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EXPLORING TEACHER PERCEPTIONS ABOUT CULTURAL PRACTICES DURING TRANSITIONS

Katherine Lee Haberstroh
California State University – San Bernardino

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EXPLORING TEACHER PERCEPTIONS ABOUT CULTURAL PRACTICES

DURING TRANSITIONS

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A Dissertation

Presented to the

Faculty of

California State University,

San Bernardino

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In Partial Fulfillment

of the Requirements for the Degree

Doctorate of Education

in

Educational Leadership

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by

Katherine Haberstroh

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Approved by:

Dr. Becky Sumbera, Committee Chair, Education

Dr. Sharon Brown-Welty, Committee Member

Dr. Garrett Gruwell, Committee Member

ABSTRACT

This dissertation explores teacher perceptions of cultural practices and language that teachers use during transitional times between class-to-class and assignment-to-assignment. The purpose of this study is to investigate whether there is more to cultural practices than what current literature defines for critical life events and transitions. Artifact analysis from 18 school mission statements, semi structured interviews with eight participants, and rich observations were conducted. The content analysis defined, reviewed, and analyzed teacher perceptions of cultural practices and the language which they produced during their practices. From the exploration of the class-to-class and assignment-to-assignment, specific examples of cultural practices and language for transition were synthesized to recommend a new intervention or praxis for times of transition.

Cultural practices can be one of a multitude of interventions within a larger collection of Transitional Practices. Based on the literature and the data in this study, Transitional Practices must focus on the connections and differences between how a teacher and student perceive CLEs. The findings promote that teachers need Transitional Practices for themselves as much as students do. More research is needed on teacher ownership and perceptions from their moment to moment actions which will increase the teacher's outward practice.

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CHAPTER ONE

INTRODUCTION

Problem of Practice

This research study will explore varying perceptions of cultural practices in

transitions in secondary education from the viewpoint of educational specialists in

the High-desert region of southern California. The problem of practice in the field

of education is the varying perceptions of cultural practices throughout transitions

in secondary education. There are several discrepancies in viewpoints (lens),

language, and methodology regarding transition. The controversial nature of

cultural practices throughout the history of public education and current uses of

those practices within transitions guides the research, and it starts with the notion

of critical life events.

Critical life events (CLE) can be viewed as life stage developments which

are cultural in their foundations (Vargas et al., 2018), and some people refer to

CLEs as "transitions." There is a discrepancy between students' experiences with

critical life events and what teachers perceive CLES to be. The typical instructor

has vastly different views and perceptions about cognitive and cultural needs of

students especially for low socioeconomic and/or minoritized student

populations, especially during critical times. A key foundation of transformative

education is breaking down those barriers with teachers and students'

perceptions and practices.

Critical life events(CLEs) is a construct that situations and developmental stages are fluid within individuals, cultures, and institutions. CLEs are not perfect circles with calculated circumferences with a prescribed amount of time needed to overcome or learn through (Bryson, 2017, p. 22). Change, as a phenomenon, has been researched extensively and has many processes and frameworks (McKinney & Morris, 2010), and CLEs are no exception. Hattie (2009) has compiled research that suggests education must change its focus on underlying principles in order to discover the "why" of student achievement.

The literature also identified a gap between educational specialists and leaders' perceptions of the critical issues that will support successful cultural practices for students during transitions (Keller, 2016; Schmitt et al., 2017; Topping, 2011). Leaders who have transformational viewpoints are still using rational planning model structures such as School Plans for Student Achievement (SPSA), LCAPs, SWIFT-FIA and SEPAs that focus on outcomes and the factory-like production of students (Benner & Graham, 2009; Darragh, 2013; Lohaus et al., 2004). These strategic plans identify the broad issues based on outcome data, but they rarely address the necessity and impact of cultural practices on transition. Studies have shown that in order to bridge the negative behavior, barriers, and increased academic achievement for students in the classroom during critical life events, cultural teaching practices must be emphasized (Hatfield et al., 2018; Kohler & Field, 2003; Nowland & Qualter, 2020; Roth & Stuedahl, 2020).

Systems for educators to increase academic achievement must be easy to navigate and purposeful, however, where cultural practices are concerned, there is no clear or explicit policies to use in the classroom. Teachers have the greatest sway, and they need clear conversations about CLEs and cultural practices during transition, as well as tool for how to sustain relationships and processes. It is necessary in the deliberation among education professionals for the consideration of applying unified language to increase student academic achievement. Educational processes (both deliberative and nondeliberate) and practices must be institutional and organized, yet the current use of cultural practices during transition is not deliberate, and is not standardized according to terminology, application, or cultural proficiency.

Organizational change in education has two main schools of thought: the content school and process school. The content school focuses on precursors (skills) and outcomes of change. The process school focuses on the stakeholders and their role in the change process. There are six main categories to change process: scientific management, evolutionary, social cognition, cultural, political and institutional (Kezar & Eckel, 2002). Each category poses a problem with cultural practices during transition and are a nice road map for this introduction.

Scientific Management and Evolution of Cultural Practices

There have been continuous changes in education with programs, teaching practices, curriculum, but the student/teacher relationship is perhaps the

most changed. Furthermore, in the wake of the Coronavirus-19 pandemic and the resulting increase in technological platform usage, there has been significant research on transition from different fields and frameworks (Corry, 2016). The effects of behavior and skills are highlighted in Hattie (2009), but there is still a need for qualitative data in educational practices to grow deeper dialogue amongst educators. Cultural practices have been studied through mostly quantitative research. Most authors focused on student interactions and "traits" (Kim, 2010; Lohaus et al., 2004; Wingate, 2007).

Social Cognition and Cultural Change

Perceptions of deficit or maladapted behavior/skills during CLEs cause thin discussions of how strategic planning impact transition so that students will have less negative behavior in the classroom and increased academic achievement. There must be value and agreed-upon community norms and expectations for each student's CLEs. The current structures like Positive Behavioral Interventions and Supports (PBIS) and Advancing Via Individual Determination (AVID) are simple for teachers to follow, but they are often too rigid to accommodate particular student needs during CLEs.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tiered framework that trains staff, students, and parents on how to interact in various events or locations that affect daily student outcomes. PBIS is rooted in cultural proficiency but is missing a CLE component. Another example or school structures that has a gap with policy and practice is Advancing Via

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Individual Determination (AVID). AVID strives to shift teaching from delivering

content to facilitating learning, resulting in inquiry-based, student-centric

classrooms. Again, AVID is all about the "big" transition from K-12 to higher

education but does not recognize the "small" CLEs that are apart of everyday

student life. Clearly, there are programs which are informed about cultural

proficiency, but the processes are neither unified nor specifically targeted toward

student transition or CLEs. Therefore, further emphasis on cultural practices in

times of transition is needed. Whether transformational or rational, political, or

symbolic, there is a need for the exploration of cultural practices during

transitions.

<u>Political and Institutional</u>

Questions about "Where kids SHOULD be?" and how much it is worth to

the public are rooted in politically-charged debates between politicians and

communities, educational leaders and teachers, and between teachers to

students/families. The complexity of perceptions, "real world" implications on

public education funding, and the lack of conversation on the role of CLEs in a

student's development and how educational institutions can best teach during

these transitions is not emphasized. Therefore, the diverse needs of micro-level

CLEs, which occur at the individual-student level, need to be better

communicated at the school site, district, and state-levels.

<u>Purpose Statement</u>

       The purpose of this study is to explore the perceptions of teachers on cultural practices during transitions and analyze the language of application tools regarding transition in a secondary education setting. Teachers take several things into consideration while teaching such as: understanding students differences, people's internal biases, and necessary components of applying best first instruction that captivates and engages the "whole" child but not during times of transition. If scholarship and practitioners do not analyze the relationship with the language and strategies that are currently being used with transitions, then the "achievement gap" will continue to widen.

       There is an intimate connection to the words that develop through dialogue,(as transcribed into syllabi, policies, handbooks, written on walls in classroom) and the unwritten rules that will impact mental and physical contagions to learning. Democratic education values the ideas that student success must be wholistic and that educators are morally bound to teach the next generations (Deming, 2018, pp. 23–24). The next generation of people have cultures will vary as will the perceptions of critical life events. As times change cultures will be directly impacted by the language and programs used to support or not support it (Glickman et al., 2004).

       Common academic strategies used in schools are a combination between emotional and cognitive regulation. Cognitive regulation, as described by (Zimmerman, 1989) is when students metacognitively, motivationally, and

behaviorally act as participants in their own learning. This active participation also mimics the educational understanding that education represents both a means and end as a shared process (Davis, 1999, pp. 166–167). Teachers use cognitive regulation strategies such as SMART (specific, measurable, attainable, realistic and timebound) goals, timeline check-ins, modeling thought processes in planning for completions of larger tasks, but what is the "why" for those teacher strategies?

Another example from (Frey et al., 2019) concerns a high school science teacher's method and implementation of emotional check-ins (regulation) for students during different situations and how he also provided different accommodations materials and planning for what to do in those different events. This teacher was already implementing culturally inclusive practices during transition; however, the emotional language was specifically taught to the students not the skill or pedagogical practice of the "why" with transition. This teacher had a higher moral and ethical calling to cognitive and emotional regulation practices however, do most teachers share that same deep morally charged understanding about regulatory skills as a whole child concept, or do teachers use the previously mentioned emotion and cognitive regulatory skills for state testing accountability, district measures, and the status quo?

Is the "why" semantically and linguistically motivated by different things? Is there a gap between what adults perceive as emotional regulation? Research suggests that students who learn those skills will increase in academic

achievement (Cohn & Fredrickson, 2006; Conway et al., 2013). The gap is that the educators (or adults) have different perspectives about the complexity of emotion and identity because it is not as linear as executive functioning or planning processes.

Another indication that transitions are occurring in the classroom but not effectively is that 17-33% of instructional minutes are not used for learning (Fisher, 2009). School sites around the nation are using various models such as reciprocal teaching, learning center models, roll over teaching and many others to maximize instructional time and student achievement. In particular, reciprocal teaching is a technique used to help students with cognitive regulation (Palinscar & Brown, 1984) by first predicting, then clarifying and questioning, then finally, summarizing.

Since reciprocal teaching is so well-known for cognitive regulations, the additional use of cultural practices during transitions may increase instructional minutes, thus increasing student achievement. Teachers might use the same model for reciprocal teaching as a cultural practice with transition to ask students during the first and last five minutes of a passing period: Predict-What do you think will happen in your next class? Clarify-some key vocabulary for your next content area (period). Question-How will you get from my class to your next class successfully? And Summarize- What did you learn in my class and what will you learn in your next class? There is a strong relationship between teachers' self-regulating their own learning and their classrooms exhibiting mastery rich

environments (Gordon et al., 2007). Teacher perceptions of the climate, culture, and programs impacts students emotions, and therefore productivity and generalizability of knowledge. This model aligns with Broaden and Build Theory (defined on page 8) as a framework for cultural practices with transition research and guides the research questions:

<div align="center">Research Questions</div>

1.   What are teacher perceptions of cultural practices used before, during and after class?

2.   What cultural inclusive terms or phrases are regularly used by teachers, regardless of their awareness of transitions?

<div align="center">Significance of the Study</div>

This dissertation explores the perception of transition through cultural practices and organized processes: scientific management, evolutionary, social cognition, cultural, political, and institutional (Kezar & Eckel, 2002). The integration of the preconceived notions of cultural practices emphasizing transition from staff members, and students as well as evolutionary and social components of current systems, add significance to current literature and modern education practices.

Modern power and authority dynamics in classrooms, and dominant language from policies, procedures, and day-to-day conversations do not align with whole child movements, MTSS, education plans (district metrices) and

Dewey's democratic education system (1903). Teachers must have competency, autonomy, and relatedness to show empathy and build personal connection with students to make a more dynamic impact during transitional school time when movement happens (Deeg & May, 2022). Similarly, Brackett & Frank (2017) worked with older students to gauge their emotional state in different settings through four main questions. These questions transitioned them from school to home and home to school. Moral and ethical developmental stages influence people trigger to different events. Some people can have slow and/or fast triggers, so when identifying transitional experiences from period to period, assignment to assignment, teacher to teacher, emotional turmoil can develop minutes, hours or days before adverse behavior occurs.

The need for high moral and ethical development of teachers must be high, hence the perceptions of the teacher is important and significant to the field of education. Emotional variability is taxing on differentiation practices and is contagious to the teacher. The literature expressed recommendations that educators must be prepared and have tools in their tool kit for cultural practices especially with transition even when a critical life event triggers could have happened weeks before or after (Keller, 2016; Kloosterman et al., 2009).

A transformational switch from fast triggers to slow triggers should also be trained, discussed, and put into practice. The focus on code switching or transitioning between environments validates the importance of this study. Currently, an educator writes a office discipline referral for numerous reactionary

reasons in result from poor transition experiences. If scholarship only focuses on the fast triggers (discipline data, grades, satisfaction, quantitative data, etc.) there will continue to be a culturally destructive environment for the students and the society around them (Lindsey et al., 2018).

From the different types of teaching models and the different views of school sites about "emotions and regulations," the purpose to explore teacher perceptions will add more qualitative data to current literature. Impulse control, as described by Frey et al. (2019), is a reaction to a stimulus that is emotional, however, the stimulus with transition will intersect with emotional and cognitive regulation, and executive functioning skills. Intersectionality benefits all stakeholders or team members, foremost teachers. So, taking a whole teacher approach as aligned to the whole child movement, when looking at cultural practices with transition, thus further highlighting the significance of this study. When educators begin to broaden and build their own impulse control, language choices, and regulatory practices, then transformational education will expand.

Theoretical Framework/Underpinnings

Broaden and Build Theory (Fredrickson, 1998, 2001) includes the needs for teachers to broaden and build their own repertoires and explores the subjective analysis of teacher's strategies. Broaden and Build Theory was invented by Fredrickson in 1998 in the discipline of psychology and focused on using positive emotions to build one's attention span. The original claim was that if you could build positive emotions then you could build personal resources.

Later, the Broaden and Build Theory expanded to whole brain hypothesis of creativity with two different states: defocused and focused attention states. Frederickson's controlled and longitudinal studies described that positive and negative emotions are needed to create broader thought action repertoires. Through mindfulness there is a slow build of beneficial psychological resources, not simply happy feelings. These beneficial psychological resources can be generalized with educational resources during times of trauma, critical life events, or negative situations. To compliment Broaden and Build Theory, Gable & Harmon Jones (2010) concluded that expanding negative emotions can also broaden and build people's attention. Motivational dimensions show that both positive and negative emotions are a spectrum, and individuals can approach the spectrum and evolve differently.

Using the Broaden and Build Theory framework is most appropriate to stay in alignment with the current policy structure. The perspective for exploring the problem chosen for the study is through a theory that is currently being used at sites that have Positive Behavior Intervention Supports. Most sites using MTSS/PBIS express the need for using a positive preventative intervention to increase personal repertoires or coping strategies for critical life events, which can then be generalized between class to class, content to content, and actionable events. Exploring teacher perceptions about cultural strategies in relation to transition will change the educational experience and increase

academic success thus decrease unwanted behaviors from a preventative positive mind frame (PBIS).

Children need support and guidance to recognize and resolve emotional and cognitive dissonance during critical life events (Frey et al., 2019). Teachers must know strategies for social and emotional practices, but first there must be a cohesive understanding of the language and a culturally inclusive flavor to those practices. An underpinning to cultural practices is to broaden the notion that transition is not only for special education under Individual Disability Education Act (IDEA). Up to about 20 years ago, transition was typically thought of with American Disability Act (ADA), IDEA, Department of Rehabilitation (DOR) and Workforce Innovation and the ploys to increase workability and decrease significant disproportionality. This dissertation will not be researching the special education transition angle that is described in the literature review.

Similarly, language, in the context of linguistics and rhetoric, has been researched and will not be the focus of this dissertation. Language regarding pedagogical approaches that tap into cognitive regulation and metacognitive reasoning will be explored so as to help teachers with their pattern processing and recognition of critical life events. Critical events will occur throughout entire life spans and cultural practices during transitions will help teachers associate the language needed for more inclusive practices.

Assumptions

For this qualitative research, assumptions on predictive factors for student achievement are necessary to conduct this research. A classic example is the assumption that female students are more successful in school therefore will be more successful at transitions. Another assumption is that interventions supports focus on school wide, tiered, positive intervention programs for all students. These assumptions may potentially influence the study which will be controlled with thoughtful methodology and instrumentation. This study will look at teacher perception from an exploratory lens and thematically analyze the language for transition in cultural practices. Examples of assumptions include, but are not limited to, the honesty or integrity of participant responses, accuracy and utility of instruments used in the study, inclusion criteria for participants, and individual motivation for participating in the study.

Delimitations

The vastness of cultural practices is a limitations to the study. Another limitation is the breadth of research across fields lacks deep findings. Linguistically, cultural practices with transition with organizations and policies are different but also different according to practical significance. This dissertation's scholarly significance will add depth to the understanding of teacher perceptions with transition and cultural practices. Within the field of education, there is a discrepancy between practical application in a system that is not whole.

Definitions and Key Terms

In an early attempt to define cultural practices, literature coincides with the use of four main terms: mindfulness, dialogue, executive functioning (memory), and critical life events. These are defined as foundational key terms for the focus of this dissertation.

- Mindfulness stems from a Buddhist background. Different fields have been taking mindfulness into operational treatments (Bishop et al., 2004).

- Dialogue is the ability to combine critical pedagogy and political activism through analytical questioning from both the teacher and the student (Lipman, 2017, p. 586).

- Memory can be measured by one's ability to generalize content through the design thinking (empathize, define, ideate, and create (EDIPT) and recall of skills (Van Gompel, 2019).

- Critical life events have two contradictory pools of thought. One is a narrow focus on life stage development events such as: infancy, childhood, adolescence, adulthood, elderly (White, 1959) OR Critical life events focus on personal, cognitive, intellectual, ethical developments typically during times of extreme change (setting, physical, hormonal, cultural etc.) (e.g., Erickson, Kohlberg, Piaget, Freud).

Another key term that education typically with transition is Individuals Disability Education Act (IDEA). This law describes the term transition as "designed within an outcome-oriented process that promotes movement from school to post school activities including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation" (IDEA, 2011, Section 300.29).

Lastly, a behaviorist definition of coping states that coping is a multidimensional phenomenon and must be used in multidirectional strategies (MacIntyre et al., 2020).

Introduction Summary

To summarize, transition is culturally important and has not been analyzed from the teacher perception. Transformation, rational, or status quo mentalities with transition show drastically different focuses and language. The institutionalized nature of schooling trains teachers and students to compartmentalize, when in fact, educators should be cultivating the habit of seeing the overlap between subjects and firsthand experiences. Broaden and Build Theory taps into the "why" and symbolic nature of critical life events through cultural practices. Scholars suggest through training and proactive policies and procedures with the positive language about transitional knowledge there might be an increase in school culture, climate, and academic achievement (Wynter, 2003). This study will delve deeper into cultural practices and explore how to

accommodate the differences brought with each student and how to react to

transitions ultimately ensuring academic success.

CHAPTER TWO

LITERATURE REVIEW

Background

This literature review will give context and organization to the concept of transition. The review starts with a historical review of cultural practices and explores the themes that have emerged from scholarly analysis. These controversial themes will be mapped by mindset versus behavior, outcomes versus skills, and external impact versus. internal impact. This literature is centered around the Broaden and Build tenets of critical life events and is comprehensive including previous research disagreements, limitations, and method strategies.

To begin, the terms around transition must be understood. Transitions typically refer to the time immediately following a critical life event or heightened situation in both special education and non-special education settings (Kohler & Field, 2003; Woods, 1993). Procedure for this literature review means teacher influence and control (application). Transitions have been inconsistently researched not only in fields like psychology, sociology (Bardi et al., 2009; Benner & Graham, 2009; Filipowicz et al., 2011) but also within education. Transitional terms are not agreed upon which impacts the application and research of cultural practices.

The background for cultural practices for this dissertation focused on the sphere of education with setting, time, policy, and programs. It must be noted

that the background on transition is also heavily influenced by behavioral

psychology with quality-of-life indicators, coping strategies, and mental grit

(Gillison et al., 2008; St Clair-Thompson et al., 2017). Conversely to settings,

behavioral psychology research focus was qualitative and subject to

demographic variability. Some qualitative assessments of the methods for

transition were interviews and observations (Khiat, 2013; Roth & Stuedahl, 2020)

however, little literature focused on cultural practices with transition for all

students from the teacher perspective. The controversy between fields,

viewpoints and terminology fuels the need for further exploration with perceptions

of cultural practices and transition.

     Another key term that must be defined is setting. In this dissertation,

setting refers to the physical site and time of transition such as: transition-

kindergarten to elementary, elementary to secondary, and secondary to higher

education. These settings are usually at different physical locations when talking

about in person, brick-and-mortar educational settings. Times or schedules also

play a role with setting. In education, times have a closely tied link to the factory

model initiated for schooling at the cusp of the industrial revolution. So, for

common background language, time means bell schedules like recess to class,

or play to work, content to content, or period to period. There is some research

that focuses on higher education setting transition, but most are quantitative and

focus on student outcomes or repertoires only, leading to many unanswered

questions as to why. Setting and time are important to cultural practices because there are different critical life events and cultural events at each setting.

Another common foundation of transition is on the policy and programming with cultural practices. More studies have focused on the programming of cultural strategies between recess and instruction in primary school (Smith, 2020) as well as transfer policy from secondary to higher education. The transfer policy mandates for colleges tend to focus on "student well-being." Those transfer or transition programs and policies are just now starting to use culturally proficient language in dialogue and access to include an open, wholistic mindsets for students' mental health and metacognitive strategies in that orientation time at the beginning of college. Policy might be the most direct route to change with cultural practices in transition.

The literature review for this dissertation began with a search for key terms: transition, education, and critical life events. The literature that emerged from this search proved to be vast spanning from sociology, psychology, education, and neurology (Bardi et al., 2009; Benner & Graham, 2009; Filipowicz et al., 2011; Lohaus et al., 2004). There were three main controversial themes found in the literature about cultural practices which narrow into, setting, policy and procedure subthemes.

1. Mindsets versus Behaviors,

2. Outcomes versus Skills, and

3. External impact versus Internal connection

Up to the present date, both quantitative and qualitative data have shown that cultural practices are difficult for students between critical life events. Some argue that after effects of transitions student will show signs of anxiety, decreases in grades and work production, and increase in unwanted behavior. Depending on the factors and studies, there have been debates over relationships, projected correlations between transition and academic, and behavioral outcomes. The discrepancy in language reveals a problem with current educational paradigm and schema of transitions and cultural practices.

Problem Statement and Purpose of the Proposed Study

The problem of practice in the field of education is the varying perceptions of cultural practices in secondary education and the discrepancy for minoritized students. Its widely agreed upon that the Matthews Effect or hypothesis (the rich get richer, and the poor get poor or in education the good readers, read better and the bad readers get worse) is most poignant among marginalized populations and that belief continues with cultural practices used in transitions. There are several discrepancies in viewpoints (lenses), language and methodology regarding cultural practices in times of transition, and the standardization of language which will break down barriers and begin bridging "the gap" for all students. The purpose of this study is to explore the perceptions of teachers on cultural practices and analyze the language of application tools regarding transition in secondary education settings.

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Mindsets versus Behavior

Mindsets, in context of education, are lofty buzz words and will be defined first. Many researchers discuss mindsets such as "mental toughness," "growth mindsets" or "grit" but to date there is not a common understanding of the terms. Based on a survey of current research on the mindsets of cultural practices, there are various definitions and findings, and there is no common definition or terminology.

Behaviors, in context of education, had a much different root. Research that were rooted from a behaviorist lens focused on behaviors such as: resiliency, curiosity, executive functioning, and more observable behaviors. When researching the effectiveness of cultural practices in developmental or "life span" times behaviors were also widely variant and not conclusive. For example, Wingate et al. (2007) discussed a Deficiency Model through a holistic framework at a behavioral level with metacognition as a positive desired behavior. The literature stated that teachers' attitudes towards students developing learning was often negative and deficit based. Both controversial lens, mindsets versus behavior had distinct factors, variables, findings, and conclusions, reiterating the problem of practices with cultural practices.

<u>Mindsets versus Behaviors in Various Settings</u>

<u>Elementary</u>. Transition from elementary to middle school is particularly difficult. There are systems and values that change for example: Elementary settings have one teacher with more guided instruction than secondary, and even

less in higher education settings or the work force. When analyzing the literature, among other education settings the literature expressed recess as a large social environment that researchers have studied to help educators understand mindsets and behaviors of transition in elementary school-aged children but do not have agreed upon norms for cultural practices. Recess is typically a time when schools allow school age children to play on swings, slides, obstacle course etc. When children move settings like to middle school, there is a decrease in play and time for recess to only passing periods and one conjoined lunch.

Recess is an important part of life span events but are misunderstood wholistically. The American Pediatric Association, Centers for Disease Control, and Prevention and Society of Health and Physical Educators have stated that recess is important to student cognitive, academic, and emotional wellbeing however, there is a need for assessment tools to measure the context of recess supporting possible child development. Massey et al. in 2018 found that there remained a specific need to better understand environmental factors associated with recess: how students interact and communicate during recess, how conflict was managed during recess, the overall safety of the environment, and the role adults play in this process. The perceptions of settings and critical life events impact the strategies that teachers use.

Higher Education. The mindsets for cultural practices in higher education settings are complicated. Students' perceptions of professors differ from

professors' perceptions in all manners of critical life events. Teacher perception from university settings show that more teachers focus on content and directly teaching behaviors. Teachers do not feel comfortable supporting students differentiated learning needs (Wingate, 2007) but universities mindsets and visions do not align with practice. Students' perceptions that professors support student's learning only through content and subject specific pedagogy is contextual, limited and does not align with the "warm" mindset that institutions are promoting.

Wingate argued that the raising awareness of student conceptions of learning and knowledge in pre-induction courses are recommended. The use of reflective tools, personal goals/agency, discourse, and student's ownership of their role will assist in the increase metacognitive behaviors and learning (Wingate, 2007). Pre-induction courses are important but the assumed deficiencies from the participants were subjective and not based on a Broaden and Build mentality. The generic study skill courses are not generalizable to high rigor courses and do not directly teach cultural practices with transition. Similar limitations with policy and pedagogy can be seen with programs.

<u>Mindsets versus Behavior as seen through Policy/Programs</u>

Policy and rules are hard to make and sustain when the social and emotional aspects are not a priority. Children spend approximately 40% of their waking hours at school and are interacting socially (Frey et al., 2019). Education and Treatment of Children Journal (Simonsen & Sugai, 2013) reported

schoolwide positive behavior interventions and supports (SWPBIS) are being implemented in over 20,000 schools nationwide. The point of PBIS is to increase positive social experience and academic benefits, however, there is a divide with students who are successful at recess and that can be linked to the policies for cultural practices in place.

Policy can impact several behaviors for students. Children who participated more during social activities, outperformed their lower-fit counterparts in laboratory measures of inhibition, working memory, and overall cognitive functioning (Massey et al., 2018). School-based physical activity interventions could positively affect academic performance and social skills competency. Inhibition, working memory and cognitive functioning are all components of cultural practices and must be written specifically into policies.

Elementary. Tangible and visible policies help teachers connect and produce new mindsets. The playground environment connects to the problem of practice because of all the critical life events that can manifest in the unstructured social setting. Massey et al. purpose was to develop a valid, and reliable assessment tool that was intended to measure the contextual factors and behaviors associated with recess. The setting of this research did not specify the city but included 649 individual school-based recess periods during the fall of 2016. Recess observations took place during scheduled recess breaks immediately before or after the lunch period, typically lasting 15–30 minutes in duration.

The researchers methods began with training the assessors with definitions, examples, corresponding videos, and the blind scores from two assessors. The findings showed that student behaviors gave a lower score when arguments arose around rules and game play, a process that might be a healthy part of negotiating play for children. Four items produced only moderate levels of agreement meaning that either the assessors needed more prompting to define those items more clearly for data collection or that the variables were inconsistent with other findings. The inconsistency of the findings continued to highlight the need for analysis of teacher's perceptions of cultural practices with transition in various settings.

Secondary Most schools have some sort of "transition program" but they are all different, like "High School Success, Freshman Induction, Links Crew" etc. which focus on surface level academic, behavioral, and social emotional tier one intervention. These programs use things like grade checks, college exploration website data usage and anti-anxiety videos completion data to track transition. Secondary teachers need direct training on cultural practices and transition in step with the programs that are already running and is the most under researched area.

Instructional minutes play a vital role with transitions and school and state policy. For some, the behavior of student's transition are not critical life events but times of adjustments and cognitive switches (Smith & Higbee, 2020). With decreased instructional time, practitioners associate discipline problems with the

student not with the teacher (Frey et al., 2019), which is why researchers believe

that researching transition is an appropriate intervention because like the factory

line mentality the most efficient line up is where educators can "make up for lost

time" (MacIntyre et al., 2020).

Mindsets versus Behaviors in Procedure

A behavioral theme was found in the bulk of literature on transition, which

agrees on direct verbal intervention changing students behaviors (Bardi et al.,

2009; Bogacz, 2007; Jacobson et al., 2011). Through stating expectations on

how the transition should look and practice, the students increase and broaden

their repertoire of resources (Smith & Higbee, 2020) and decrease negative

transitional time. Out of all the controversy with mindsets vs. behavior an agreed

upon notion is positive teacher influence positively impacts the whole child. The

controversy continues with the debate of what teachers should be teaching and

how.

Mindsets of Procedures. The mindset and focus of teacher training

programs impacts cultural practices during transition (Deming, 2018). There is

limited research that discussed the behavior of teachers with cultural practices

however, several studies discussed the importance of training teachers. The

training in each school is different because of the focus of professional

development style and content is not systematic. A research study by Smith and

Higbee (2020) focused on Behavior Skills Training as a teacher application

procedural action to increase student achievement in the classroom. One such

training of Behavior Skills Training (BST) is to train teachers to conduct the recess-to-classroom transition. These teachers in turn taught BST to their students to complete the recess-to-classroom transition and it was found to be useful (Smith & Higbee, 2020). The study found one third of teachers used "line up quietly" as a specifically designated behavior training for the transition. While other teachers ignored disruptive behavior, as typically taught as "extinction" in teacher preparation programs.

After the researchers trained the teachers, there was an increase in the participants behavior skills training used on students. Training of teachers is a common measure that has mixed reviews on productivity and sustainability (Carter Andrews et al., 2019). The conclusions that Smith and Higbee offered, empirically showed that BST can be used to reduce transitional times for second through fourth grade general education students. Teachers, in turn, were able to change their students' behavior. This study shows that certain behavior programs can aid with transition, but, prior to specific training, teachers are not utilizing cultural practices for transition as a tier one intervention or daily pedagogical practice like executive function strategies.

Another specific example of teacher influence that impacts cultural practices is executive functioning (EF). Executive functioning thematically appears in the literature for both mindsets and behavior (Hatzimoysis, 2012; Schmitt et al., 2017) and have different definitions. To define executive functioning (EF), Jacobson et al., (2011) says that it plays a role in cognitive

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function with memory, planning impulse control and strategy. Schmitt et al., (2017) however described EF differently. EF is working memory, inhibitory control, and cognitive flexibility which highlights the pattern of linguistic inconsistencies with cultural practices (Schmitt et al., 2017). Most researchers agree that executive function also plays a role with social functioning such as healthy relationships, verbal play, contexts, and environmental adaptation that coincide with societal needs (Boser, 2011; Jacobson et al., 2011; Mahmud, 2020). The definition is important because there are many different working definitions in education settings and are not unified in language or application.

A study by Jacobson et al., (2011) worked towards the conceptualization of EF and relationships with other factors during transition. The researchers first purpose showed evidence that children who showed signs of stronger EF before school age predicted stronger transition with academic and social adjustment success. The second purpose was to explore additional influences on the social adjustments with transition into middle school. These predictions could be associated with teacher control and directly teaching cultural practices about transition.

There is a discrepancy in the statistical data and the outcomes for gender and low socioeconomic status with cultural practices. Males and students from low socioeconomic classes showed less behavior of EF skills and application but tended to get more services than females (Filipowicz et al., 2011; Jacobson et al., 2011). It has been researched that there are layers of stereotypes and

negative perceptions around gender and poverty especially with perceptions and practices with transition (van Rens et al., 2019).

Jacobson et al. (2011) also described that associations with social class and gender had negative correlations with executive functioning skills, which then negatively impacted their transitional repertoires. The researcher found that teacher feedback from preschool significantly predicted teacher ratings of sixth grade academic behavior such as grades, work habits, cooperation with teacher directives and classroom expectations, and maintaining attention to task with 39.8% variance. "This difference in predictive value for EF measures across settings may suggest that EF skills, as demonstrated by self-regulated academic and social behavior, are more salient within the classroom context" (Jacobson et al., 2011, p. 14). This research described executive functioning from a behavior lens of transition and claimed to predict higher rates of academic and social success, but also utilized mindset language and the importance of setting as well. Behaviors for elementary student's impact achievement, but mindsets of teachers impacted actions in the classroom for students.

A small amount of literature showed that further education was largely based on self-concepts with social status and grades were a secondary negative factor (Keller, 2016). Previous research claimed that focusing on character or personal traits might be crucial to modify the impact of social constraints however class disparities in education and in educational policy interventions could mitigate these inequities. Keller's research discussed a primary factor in

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transitional success is the child's self-concept and future orientation mindset that is influenced from policy makers and teachers (2016).

The purpose of Keller's study (2016) was to look at why self-conceptions were important through Human Capital Theory. This research was from the country Hungary and used the Hungarian Life Course Survey (HLCS) instrument over six years to quantitatively show that students who saw their labor and market returns did better in schools. The study describes what students were working towards and that their educational decisions influenced the positive outcomes. The Expectancy Value Theory predicted which academic outcomes and choices were determined by skills related to goal setting strategies to help clarify self-conceptions. The influence for future orientation and identity came from the belief in one's own ability instilled from parents and teachers but much less on actual academic achievement (Keller, 2016).

According to the research, students are too hard on themselves, and the teachers influence can help increase achievement. With that perspective, Keller explored the use of self-assessment and transition. Self-assessment played a role in post-secondary education application and admissions. Students who had low grades but high hope in oneself did better than someone with low self-assessment. Students who had high grades on the self-assessment did not correlate to hope for academic or future self. This article strived to shine light on how self-assessment moderated the impact of grades on transition to higher education (Keller, 2016, p. 64). In this study, 66.2% of the students considered

their performance lower than average showing that mindset is important to students for positive manifestations and intentions for education.

While the setting is different than from the American typical public education system, this study shows that other countries are making cultural practices a priority. The findings were not linear. There was a six percent increase in acceptance to college when the students began with high self-assessment. Then the bivariate predictors self-assessment went up to 21% with the higher rates of acceptance into higher education. The main conclusion of this research was that self-perceived abilities could alter the impact of grades among those with medium or low school achievement (Keller, 2016, p. 70) which was a key component that bridges mindsets and behaviors.

Behaviors of Procedures. Students' futures matter and is in the sphere of influence from the teacher. The behaviors that are perceived with training, EF, and control (Kohler & Field, 2003; Seginer, 2008) is where teachers could make the most impact with the students' future endeavors. Several researchers expressed the importance of school readiness domains such as: physical health, social emotional wellbeing, literacy achievement, and resilience (McGee, 1989; Schmitt et al., 2017; Seginer, 2008). The children who were rated higher on aspects of EF (i.e., attention and persistence) during preschool were more likely to complete college (Schmitt et al., 2017). In this research, the context to examine the longitudinal relations between behaviors of EF and academic skills across four waves of measurement during the transition from preschool to

kindergarten. Schmitt et al. (2017) intended to build on previous work and expand the idea of how EF, math and literacy are associated over time through critical life events. The future is not linear and holds all critical life events that is why educating and streamlining cultural practices with transition will broaden and build positive behaviors for the future orientation of students.

There is a difference between EF (behavior) and IQ (mindset). Intervention and focus on EF strategies would benefit children's math achievement in the transition to kindergarten (Jacobson et al., 2011; McGee, 1989; Schmitt et al., 2017). EF was not bidirectional but domain specific. Just because a student's EF was high did not mean that their literacy would be high and vice versa. However, the findings did show that EF was a strong predictor for growth in academic areas. So, research argues that in the future the better EF students have the more likely they are to increase their math achievement. Teachers must apply interventions and cultural practices during transitions to increase memory, dialogue, and mindfulness strategies so that they are generalized into academic work.

There are many factors to students' success, but self-assessment moderates the impact of factors like grades, trauma informed practices and metacognition (Frey et al., 2019). The teacher's classroom procedures and the school setting often play a part with how much self-assessment occurs. There is little self-assessment in elementary and secondary grades. This counteracts the

research stating that behaviors and mindsets alike must be instilled and practiced early on.

As discussed before several studies talk about transitional mindsets of students and there is even less research exploring the mindsets or perspectives of teachers (Bardi et al., 2009; Bishop et al., 2004; DeCuir-Gunby et al., 2020; St Clair-Thompson et al., 2017). The way teachers handle their own stress impacts the application of strong teaching strategies in the classroom. MacIntyre researched stress, coping and teacher strategies to help alleviate negative stress indicators and increase positive stress production through a quantitative design with several instruments including the Eudemonic wellbeing index called PERMA, BRIEF Coping Orientation to Problems Experienced (COPE), multidimensional model of coping and an accompanying measurement instrument for PTSD (MacIntyre et al., 2020). This article showed that Covid 19 had increased teachers stress from the typical heavy workloads including:

1. time constraints
2. unbalanced work-life integration
3. limited autonomy
4. excessive administrative obligations
5. strained relationships with colleagues and school leaders
6. role conflict/ambiguity
7. managing innovation and change
8. emotional labor
9. dread over losing control of the class
10. fear of evaluation
11. low professional self-esteem to emotional anxieties of learners
12. worry with heterogeneous proficiency in learner groups
13. threats to sense of self and identity
14. energy intense teaching methodologies
15. intercultural components to teaching
16. and precarious working conditions

This list of teacher concerns is long and raises concerns for the wellbeing of the teacher as a "whole person" theoretical framework. To examine post-traumatic growth indicators and wellbeing, MacIntyre claimed that most people who have trauma do not show PTSD symptoms, especially in education (2020). According to the research, teachers carry a lot of power and can inadvertently cause a negative emotional contagion for students' critical life event. The importance for teachers to recognize and apply coping strategies to understand both positive and negative stressors, coping strategies, and correlations were associated.

The most stressful experience reported by teachers was "workload" followed by "family health" (MacIntyre et al., 2020). The most frequently used coping strategy was acceptance, followed by advanced planning, re-framing, actively doing something about the situation, and using work or other activity as a distraction. Teachers encountered several stressors and felt the strain of their situations, but more often chose active coping rather than avoidance. The correlation patterns observed for positive versus negative outcomes showed that positive and negative outcomes could not be assumed to operate inversely. Self-blame, venting, and disengagement were consistently implicated in all these negative outcomes, and authors claimed they should be avoided.

Teachers influence and control can be both positive and negative. Negative mindsets and negative behaviors such as avoidance strategies tend to lead to negative outcomes like increased stress, anger, depression (Darragh,

2013; Filipowicz et al., 2011). Also, MacIntyre (2020) concluded that teacher training programs and professional developments must start to look at psychological wellbeing of teachers to increase retention and decrease burnout which will also help students overall. Teacher perceptions on cultural practices with transitions will be influenced by their numerous barriers and stressors.

Outcomes versus Skill

For this section outcomes mean metrics for quantifying success and skills mean directly taught tips for success. In context, outcomes are defined as state tests, mandated tests, grades, major incident discipline data and attendance rates that are a current stressor for all stakeholders in education. According to No Child Left Behind Act 2001, the public wants to see "safe schools," so politicians increased the outcomes of "success indicators" such as decreasing of behavior or increasing graduation rates. Administrators must meet the needs of the public and the site and continually improve the systems that are being used whether its outcomes or skills based.

Example of skills are "21st century" skills such as: Advancing Via Individual Determination (AVID), restorative practices, Design Thinking EDIPT, and Universal Systems Model. As a result of the trend for "accountability" there has been an increase in the quantity of skills that students are learning such as more EF, more social cues, typing skills, technical skills, and goal orientation skills. The discrepancies about the definitions, philosophical world views and applications with Outcomes versus Skills in cultural practices during transitions

presented similarities and differences in theme and setting, policy, and procedures.

Outcomes versus Skill in Setting in Math

The math setting has been a particular area of focus for sites because of the political perception and comparison data from foreign countries (Khiat, 2013). Outcomes research is used with common core research, national outcomes research, data analysis in educational institutions and global comparison data. Math in the United States, as in many countries, is a highly valued outcome for students' cognitive analytical skills and metric for progression. In a variety of studies, the coping strategies in learning math showed that positive coping strategies helped to aid socially appropriate behavior for students who do not like math (Khiat, 2013; Schmitt et al., 2017). Students who showed negative coping strategies became more disruptive, inattentive, and fail at higher rates with mathematics. These behaviors are typically referred to as defense mechanisms and the opposite of positive coping strategies. Up to this point, this literature review has described mindsets versus behaviors in education setting, policy, and teacher application from a positive perspective.

Educators must understand what defense mechanisms are and the relationship with critical life events. Defense mechanisms have been explored throughout education scholarship. Freud (1966) described the tendency for people to avoid emotions because of psychological and mentally uncomfortable situations that may occur with not knowing the life situation steps, sequences or

comprehension. With that in mind, (Khiat, 2013) purposed an investigation on positive coping strategies in math through a psycho-analytic perspective that could be useful in the intervention stage.

Through a qualitative design from Grounded Theory, Khiat (2013) used an interpretive research paradigm to question what positive and negative coping strategies students used in math. Nonparticipant observations and semi-structured individual interviews occurred and intended to elicit the reasons behind their observed behaviors. Specific language like "collaborative avoidance" and "expanded trivialization" were noted regularly. These defense mechanisms are anchored on group processes and outcomes of strategies (Khiat, 2013). Deceit and dramatization were frequently observed traits of negative coping skills with transition as well. The beginning of the research discusses defense mechanisms as forms of coping the authors also add the idea of identity and resistant theory with math students identities. Teachers and students need a communicative reciprocity with cultural practices for positive student outcomes and skill development (Kim, 2010) to increase coping strategies and reduce resistance to learning.

What people say on the surface might not match what they are feeling. The complexity of language is especially important when critical life events occur or during times of unease. Avoidance is a common first coping strategy for unwanted situations or content for both students and teachers (Haase et al., 2008; Keller, 2016; Khiat, 2013). Khiat (2013), however, showed that the

students still wanted to succeed with as little pain as possible so they avoided doing as much work as possible, but still hoped for good test scores. The "snowball effect" with denial and then apathy occurred because students realized that they wanted to do well but did not study. Students denied the logic (review, reread, study) and decided to use unhealthy coping strategies. Students said "math is hard" but the identified area of need was on healthy cultural practices for transitions with dialogue, mindfulness, and content memory strategies. Lastly, apathy or numbness and a lack of hope created barriers with CLEs in conjunction with negative math outcomes.

Students' perceptions of self-confidence and identity during transitional times can heavily impact students as well. A New Zealand study, within a secondary school setting, focused on stories that students had in math and how it guided their various levels of confidence with not only the content but the systems and policies in school. The students stated that they felt uncomfortable and unsafe in a new math class. When students had to answer a question only the overtly confident student would answer. Even if they were wrong those extroverted math student identity was perceived to be smarter and better transitioned from the teacher (Darragh, 2013). The conclusion from this research stated that the discrepancy with transitional success in mathematics is not simply the setting but it is also negotiating the new set of rules and expectations that teachers hold for students in math. The teacher perceived performances creates and or maintains internal narratives that students perpetuate. So, teaching the

skill of "confidence" is not enough. The sense of belonging must be co-established, and teacher must contribute to the whole transitional experience. Singularly created norms is a cultural barrier that works against cultural practices with transition and decreases mindfulness, dialogue, and memory strategies (Lindsey et al., 2018).

Another barrier that students have is the inequities in statistics of the outcomes being projected into the public eye. The statistical inequities make further research necessary for interruptions and impact with processes of teaching and learning, in diverse educational spaces. The transitions between secondary and higher education achievement are demographically specific and negatively impacts females and marginalized populations most (Benner & Graham, 2009; Huang & Jong, 2020). From a public outcome mindset, Adely (2019) discussed how modern literature is disparate with the questions asked and the findings procured on a systemic level. Various organizations like National Assessment of Educational Progress and National Center for Education Statistics goals are to research educational gains and enrollments. The research states that students achievement are decreasing when in fact female achievement is often better than male counterparts (Adely, 2019). The discourse for STEM gender gap was being overlooked by the "male crisis." The positive outcomes for females in critical life events has been ignored. Females and minoritized populations are being disadvantaged by the cloaked critical analysis of cultural practices with transition (Sondel et al., 2022).

Females succeed at higher rates for transition into secondary situations (enrollment), but the outcomes data and intervention models currently contradict that evidence (Adely, 2019). Research must be done to " decolonize educational knowledge and recenter the actors engaged in the pedagogical process—students and teachers—and their experiences" (Adely, 2019, p. 456). Hegemonic outcomes research counters cultural practices during transition outcomes data and provides a false narrative.

Outcomes versus Skill in Policy

Mindfulness has been popular the past 20 years and has not yet been operationalized or uniformly defined (Bishop et al., 2004). The literature does not have a consensus on mindfulness practices being a mind training (outcomes) or mind strategies (skills). The problem of practice for cultural practices agrees with the need for the development of an operational definition. Bishop et al. (2004) used a qualitative interview style where conversations, observations, and the literature review was used to identify key mindfulness terminology and applications. Then the researchers analyzed and synthesized the findings and created a two-pronged operational definition that was purposed to be used in the fields of psychology and education. Lastly, the definition broadened into a conceptual model and connected pieces of each definition to already usable indexes. To counter false narratives of education, mindfulness skills are positive indicators for cultural practices during transitions (Bishop et al., 2004; Gardner et al., 2011; Yeager et al., 2016).

Metacognitive skills are key foundations to mindfulness practices. Like most skills, there are layers to mastery and developmental stages. Haase et al. (2008) used the Rubicon Model, an adapted action phase model is another framework used under Life Span Theory of control and looked at how individuals adapt, control, and engage with change. Self-regulation, attention, and control were factored skills into the exploration of peoples immediate and maintained experiences (Haase et al., 2008). Directly teaching skills for regulation and control is difficult when most adults have not mastered the skills either. This gap in proficiency in metacognitive skills and mindfulness is a barrier to cultural practices. Current policies and sites missions and visions do not include mindfulness outcomes or training on teaching skills for metacognition.

Mindfulness is not the magic "fix it" pill to education but it is a progressive whole child way to actively support people through critical life events. It is not meant to suppress thoughts, but to self-regulate and target focus practice for specific moments and developmental situations. The benefits of mindfulness practices can reduce stress, increase patience, increase cognitive function which all lead to more functional transitional outcomes through critical life events (Frey et al., 2019). Other literature would argue the outcomes versus skills policies are innately perpetuating broken systems (Plachowski, 2019). Focusing on changing policies on cultural practice with transition to unify language and practices like mindfulness, memory and dialogue might increase student achievement.

Global Setting and Policy. Cultural practices regarding transitions have been instituted in various countries. School-to-work transitions showed the difficultly of transition from settings and situations for minoritized populations in modern societies from around the world. Literature on cultural practices expanded, for example, from the United States to England, Germany, and Turkey. Certain countries have unified school-to-work transition programs and plans but the United States does not (Connaughton & Cline, 2021; Haase et al., 2008). America's main source of culturally inclusive transition systems from the school to work settings is through laws and policies like the Workforce Innovations and Departments. These policies, however, do not align with the complex and fluid nature of human nature.

An example of foreign transitional policy is the German apprenticeship system. Haase et al. (2008) was able investigate critical life events in high- versus low-opportunity situations, which closely relates to the US tier one and tier three settings. The exploration of phenomena of goal engagement in challenging transition contexts is influential from the student and teacher perspective. This longitudinal study in Berlin started the conversation about at-risk youth and low socioeconomic difference that might impact cultural practices used for transition.

School to work is an important critical life event for many reasons. Student mental and physical wellbeing is impacted by the outcomes of successful transitions (Maslow, 1962). Haase et al. (2008) described goal engagement as one of the most crucial factors for attaining a desired career goal (i.e.,

apprenticeship) for females who faced unfavorable employment opportunities. 631 students participated in the study (n retained 547, 70.8%). The methods for this study on goal engagement were measured by the Optimization in Primary and Secondary (OPS) Control scale. Positive affect was assessed using the positive affect subscale from the Positive and Negative Affect Schedule (PANAS) (Watson et al., 1988). Student achievement was measured by grades like report cards through eight waves of data analysis, during every year of school and 6 months after graduation.

The findings were intercorrelations, longitudinal associations and longitudinal relations between grade point average (GPA), engagement and relationships. The researchers found notable gender differences in the association between goal engagement and apprenticeship attainment. Goal engagement predicted positive affect after graduation (b = .20, p>.001), controlling for positive affect at wave 4 (b =.28, p>.001), school achievement, parental education (b= .13, p>.05), and gender. Gendered identities and decision making are biased because of dominant cultural barriers that are instilled within most institutions and impact policy.

As discussed in mindsets versus behavior sex/gender factors were controversial. The factors for gender and development stages were both predictors with the outcomes of transition (Haase et al., 2008). For males, goal engagement did not predict the attainment of an apprenticeship. Goal engagement was nonetheless beneficial for well-being, predicting positive affect

for both females and males. This effect was not mediated by attainment of an apprenticeship. The findings "elucidated the role of goal engagement under structural and temporal constraints and suggested strategies in cultural practices during transition to focus on decision making in context of action making" (Haase et al., 2008, p. 690). The promise of implementation and evaluation of theory-based prevention and intervention programs within policy is the best way to institute decision making change. Culturally inclusive policy might help adolescents broaden and build skills they need for a successful transition and increase academic outcomes.

Outcomes versus Skill in Procedures

Curiosity, openness, and acceptance are common terms in teacher perception and control. Some researchers agree that outcomes are improved when people use curiosity, openness, and acceptance through critical life events (Bardi et al., 2009; Wingate, 2007). Despite previous suggestions that ambiguity intolerance is part of openness, Bardi et al. (2009) demonstrated crucial differences between these traits in the context of an academic life transition. Openness was expected to be related to well-being through challenge and threat assessments in the beginning of the university studies due to its relevance to novelty and intellect. It was expected to be related to well-being later in the university studies due to its relevance to intellect. In contrast, ambiguity intolerance was expected to be related to well-being through challenge and threat appraisals only in the beginning of the university studies.

In the end of the study, the findings contribute to our understanding of context-specific functions of traits, and more broadly to knowledge on person-environment fit and to understanding person-situation and ambiguity intolerance. The relationship of openness to well-being remained the same for advanced students, whereas the relationship of ambiguity intolerance to well-being, challenge and threat appraisals was reduced to non-significance. The purpose was for facilitating transition to university by helping students to understand what is expected from them at university, by addressing their conceptions of learning and knowledge and by gradually developing their competence as independent learners as well as their competence in constructing knowledge in their discipline. The educator directly teaches the end goal to help the students calm down their resistant and threat response during critical times.

The application of "big picture" teaching is important but the negative privilege of those practices and policies must be scrutinized. Bardi et al. (2009) concluded the engagement of academic teachers is critical and that university managers and policy makers give appropriate recognition to effective teaching. Future procedures for skill development involves instigating changes in conceptions of teaching, providing opportunities for educational development, and setting incentives for teachers' commitment to student learning (Bardi et al., 2009; Wingate, 2007). Furthermore, the article discussed curiosity from a psychological point of view as a factor with transitions, however, it cannot be overlooked the innate privilege from the ability to be curious. There is a privilege

to curiosity (Harris, 1993), which puts minoritized population at risk from being safe to transition from situations and settings. Similar to the studies arguing that gender impacts cultural practices in education during transitions, the underlying message about openness/ambiguity is that privilege and cultural bias impact the perceptions of critical life events and cultural practices in the classroom.

<div align="center">External Impact versus Internal Connections</div>

External impact and internal connection, regarding teacher perceptions of cultural practices in regard to transition, intersect with individual development and cultural context, which will be defined in this section. Historically, the phrase transition was coined for the special education realm and external entities (Hatfield et al., 2018; Kohler & Field, 2003; Nowland & Qualter, 2020; Smit & Wandel, 2006). However, as different State, Federal and global movements have grown as so has transitional services, other constructs of cultural practices with transition and services include best first instruction on self-knowledge (i.e., psychological mindedness, insight, and self-awareness) and lead into the controversial theme of external impact and internal connection (Nowland & Qualter, 2020). Internal connections are the drivers to internal motivation (Frey et al., 2019). External impact was also seen to span from external agency research to external rewards and reinforcement research (Heng, 2019). There is a belief system battle with the themes from external versus internal and educational targets in settings, policies, and procedures for cultural practices during transitions.

While internal motivation and positivity studies focus on cultural teaching practices from an almost spiritual and nonlinear scope, operational behaviorist still hold a strong place in education systems (Conway et al., 2013; Roth & Stuedahl, 2020; Seginer, 2008; Smith & Higbee, 2020). McClelland's (1985) theory of motivation has three parts: the power motive (the need to influence others), the achievement motive (the desire to accomplish something better or more efficiently than it has been done previously), and the affiliation motive, (the desire to have positive relationships with others). Critical life events dictate which motivational approach students will take with their learning (Freud, 1966). Likewise, teachers will reward and punish students based on surface level motivations that might hinder the memory, and dialogue components of cultural practices during transition.

External Impact versus Internal Connection Setting

Special education departments undergo intense audits and heavy accountability measures that could influence transitional programming focus on external impact. There is a disproportionate number of special education students who do not receive equal pay rates, and have lower job satisfaction, and wellness index scores after high school (CALPADS). The external impact from this data is emphasized for sites with special education programs to instill procedures to assist with transition. Transition planning is important to help guide children with special needs into the workplace after school. Hatfield et al. (2018) discussed that there were transition planning programs available, but most were

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generic and not targeted toward specific disabilities like Autism Spectrum

Disorders, and Attention Deficit Hyperactivity Disorder. So, the external impact

persuaded teachers influence but the cultural practices specifically regarding

transitions were not individual and differentiated to meet the student

developmental needs.

There are a few specific programs, globally, that attempt to individualize

strategies to help reduce barriers during transitions but only in the sense of work

force. For example, a program called BOOST-A™, was specifically formed for

children with Autism and had four modules ranging from mild to moderate

disabilities (Hatfield et al., 2018). The purpose of this research was to identify the

effectiveness of the program and analyze the strengths and weaknesses of

transition planning in Australian schools. 33 families participated in this mixed

methods study. 80% of the participants were male which is typical for the

diagnosis of Autism and the students had 5th grade reading levels. Hatfield's

methods were extensive. From the online survey questions to the triangulation

and transcript creation, coding and peer review consensus, the findings showed

that Parent 1 said, "it could even apply to primary schools … just to give them an

idea of a future beyond school" (Hatfield et al., 2018, p. 382). Also, many

adolescents engaged in a number of new activities after using this transitional

program including part-time jobs, work experience, mentoring, attending training

courses, career events, and training in life, social, and emotional regulation skills.

Many of the interviewees expressed joy for getting a job. The external rewards

manifested in happiness metrics. The research is an external lens for cultural

practices that includes the families, setting and programming accessiblility to a

target group of people.

Hatfield et al. (2018) explained that transitional programs assist

participants to overcome inertia, develop a clear plan for their future careers, and

ease their anxieties. 56% of parents answering the online survey said that the

program did not help long term or internal skills or motivation. The research

attributed the parents response to two key factors: no champion and no short-

term goal.

Champions or agents of change guide and provide external motivation for

students, processes, and relationships. These people help with programmatic

logistics but also avoiding negative coping strategies like procrastination.

According to Kotter (1995) changes in systems must be urgent and not delayed,

including cultural practices with transitions. The second discrepancy between

interviewee data and survey data was from the Self Determination Theory (SDT).

A SDT tenet states that short term goals must be met to guide oneself image.

There must be a mission and vision towards school wide tier one cultural

practices during transition and then stakeholders need to feel the short-term wins

(local external reinforcements) before the school wide tier one program ends.

This research was one of the only pieces of research that promoted parent

transition training and intervention and showed a gap between quantitative data

and qualitative data in the same study with the same participants. The gaps

identified in the literature with regards to cultural practices regarding transition include definitions, strategies, and viewpoints, but there is more. The team players needed for the perceptions of transitions through cultural practices like parents and MTSS teams have not been researched. Education can no longer function in the "Single School House" mindset and must explore ways of cultural practices during transition within a team or community mentality transcending all settings.

External Impact versus Internal Connection in Policy

A case study with a young multi-ethnic Norwegian female discussed the positions and emotions for her transitional experience from primary to secondary to higher education. The idea of future self and orientation with the society (external) and self (internal) was discussed. Females' perceptions of themselves shaped their confidence in themselves for the future. Roles and architypes impact policy and procedures with transition (Roth & Stuedahl, 2020). Through dialogue, observations, interviews these authors used Thomsen's longitudinal biographical "method-in-practice" and inductive organization methodology.

At the beginning of the study, Anna was consumed with stress and family concern over her educational progression. Then she was struggling with her grades and the constant concern for future orientation. In the last meeting Roth and Stuedahl did not recognize Anna. Her confidence had grown and her motivation on performative positioning came "more naturally" she said. Cognitive levels and pragmatic life development was intersectional with family support and

sense of self. The final observations described that the teachers were not aware of Annas transitional phases and seemed to "not care."

Future recommendations by the research includes that schools should try to understand the complex relationships, levels of identities, interests, and phases to help the students process their self-understanding or metacognition of future orientations (Roth & Stuedahl, 2020). Transitional programming might serve better as a tier one intervention for all students, such as Anna, and focus on external and internal overlapping components of critical life events that impact transition.

External Impact versus Internal Connection with Procedures

The variance with settings and policies with external impact and internal connections further with reality of the classroom. Since the early 2000s Multi-Tiered System of Support (MTSS) policies and procedures have been used in schools starting with elementaries and expanding to high schools. MTSS uses behavior theories to determine the ABCs of unwanted behaviors (Antecedents, Behaviors and Consequences), analyze the internal and external motivators and responses to stimuli and reroute children's previous experience or traumas. MTSS programs rely on teachers understanding of cultures and demands more inclusive teaching practices.

The father of Behavior Theory, Albert Bandura, discussed the Behavioral stages and habits that anchor transition research. Behaviorist theory, however, is only one aspect of transition and critical life events (Fredrickson, 2004; Woods,

1993). A quantitative study from Lohaus et al. (2004) discussed coping, health promotion, health-related behavior, and psychological symptoms that might prevent achievement from 564 students comparative data from third through sixth grade in Marburg, Germany. The researcher's purpose was to analyze the predicative power of positive healthy behaviors like sports, self-efficacy practices, and negative behaviors in late childhood and the effects on transition.

These predictor variables can be used to guide teacher instruction and teacher influence. Sex had the greatest predictor variable but did not show causation or consider the preconceived stereotypes that the children faced prior to taking the questionnaires. "Self-efficacy, somatic and psychological problems, and coping are significant psychological predictors of health behavior in late childhood" (Lohaus et al., 2004, p. 379). Also, choices for negative coping strategies were predictor variables for promoting unhealthy childhood experiences. The authors concluded that early prevention for self-efficacy and decision making was important for later childhood health issues. Lastly, they advocated future research looking at the causes (internal connections) from these predictor factors and the results with programs and practices targeting transitions.

Several theories show that intervention is the best application for educators to use. Other theories used in transition research include Resistance Theory, Cognitive Theory, Behavioral Theory, SDT, and others (Cohn & Fredrickson, 2006; Conway et al., 2013; Seginer, 2008). Spanning of psychology,

sociology, special education, meditation, and more the various terminology and frameworks for cultural instruction and transition show that prevention and intervention is common.

Gillison et al. (2008) quantitatively looked at quality of life through the conceptual lens of SDT. The three factors of SDT are autonomy, competence, and relatedness. These factors are internally impacting and relevant for the visibility of cultural practices during transition (Hattie, 2009).

The existing literature on transition showed a hyperfocus on only two categories within transition: 1) positive increases in psychological components with "threat versus challenge" mindset, and 2) personal traits such as mental toughness and how such traits affect the time span of transition (Galindo et al., 2014; Nowland & Qualter, 2020; Seginer, 2008). Gillison et al. positioned their research between these two camps with their use of quantitative measures. This research predicted that the transition to secondary school would result in a temporary upward trend of stress and that the transitional Quality of Life (QoL) data would then level out after time. Research that bridges theory into practice and the methodology is meaningful. The researchers used a "multi-dimensional holistic" indicator in accordance with the World Health Organization culture and value systems (Gillison et al., 2008, p.150). Despite its use in clinical practice, QoL indicator was thought to bring credibility in the field of education.

The relationship between QoL and satisfaction of the three basic psychological needs of SDT and a transition hypothesis suggested that the three

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must work together to show a positive impact. The findings showed a positive relationship in all three measures. The strongest relationship was with autonomy and relatedness. Both autonomy (B=0.34, p <.05) and relatedness (B= 0.25, p < .05) were significant positive predictors of change and link to the need for transitional support. This approach was appropriate because of the exploratory nature of the topic. The final interpretation of the data showed that there was a positive moderate association between autonomy and relatedness over time and increasing QoL. Conversely, with the increase in autonomy and relatedness through transition there was also a decrease in undesired QoL indicators. Through setting, policy and procedures autonomy and relatedness should increase external and internal impact for children, stakeholders, and schools. When teachers put into action all this evidence-based research and information there will be an increase in student achievement for all students.

Summary

In summary, the main points from the literature review that are relevant to the proposed study are the variations of themes: mindsets versus behaviors, outcomes versus skills, and external impact versus internal connection. These points were then broken down into setting, policy, and procedures. Some research show decreases in adapting lifetime spans from critical life events based on temperament and mindset. While literature on the opposite spectrum showed that students typically do better with direct skills and instruction that focus on breathing, cognitive training, and EF skills.

The literature review showed research from elementary, middle, high school, and higher education settings. As well as school-to-work, special education, general education, and life span settings. All of these settings claimed to be critical, and that prevention was the best way to alleviate negative coping and defense mechanisms to increase fluidity in transition with critical life events.

According to the literature to date because of the contrasting viewpoints, terminology, and findings, exploratory research is necessary for education and for students worldwide. This qualitative dissertation will explore the perception of teachers in a comprehensive high school, from all grade levels, from a Broaden and Build framework of transitional support. There will also be triangulation, analysis with the themes of mission statements in the district, and observations. Broaden and Build Theory will be the foundation for the exploratory analysis.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Research Design

This exploratory study uses Broaden and Build theory as a conceptual model. First, Broaden and Build Theory is defined with a discussion about how previous research impacts the current design and methodology. Broaden and Build Theory has two main tenents, the first utilizes positive emotions to build personal skill. The second looks at negative emotions, metacognitive characteristics, and how those relate to moment-by-moment experiences. Previous research on transition and developmental stages have focused on areas such as discipline, well-being, and mental toughness, however, little research has focused on the positive attributes of transition in pragmatic, minute by minute, critical life mentality. This dissertation explores teacher perspectives of cultural practices during transition from a framework that connects to current policies and practices in schools.

A current problem in the educational system is that PBIS policies and deficit-based teacher procedures compartmentalize students. Compartmentalization in schools can be described as harsh paradigms on transitional phases with content-to-content, grade level-to-grade level, and developmental situations. For example, PBIS promotes teaching explicit behavior in hallways, bathrooms, and classroom (compartments) but does not prepare the teacher how to consider the cultural components of social, emotional, behavioral,

and "whole child." The perceptions that teachers have, especially for diverse, transient demographics, add to research to see how cultural practices that include purposeful thought within transition can better teach underserved populations. Cultural practices focusing on transitional times and events can rehumanize the educational system by deconstructing the compartmentalization of students' educational experiences.

This research requires a qualitative methodology for many reasons. The perception of what transition means is a major element of human nature and development. Teachers have individual experiences that will enhance this research and the product of this interpretation will use meaningful analysis to add to the qualitative research. Given the phenomenon of human nature and complex developmental stages, certain strategies might be more functional for one person but not for another, which is why this specific study is not suited for quantitative methods. From the literature review in chapter two, over 60% of the literature was quantitative and did not have strategic exploratory analysis. Two main research questions are posed for this study.

1. What are teacher perceptions of cultural practices used before, during and after class?

2. What terms and practices are regularly used by teachers to promote transition in their classroom?

As these research questions are explored, the Broaden and Build framework will help an in-depth analysis. Content analysis of the interviews, and

artifact analysis with Broaden and Build tenants will explore transitional practice in a more positive and life-fluid perspective. This study will add to the literature and research in academic success.

This dissertation is grounded with educational scholarship that has been tested and validated. Sources of this methodology stems from Broaden and Build Theory (Fredrickson, 1998, 2004) and critical life events (Lohaus et al., 2004). Qualitative research with triangulation (Creswell, 2015) rich thick descriptions for observations and coding (Saldaña, 2014) will be used as well. Also, the epistemology of the exploratory research comes from Given (2008) with an emphasis in the nature of what distinguishes justified beliefs and teachers' opinions from the interviews. This research will explore the linguistic turn with broadening critical life event language and positive moment-to-moment language of cultural practices in regard to transition.

Research Setting

The research setting of this study is below and describes the demographics of students and teachers, the location, and the cultural climate of the location. All of these factors are important components of this study.

<u>Demographics</u>

This study occurred in a 9 through 12 grade comprehensive high school. There are 750 students and 37 certificated staff members. This school is in a district of 8,000 students and has a total of 13 school sites including: eight elementary, two middle, two high school and one alternative education program.

The district is equivalent to the size of Rhode Island. The geographical size results in a "commuter mentality" and less of a neighborhood school culture. The teaching staff are predominantly White males (70% male). The demographics information was found on DataQuest, the school's website and my "local" experience.

Location

The location of the study is a desert rural southern California town. The town has 26,000 people residing within the town limits, however there are several outer towns that commute to the main town for services, including schools. The location has one main highway with limited geographic constraints. The town is surrounded by a national park to the south, federal preserve to the east and military center to the north.

Cultural Climate

The cultural climate of secondary public education school setting is dynamic and important to students' success. This study focuses on secondary school bell schedule and cultural practices during transitions like class to class, assignment to assignment, content to content. The secondary school environment is diverse with specifically high levels of special education population (20%), high unemployment rates (10%), and a significant number of military families (12,500 active duty, 24,000 family members). There is no school wide Positive Behavior Interventions Supports (PBIS) practices, and only 40% of

Multi-Tiered System of Support Intervention (MTSS) and methodology (SWIFT-FIA results).

Current policies and practices with PBIS and MTSS are supposed to increase positive culture and climate with schools. The fact that the setting for this research does not have a current PBIS suits this study because there will be less PBIS language used in the teachers responses and more reliance on the teachers true perceptions. PBIS, MTSS, and School Plans for Student Achievements (SPSA) missions, visions and goals use language about transition, emotions and skills but are not unified or simplified for teachers.

Institutionally, the site has had a positive running with administration and Social Capital. Stakeholders in the communities tend to like the administration even though the statistics for minor negative infractions would suggest otherwise. 86% of the school population gets "in trouble" for 14 factors such as: not dressing up for PE, cell phone violation, and disrespecting teachers (school information system data reporting). So, on one hand, there are limited positive interventions, on the other hand, parents are happy with the school despite the minor infraction data.

Exploring teacher perceptions for positive preventative interventions, personal repertoires and coping strategies for critical life events might increase the use of transitional practice, which will increase academic achievement. This research design will invite shared lived experiences among teachers and will be highlighted for deeper discourse about transitions in the findings section. The

research explored the language and perceptions that build personal repertoires or personal strategies for transition in thought action moments. The Broaden and Build Theory tenents were used in a secondary education setting and include an analyze of various practices and terms.

Research Sample

This dissertation research sample involves a diverse population, a setting with unique history, and an area with specific needs. The sample of the research is important because education is evolving and must mirror the current needs of the community.

Diversity

The cultural heritage of the participants in this study are comprised of a mixture of racial and ethnic identities. The school used in this study has a student body that is composed of 15% African American, 7% Indigenous, 2% Asian, 3% Filipino, 35% Hispanic, 3% Pacific islander, 38% White (Dataquest). Disproportionately to the student population, 82% of the staff are White. With the remaining staff 10% Pacific Islander, 5% LatinX and 3% Black. Ten percent of the local population is unemployed, therefore, leaving a clear discrepancy between class and the school structure. The sample participants will be eight teachers, two from each grade level, one English, and one Math. This sample size is indicative of the school's population and the characteristics of the culture at the site.

<u>Unique History</u>

The historical duality of the community in this area is characteristically a combination of military personnel and families of Indigenous people. The town history is argued from two different lenses: colonial (military) and Indigenous. During World War One, Mustard Gas victims settled in the area and brought western beliefs. The Indigenous people of the area were forcefully displaced, when the military personnel came. There was a value of hard work and sense of duty, loyalty, and respect, however, because of the health side effects from war, there was an increase in disabilities and poverty in the area. Since then, the generational poverty and generational special education populations have grown exponentially. Currently, over 25% of the student population is eligible for a 504 or Individualized Education Plan (LCAP and SEPA reports).

The local Indigenous people's history fuels the need for more research with cultural practices and transition. The Indigenous people of the area settled at the Oasis of Mara in the 1800s, before colonizers did. The U.S government and military came and took away the Chemehuevi's food and water sources forcing them out. Because of the geographic location, there was minimal government aid or tribal assistance. In 1908, there was only one tribe member left in the area because most of the Indigenous people had migrated out of the area. In the 1980s the rightful land was returned to the Chemehuevi people and tribal members returned. Currently, several tribal members live in the area and have built a casino that is bringing tourists and guests to the area. With the increase in

Indigenous people, there is a cultural antagonism in values systems and cultural proficiency with educational practices. Exploring practices and perceptions might bridge the cultural differences and support the teachers in educational applications which in turn help underserved student populations.

<u>Specific Needs</u>

Rehumanizing the learning experience in schools is crucial for the state of education, and emphasis on culturally inclusive practices at this school site will provide meaningful additions to scholarship (Arendt & Kohn, 2006). The large military presence brings high transiency rates to the area. Students will often have to move in the middle of the year because of military deployment, which is specifically unique for this research.

Research shows that minoritized students struggle with several White dominant education components (Solozano, 1997). Minoritized students mean students who are low socieo-economically, people of color, and females. The literature discussed that low socio-economic students are not taught specific executive functioning/organizational skills to help with transitional coping (Jacobson et al., 2011). Also, females tend to internalize anxiety and challenges more than male peers (Nowland & Qualter, 2020). People of color are less likely to be in an experienced teachers' class than White peers (Sebastian Cherng, 2017). All these scholarly findings indicate systematic and organizational barriers, which is why exploring different cultural practices could help increase students of the communities' academic experiences and social and emotional

outlooks and skills to achieve a better quality of life. This exploratory research is also important because I grew up in the town and want to see it succeed. I am now back working in the community and motivated to serve the community as a whole.

Research Data

There are three different types of data collected in this study. The data is qualitative data and include artifact analysis, interviews, and rich observations. First, the artifacts of mission language help explore critical life language and Broaden and Build (BnB) characteristics. Second, data from qualitative interviews were collected and analyzed. The administrator of the site and the superintendent of the district both approved this research to be conducted on site. Also, all forms of confidentiality paperwork and study agreement paperwork were sent to participants. Two teachers from each grade level from English and Math were targeted for the interviewing process. In total, there were eight teachers interviewed plus an administrator. This convenient representative sample was selected because of the size of the campus and is appropriate for an exploratory study (Creswell, 2013). Lastly, classroom observations occurred to study the various applications of terms used and practices seen. The triangulated data was analyzed for a deeper exploration with teachers' perception, behaviors, and application of practices in the classroom and the school site.

Data Collection

This study took place during the winter of 2023 and spanned over eight

weeks. Data collection methods were triangulated with artifact analysis,

interviews, and observations. Triangulation was used in this study to give a

holistic picture of teachers perceptions with mindfulness, dialogue, and memory

strategies inside and outside the classroom. The data collection also embodies

the two tenents of broadening and building perceptions. First, the mission

statements were gathered through the district's website. The mission data were

organized into a Google document. Then, the interviews occurred, and the data

was collected with Zoom recording function and Zoom transcripts. The interviews

were then reviewed and themed. Lastly, observations were collected via

Digicoach classroom observation instrument. The data collection attempted to

succinctly and orderly limit bias to maintain strong validity in the study.

Observations occurred last to deter preconceived notions in the interviews.

During each phase of data collection there was consistent note taking and

transcription. Since this study is exploratory, all data collected informed the

study.

Data Analysis

The data was analyzed with qualitative content analysis. The objective for

systematic and qualitative description of the exploration of cultural practices with

transitions aligns with content analysis (Berelson, 1952). This qualitative analysis

was based on inductive interpretation and aimed at identifying categories,

themes of practices, and perceptions around the possible manifestation of transition. Data analysis began with the BnB framework's two tenent's and systematically explored artifact analysis, interviews, and observations.

A semi-structured interview process was used to get the most wholistic picture of teachers perceptions regarding transitions. The design specifics remained consistent with confidentiality and ethical concerns. The eight interviews were needed to explore the teachers' understandings of critical life events in context with the current student demographic and artifacts. The two interviews from each grade level, are combined with observations and artifact analysis as a strong dataset for content analysis.

The interviews were in person but also on Zoom. Zoom embeds closed captioning for interviewees who potentially could be hard-of-hearing or have special needs. All interviews were transcribed and used for content analysis purposes. The researcher did not take notes during the interview process to show active listening skills and continue to build strong relationships with the interviewees. The researcher went back and reviewed the recorded interviews and took notes later. Language and themes were the focus of the notes during post interview analysis.

Interview Questions. Teachers interview questions focused on their perceptions of their own transitional strategies and how that influence into their teaching. These questions were piloted with family and friends who are all educators (one university professor, one middle school counselor, one teacher

on assignment and one comprehensive high school teacher) prior to the study.

The key vocabulary and structure for these interview questions came from BnB

Theory (positive, negative, Reservoir, thought-action and intervention) and a

three-prong approach of cultural practices (mindfulness, dialogue, and memory).

Also, while generating the questions, the researcher strived for inclusive

language by using cognates and lower Lexile level language so all people could

answer the question confidently. The semi-structured interview questions were

structured to align to the research questions (RQ) and to be reliable among all

interviewees but open enough to allow for people's true voices and identities to

come out in a safe space.

Table 1. Interview Questions in relation to RQ

Research Question	Interview Questions
1.What are teacher perceptions of cultural practices used before, during and after class?	1,2,4,5,
2. What cultural inclusive terms or phrases are regularly used by teachers, regardless of their awareness of transitions?	3,6,7,8

Below is a list of the semi structured interview questions and the BnB framework

components are underlined as a reference.

1. <u>Positive</u>- How do you stay positive? How do you encourage students to stay positive in the classroom?

2. <u>Negative</u>- What do you do when you are feeling negative? How do you identify students feeling negative in the classroom?

3. <u>Build Personal Reservoir</u>- How do you go about your day-to-day operations? How does that connect to your students?

4. <u>Interventions</u>- What strategies do you teach your students to transition from class to class, assignment to assignment and feeling to feeling?

5. <u>Thought Action Moments</u>- What goes through your mind when a critical life event occurs? What critical life events do students face?

6. <u>Mindfulness</u>- Describe what it means to be mindful and how do you encourage it in a classroom?

7. <u>Dialogue</u>- How comfortable do you feel engaging in dialogue about culture and emotions?

8. <u>Memory</u>- How do you remember roles, responsibilities, and important things? How do you encourage memory strategies in your classroom?

Also see Appendix B for the Spanish Cognates and BnB Framework

The researcher strove to be organized and maintain strong executive functioning to increase the reliability of the interpretation of the research. Also, to maintain the plausibility of the analysis, member checking was used to build

credibility for the study. The member checking was collected from shared google documents with the participants.

For interview post data management, Zoom videos recorded the interviews and were watched later with transcription to relive the interview and extract relevant information.

Classroom Observations. After the interviews, the classroom observations occurred across two scheduled class periods, starting in the middle of one class, the last five minutes of that same class, passing time, and the first five minutes of the next class period. During the classroom observation time the researcher took notes and participated in classroom activities to maintain relationships. Post observation data management focused on organization and consistency. After all the classroom observations were completed and the information was saved with Digicoach instrument, the analysis and descriptions began. The goal for the observations was rich thick descriptions to explore different perspectives and practices. Saldaña, (2014) described rich thick descriptions of the observations as journaling, code mapping, and reorganizing initial categories into condensed central themes that gives interpretation to the observational data.

Validity and Trustworthiness/Reliability

The validity and reliability of this dissertation is grounded in evidence-based research and Dewey Principals of Ethics. Scholars' extensive work with triangulation (Creswell, 2013), rich thick descriptions (Saldaña, 2014) and classroom observations (Given, 2008) add to the validity and reliability. Also,

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John Dewey's system for discussion aligns with cultural practices and development. Ethical education discussions must first define "the problem" (discord with language, policy and practice regarding critical life events) and establish criteria for workable solutions then analyze, suggest possible solutions, evaluate each solution and select the "best" one. Similar to Dewey, the ethical decisions made are based on my current experiences, circumstances, cultures, beliefs, and looking at what is right or wrong from different perceptions.

Member checking was also employed. After the interview process occurred, the participants were sent the summative transcripts and they member checked to assist with validity and reliability.

Positionality

There are many factors of my life that impacts the positionality in this research. The main positions that could impact this study are my Puerto Rican roots, privilege in education, and site of employment.

Latina

I am Hispanic woman working in a hegemonic dominant system; therefore, I do have some positional bias towards Hispanic students and low socio-economic students. My role as the researcher, however, is to let the exploration of the artifacts, interviews and classroom observations occur naturally. My role of the researcher is not to force positions or preconceived notions onto the environment.

With my positionality with this research, I actively recognize and function with my dual identities. I can claim that I am Puerto Rican but look White. I am able to be feminine and still be a powerful feminist. I was able to go through institutional schooling systems easier than other minoritized populations, for whom I am dedicated to advocate.

Privilege in Education

Education is another privilege that positions my thoughts and focus. I have a double bachelor's degree Communicative Disorders and Child and Adolescent Development, double master's degrees in Special Education and Educational Administration, and a doctoral degree in progress. This high level of education and cognition aids my research and ethical role to give back to the field as much as possible. My job is to write in a scholarly way but apply my findings with practitioner usability. My experiences from all sectors of education allow me to use a Kaleidoscope method to analyze what I hear and see. My education might be a barrier with the teachers I will be interacting with and must be mentioned.

Site of Employment

My current job is in the town where I grew up and currently live. My experiences as a local provides an advantage in gaining trust with the subjects and professional and social capital. My role as the researcher is to maintain strong relationships and legal and ethical boundaries. As an alumna of the site, I have familiarity with systems and structures which impacts my movements in

research. Because of this connection I have a deeper love for this dissertation and participants involved.

Looking forward with research, I am not looking for an answer, but I am looking for organic perceptions and language that could inspire systematic solutions (Deming, 2018). I try to interpret language from the 'eye of the beholder' not from my own preconceived notions or biases. My confidence in my own knowledge, decision making, and academic abilities extend into my research.

Summary

The research design for this dissertation is a qualitative exploratory study. The data collection will be constructed in three sections: artifact analysis, interview, and classroom observations. The content analysis focused on the research questions posed and consisted of evaluating interview results for perceptions of transitions in and between classes, as well as attitudes towards possible new culturally proficient strategies and language for transitions utilizing BnB tenets. This research is needed for the historical gaps in student achievement. The next chapter will focus on findings from the triangulated research.

CHAPTER FOUR

FINDINGS

This chapter will review the findings of this study. The exploratory nature

of this dissertation requires clarifying for the reader. As a result, there are three

main sections of the findings. These three sections are called phases. The first

phase, Phase One, occurred after analysis of the artifacts. Phase Two was

member checking and themes after the interviews and Phase Three was the

classroom observations and final coding from a wider scope. These three phases

of findings lend to answering the research questions and drawing conclusions in

chapter five.

Phase One

Artifact analysis is a useful tool in qualitative studies. From all the school

in the district, the mission statements were found, put into one Google document

then analyzed. Within these artifacts, there were many different terms used

focusing around "fairness" and "critical thinking" but most were limited in

culturally proficient language and key terms for transition as expressed in the

literature.

<u>Mission Statement</u>

Strategic planning guru, Deming (2018), says that missions and vision of

organization are the foundation to successful systems. Therefore, an analysis of

school mission statements has revealed guiding principles and values of the

school's practices. The analysis of the mission statements in this research

reveals that there is not systematic approach to transition in these school sites.

From the 18 sites in the same school district, the following common words were

coded and can be seen in the Table 2 and in Appendix C.

Table 2. Artifact Analysis

Themes	Percentage
Learn	95%
All/Every/Equity	78%
Committed/Commitment	45%
Future	39%
Value	39%
Citizen/Citizenship	39%
Roots/Differences/Culture	11%

Appendix C for mission statement data.

As Deming has argued the most frequently appeared words in the mission

statements speaks to the culture and climate of the sites. The fact that the word

"All" (only 78%) is not in every mission statement is a social injustice. The only

two schools that stated anything about culture and diversity were the two

comprehensive high schools, and one of them is the site at which I work. The

mission says, "We are committed to building nurturing relationships that inspire

our students to establish and work for their dreams while honoring their roots and foundation built at BLANK High School". This mission statement shows an implicit concern for transition because it discusses both students "roots and foundations" as well as their "dreams."

Two schools had no mission statements whatsoever and only one school had critical life event language visible. Three other schools had "authentic relationships" as a key term. The word "citizen" was in 7 out of the 16 schools. Almost 50% of the school's mission is to conform students into citizens but do not discuss the cultural components of American ideology. The districts limited teacher of color ratio to the student population (40% students of color with a 7% staff of color) shows highly under represented populations not being educated by their peers which is a systemic issue and also seen in the mission statements.

Educational processes and practices have to be institutional and organized, yet the current use of culturally-inclusive language is not deliberate and not organized by terminology, application, or cultural proficiency. John Bryson described deliberation as "choice based on reasons in order to achieve ends" (2018, p.9). The more inclusive a schools' mission statement is with regards to language about students' experiences or critical life events, the more likely teachers will use culturally inclusive practices in their classrooms.

Phase 2

Interviews are a useful tool in qualitative studies. The interview findings are broken up into two parts: ELA and Math. The level of detail provided from

interviewees varied; nevertheless, they provided great insight into the perceptions of teachers around cultural practices and transitions, and the language that they use. The following are narrative summaries of the interviews. All narrative summaries were reviewed by the participants for accuracy.

ELA Interviews

ELA 9. When asked about how ELA 9 stays positive she stated, "I don't." She does not practice positivity in the classroom. She feels that education is demoralizing, difficult, and that being positive is not one of her strong attributes. She did dive into a specific strategy, however. Her induction coach taught her to make paper chains where each person in the classroom writes a positive statement on paper that gets glued together at each end to make interconnecting circles (chain) and then putting them all together and strings them around the classroom. Then each day, at the end of the class, the teacher tears one of the chains away and publicly states the positive statement. The interviewee smiled when talking about this, however, she stated that she feels awkward transitioning from day-to-day activities to " oops now it's time to read a positive thing!" She stated maintaining decorum and fillers like "OK, thank you for sharing," are the only positive thing she does in the classroom despite the coaching she got.

When ELA 9 feels negative, she gives up and "gives in." She also gives space when there are resources like wellness centers. She knows that differentiation is good for people who are negative. One of her strengths are linking students to resources like counseling when students are negative.

When asked about day-to-day operations, ELA 9 made it very clear in the interview that she was going to "stick to education and professional perspective only" and not talk about the personal component of day-to-day operations. As an educator she is flexible and re-adjusts her day. She has discourse with her coworkers and has a strong support with her family who are also educators. ELA 9 did not make a connection with how their day-to-day operations would directly or indirectly impact students.

ELA 9 said that she does not teach strategies for changing assignments or feelings within the classroom. She did state that she has a timer on the board, uses bell-ringers, tries to use the PBIS positive token economy system and has her own personal system in the classroom where she gives points for good behavior.

When a critical event occurs ELA 9 tries to" avoid them and lowers her expectations." She gets hyper-focused so that she does not have to process the critical life event. She stated that she is currently dealing with an upcoming decision about switching careers and that she will have to come to terms with her own critical life event right now. When asked what students face, she had several examples: transiency, military deployment, low socieo economic housing, relationships and sports.

Once again ELA 9 stated, "I don't" as a response to define mindfulness. Then with more time she defined it, "sitting with thoughts, critical thinking encouraging, and digging deeper." She does not like using the word mindfulness

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in the classroom because it makes her uncomfortable being in her own thoughts and she said, "Why would the students feel comfortable?"

ELA 9 felt extremely comfortable with engaging in dialogue about culture. She talked about all her travels and her ability to identify any cultural bias she might have. She also stated that teaching acting helps with talking about emotions. She made a joke in a theatrical tone, "I'm not touching, I'm judgmental," as an indicator of her ease with various emotions.

The last question of the interview talked about memory strategies and roles and responsibilities. She stated that her personality is a planner. She has a calendar on her phone and paper calendar. She does backwards planning with discrete tasks and chunking; however when asked if she encourages memory strategies in the class she stated, "I don't." She does not directly teach memory strategies or roles and responsibilities, but she stated, "I hit things from different angles like Google classroom, verbal reminders, visual reminders."

ELA 10. When asked how ELA 10 stays positive she stated that she has a gratitude journal and she takes deep breaths. In a funny way ELA 10 pointed at her T-shirt that she was wearing and it stated "take a deep breath." She encourages students to stay positive, through modeling and her words. She believes that words have power, and aligns with her perception of English teacher.

ELA10 did state that she does not often feel negative but if she is, she tries to find the positive. She can identify when students are feeling negative in

the classroom through nonverbal cues like staring, and head down, and then she will try to give them the space that they need or link them to connections like counseling.

When asked about day-to-day operations, ELA 10 also defined her perceptive for the response as education only and did not talk about personal operations. She stated that she starts every day with a warm up like a reflective question or a vocabulary question, then she begins the conversation about the context. "This helps the students with structure" she claimed.

A strategy that ELA 10 teaches her students for transitioning is being organized. "Organization can be generalized for all classes and helps reducing stress," said ELA 10 and stress comes with moving to different classes and content areas. She also focuses on language as being a way that she can transition between math, science, music and feelings.

When asked what goes through her mind when a critical event occurs she stated " a lot". She gets hyper focused and "big". Conversely, when asked what student's face, there exhibited a large gap in her knowledge because she said, "I don't know." She could not extend any critical life event options or vignettes that students might have.

Being mindful means, "being in the moment, acknowledging what's happening and being aware" says ELA 10. The researcher could sense a warmth the interviewees tone in regard to her students, however, she stated that she does not directly teach or encourage mindfulness in the classroom.

ELA 10 feels comfortable about engaging in dialogue about culture and emotions. She stated that she's a learner and vulnerable to her own experiences that allow students to feel comfortable to talk with her. When remembering roles, responsibilities, and important things she writes it down. She's got four different notebooks that help her stay organized and structured. She tries to encourage students to use their planners, however she explained 50% of students have lost their planners and do not have executive functioning like she does.

ELA11. ELA 11 prefaced that the entire interview will be professional only and would answer the questions from an education lens. The first question about how she stays positive was very simple. She said, "it's a mindset". She finds positive things every day and that every day is a new day. She likes the mantra, "let it go" and that conflict is OK. She believes in tough love and the "power of yet". She also believes in karma, so she wants to put positivity in the world and with her students so that her students stay positive to her. She encourages students in her classroom by modeling those various ways of staying positive.

When she is feeling negative, ELA 11 "fakes it till she makes it". She tries to make relationships and takes a minute to gather herself before she interacts with the students. Then with the students she "looks, listens and links" to what they need. ELA 11 looks at their "nonverbal cues, listens to their language and will send them to the counselor or to the library depending on what they need".

ELA 11 reports to be methodical with her day-to-day operations. She plans lessons, plans groups and predicts questions so that she can practice how

she will respond. ELA 11 elaborated on the need to differentiate and modify the lesson between periods one and six because "the beginning of the day students are more lethargic and the end of the day students are more energetic". The day-to-day operation and preparation "connect and impacts the students".

ELA 11 specifically teaches compartmentalizing and the generalizable skill of finishing every task to help the students transition between class to class, assignment to assignment and feeling to feeling. She expanded on her answer with an analogy. She said, "it's like a puzzle, one step at a time, baby steps help students' complete tasks and smoothly transition between activities". She said "contrary to popular belief I teach tunnel vision to help students with anxiety and to help students practice their ability to focus on a target goal."

She was definitive with what goes through her mind with a critical life event but did not talk about emotions that she also feels. She stated "adult marriage, children, and death are critical life events". With students she said breakups, living in social economic disparity, and identity changes can be critical life events.

To be mindful means "to be centered, destressed, meditate, be aware and conscious and empathetic."

ELA 11 feels moderately comfortable about engaging with dialogue about culture. She indicated that she has traveled a lot and feels far more comfortable speaking to adults but stated "children can be tricky". She said, "I firmly believe in

boundaries and that that is not my job to engage in dialogue with children about culture."

This teacher self identifies as Type A. She remembers roles, responsibilities, and important things with lists, to do's, calendars and prioritizing. She stated that she is still a lifelong learner and that she knows her roles from experiences. ELA 11 teaches memory strategies in the classroom by reviewing content regularly with the students, and teaching annotation skills like highlighting the important things in context.

ELA 12. ELA 12 "wakes up happy every day, meditates and exercises to stay positive." He decides to stay positive and he encourages students to stay positive by the emotional energy he gives off.

When feeling negative, he "switches it off like a light switch; it is like a gear shifting in a car". He believes being negative is a waste of time. He can tell when students are being negative because they will not engage and put their head down. His looks and listens to the children's nonverbal and emotional energy.

ELA 12 makes a plan and follows it for day-to-day operations. This structure connects to the students because "if you have no plan they will kill you. Kids want to know the rhythm and rhyme of class."

This teacher did not worry at all about transition from class to class. "The second they step into my room the structure is solid. There's a whiteboard configuration, agenda, and time management, which all helps the transition between where they were and what they're going to be doing in my class." When

transitioning with emotions, ELA 12 likes to refocus and redirect; he asks reflective questions to help "shift the gears in their emotional mind".

When a critical life event occurs he asks himself "how can I make it better, if it's a bad critical life event? or How can I enjoy this critical life event if it's good?" He's very solutions based. He knows that his students deal with socieo economic critical life events, friend or relationship issues, internet or social media conflict and family turmoil. He then added that really anything to a child could be a critical life event depending on the perspective or the world of the child.

To be mindful "is to be present. To engage the mind in the moment." He encourages discussions and whole class norms on engagement which influence mindfulness.

ELA12 feels incredibly comfortable with discussing cultural emotions because "it's simply Human". He is able to talk about the different characters truths that are in the stories and the emotions that tie to real life application or students experiences.

He remembers roles, responsibilities, and important things by writing them down. He is not big on to do lists, but he does schedule his time. The biggest influence with roles and responsibilities is his confidence in his purpose in teaching. His purpose and soul goal is to be a facilitator for students learning he encourages memory strategies by having students "journal every day, reflect on every assignment and tap into their metacognition through writing".

Math Interviews

Math 9. Math 9's video did not save, however, the transcripts show that she is working on staying positive. Her induction mentor is teaching her ways of rephrasing statements and she encourages students to stay positive by "telling them [the students] to smile."

When she's feeling negative, she begins to overthink. She says that she gets agitated and shows physical signs of negativity like "bearing teeth and raising my volume." She identifies students feeling negative when their heads are down or when they get so upset that they just need to leave the classroom.

Math 9 goes about her day-to-day operations with extensive planning. She backwards plans and forwards plans. She plans questions that students might ask, and she plans long term content so that it connects to the students. She's very structured and she "has everything ready to go; bell-to-bell".

Strategies that she teaches to her students to capitalize on transitions from class to class, and assignment to assignment is the anticipatory set and the structure. "Everyday there's a bell ringer, every day I have the same expectations for the exact same outcome."

She struggled with answering the question related to when a critical life event occurs, but then she talked about how her critical events will probably affect others, "What could I have done differently? How do I cope with this?" Students deal with so many CLES full time work with raising their siblings, one parent versus two, death, romantic relationships.

Math 9 stated that mindfulness means self reflection and being aware of what's happening. She said, "for me I find it difficult to always think before I speak," Math 9 talked about slowing down and take a breath. In the classroom she does verbal reminders of expectations with student empathy and checking their positive language, "Hey we don't say that."

In regards to students she feels pretty comfortable talking about feeling but not culture. She brought up her background as upper middle White class and stated that she doesn't fully relate or understand what her students are going through. She expanded that, "with my own emotions I am horrible," especially with authority figures.

Math 9 remembers roles, responsibilities and important things by writing them down. She has a notebook, and calendar, which helps her remember things. In the class room she uses repetition to help increase the student's memory strategies. She gave an example of inequalities and had the students write the same example for four days straight to gain word association and fluency to help with confidence and memory.

MATH 10. Math 10 began the interview differently than the rest of the interviews with a 12-minute buildup of rapport and light chit chat. He opened the discussion talking about his 21 years of experience with teaching summer school, which is an extensive rigorous program where 16 weeks of content are condensed into 4-week blocks. Unprompted he began with his teaching

philosophy of "repetition, and code switching specifically for gender and age differentiation". Then we began the interview questions.

Math 10 stays positive through his spirituality and spiritual maintenance. Math 10 encourages students to stay positive by teaching them a student checklist and the satisfaction that comes from completing something. He also teaches them to "accept mistakes and change their mindset". He said, "mistakes are natural and part of the building block for the positivity in my classroom".

In a jovial, reflective way, Math 10 stated that when he is negative, he gets angry, yells at himself and needs "tier 2 behavior help for himself" sometimes. He identifies student's negativity from body language. Math 10 added that, "negative emotions can be cloaked". Negative emotions are not transparent.

The day-to-day operations start with "working out, praying, categorizing and compartmentalizing" his day. He has advocated with administration for several years to get sixth period prep, which is the teacher contracted time for conference and lesson planning plus other duties as needed, so that he has a chance to balance work from coaching. Then he continues that balance at home to maintain strong daily operations.

Specific strategies that Math 10 teaches students to transition from class to class, assignment to assignment and emotions are deep breaths, verbal ques to reset and change mindsets, and a timer. He teaches the students to get to his class early so that "students have more time to orient themselves to the math demand of the next period."

Math 10 had to verbally decide which perspective he was going to take to talk about with critical life events. He did not talk about his own personal perspective of critical life events, but he knew that students face hunger, and relationship crisis. What he stressed was that "critical life events habits that are formed as children then directly impact their critical life habits as adults".

Mindfulness "is to understand metacognition." He did not elaborate or justify his response.

Then Math 10 directly said that he was not confident with talking about culture and emotions.

Lastly, Math 10 remembers roles, responsibilities, and important things because of his "ultimate purpose to serve". This ultimate purpose guides his operations and habits which he then models for the students to encourage memory strategies in the classroom.

Math 11. Math 11 stays positive in the classroom by observing and acknowledging positive student behaviors first. To stay positive, she makes a cognitive choice through language to help students increase their willingness "to do math." For example, she does not say the word "mistake" anymore, she uses the word "adjust". She also went into detail that "PBIS has made an impact in my classroom because it encourages students to stay positive as well".

When Math 11 is feeling negative she "takes a step back. I'm very aware of my feelings. I teach best when my emotions are healthy". She stated that she will often take mental wellness days for herself when she is feeling negative so

that she can be the best teacher that she wants to be. Math 11 identifies students who are feeling negative from body language. She opened up and said "that's why distance learning was so hard. I could not tell what students were feeling."

Math 11 is a "list maker". She goes about her daily operations with planning. She wakes up, prays, prioritizes, and said, "sometimes I overdo my operations which I'm working on". In the classroom students have various roles like agenda keeper and timer. She also uses student structures with color coordinating different tasks to help encourage executive functioning skills.

Specific strategies that Math 11 teaches her students to transition from class to class, assignment to assignment, and feeling to feeling vary. She uses a five-minute warning. She stated "I'm a captain steering the ship. Students are more focused with verbal and visual reminders." She fundamentally believes that time management is a generalizable skill that "I teach to promote skills that will help them with life demands."

When critical life event occurs, Math 11 first believes in "spirit and faith in God. The young have limited life experience and can struggle to handle critical life events". She then gave three specific students names who had passed away in her tenure and showed how emotional critical life events are at the time and always remain traumatic. She extended the conversation with divorce, and other family dynamics all are critical life events which she and the students share. From the child mindset, egocentrism plays apart with critical life events. She talked about cognitive development and how students can be hyper focused of

different things. "COVID really impacted the educational momentum and was a critical life event as well."

Mindfulness "is being present and purposeful. During distant learning and the pandemic, it really changed me. It was really really hard to practice what we preached."

Math 11 does not feel comfortable talking about culture and emotions. She stated, "I'm a math teacher."

Lastly, remembering roles, responsibilities, and important things "come easily" because she writes everything down. She journals a lot to help with her processing. She tries to encourage students to write down everything but does not emphasize the use of a planner.

Math 12. Math 12 stays positive by focusing on the successes of the students. He shifts the focus away from grades and deadlines and tries to facilitate learning. He encouraged students to stay positive in the classroom by teaching "it's a learning process and nothing is a hard deadline." He expanded his answer from a professional lens to a personal example. Like the Netflix television show Yellowstone, "find something that you love", that helps him stay positive as well.

When asked about what he does when he is negative, he did not have a response. He was hyper aware, however, of what students do when they are negative specifically not working, shutting down, giving up and head down.

Math 12 goes about his day-to-day operations constantly thinking about how he is going to facilitate through questions and target specific students. His goal for teaching is "whatever the students say their goals are". That is how he "meets them where they are at". Math 12 bridges day-to-day operations with connecting to the students.

Math 12 specifically teaches students to transition from content to content through his language. He stated that "connections anchor all of my terms and all of my subject matter," which helps students' transition. He does not talk about transitioning from class to class.

Critical life events take a long time for Math 12 to process. He stated that he is "a long-term thinker. Things like death, family deployment are all critical life events". He did say that current students are unhealthy, attaching themselves to social media influencers, and projecting the critical life events of others onto their own.

Mindfulness is "awareness and effect on short term and long-term components." He encourages mindfulness through free choice and cost analysis with risk and reward for his students. He allows his students to choose how much and what their target goals are.

Math 12 is comfortable with engaging and dialogue about culture and emotion in conversation amongst peers or coworker however he is uncomfortable engaging in cultural conversations with students during math.

Math 12 remembers, roles, and responsibilities through an internal compass and prioritization. He also writes things down and model's metacognition for students. He encourages the use of planners to supplement memory however he does not enforce it.

Interviews Findings

From these interviews, the twin themes of language and cultural strategies emerged. Due to the small sample size, this information is not generalized to other sites or programs. The gender, sex, age, or years of experience with these participants are not taken into consideration because there have been studies that debunk any real correlation between these factors and culturally proficient teaching (Debnam et al., 2015).

Table 3. Interview Coding

Patterns	1st Feature		2nd Feature		3rd Feature	
Teacher	CLE Specific Moments	Awareness	Present	Meta-cognition	Planning	Language
ELA 9	x				x	
ELA 10	x		x		x	x
ELA 11	x	x	x		x	x
ELA 12	x	x		x	x	
MATH 9	x		x		x	
MATH10	x	x	x	x	x	
MATH11	x	x	x		x	x
MATH12	x					

The most commonly referenced idea was teacher perceptions of critical life events (CLEs). All participants believed that CLEs were singular situations that happen in isolation. Five out of the eight participants perceived that there was a hard cognitive/developmental break between CLEs of adults versus adolescents. For example, adults experience marriage and having children while adolescent CLEs include moving homes, interpersonal relationship breakups, and social media-influenced events. The other three believed that all people have the same CLEs but, adults and adolescents differ in their degrees of coping.

The second most common characteristic of the interviews was that nearly all the participants said "planning" was there number one strategy for creating a culturally inclusive classrooms. However, none of them specifically said how. Then half of the participants said their "language" was a specific strategy and all of them were able to give concrete examples like the Math 10 purposely said "adjust" instead of "mistake," and ELA 11 said the "power of yet". So, if the theme was based on frequency then the theme would be "planning" as a cultural strategy yet there was more depth in the responses with "language" as being an important marker for this study.

The third pattern of the interview data was the drastically different definition of mindfulness, despite having had multiple professional trainings on mindfulness. The teachers used healthy language such as "present, safe, space, awareness," however, they lacked a uniform lexicon for mindfulness. BnB tenant language, that teachers must grow both positive and negative mindsets to build personal repertoire, was not seen throughout the interviews. Some teachers only gave responses for their own perspective and did not include the student impact with mindfulness.

The synthesis of these three features of the interview findings can be traced back to the level of metacognition discussed. Two teachers said that they use metacognition and focus on the ways students' minds are working. However, all of them said that they notice when students are negative through nonverbal markers and what Flavell (1979) calls one of the three forms of metacognition,

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"strategy variables". Teachers were all communicating their metacognitive ability to activate prior relationship knowledge with those students and apply a meaningful task like linking to counseling if needed. So even though the interviews data showed two teachers verbalizing the term "metacognition" their actions showed all teachers were demonstrating one or two forms of metacognition.

Unspoken metacognition might explain why so many teachers said "planning" as a culturally inclusive strategy. Fogarty (1994) suggested that metacognition is a process that spans three distinct phases, the first being "Planning." Fogarty said that successful teachers develop a plan before approaching a learning task, such as reading for comprehension or solving a math problem. The dichotomy of the perceptions on language and strategies shows gaps in teachers thought action mindset and their positive and negative repertoires.

Phase 3

Rich, descriptive observations are useful tools in qualitative studies. Classroom observational data is divided by grade level for many reasons. The foremost reason being that freshman are developmentally (morally, ethically, cognitively, behaviorally, physically) at a different level than seniors. The observational tool used to collect data was the Digicoach app with both a tally tracker and note taking ability. The Digicoach instrument has six observables:

    1. Engagement

2. Checks for understanding
3. Learning design
4. Cognition
5. Learning environment
6. Character development

This system has a zero, one, two-point system. Zero means not applicable or not observed. One indicates the characteristic was observed and two means that one of the six observables was an area of opportunity for growth and coaching. This instrument also has a notes section with a timestamp capability, so the classroom observations were typed directly into this instrument which increased the organization and efficiency of the data collecting process. Then when all the classroom observations were completed, the research was formulated into reports per teacher, printed, and reviewed.

Schedules were made according to convenience and teacher preference. Teachers were not told the exact day and time of the classroom observation to also aid in truly organic observations. During classroom observations, the ten minutes of the middle of class were observed. Then five minutes at the end of class, five minutes of passing, and ten minutes at the beginning of the next class concluded the classroom observations. There were a few observations where the schedule did not work because of the teacher's conference periods or inclement weather schedule changes that came from the district office and were outside of the researcher's control.

The notes were coded from the eight classroom observations and a few patterns were noticed. Those notes were organized into the two sections based

on the research questions, one being about cultural practices and the other being about language, both of which were observed at the beginning, middle, and end of the period. The classroom observation data cannot be generalizable because it is a snapshot of the teachers' perceptions of practices and language being used in their classroom. There have been months of routines and teacher interactions with their students that are impossible for the researcher to know.

Figure 1. Classroom Observation Flow Chart
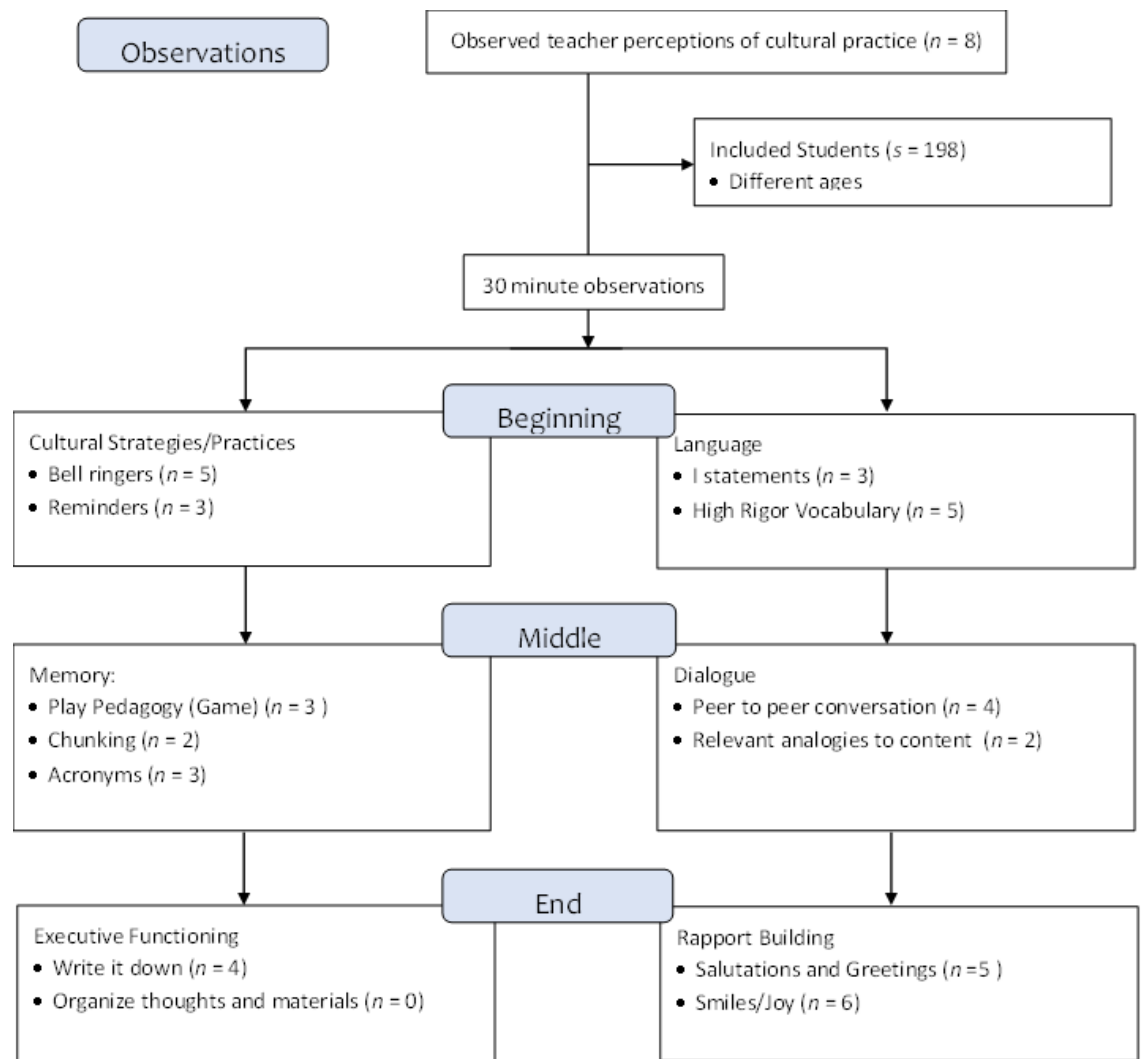
<u>Beginning Classroom Observations</u>

Teachers relied most commonly on bell ringers and verbal reminders to start the classes. Bell ringers included journaling and/or one to two remedial questions from previous lessons. Bell ringers seemed to be a behavioral strategy for the teacher to get quiet time so that they could take attendance and prepare the activity for the day. Two classrooms did not have bell ringers but had 100% engagement with starting the class within five minutes. Of the six teachers that did bell ringer-like activities, two of them reviewed the content of that activity. For example, if there was a question of the day on the board, only two teachers reviewed the answer to that question. The other teachers simply moved on to the agenda and the main activity, thus exhibiting no explicit use of interventions to help transition. In one particular incident, three students walked into an English class talking about the math test that they had just completed prior to this class. The students' minds were fixated on that previous test, and they did not do the English "quote of the day" bell ringer but when time came to listen to the teacher the students looked to be invested to what the teacher was saying.

The next observable practice concerned the lowest level of executive functioning: verbal reminders ("Neuropsychological Pyramid" Proposed by Rusk Institute of Rehabilitation Medicine, New York University". Three teachers started the class by saying, "Remember what we did yesterday?", presumably to prime the students' brains for what they were about to work on today. Only one teacher, however, practiced verbalizing the objective or the purpose of the day.

During the teaching observations, its noted that teachers deployed interesting uses of perspective and rigorous language. Two teachers said I-statements such as "I liked this question from the homework" and "I would write this down." Math 9 spoke from a third-person perspective which was included in the language theme of I-statements. The teacher choice of first- or third-person perspective showed a form of metacognition and nonviolent communication at the beginning of the class. Five out of the eight teacher said you-statements: "You need to get out your work," "You need to open your book," "You need to do your work." The teachers did use highly rigorous language at the start of the period like: comparison, physical descriptions, internal conflict, corresponding and grotesque imagery. While some teachers had rapport with their students, the high rigor word choice did not facilitate a smooth transition within the instruction and curriculum. Also, zero teachers connected or acknowledge the students' previous class period to the objective or purpose of the current class.

Middle Classroom Observations

During the middle of the class is where cultural practices are more geared toward academics and cognitive content. There were three teachers that implemented a memory practice in the classroom. ELA 10 had an acronym STEAL (Says, Thinks, Effects, Acts, Looks). Math 11 used the reverse of Side, Side, Angle (SSA, a Theorem in Geometry) to help increase relevance with humor and to help students remember the content. Math 10 used PEMDAS (Parentheses, Exponents, Multiplication, Division, Addition, Subtraction) to help

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remind students of the order of operations in equations. Three teachers used playful pedagogy such as a game to help increase the students' comprehension and engagement. ELA 12 and Math 11 improvised hidden components to the middle of the class assignment. ELA 12 asked the students to look for allusions in a section of Dante's "Inferno" and made it fun for them. Then Math 11 put eight questions on the board, two of which had no solution. This made a game for the students to try to find the ones that were wrong while answering the correct solution for the other problems. An interesting part of this observable data the learning philosophy of the teachers could be almost felt through their practices. For example, ELA 12 was showing a cognativist framework in the game of looking for allusions based on the students' individual experiences with the text. Then Math 11 was showing a constructivist philosophical or theoretical background with having the students seeking their information within their own memory. Lastly, the third teacher who made a game out of the middle time span was Math 9. All of Math 9's classes have a competition of how quickly they can turn in their work. Within 11 seconds, everybody in the classroom handed all of their papers to the front row. Then the front row handed the cumulative papers to the right. During the activity the students were smiling and focused. This practice appeared to be rooted in a behaviorist learning construct. Then the teacher calculated all of the times with all of the periods every week and the classes computed their own averages and would earn a doughnut party.

Looking at the language used in the middle portion of classroom observations, two teachers used analogies to increase relevance through their language. Math 10 connected polygons with vehicles, and Math 11 used the reverse acronym ASS as an analogy for not using foul language in math and in academic settings then said, "Which you will never forget!" which got giggles from the class.

Dialogue was another observed feature during the middle sections of the class periods. ELA 12 and ELA 9 classroom setup had groups of four to encourage dialogue among the students. There also seems to be a discrepancy between the teacher's perceptions of the facilitation of dialogue and asking questions to show competency of low-level Bloom's taxonomy questions. Math 11 did not have the classroom set up into groups, however, she stated, "I want to know your perspective; talk with your peers about what they think." She modeled I-statements presumably to increase the likelihood of her students engaging in sincere dialogue. Some of the other teachers had their classrooms in rows, so they would either cold call, ask students to raise their hands, talk about the text, or answer the comprehension question at the end of the period.

End of Class Classroom Observations

As the classroom observations came to an end, two teachers stated that the supplemental resources, such as consumables and the textbooks, aid students' success the most as a cultural practice of transition. Three teachers used proximity as a behavioral strategy for the entirety of the class period. It was

observed that students did not have enough time to process or complete the assigned tasks. It was also interesting that when the excusal bell rang, teachers were either prepping for their next class, or lesson-planning (as they had stated in their interview), or they were giving mini-differentiated lessons to students who needed additional help after their lesson.

At the end of the class period, the teachers' nonverbal and body language was the final observation pattern. Five of the eight teachers smiled or laughed with the students. The smiling and joking did not equate to positive student-teacher rapport. For example, a math teacher made four jokes throughout the middle and end of class, however, none of the students laughed. The teachers' observational findings indicate that the end and beginning of a new class appeared to be focused either on getting themselves ready or relying on the institutionalization of the students with prescribed bell ringers or passive day-to-day operations.

<u>Content Analysis</u>

Triangulation included in this exploratory study consists of artifact analysis, interviews, and classroom observations. The findings from these three areas go into the content analysis. Mission statements are inconsistent in their use of cultural proficiency and language that incorporate critical life events. The interviews of eight teachers of English and Math described planning, language, and nonverbal recognition as core values and skills used in their pedagogy. What the teachers described in the interview and what they practice in the classroom in

regards to transitioning the students aligned. Teachers focused on transitioning themselves for their next class more than students. The discrepancy with knowledge of practices and language and application among teachers leads to the use of dominant language in the classroom, in policies and procedures, and in day-to-day conversations that perpetuate barriers in education (Hannah et al., 2011).

Findings Summary

Within the three phases of data, teacher perceptions of cultural practices and language were explored and analyzed. Phase 1 Mission statements stressed learning but did not purposefully state ALL. Furthermore, only two schools included "diversity and cultural" which impacts teacher perceptions. Phase 2 Teachers perceive planning and language are important cultural practices. There is an inconsistency in the language through interviewees. Lastly, Phase 3 zero teachers stressed organizational management but then six out of eight teachers needed more preparation time and skill for themselves between classes.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSION

Overview

The purpose of this study was to explore teachers' perceptions of cultural practices and analyze the application of language tools regarding transition in the secondary education setting. The research design was an exploratory qualitative study which used content analysis as the primary methodology. Chapter one provided an overview of the whole-child movement. Understanding different critical life events and peoples' internal biases are all necessary components of applying best first instruction that captivates and engages the "whole" child. The problem of practice for this study included understanding the varying perceptions of cultural practices regarding transition in a secondary education setting. The research conducted sought to explore both the character of language used by teachers and language employed in mission statements and policies in a rural school district. Mission statements are the beginning stage of fundamental understandings in organizational theory and strong leadership applications (Kotter; 2016)This dissertation started with two questions about educational systems: 1) What are teacher perceptions of cultural practices used before, during, and after class, and 2) what culturally-inclusive terms or phrases are regularly used by teachers, regardless of their awareness of transitions?

Chapter two describes Broaden and Build Theory as the framework for the study and formative studies in the areas of critical life events (Lohaus, Wingate),

cultural practices (Fisher, Kolberg, Smith, Noland, Yeager) and policies (Kelller, MacIntyre, Topping, Adley). The framework used for this study Broaden and Build theory created by Barbra Frederickson in 1998 and the premise is that positive and negative emotions must coexist and to broaden awareness and response to events as well as building resiliency and coping skills. The two tenets are broadening an individual's momentary thought-action repertoire and building an individual's personal resources; ranging from physical and intellectual resources, to social and psychological resources starting with attention and memory.

Critical life events have two contradictory pools of thought. One is a narrow focus on life stage development events such as: infancy, childhood, adolescence, adulthood, elderly (White, 1959) OR Critical life events focus on personal, cognitive, intellectual, ethical developments typically during times of extreme change (setting, physical, hormonal, cultural etc.) (e.g., Erickson, Kohlberg, Piaget, Freud). The literature review shows contradictory terminology of critical life events which leads into the contradictory nature of the deeper literature review in educational contexts of setting, policies and practices.

From the subtexts of setting, policies and practices, mindsets versus behaviors, outcomes versus skills and external versus internal scholarship question teacher and student components about education. Also, several theories like social determination theory, transactional theory, resistance theory are discussed in the literature review.

The methodology and research design in chapter three consisted of content analysis, and the tools of analysis included coding and rich, thick descriptions of the school mission statements, interviews, and classroom observations. The findings demonstrated a complex need for balance between teacher cultural proficiency and teacher ownership with classroom strategies and practices. Broaden and Build Theory using timers and bell ringer activities as a "one size fits all" approach is counterproductive to the Broaden and Build framework. The analysis of the mission statement data begs the question whether or not schools specifically explain critical life events (CLEs) to staff members, nor is it clear whether CLEs are a part of strategic planning at the institutional roots (mission statements). In the school district under investigation, which has a significant percentage of student transience, school site mission statements should exhibit greater unified language that promotes culturally-inclusive language and practices.

The second phase of findings showed that bell-to-bell teaching was a personal value of some teachers. There were lost opportunities to say farewell, thank students for their participation, or otherwise provide closure to the lesson because of the application of a school-wide policy that every minute of instruction should be utilized. Teachers' attempts to use warm language did not connect with students. Similarly, greetings and salutations are generally thought to be culturally universal, however, the classroom climate did not seem to be rooted in

humanizing the students' developmental needs, but, rather, the teachers' own

needs to transition themselves between instructional periods.

Recommendation for Educational Leaders

The following are recommendations based on the data analyzed in this

research. These recommendations are also compared to those made in previous

literature (Chapter 2). Mission statements in the school district studied were not

aligned to culturally-inclusive practices with regard to CLEs. According to Bryson,

a mission statement is a declaration of organizational purpose" (2017, p.134). It

is recommended that administrators, teachers, and other stake-holders engage

in thoughtful discussion of reforming school site mission statements so as to

address current gaps and strengths in the understanding of CLEs as a cultural

component to teachers' everyday operations and thoughts-action repertoires.

Another recommendation is further discussion about teachers' perceptions

of day-to-day operations and how to individualize their classroom operations

within the larger school site system. Some teachers used memory strategies, but

they only appeared to transition students well between content within the class

(Humes et al., 1997; Jacobson et al., 2011; McClelland, 1985). The opposite of

cultural practice is a colorblind approach where teachers minimally move

students from assignment-to-assignment and class-to-class with no dialogue,

mindfulness or memory strategy and is harmful for our increasingly diverse

student populations (Lindsey et al., 2018). Teachers perceived no need to help

students get to their next class, yet teachers focused on their own transition

between class periods. Cultural practices during transition can be taught, and if deployed appropriately, they can transcend opportunity gaps in the classroom setting. The cultural practices and language used at the beginning of the period need to be explored more under a transition-specific lens. The middle portion of classroom observations which focused on the core content or objective of the daily lesson was indicative of teacher positionality and teaching philosophy.

Based on the content analysis, "making inferences by systematically and objectively identifying special characteristics of messages" (Holsti, 1968) from the mission statements, interviews and classroom observations, teachers perpetuated common myths about teaching class periods and the students within those unique class periods as compartmentalized and almost binary entities. Seeing student issues, CLEs, and even course content as "black and white" situations or information aligns with William Perry's (1999) dualist stage of ethical and intellectual development—the earliest stage. Participants stating that "words have power" and that "positivity is a mindset" thus demonstrates that teachers subscribe to an elementary understanding of the synergy between students perceived CLEs and teachers perceived CLEs. Educators need to enhance their own awareness and application of culturally-inclusive, empathetic language in order to employ empathy for student learning and CLEs. By increasing their repertoire of thought-action praxis in daily operations, teachers will become more dynamic and responsive to moment-to-moment needs.

The findings also raise an old argument that if teachers are not readily

able to conceptually describe their perceptions and definitions of their operations,

then how could they feel confident in teaching the skills necessary for students to

supplement cognitive development strategies with metacognitive strategies that

increase learning. If educators need academic achievement to align to their

organization's standards, then the perceptions should have shown more

standardization of language. According to the thought-action features of BnB,

teachers must think about the idea first then act upon it. If the teachers cannot

define the task then of course they will not be able to give concrete strategies or

actions. Also, the classroom observation data illustrates the idea that more than

just cultural practices are needed to increase student achievement. It is also

unclear how bell ringer activities as a teaching strategy positively contribute to

classroom culture. Are bell ringers culturally proficient and cognitively

empowering for students, or is this activity simply an aid for teachers to transition

themselves? Does this perceived transition method set a positive tone for the

remainder of the class?

Next Steps for Educational Reform

As a result of this study, a tentative new subset of cultural

proficiency/praxis called Transitional Practices should be further researched. This

new praxis has the potential to enrich classroom pedagogy and make positive

change to current educational policies and organizations. Lang (2018)

trangentially talks about transitional practices with specific applications called

"closing connections, the metacognitive five and close looping". The data collected in this research indicates that teacher perceptions of cultural practices during times of transition focus on a dialectical view of knowledge as described by Darder et al. (2017). All analysis begins first and foremost with human experience, as the contradictions and disjunctions that both shape and problematize its meaning inform cognition (Darder et al., 2017, p. 11). Teacher perceptions and the language that they use represent the upper limit of how well they will be able to use transitional practices.

This research has shown a potentially harmful blind spot in teacher perceptions of "Transitional Practices," including limited mastery of culturally-inclusive practices and language techniques. Adding Transitional Practices to teachers' action repertoires may transmit a more fluid experience between teacher perceptions and student experiences of CLEs and their learning, regardless of student diversity in the classroom.

The idea of broadening and building cultural practices with Transitional Practices will bridge Special Education, the Social Emotional Learning whole-child movement, and MTSS/PBIS. As the institutional roots of school sites, mission and/or vision statements are the greatest indicators of Transitional Practices being put into practice.

Another significant step for educational reform related to the research questions indicated the language of policies on CLEs rely on a culturally-hegemonic understanding of trauma (e.g., the Kaiser ACE study). Educators

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know that trauma changes people but the policies and missions do not have language to promote resiliency or positive change. For example, Bonanno's (2004) definition of psychological resilience as "resilience is the ability to withstand stress or bounce back from a traumatic event to recover previous levels of functioning, along multiple pathways" (MacIntyre et al., 2020, p. 4). Critical life events, however, are much more holistic to a student's development, and can range from seemingly minor biological changes to significant social situations. Binary perceptions of CLEs lead educators to lose empathy and flexibility when interacting with students of diverse cultural backgrounds. When educators consider students' psychological states and their resilience, they are more likely to employ empathetic and culturally-aware Transitional Practices to aid transition and/or psychological recovery times throughout moment-to-moment human interactions.

Another recommendation for future research is understanding the public's perception of the value of transition. Organizational components of educations always are subjugated by the politics. Does the public value or even understand the importance of social and psychological transition for young people? The public value as stated by Bryson (2018, p.115) overlaps with various levels of government. Transitional practices might make our children better able to cope between CLEs and "make them better citizens" therefore allowing them to maintain stable economies (one of the origins of "transitions" with DOR and

Workability) and create a community of connectedness. Is there a public value in a more inclusive term of transition not in the historically disconnected term?

Another potentially fruitful area of research is students' perceptions of teachers' cultural practices during transitions and collectively-shared cultural and social experiences (Jackson, 1996). Guild (1994) synthesizes five points of connection between students' culture and learning styles which might also be taken into consideration for further research: 1) "students of any particular age will differ in their ways of learning," 2) "learning styles are a function of both nature and nurture," 3) "learning styles are neutral," 4) "within a group, the variations among individuals are as great as their commonalities," and 5) an acknowledgement of "the cultural conflict between some students and the typical learning environment in schools." Guild also states that the cognitive or learning styles of minority and other students is one easily over-simplified, misunderstood, or misinterpreted (Guild, 1994, p. 19). Current practices like "mindful minutes," "goal settings," and many others are oversimplified because school systems do not employ processes that include teacher development and feedback to increase the teachers' capacity

Freshman versus Seniors Classroom Observations

Lastly for future recommendations, the data showed that each teacher had some unique practice or phrasing showing the complexity of culture and CLEs. The eight teacher interviews demonstrate the variability of perceptions of cultural practices regarding transition. There might be some application in exploring

transition in relation to developmental ages such as the difference between freshman and senior classes. For example, the two freshmen teachers utilized practices more closely associated with the lower registers of Maslow's hierarchy of needs such as handing out crackers to hungry students and elementary verbal cues such as "if you can hear my voice clap once" to get their attention.

Verbal cues help students focus on the next task or transition, but perhaps younger developed students need more specific strategies to help with where they are at. Maslow's basic needs practices contrasts with what was seen with the two senior teachers. The senior teachers gave the students more freedom and acceptance to go at their own pace. Math 12 was particularly free with the planning component of cultural practices. There was no verbalized plan, but the calculus students were proactive in getting started and knew their own coping strategies like talking the problem out loud to themselves and getting their own white board when needed. The senior teacher was simply there as a moral support because student development was so high. The phenomena of developmental stages have not been researched from a Transitional Practices lens and might provide educational practitioners with solid interventions and strategies to increase student achievement.

Limitations

After the data was collected, certain limitations emerged that may impact the generalizability of this study. The first is the sample size for interviews. The sample size was indicative of the school, however, the information is limited to

the culture of this site. Broadening the sample size to examine teacher perceptions within the vertical alignment of seventh and eighth grade would add greater depth of analysis and more data promoting tool that work this transient population of students.

The duration of the classroom observations is also a limitation. Multiple classroom observations could provide more depth into the group think and cultural norms that were established by the teachers in their classrooms. The researcher's familiarity with the school site and the lower empirical validity of the semi-structured interviews are also potential limitations.

Figure 2. Organization of Teacher Transitional Practices
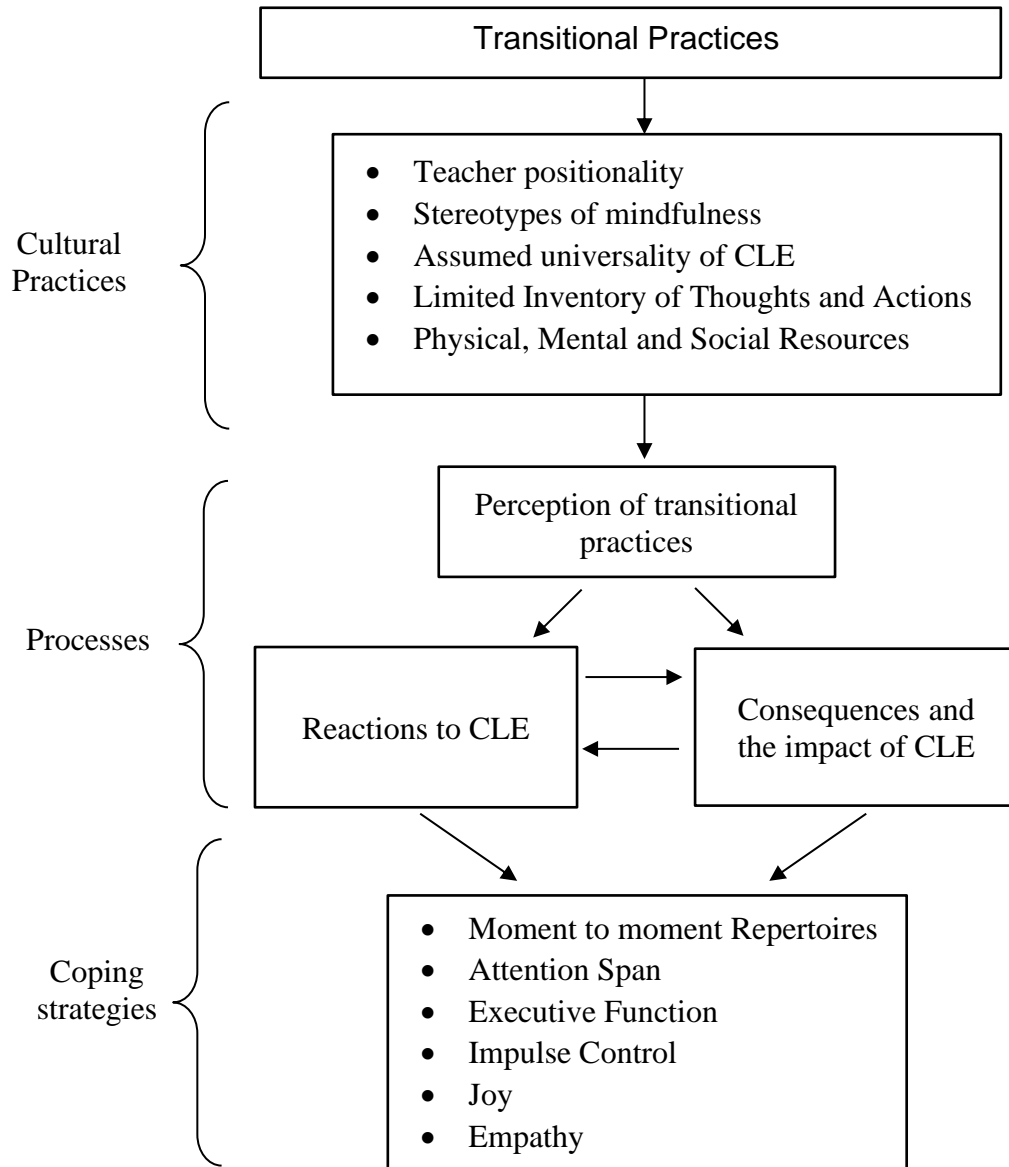
Conclusions

In sum, the research findings on teacher perceptions of cultural practices of transition lend support for the importance of future research. Awareness of cultural practices is not enough to bridge the achievement gap for underserved populations because the teachers have too vast of perceptions. Cultural practices can be one of a multitude of interventions within a larger collection of Transitional Practices. Based on the literature and the data in this study, Transitional Practices must focus on the connections and differences between how a teacher and student perceive CLEs. Once cultural acceptance of difference and empathy are embedded in a teacher's toolkit, educators can use a variety of Transitional Practices to teach children specific strategies for navigating CLEs while broadening and building their own thought action repertoires. It is therefore essential that the teachers both engage in critical dialogue with students to better understand their perceptions and stay abreast of trends in current literature. Teachers have the power to prevent negative behaviors and enable positive reactions to CLEs through strategies that broaden and build their own negative behaviors.

Transitional Practice is the merging of culturally-inclusive practices, MTSS best first instruction, and PBIS. If schools target the first and last five minutes of class (Lang, 2016a, 2016b) there might be a visible change in culture and climate. Teachers should use dialogue, mindfulness, and memory strategies to connect the previous, current, and upcoming classes to model the fluidity and

generalizable applications of student learning beyond any single classroom context. When teachers can grow their own cultural proficiency away from stereotypes, value systems, assumptions, and old habits, then CLEs can be processed holistically and with greater equity for diverse students.

The conclusion of this study is that teachers' perceptions and school sites' language are the process sponsors and champions of change (Bryson, 2018, p. 31). MTSS, PBIS and all the stakeholders can endorse, legitimize, and push the effort to institutionalize transitional practices based on culturally-relevant, non-colonial CLE mentalities. Process sponsorship must come from the district office and site administration. Transitional practices can provide greater balance between academic, personal, spiritual, cognitive development of students and teachers alike.

APPENDIX A

LITERATURE REVIEW MATRIX

Theme	Setting/Time/Environ	Design	Policy/Rules	Design	Procedure/Application	Design
Mindsets	1. Wingate 2. Seginer 3. Bardi et al. 4. Woods	L T T M	1. Keller 2. Macintyre 3. Topping	L T T	1. Smith et al. 2. Nowland 3. Yeager 4. St. Clair	M T T T
Behaviors	1. Jacobson 2. Roder 3. Bardi	T T T	1. Schmitt 2. Kloosterman	T T	1. Macintyre 2. Bogatz 3. Mahmud	T T L
Outcomes	1. Khiat 2. Pellegrini 3. Massey	L L T	1. Adely 2. Benner	L T	1. Haase 2. Palinscar	T M
Skills	1. Bishop 2. Filipowicz	L T	1. Darragh 2. Huang	L T	1. Riglin 2. Kohler 3. Gardner	M T T
External	1. Gillison 2. van Rens	T T	1. Lohaus 2. Kohler	T L	1. Hatfield	M
Internal	1. Gibson	T	1. Massey 2. Galindo et al. 3. Kim	T L L	1. Brynner 2. Roth	T L

Total- 44 articles

Quantitative (T)- 27 62%

Qualitative (L)- 12-27%

Mixed (M)- 5- 11%

APPENDIX B

SEMISTRUCTURE INTERVIEW QUESTIONS

1. Positive- How do you stay positive? How do you encourage students to stay positive in the classroom?

Positivo

2. Negative- What do you do when you are feeling negative? How do you identify students feeling negative in the classroom?

Negativo
Identificas

3. Build Personal Reservoir- How do you go about your day-to-day operations? How does that connect to your students?

Personal
Conectar

4. Interventions- What strategies do you teach your students to transition from class to class, assignment to assignment and feeling to feeling?

estrategias

5. Thought Action Moments- What goes through your mind when a critical life event occurs? What critical life events do students face?

Critical
evento

6. Mindfulness- Describe what it means to be mindful and how do you encourage it in a classroom?

Describe

7. Dialogue- How comfortable do you feel engaging in dialogue about culture and emotions?

Dialogo

8. Memory- How do you remember roles, responsibilities, and important things? How do you encourage memory strategies in your classroom?

Memoria
responsibilidades   *importante*
estrategias

APPENDIX C

INTERVIEW TABLE

Patterns	1st feature		2nd Feature		3rd Feature	
Teacher	CLE Specific Moments	Awareness	Present	Meta-cognition	Planning	Language
ELA 9	x				x	
ELA 10	x	x				x
ELA 11	x	x			x	x
ELA 12	x		x	x	x	
MATH 9	x				x	x
MATH10	x			x		
MATH11	x	x	x	x	x	x
MATH12	x	x			x	

APPENDIX D

MISSION DATA

School	Mission Statement	Words
Acce	NONE	Future- 7
BR High	thinkers, productive citizens, and lifelong learners in order to prepare students for the world of work, continuing education, and social	Value- 7
C. Elem.	prepared for the future. Our Mission: CES is a professional learning community that offers equitable learning opportunities for ALL its	7
FH Elem.	learners. Through the shared efforts of the community, parents, and school, students will become productive, responsible, and	-6
JT Elem.	potential through academic, physical, and creative endeavors empowering them to become responsible, productive, and successful in our	ALL-14
LC Middle	future. We believe that our institution was created out of the need to better serve the unique characteristics of early adolescents at a	demic-17
L. Elem.	important values and beliefs, especially respect for self and others. We prepare students for responsible citizenship and a productive	
MV. Elem.	NONE	
Oa. Elem.	citizens using the Bobcat Way.	
On. Elem.	students through successful, diverse, learning experiences and developing knowledge, work ethics, and individual responsibility to	
PV. Elem.	challenge ALL students to achieve their maximum potential as life-long learners.	-10
SAC ICE k-12	exist so we may provide a nurturing, yet rigorous, academically strong program designed for the homeschooling family or independent	
TP Elem.	academic success through a stimulating and safe social, emotional and physical environment.TP. Elementary School is dedicated to	
TPJ. Middle	are attained through building authentic relationships and providing instruction that prepares students for their future	d/dedicat
TP. High	their roots and foundation built at TP. High School.	equivalen
YM. Elem	responsible, learning community.	
YV Elem.	for the future. We recognize individual differences while teaching a consistent progression of skills, knowledge, and values that enable	y-10
YV High	comprehensive co-curricular and extra-curricular program, YVHS produces graduates who are prepared contributors, respectful citizens,	Achieve-8
	code words accross the collective mody of mission statements. This is an important data because the culture and climate of the district hierachiacily the organizational impaact	
	culture/diversity 2	

APPENDIX E

DIGI COACH DATA REPORT

Coaching Summary

High School, All Grades, All Subjects, Some Teachers, Feb 1st 2023 to Mar 3rd 2023

Observables (Look-fors)	Frequency (Focus of Walk)	Score (Average)	Strategies (Recognized)	Coaching (Tips Provided)
Engagement		78%	0	0
Task	50%	50%	0	0
Interaction	58%	100%	0	0
Pacing	58%	71%	0	0
Relevance	58%	86%	0	0
Checking for Understanding		85%	0	0
Questioning	58%	71%	0	0
Wait Time	58%	71%	0	0
Feedback	58%	100%	0	0
Data Analysis	42%	100%	0	0
Learning Design		68%	0	0
Purpose	58%	43%	0	0
Background	67%	75%	0	0
Vocabulary	67%	88%	0	0
Organizers	67%	63%	0	0
Cognition		87%	0	0
Connections	50%	100%	0	0
Differentiation	67%	88%	0	0
Literacy	67%	75%	0	0
Rigor	67%	88%	0	0
Learning Environment		87%	0	0
Room Environment	67%	88%	0	0
Physically/Emotionally Safe Environment	67%	100%	0	0
Routines/Management	67%	75%	0	0
Relationships	58%	86%	0	0
Character Development and College Readiness		71%	0	0
Goal Setting	25%	67%	0	0
SEL Skills	25%	67%	0	0
Post-Secondary Options	8%	100%	0	0

APPENDIX F

IRB APPROVAL LETTER

IRB #: IRB-FY2022-240
Title: Cultural Practices in transition and Teacher perspectives
Creation Date: 2-14-2022
End Date:
Status: Approved
Principal Investigator: Becky Sumbera
Review Board: CSUSB Main IRB
Sponsor:

Study History

Submission Type	Initial	Review Type	Expedited	Decision	Approved

Key Study Contacts

Member	Becky Sumbera	Role	Principal Investigator	Contact	Becky.Sumbera@csusb.edu
Member	Becky Sumbera	Role	Primary Contact	Contact	Becky.Sumbera@csusb.edu
Member	Katherine Haberstroh	Role	Co-Principal Investigator	Contact	katherine.haberstroh4961@coyote.csu

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