why social and emotional learning is imperative to implement. Goleman (1995) defends teaching SEL in schools by stating "beyond teacher training, emotional literacy expands our vision of the tasks of schools themselves, making them more explicitly society's agent for seeing that children learn these essential lessons for life-a return to a classic role for education" (p. 280).

How we as educational leaders set expectations for our staff, students and families is up to each individual leader. Researched best practices have defined what educational leaders can do to implement social and emotional learning programs. All stakeholders have to find it in their hearts and believe that social and emotional learning is imperative to students' success in order to support SEL initiatives. As Goleman (1995) in *Emotional Intelligence* continues to discuss emotional literacy courses and the implications he states "beyond these educational advantages, the courses seem to help children better fulfill their roles in life, becoming better friends, students, sons and daughters- and in the future are more likely to be better husbands and wives, workers and bosses, parents and citizens" (p. 285).

Suggestions for Further Research

The researcher would suggest further opportunities for research exist including studying how leaders create learning environments, what deliberate steps leaders take to

create the vision and sustain buy-in from all stakeholders in order to implement social and emotional learning programs.

Further research opportunities also include providing parents and community members with the questionnaire given in this case study. Leadership can research best practices that exist regarding family and community partnerships and involvement. Planning and hiring staff members who are dedicated to the development of family and community partnerships would provide intentional partnering opportunities.

Investigating resources that examine SEL program implementation and processes could be studied further. The questionnaire in this particular study could further explore the ways in which principals and teachers perceive the principal is examining the processes which aid program implementation. Identifying loops holes in the structures would address any gaps in implementation.

Based on the demographic data, this study only requested the degree each participant has obtained. Further research on the types of degrees and the course work involved could be investigated. Specifically, the researcher could examine School C's principal and the type of master's degree the principal obtained and if it included the Type 75 General Administration certificate disseminated in Illinois. The connection between exposure to social and emotional learning standards and programs during college course work and actual implementation as an educator or educational leader would provide interesting data.

Conclusion

Through out the history of education, the premise of an individual operating as a member of the larger society, placing importance on becoming a productive citizen has been a common theme. During the 1980's, businesses began to interface with the education sector because the quality of workers were attributed to the economic downturn. Businesses wanted educated, productive workers that would impact economic growth in order to be globally competitive.

Very little has changed in the desires of businesses since the 80's. The United States' global growth and development continues to be contingent upon the type of leaders and citizens we as educators prepare for the ever changing world. Social and emotional learning teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. We as educational leaders need to be acutely aware of the social and emotional learning supports we provide in our schools. Not because the law mandates us to or standards suggest what we should do, but because it is our moral obligation to teach, model and expect demonstration of these essential skills that are imperative to being productive citizens in the world.

APPENDIX A

LETTER OF COOPERATION TO PARTICIPATE IN RESEARCH

Letter of Cooperation to Participate in Research
(Principals)

Project Title: Examining Perceptions of Principals and Teachers Regarding Social and Emotional Learning Program Implementation

Researcher(s): Angela N. Brooks-Rallins
Faculty Sponsor: Dr. Janis Fine
Introduction:
You are being asked to take part in a research study being conducted by Angela N. Brooks-Rallins for a dissertation under the supervision of Dr. Janis Fine in the Department of Administration and Supervision at Loyola University of Chicago.

You are being asked to participate because you are a principal in an elementary charter school (kindergarten through eighth grade) that implements a social and emotional learning program. To ensure a degree of continuity, participating principals will need to be the principal in their present school for at least 2 consecutive years.

The projected number of schools in the case study will be three elementary charter schools; one principal from each school and all teachers at each school who meet the criteria of teaching at the current school for at least 1 full school year.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:
The purpose of this study is to examine the perceptions of supports that exist for social and emotional learning program implementation. Specifically, this study will examine the perceptions of principals and teachers regarding what principals do to support program implementation. The elementary charter schools chosen to participate all incorporate a social and emotional learning program into the daily curriculum. All schools studied have student data that demonstrates a success rate of 75% or higher meeting and exceeding standards based on ISAT data.

Procedures:
If you agree to be in the study, you will be asked to:
- Sign and return the "Letter of Informed Consent" indicating your agreement to participate in the research study. Please return the signed informed consent letter to the researcher in the enclosed, stamped, self-addressed envelope.
- Complete a questionnaire that contains forced-choice questions and open-ended questions. This survey should take no long than 30 minutes.

- Provide documents such as lesson plans relating to social and emotional learning standards, professional development agendas and materials relating to social and emotional learning programs or implementation, school improvement plans.

Risks/Benefits:
There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There are no direct benefits to you from participation, but information gathered from this study will inform educational leaders about which provided supports for social and emotional program implementation are useful. Educational Leadership Preparatory programs could benefit from the information reported in this study to better equip leaders with strategies to support social and emotional learning standards and programs. This eventually could impact school culture as a whole and the way educators meet the needs of the whole child. The final hope is that the research study will add to the body of research in educational leadership.

Confidentiality:
The identity of participants and schools will not be revealed in this study. Your responses will be kept confidential. All names will be pseudonyms represented as letters in the final data reported from this research study. All documentation including consent forms, questionnaires and primary sources collected will be kept in a locked cabinet in the researcher's home and will be destroyed two years after the research has been completed.

Voluntary Participation:
Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty.

A consent form is enclosed for your review.

Contacts and Questions:
If you have questions about this research study, please feel free to contact Angela N. Brooks-Rallins at angelanbrooks@gmail.com or faculty sponsor Dr. Janis Fine at jfine@luc.edu .

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Sincerely,

Angela Brooks-Rallins

APPENDIX B

LETTER OF INFORMED CONSENT TO PARTICIPATE IN RESEARCH

(PRINCIPALS)

CONSENT TO PARTICIPATE IN RESEARCH
(Principals)

Project Title: Examining Perceptions of Principals and Teachers Regarding Social and Emotional Learning Program Implementation
Researcher(s): Angela N. Brooks-Rallins
Faculty Sponsor: Dr. Janis Fine

Introduction:
You are being asked to take part in a research study being conducted by Angela N. Brooks-Rallins for a dissertation under the supervision of Dr. Janis Fine in the Department of Administration and Supervision at Loyola University of Chicago.

You are being asked to participate because you are a principal in an elementary charter school (kindergarten through eighth grade) that implements a social and emotional learning program. To ensure a degree of continuity, participating principals will need to be the principal in their present school for at least 2 consecutive years.

The projected number of schools in the case study will be three elementary charter schools; one principal from each school and all teachers at each school who meet the criteria of teaching at the current school for at least 1 full school year.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:
The purpose of this study is to examine the perceptions of supports that exist for social and emotional learning program implementation. Specifically, this study will examine the perceptions of principals and teachers regarding what principals do to support program implementation. The elementary charter schools chosen to participate all incorporate a social and emotional learning program into the daily curriculum. All schools studied have student data that demonstrates a success rate of 75% or higher meeting and exceeding standards based on ISAT data.

Procedures:
If you agree to be in the study, you will be asked to:
- Complete a questionnaire that contains forced-choice questions and open-ended questions. This survey should take no long than 30 minutes.
- Provide documents such as lesson plans relating to social and emotional learning standards, professional development agendas and materials relating to social and emotional learning programs or implementation, school improvement plans

Risks/Benefits:
There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There are no direct benefits to you from participation, but information gathered from this study will inform educational leaders about which provided supports for social and emotional program implementation are useful. Educational Leadership Preparatory programs could benefit from the information reported in this study to better equip leaders with strategies to support social and emotional learning standards and programs. This eventually could impact school culture as a whole and the way educators meet the needs of the whole child. The final hope is that the research study will add to the body of research in educational leadership.

Confidentiality:
The identity of participants and schools will not be revealed in this study. Your responses will be kept confidential. All names will be pseudonyms represented as letters in the final data reported from this research study. All documentation including consent forms, questionnaires and primary sources collected will be kept in a locked cabinet in the researcher's home and will be destroyed two years after the research has been completed.

Voluntary Participation:
Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:
If you have questions about this research study, please feel free to contact Angela N. Brooks-Rallins at angelanbrooks@gmail.com or faculty sponsor Dr. Janis Fine at jfine@luc.edu .

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:
Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study**.** You will be given a copy of this form to keep for your records.

_____ _____

Participant's Signature   **Date**

_____ _____

Researcher's Signature   **Date**

APPENDIX C

LETTER OF INFORMED CONSENT TO PARTICIPATE IN RESEARCH

(TEACHERS)

CONSENT TO PARTICIPATE IN RESEARCH
(Teacher)

Project Title: Examining Perceptions of Principals and Teachers Regarding Social and Emotional Learning Program Implementation
Researcher(s): Angela N. Brooks-Rallins
Faculty Sponsor: Dr. Janis Fine

Introduction:
You are being asked to take part in a research study being conducted by Angela N. Brooks-Rallins for a dissertation under the supervision of Dr. Janis Fine in the Department of Administration and Supervision at Loyola University of Chicago.
You are being asked to participate because you are a teacher in an elementary charter school (kindergarten through eighth grade) that implements a social and emotional learning program. To ensure a degree of continuity, participating teachers will need to be a teacher in their present school for at least 1 full school year.

The projected number of schools in the case study will be three elementary charter schools; one principal from each school and all teachers at each school who meet the criteria of teaching at the current school for at least 1 full school year.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:
The purpose of this study is to examine the perceptions of supports that exist for social and emotional learning program implementation. Specifically, this study will examine the perceptions of principals and teachers regarding what principals do to support program implementation. The elementary charter schools chosen to participate all incorporate a social and emotional learning program into the daily curriculum. All schools studied have student data that demonstrates a success rate of 75% or higher meeting and exceeding standards based on ISAT data.

Procedures:
If you agree to be in the study, you will be asked to:
- Complete a questionnaire that contains forced-choice questions and open-ended questions. This survey should take no long than 30 minutes.
- Provide documents such as lesson plans relating to social and emotional learning standards, professional development agendas and materials relating to social and emotional learning programs or implementation, school improvement plans

Risks/Benefits:
There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There are no direct benefits to you from participation, but information gathered from this study will inform educational leaders about which provided supports for social and emotional program implementation are useful. Educational Leadership Preparatory programs could benefit from the information reported in this study to better equip leaders with strategies to support social and emotional learning standards and programs. This eventually could impact school culture as a whole and the way educators meet the needs of the whole child. The final hope is that the research study will add to the body of research in educational leadership.

Confidentiality:
The identity of participants and schools will not be revealed in this study. Your responses will be kept confidential. All names will be pseudonyms represented as letters in the final data reported from this research study. All documentation including consent forms, questionnaires and primary sources collected will be kept in a locked cabinet in the researcher's home and will be destroyed two years after the research has been completed.

Voluntary Participation:
Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:
If you have questions about this research study, please feel free to contact Angela N. Brooks-Rallins at angelanbrooks@gmail.com or faculty sponsor Dr. Janis Fine at jfine@luc.edu .

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:
Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study**.** You will be given a copy of this form to keep for your records.

_____ _____

Participant's Signature   **Date**

_____ _____

Researcher's Signature   **Date**

APPENDIX D

PRINCIPAL QUESTIONNAIRE

Demographic Information

Please complete the following information which may assist the researcher in the data analysis part of the study. Please check which of the following apply.

1.) Number of year of service in this current school:
____ 1
____ 2-4
____ 5-7
____ 7 or more

2.) Highest level of education attained:
___ Bachelors Degree
___ Masters Degree
___ Doctorate Degree

3.) Your age:
__ 21-25
__ 26-35
__ 36-45
__ 46-55
__ 56-65
__ 66-75

4.) Race:
__ Caucasian
__ African- American
__ Hispanic
__ Asian
__ Native Hawaiian or other Pacific Islander
__ Two or more races

Social Emotional Learning Implementation Questionnaire
(Principals)

Directions: Please read each statement and circle the number that most closely relates to the extent in which you do the following.

1= never   2= rarely   3= occasionally   4= frequently   5= always

Then, check all the choices that apply to the action you take.

1. To what extent do you promote a safe, caring, nurturing, cooperative, and challenging learning environment?
    1   2   3   4   5
    This occurs through (check all that apply):
    _ staff incentive program
    _ school wide processes that model social emotional skills
    _ opportunities for cooperative learning amongst students
    _ opportunities for cooperative learning amongst staff
    _ other (please specify)_____

2. To what extent do you monitor characteristics of program intervention?
    1   2   3   4   5

3. To what extent do you monitor training and technical support?
    1   2   3   4   5

4. To what extent do you monitor environmental factors on an ongoing basis to ensure high-quality implementation of this social emotional learning program?
    1   2   3   4   5

5. To what extent do you provide leadership opportunities for participation in planning and adequate resources for your staff?
    1   2   3   4   5
    This occurs through (check all that apply):
    _ social emotional program implementation team
    _ school improvement planning team
    _ external professional development/ training on the social emotional learning program
    _ other (please specify)_____

1= never   2= rarely   3= occasionally   4= frequently   5= always

6. To what extent do the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ lesson/ unit plans

    _ discipline policies

    _ rewards given to students

    _rewards given to staff members

    _ daily schedules/structures implemented school wide

    _ school wide assemblies/celebrations

    _ other (please specify)_____

7. To what extent do you offer professional development, supervision, coaching, support and constructive feedback to your staff in regards to the social emotional learning program?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ district mentoring program

    _ coaching staff hired with intent to assist in implementation of program

    _ external professional development opportunities

    _ observations of teachers

    _ peer observations between teachers

    _ professional learning community

    _ other (please specify)_____

8. To what extent do you encourage and coordinate involvement of students with the social emotional program implementation?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ student council

    _ after school club/ activity

    _ assemblies/ school wide meetings

    _ other (please specify)_____

1= never   2= rarely   3= occasionally   4= frequently   5= always

9. To what extent do you encourage and coordinate involvement of faculty within your school with the social emotional program implementation?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ weekly, monthly, quarterly meetings

    _ feedback process/box/ form

    _ delegate responsibilities amongst staff

    _ other (please specify)_____

10. To what extent do you encourage and coordinate involvement of parents with the social emotional program implementation?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ monthly/ quarterly parent meetings

    _ designated parent group

    _ feedback forms/ surveys

    _ other (please specify)_____

11. To what extent do you encourage and coordinate involvement of community members with the social emotional program implementation?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ monthly/quarterly meetings with stakeholders

    _ feedback forms/ surveys

    _ planning meetings with community members

    _ other (please specify) _____

12. To what extent are SEL- related skills and attitudes modeled and applied at school?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ instruction in the classroom

    _ discipline procedures

    _ celebrations/ school traditions

    _ school wide staff meetings

    _ professional development days

    _ other (please specify)_____

1= never   2= rarely   3= occasionally   4= frequently   5= always

13. To what extent do you use program evaluation results for continuous improvement to determine progress toward identified goals and needed changes?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ data driven decision making

    _ goals/planning sessions with manager

    _ feedback from teachers

    _ other (please specify)_____

14. To what extent do you use a multifaceted evaluation to examine implementation, processes and outcome criteria?

    1   2   3   4   5

15. To what extent do you share results with key stakeholders?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ data mailings distributed to stakeholders

    _ monthly/quarterly meetings with stakeholders

    _ student achievement data

    _other (please specify)_____

Please answer the following open- ended questions:

16. From the above implementation factors, in what areas would you like to give more attention to?

17. What extra support do you need to better implement the social emotional learning program?

18. What opportunities for growth exist regarding implementation of the social emotional learning program that the survey did not ask about?

19. Please include any documents that reflect social and emotional learning program implementation. Please remove/block all names that exist on these documents to maintain confidentiality. These types of documents include:
    - Lesson plans with standards and objectives
    - School improvement plans
    - Professional Development agendas
    - A list of committees formed to address/ support social and emotional programs
    - Daily class schedules/ course work included that address SEL
    - Curriculum maps
    - A comprehensive list of after school programs that are offered
    - Awards that are given to students and/or staff
    - Structured manuals/ resources provided by specific companies that provide structured social and emotional learning programs

APPENDIX E

TEACHER QUESTIONNAIRE

Demographic Information

Please complete the following information which may assist the researcher in the data analysis part of the study. Please check which of the following apply.

1.) Number of year of service in this current school:
____ 1
____ 2-4
____ 5-7
____ 7 or more

2.) Highest level of education attained:
___ Bachelors Degree
___ Masters Degree
___ Doctorate Degree

3.) Your age:
__ 21-25
__ 26-35
__ 36-45
__ 46-55
__ 56-65
__ 66-75

4.) Race:
__ Caucasian
__ African- American
__ Hispanic
__ Asian
__ Native Hawaiian or other Pacific Islander
__ Two or more races

Social Emotional Learning Implementation Questionnaire
(Teachers)

Directions: Please read each statement and circle the number that most closely relates to the extent in which your principal does the following.

1= never   2= rarely   3= occasionally   4= frequently   5= always

Then, check all the choices that apply to the action you take.

1. To what extent does your principal promote a safe, caring, nurturing, cooperative, and challenging learning environment?

   1   2   3   4   5

   This occurs through (check all that apply):

   _ staff incentive program

   _ school wide processes that model social emotional skills

   _ opportunities for cooperative learning amongst students

   _ opportunities for cooperative learning amongst staff

   _ other (please specify)_____

2. To what extent does your principal monitor characteristics of program intervention?

   1   2   3   4   5

3. To what extent does your principal monitor training and technical support?

   1   2   3   4   5

4. To what extent does your principal monitor environmental factors on an ongoing basis to ensure high- quality implementation of this social emotional learning program?

   1   2   3   4   5

5. To what extent does your principal provide leadership opportunities for participation in planning and adequate resources for your staff?

   1   2   3   4   5

   This occurs through (check all that apply):

   _ social emotional program implementation team

   _ school improvement planning team

   _ external professional development/ training on the social emotional learning program

   _ other (please specify)_____

1= never   2= rarely   3= occasionally   4= frequently   5= always

6. To what extent do the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ lesson/ unit plans

    _ discipline policies

    _ rewards given to students

    _rewards given to staff members

    _ daily schedules/structures implemented school wide

    _ school wide assemblies/celebrations

    _ other (please specify)_____

7. To what extent does your principal offer professional development, supervision, coaching, support and constructive feedback to your staff in regards to the social emotional learning program?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ district mentoring program

    _ coaching staff hired with intent to assist in implementation of program

    _ external professional development opportunities

    _ observations of teachers

    _ peer observations between teachers

    _ professional learning community

    _ other (please specify)_____

8. To what extent does your principal encourage and coordinate involvement of students with the social emotional program implementation?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ student council

    _ after school club/ activity

    _ assemblies/ school wide meetings

    _ other (please specify)_____

1= never   2= rarely   3= occasionally   4= frequently   5= always

9. To what extent does your principal encourage and coordinate involvement of faculty within your school with the social emotional program implementation?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ weekly, monthly, quarterly meetings

    _ feedback process/box/ form

    _ other (please specify)_____

10. To what extent does your principal encourage and coordinate involvement of parents with the social emotional program implementation?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ monthly/ quarterly parent meetings

    _ designated parent group

    _ feedback forms/ surveys

    _ other (please specify)_____

11. To what extent does your principal encourage and coordinate involvement of community members with the social emotional program implementation?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ monthly/quarterly meetings with stakeholders

    _ feedback forms/ surveys

    _ planning meetings with community members

    _ other (please specify) _____

12. To what extent are SEL- related skills and attitudes modeled and applied at school?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ instruction in the classroom

    _ discipline procedures

    _ celebrations/ school traditions

    _ school wide staff meetings

    _ professional development days

    _ other (please specify)_____

1= never   2= rarely   3= occasionally   4= frequently   5= always

13. To what extent does your principal use program evaluation results for continuous improvement to determine progress toward identified goals and needed changes?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ data driven decision making

    _ goals/planning sessions with manager

    _ feedback from teachers

    _ other (please specify)_____

14. To what extent does your principal use a multifaceted evaluation to examine implementation, processes and outcome criteria?

    1   2   3   4   5

15. To what extent does your principal share results with key stakeholders?

    1   2   3   4   5

    This occurs through (check all that apply):

    _ data mailings distributed to stakeholders

    _ monthly/quarterly meetings with stakeholders

    _ student achievement data

    _other (please specify)_____

Please answer the following open- ended questions:

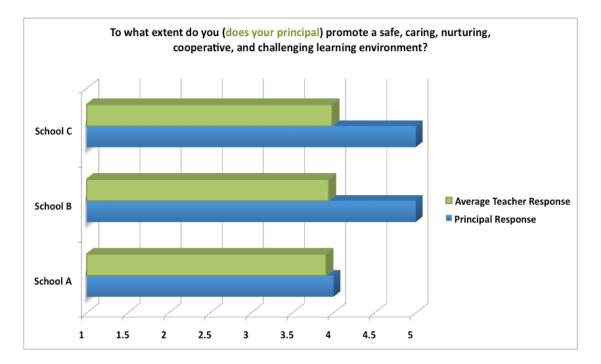16. From the above implementation factors, in what areas would you like more attention given to?

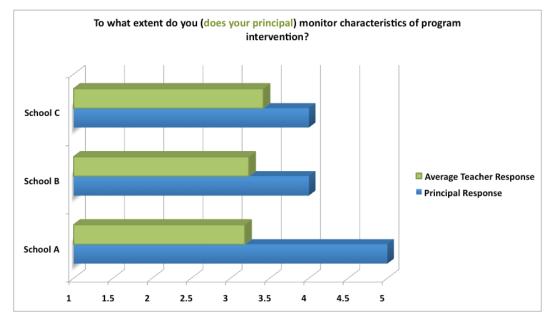17. What extra support do you need to better implement the social emotional learning program?

18. What opportunities for growth exist regarding implementation of the social emotional learning program that the survey did not ask about?
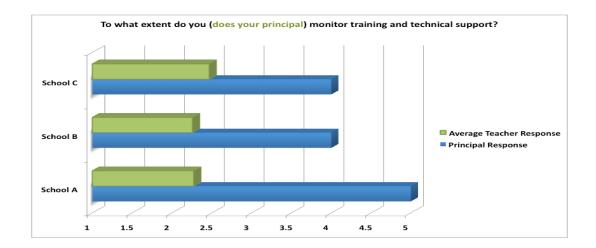
19. Please include any documents that reflect social and emotional learning program implementation. These types of documents include:
    - Lesson plans with standards and objectives
    - School improvement plans
    - Professional Development agendas
    - A list of committees formed to address/ support social and emotional programs
    - Daily class schedules/ course work included that address SEL
    - Curriculum maps
    - A comprehensive list of after school programs that are offered
    - Awards that are given to students and/or staff
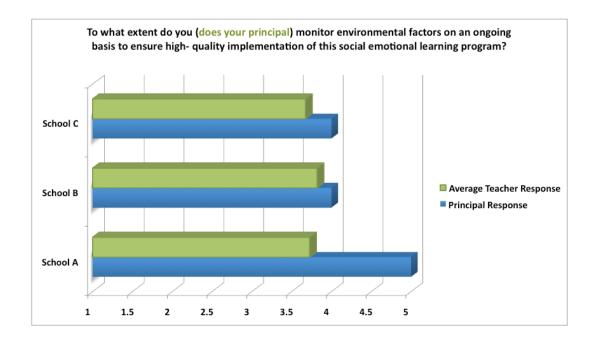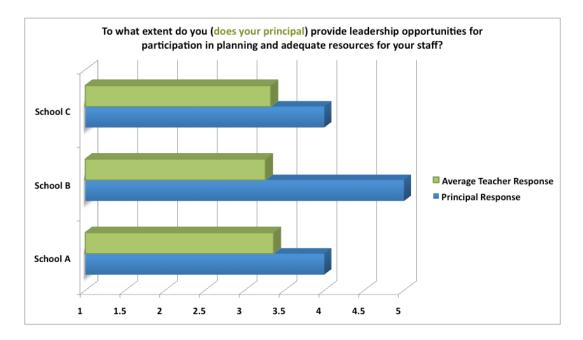   - Structured manuals/ resources provided by specific companies that provide structured social and emotional learning programs

APPENDIX F
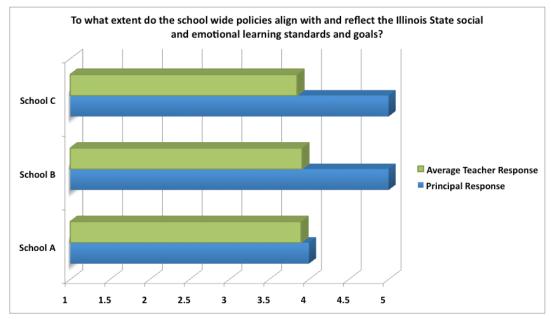
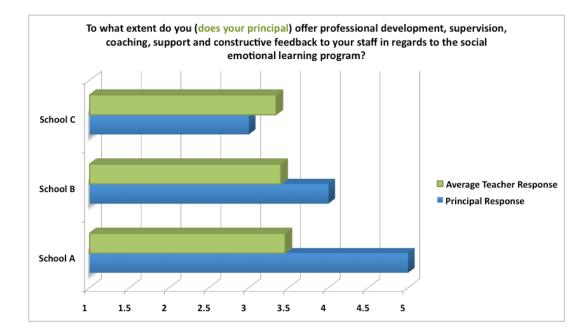QUESTIONNAIRE DATA IN GRAPH FORMAT

To what extent do you (does your principal) promote a safe, caring, nurturing, cooperative, and challenging learning environment?

To what extent do you (does your principal) monitor characteristics of program intervention?

To what extent do you (does your principal) monitor training and technical support?

To what extent do you (does your principal) monitor environmental factors on an ongoing basis to ensure high- quality implementation of this social emotional learning program?

To what extent do you (does your principal) provide leadership opportunities for participation in planning and adequate resources for your staff?

To what extent do the school wide policies align with and reflect the Illinois State social and emotional learning standards and goals?

To what extent do you (does your principal) offer professional development, supervision, coaching, support and constructive feedback to your staff in regards to the social emotional learning program?

To what extent do you (does your principal) encourage and coordinate involvement of faculty within your school with the social emotional program implementation?

To what extent do you (does your principal) encourage and coordinate involvement of students with the social emotional program implementation?

To what extent do you (does your principal) encourage and coordinate involvement of community members with the social emotional program implementation?

To what extent do you (does your principal) encourage and coordinate involvement of parents with the social emotional program implementation?

To what extent are SEL- related skills and attitudes modeled and applied at school?

To what extent do you (does your principal) use program evaluation results for continuous improvement to determine progress toward identified goals and needed changes?

To what extent do you (does your principal) use a multifaceted evaluation to examine implementation, processes and outcome criteria?

To what extent do you (does your principal) share results with key stakeholders?

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VITA

Angela Brooks-Rallins was born and raised in Cincinnati, Ohio. She attended the Ohio State University where she earned her Bachelor of Arts with a major in psychology and a minor in Spanish in 2000. She continued her education and fulfilled her desire to be an educator at the University of Pennsylvania receiving a Master of Science in Education.

While teaching and taking on various leadership roles, Angela was enrolled at Loyola University Chicago as a doctoral student in the Administration and Supervision Program. Being inspired to lead and make socially just change, Angela began her tenure at Perspectives Charter Schools working as the Director of Recruitment and Human Resources. Her desire to return to work with students and families each day led her to become the principal at Perspectives Charter School-Rodney D. Joslin Campus.

Currently, Angela is the principal at the Joslin Campus – a sixth through twelfth grade building. She is also a certified facilitator of Fierce Conversations, Inc which impacts school culture through conversations that provide clarity and the impetus for change.

DISSERTATION COMMITTEE

The Dissertation submitted by Angela N. Brooks-Rallins has been read and approved by the following committee:

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