Exploring Social Emotional Character Development Curricula in Teacher Education Programs in Wichita, Kansas

Submitted by

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Abstract

In the spring of 2012, Kansas became the first state in the nation to integrate social, emotional, and character development (SECD) education into a set of state standards to heighten Kansas' K-12 students' academic and life skills, thus requiring all current and future teachers to be versed in this type of education. The purpose of this qualitative study was to explore how department leaders and professors of teacher-education programs in Wichita, Kansas, perceived a restructured SECD teaching curriculum was necessary to enhance their preservice teacher curriculums. Two research questions and four sub-questions explored perceptions of the three department leaders and four professors from each faculty of Wichita's three teacher-education departments regarding the significance and necessity of Kansas' new social, emotional, character development (SECD) state standards. Data were collected via an online questionnaire, personal interviews, and departmental documents. Assimilated results between the three departments were mixed. The emergence of three themes centered on the lack of knowledge of the new standards, the use and integration of dispositions, and the importance of strong leadership. All respondents indicated the significance of the new standards, with respondents from two of the departments alluding to the possibility of the new standards being integrated at some future point into their curriculums. The implications for this study, which was the first of its kind in Kansas, supported both the significance and necessity for the new state SECD standards, and the importance of strong leadership in higher education when making curricular changes and adjustments.

Key words: Character education, emotional intelligence, higher education leadership, leadership styles, SECD education, social intelligence, teacher dispositions.

Dedication

To the Angel

Acknowledgements

This accomplishment was possible because I was raised in an atmosphere that stressed the importance of education. Both of my parents were determined that I would earn a college degree, and in that respect, I hope that I have surpassed their expectations by earning not only a Bachelor of Music Education degree, but also a Master's of Teaching degree and a Doctor of Education degree. Even though I grew up in a time before the "women's liberation" movement, my father always told his little girl that she could do, or be, anything she wanted, and for that reason he will always be my hero. It is in this atmosphere that I raised both of my own children, Matt and Amy, and neither has disappointed. I am extremely proud of all of their accomplishments.

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Chapter 1: Introduction to the Study

Introduction

Future teachers will have a singular grasp of the importance and feasibility of the use of social and emotional intelligence and character development (SECD) education in their own classrooms when their teacher preparation courses instruct in the use of, and model the integration of, these types of educational dispositions. Since the early days of this nation's history, students have received a moral education stressing the importance of good character and good citizenship (Lickona, 1991). Unfortunately, there is little time for, or evidence of, this critical curriculum in 21st century classrooms. An enhanced SECD curriculum in teacher-education departments in Wichita, Kansas would not only heighten the education of students, but would also ultimately make them far superior teachers themselves once they graduate (Kansas State Department of Education, 2012). The missing nexus was the staff and leader perceptions regarding the significance and necessity of this type of curriculum.

Within the past century, schools of higher education have marginalized moral education (Jacobson, 2009). Yet, in our modern pluralistic society, the complications of a moral education relegated it to the margins of higher education (Reuben, J. 1996). Dewey (1944) argued that the development of certain attitudes and dispositions is necessary to train moral citizens and foster a democratic society. King, Brown, Lindsay, and Van Hecke (2007) suggested that institutions of higher education that implement and integrate emotional and social intelligence, as well as character development (SECD) education into their curriculums, would help cultivate a sense of collective responsibility in students that would prepare them for wise and ethical stewardship of their world. It is crucial that

preservice teachers receive an education enabling them to become knowledgeable citizens who in turn prepare their future students to be civic-minded (Ponder, Veldt, & Lewis-Ferrell, 2011).

Proposed innovative curriculum realignment in university education departments need strong and dedicated leaders, as well as the enthusiastic involvement of an entire staff of professors. Curriculum change and innovation is the attempt to meet student needs that is a divergence from established practice (Findlow, 2008). Any organization, business or educational, needs a strategic design in place before the inception of a major change, and modification of any kind demands a dynamic and dedicated leader. True leaders always possess a vision, and when implementing that vision through change, everyone must be open to that change (Banutu-Gomez & Banutu-Gomez, 2007)

This study investigated the perceived importance, by leaders and professors of teacher-education departments in Wichita, Kansas, of an SECD curriculum enhancement. The results of the study also identified the current level of SECD instruction, the willingness of participants to expand said curriculum, and the consequence of department leaders in accomplishing this change task. Data were collected through the use of questionnaires, interviews, and education department documents.

Background of the Study

The mission statement of the Kansas State Department of Education (KSDE) stresses the importance of character development according to each student's gifts and talents (KSDE, 2012). In April 2012, Kansas, in a visionary act for the twenty-first century, became the first state in the nation to integrate social, emotional, and character development (SECD) education into a set of state standards to heighten Kansas' K-12

students' academic and life skills (KSDE, 2012). Kansas was the initial state to develop such standards, with support from the United States Department of Education's Partnership in Character Education Grant Program. By tying these standards to state accreditation, the Kansas State Department of Education demonstrated its commitment to, and belief in the magnitude of, all children receiving social, emotional, and character development (SECD) education.

Social and emotional intelligence, and character development (SECD) education is a relational human activity with a moral dimension and should include discourse and forms of interaction that are conducive to developing these values (Pienaar & Lombard, 2010). When discussing preservice SECD instruction, one of the essential elements in this type of curriculum is teacher dispositions, with the other key element being the actual pedagogical areas of social and emotional intelligence, and character development. Teacher values echo in their teaching dispositions. Dispositions are a person's attitudes, perceptions, and beliefs, which are the basis of their behavior (Wasicsko, 2002). Teacher dispositions relate to moral issues, such as honesty, fairness, caring, responsibility, and social justice, which in turn affect student learning, development, and growth (National Council for Accreditation of Teacher Education (NCATE), 2006).

Since school accreditation identifies performance levels of classroom teachers (KSDE, 2012), and Kansas teachers must now be versed in and teach social, emotional, and character development (SECD) education, it becomes necessary for preservice teachers to receive this education. This then lead to the question of the perceived importance of this type of teacher instruction by the leaders and staffs in Wichita's three teacher-education programs, and how this instruction was incorporated into university

teacher-education curricula. Despite the increased interest in the development of character education curricula in America's schools, very few teacher-education programs deliberately or intentionally prepare preservice teachers to teach SECD curricula (Narvaez & Lapsley, 2008). In response to the new state SECD teaching standards, the purpose of this study was to determine how teacher-education programs in Wichita responded to the new KSDE-approved standards (See Appendix B).

Problem Statement

It was not known how leaders and professors of teacher-education programs in Wichita, Kansas believed the implementation of a restructured SECD teaching curriculum would enhance their student interns' future teaching capabilities. University departmental leaders and professors may hold differing perceptions and opinions of the usefulness and significance of SECD education. This established complexity in terms of understanding the collaboration required in making SECD programs successful, and defined success. Of particular importance was the type of leadership necessary in instigating curriculum changes, and the level of communication with not only professors on staff, but also student interns, who had a vital stake in their future careers in the administration of an SECD curriculum.

The introduction of social and emotional intelligence, and character development (SECD) education programs central to meaningful educational reform in higher education is fragmentary, incomplete, and inconsistent (Narvaez & Lapsley, 2008). Few teacher-education programs intentionally stress this type of training (Narvaez & Lapsley, 2008). Kansas colleges and universities with teacher-education programs typically provide a mixed curriculum of educational theory courses (i.e. educational psychology) and

methods courses (i.e. science, math). Any mention of social intelligence, emotional intelligence, or character development (SECD) education would typically be within one of these courses. Recently the Kansas State Department of Education implemented state K-12 teaching standards in SECD, confidently hopeful that the state's teacher-education programs would also integrate these standards into their core curricula, as well.

Purpose of the Study

The purpose of this qualitative methodology study with a phenomenological research design was to explore how department leaders and professors of teacher-education programs in Wichita, Kansas perceived the implementation of a restructured SECD teaching curriculum would enhance their student interns' future teaching capabilities. More specifically, the study explored the presence of an SECD curriculum in each of Wichita's three teacher-education programs, and the level of its current use in these various programs. Additionally, the study was conducted to identify how these university teacher-education programs developed and assessed teacher candidate dispositions, identified the current amount of use of the new state SECD K-12 standards in Wichita's university teacher-education departments, and established the significance of program and departmental leadership in enacting new curricula that aligns with state standards.

This study contributes to the field of SECD education by pointing out the bright spots of its use in the various teacher-education programs in the population. This in turn contributes to the gap in research concerning the importance of SECD curricula in higher education. The issue is the newness of this type of mandated curriculum in Kansas public schools, which in turn relates to preservice teacher instruction in this area. This research

contributes to our knowledge of not only the importance of SECD curriculum, but also the level of its instruction in the teacher-education programs in Wichita. As it is discussed in detail in Chapter 2, teacher dispositions are now at the forefront of preservice teacher instruction, pedagogy, and assessment (Karges-Bone & Griffin, 2009). Since teacher dispositions are the stage for spotlighting social and emotional, and character development (SECD) education, questions regarding their level of importance in each teacher-education program in this study provided invaluable knowledge for the future.

Research Questions

The framework for this study stemmed from the enactment in April 2012 by the Kansas State Department of Education of new K-12 teaching standards addressing social and emotional intelligence, and character development (SECD). The integration of SECD education in Wichita and surrounding districts lead to questions of teacher knowledge and capability in this defined area of teaching. Specifically, how have Wichita's K-12 teachers received SECD training in their university education courses? More specifically, how do university teacher-education programs integrate these dispositions into preservice education courses? Consequently, the following research questions guided this study:

R_1: What is the perceived educational value of teaching a social, emotional, character education (SECD) curriculum and dispositions to student interns in teacher-education programs in Wichita's three universities?

$R._1.1$: How prevalent is the incorporation of an SECD curriculum and dispositions in the teacher-education programs in Wichita's universities?

$R._1.2$: How is an SECD curriculum proffered in each individual program?

$R_{.2}$: How prepared are the university teacher-education departments in Wichita to incorporate the new SECD K-12 state standards into their curricula?

$R_{.2}.1$: What are the factors that could contribute to a meaningful SECD change model in Wichita's university teacher-education departments' curricula?

$R_{.2}.2$: How important is program leadership in contributing to an effective curriculum conversion to the new SECD K-12 state standards?

There were two areas of focus in this qualitative study. As noted in the first research question and sub-questions, this collected data investigated the perceptions, of both leaders and professors in teacher-education programs in Wichita, regarding the importance and value of teaching a social, emotional, character development education (SECD) curriculum to student interns. The data collected also investigated their perceptions of how SECD curricula are currently present in teacher preparation programs in Wichita.

Regarding the second research question and sub-questions, the results of this study examined three important factors of SECD education in higher education in Wichita. These three factors were: (1) Was there any intention in Wichita's teacher-education programs to begin teaching the new SECD K-12 state standards in their classes, (2) What specifically could contribute to this happening, and (3) How important was department leadership in converting the curriculum to include the new SECD K-12 state standards?

Advancing Scientific Knowledge

Because the SECD state standards were so new, and because this was the first study of its kind in Kansas, a major gap was found in existing research regarding not only

the required use of SECD instruction in any teacher-education program in the state of Kansas, but also the perceived importance of such instruction by the professors and leaders. Rather than focusing on all 20 teacher-education departments in Kansas' colleges and universities, the researcher narrowed the scope of the study to encompass the three education departments in the state's largest city.

This study contributes to the knowledge and incorporation of social intelligence, emotional intelligence, and character development (SECD) education in teacher-education curricula in Wichita, Kansas, and the level of perceived importance by the leaders and professors of three university teacher-education programs. All three participating schools have accreditation by the National Council for Accreditation of Teacher Education (NCATE). The study identified levels of leadership skills and the institution of specific curriculums devoted to social and emotional intelligence, and character development (SECD) education in each teacher-education program in Wichita. College and university teacher-education programs in Kansas have no responsibility to adhere to, or teach to, the state K-12 education standards. However, the Kansas State Department of Education (KSDE) was confident that the state's teacher-education programs would work with the KSDE in integrating the new SECD state standards into the programs' curricula. This type of collaboration would be the first of its kind in this country. This study's findings regarding the possibility and level of this collaboration fills a gap in the literature, advancing the scientific knowledge base of the perceived importance of not only the incorporation of SECD education into teacher-education curricula, but also the necessary leadership and collaboration needed to achieve such a goal.

This research supplements knowledge in the areas of teacher-education, instruction of social and emotional intelligence, and character development (SECD) in higher education, and leadership in higher education. It provides specific information relating to the use of SECD curricula in Wichita's three teacher-education programs and its perceived importance, which should be useful to other such programs in the state and throughout the country.

Regarding the foundational theories relating to teacher education and SECD instruction in higher education, all preservice teachers need to experience a diversity of teaching and learning methods, in addition to a set of educational values, which comprise the core values of care, support, and compassion (Pienaar & Lombard, 2010). Developing a set of educational values enables preservice teachers to be effective and succeed in their future classrooms (Pienaar & Lombard, 2010). McNiff (2008) noted that values inform our perspective of the world, and give meaning to our lives. Values are "principles, fundamental convictions, ideals, standards or life stances which act as general guides to behavior and which are closely tied to personal integrity and personal identity" (Halstead & Taylor, 1996, p. 5).

Wayda and Lund (2005) enumerated a rubric of personal integrity values, both of emotional control/responsibility and ethical behavior as a role model for preservice teachers. In the distinguished column, which is beyond proficient, emotional control/responsibility expectations included maintaining composure, respecting others viewpoints, treating others with dignity, and accepting responsibility for his/her own emotions. Ethical behavior and role model expectations include honesty, trustworthiness, and an impeccable character. Kansas' new social, emotional, and character development

(SECD) state standards are not aligned with any particular curriculum, but are built on the research of the Collaborative for Academic, Social and Emotional Learning (CASEL) and the Character Education Partnership (CEP) (KSDE, 2012). Kansas' new SECD standards also received support from the United States Department of Education's Partnership in Character Education Grant Program (KSDE, 2012).

Consultants from the Character Education Partnership (2012) expected that the Kansas SECD learning standards would be a model for other state boards of education that are seeking ways to create a positive, safe, and ethical school culture and climate while maximizing academic and social emotional success. The expected results of this study were intended to demonstrate how the leaders of the teacher-education programs in Wichita supported this process, deeming it necessary to enhance their own curricula in this area.

Significance of the Study

Carson (2012) noted that society has an obligation to instill morals and values into the educational process for young people. The character and morals of American students have greatly diminished over the past four decades (Tatman, Edmonson, & Slate, 2009). The state of Kansas is trying to remedy this problem with innovative new K-12 character education standards. If the new program succeeds, one can only assume other states will follow. The collaboration between the State Board of Education and the teacher preparation programs in the state colleges and universities would make this program unique. Traditionally, organizations look for problems and then find them; they then do a diagnosis and find a solution (Hammond, 1998). In this case, the suggestion for change came from the State Department of Education. The results of this study were expected to

provide perceptions of leaders and professors in teacher-education programs in Wichita's three universities on how they believe they can overcome their intrinsic attitudes and procedures to provide the best possible social and emotional intelligence, and character development (SECD) preparation for the state's future teachers.

Based on past practice, it was expected that all study participants from the teacher preparation programs in Wichita would state their believed importance of SECD education. It was also expected that participants would state that they currently integrated SECD education into their various courses. However, it was possible that this integration varied considerably between programs. This study sought to point out this variance through personal interviews. There was no prediction whether these teacher-education programs intended to begin incorporating the specific state SECD K-12 standards directly into their programs.

If, indeed, certain programs planned to begin integrating the specific state SECD K-12 state standards into their curricula, the collaboration between state K-12 education and higher education would be very significant, and could be used as a guide by other teacher-education programs in the state hoping for this type of collaboration. By bringing the attention of the new K-12 SECD standards to the Wichita teacher-education programs, future preservice teachers in all Wichita teacher-education programs face more enhanced instruction in this type of education. At this point, teachers already in the public school systems receive this knowledge through various means, including teacher in-service days, teacher workshops, teacher graduate workshops, and word of mouth.

The results of this study also increased understanding of the enormity of change in college and university curriculums. Too often, in this type of environment, many

professors become entrenched in teaching only their specific subject, with little or no communication with their colleagues. Dialogue is crucial when creating a common vision that will provide a seamless learning environment for students (Kezar, 2001).

Rationale for Methodology

This study employed a qualitative methodology to investigate the perceived importance of an SECD curriculum in teacher-education courses in Wichita. A qualitative method was deemed the best approach for this study, as it was intended to explore the personal perceptions and attitudes of the department leaders and professors of three university teacher-education programs in Wichita regarding the instruction of an SECD curriculum, and the importance of departmental leadership in the enhancement of this specific curriculum for preservice teachers. Qualitative research methods "attempt to go beyond descriptions to provide a researcher with an in-depth understanding of a phenomenon (Anyan, 2013, p.1). Creswell (2009) suggested that qualitative methodologies allow the researcher to explore, in-depth, broad explanations for behaviors and attitudes using extensive data collection, while Anyan (2013) noted that qualitative research methods prioritize the depth and quality of the collected data.

Utilizing a social constructivist worldview, the researcher sought to identify individuals' processes of interaction by gathering information personally of the participants' feelings, thoughts, and perceptions. The use of open-ended questions and conversational inquiry "allows research participants to talk about a topic in their own words, free of the constraints imposed by the kind of fixed-response questions typically seen in quantitative studies" (Guest, MacQueen, & Namey, 2011, p. 13). This type of personal and in-depth information was garnered in a qualitative setting. Data collection

was designed to allow the researcher to glean information related to the perceptions of the sample participants by employing procedures including questionnaires, interviews, and documents (Lester, 1999). This study was exploratory in nature and content-driven, as opposed to being a confirmatory, or hypothesis-driven, study, as is indicative of quantitative research, which "maintains premium on the number and volume of data collected" (Anyan, 2013, p. 1). Exploratory studies allow the researcher to look for key words, trends, themes, or ideas in the collected data, and most often uses some type of purposive sampling, such as convenience sampling (Guest, et al, 2011).

Initially, one of the primary goals of higher education was moral and character development training, but its presence is now rare in these institutions (Daugherty & Johnson, 2010). There is evidence of an erosion of the commitment of leaders and professors in teacher-education programs to preparing preservice teachers in key virtues (Pienaar & Lombard, 2010). This strategy of inquiry identified the holistic teaching experiences of both department leaders and professors in three teacher-education departments in Wichita. Analyzing the data of questionnaires, personal interviews, and departmental documents ascertained the experiences and perceptions of professors and departmental leaders. Employing a qualitative methodology helped the researcher to realize the essential nature and texture of the participants' experiences. Specifically, to explore the participants' perceptions regarding the educational value of an SECD curriculum, and how prepared each of the teacher-education programs in question were to incorporate said new curriculum, a qualitative study was the most proper and practical path to take. Figure 1.1 displays a diagram of the study.

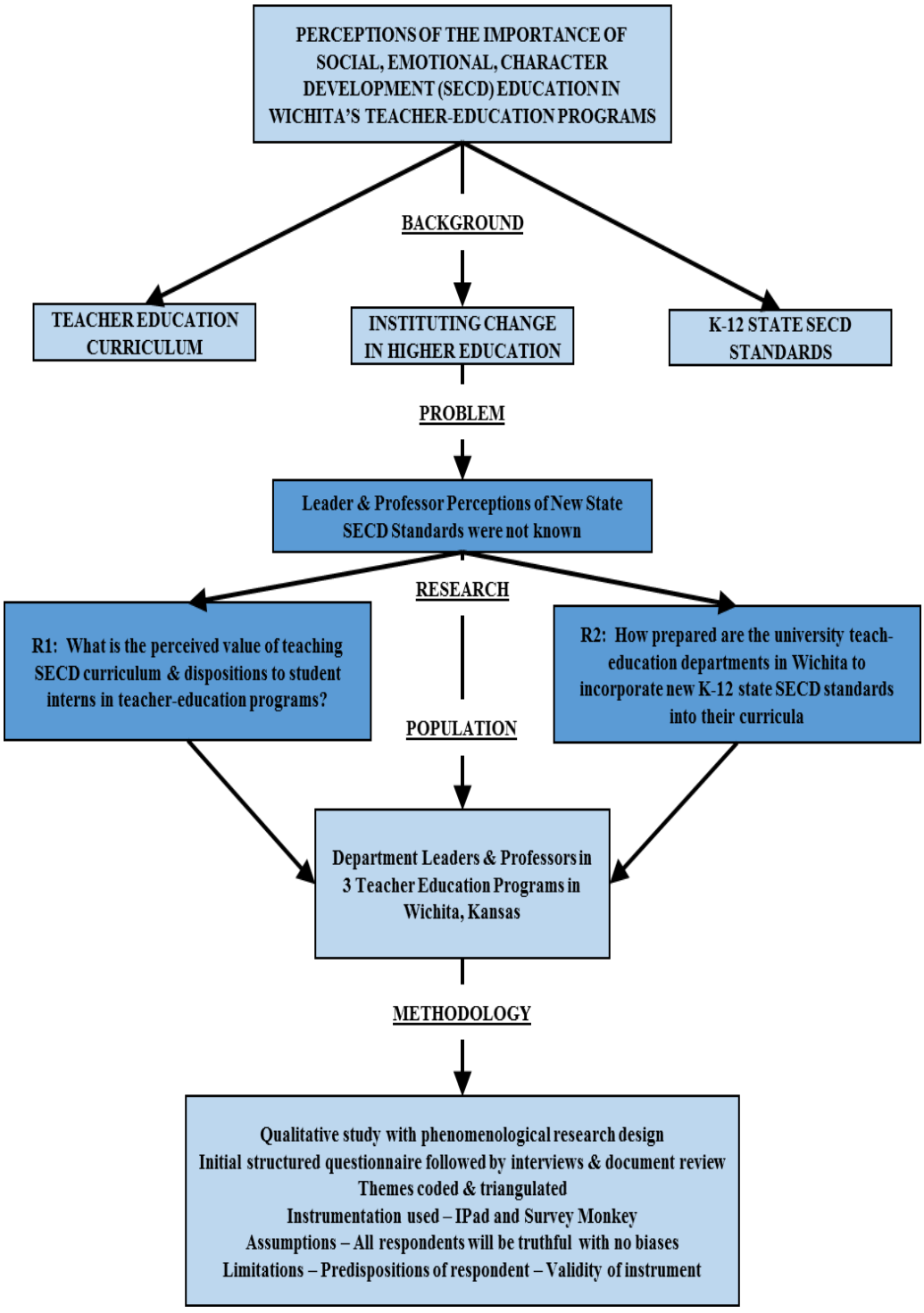

Figure 1.1: Study diagram

Nature of the Research Design for the Study

The purpose of this qualitative study was to explore the perceptions of department leaders and professors in three Wichita teacher-education departments regarding social/emotional intelligence and character development (SECD) education for preservice teachers. In addition, the aggregate of SECD curricula currently taught in these three departments were examined, along with the potential for positive change by enhancing the current SECD curriculum, and how department leadership engagement advanced these positive changes. For this reason, the researcher planned to use a phenomenological research design. The bases of qualitative phenomenology are the philosophical writings of Edmund Husserl and Maurice Merleau-Ponty, and are rooted in humanistic psychology (Guest, et al, 2011). This type of research is driven by participants' perceptions, feelings, and lived experiences, and centers on finding their shared experiences through themes or patterns (Guest, et al, 2011).

As an educator with 44 years' experience, the researcher understood from first-hand knowledge the importance of face-to-face communication. Teachers love to talk about their personal theories and experiences of teaching. For this reason, a phenomenological research design was thought to be a natural fit for the issue under investigation. Through a qualitative, phenomenological exploration of current department leaders' and professors' perceptions, beliefs, and understandings of SECD pedagogy, the analysis of the collected data would present a clear picture of teacher-education SECD processes in these three Wichita institutions of higher education.

The sample of the study included four education professors from each of Wichita's teacher-education programs, plus the leaders of each program, for a sample

size of 15 participants. Initially, a short online questionnaire was sent to each participant. The questionnaire had nine questions, with multiple-choice answers. Using an iPad recording device, each participant was also individually interviewed as the researcher attempted to unearth specific perceptions regarding the importance and necessity of an SECD curriculum, and the inner workings of each department regarding the present use of dispositional pedagogy. Interviews were conducted in a natural setting, specifically the offices at the universities in which the educators worked, which is a major characteristic of qualitative research (Creswell, 2009). The site of the interview is extremely important to the point of affecting data collection (Doody & Noonan, 2013). As Doody and Noonan noted, interviews "should always be conducted at a time and place of the participant's convenience, in a comfortable setting that is safe and free from interruptions" (p. 31).

Once data collection was completed, the data were reviewed and organized into themes and categories. As Creswell (2009) noted, it is imperative that the researcher focuses on learning the meaning and perception of what each participant holds about the issue, not what the researcher believes. Data analysis helped to produce an overall holistic picture of the issue under study. It was hoped that the data obtained through questionnaires, interviews, and document review would not only lead to a clearer understanding of the level of importance to which SECD education was held, but also identify possible aspects for future study.

Definition of Terms

The following definitions encompassed the terms used for purposes of this study:

Character development. Character education is "the deliberate effort to develop virtues that are good for the individual and good for society" (McGuinty, 2003, p. 15, as

cited in Winton, 2010). Character has two major parts: performance character and moral character (Davidson, Lickona, & Khmelkov, 2007). Since character education cultivates values and virtues, all members of society should promote its importance (Christopher, Nelson, & Nelson, 2003). Values control one's behavior, and people act on the basis of what they believe is right and good (Kriegbaum, 1998). Etzioni (2002) believed that values education is a critical element of a school's curriculum, whether that classroom is a K-12 classroom or a university classroom.

Emotional intelligence. Persons with emotional intelligence understand their feelings and emotions, and those of others (Salovey & Mayer, 1990; Goleman, 1995). Goleman suggested that emotional intelligence education, spread out over time, becomes ingrained in students' brains, with the outcome being decent human beings who know how to act towards, and care about, their fellow human beings. Although Salovey and Mayer were the first to coin the term "emotional intelligence," Goleman first identified the five key concepts of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. These concepts are discussed at greater length in Chapter 2.

Higher education. Higher education organizations are those colleges and universities entered by students post K-12 instruction and graduation. It is a "complex environment comprised of networks of independent agents that are tied together by common traditions and bonds" (Martin & Marion, 2005, p. 140). Higher education organizations feature many of the same attributes of a professional bureaucracy, with highly trained personnel, standard, yet complex procedures, authority of expertise, a commitment to profession, and high levels of professional autonomy (Mintzberg, 1979).

Leadership. The historical perception of leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007). In the past, the traditional thought on leadership focused on the leader's control of the environment and of his followers, by way of rewards and punishments (House, Spangler, & Woycke, 1991). However, over the past several decades, new theories of leadership have evolved, including trait approach, situational approach, contingency, path-goal, leader-member exchange, servant leadership, and transformational (Wang & Berger, 2010), any of which could be used by educational leaders to enhance learner productivity. Each of these is discussed in greater detail in Chapter 2.

Social intelligence. Social intelligence is "the ability to understand other people and how they will react to different social situations" (Goleman, 2006, p. 333). Research shows that students who feel more connection to their school perform better, and that those students whose teachers are emotionally connected flourish in their studies (Goleman, 2006). Gardner (1999) believed education should be a broad endeavor including motivation, emotions, and social and moral practices and values.

Teacher dispositions. In this research, teacher dispositions are defined as preparations or tendencies to act in a certain way; teacher dispositions would typically be part of a teacher-education curriculum. The dispositions of teachers relate to the moral dimensions of teaching, but are not necessarily attached to technique and content knowledge (Sherman, 2006). Moral dispositions of preservice teachers that establish high standards should be an important mandate for teacher-education programs (Sherman, 2006).

Assumptions

The following assumptions were present in this study:

1. It was assumed that all participants would understand and comprehend all questions asked of them. All participants would be active, participating members of the educational field with several years' experience.
2. It was assumed that all participants would answer honestly all questions on the questionnaire and in the face-to-face interviews and discussions. All participants would be ethical leaders and professors of reputable teacher-education programs in Wichita and the state of Kansas.
3. It was assumed that the leaders of the three teacher-education departments would willingly participate in this study. This study was in no way threatening to the structure of the three departments and their curricula.
4. It was assumed that all professors asked to participate in the study would participate willingly. The results of this study will be not only informative to those involved, but also enlightening regarding SECD education.
5. It was assumed that all participants would possess knowledge of their department's inner workings and curriculum. Following in the footsteps of K-12 schools, departments of education regularly have faculty and staff meetings to stay informed of the current processes of said departments.
6. It was assumed that all participants would understand and relate why, or why not, their department instructed their preservice teachers in social

and emotional intelligence, and character development (SECD) education. Individual faculty members are kept abreast of the current processes and curricular trends in their department.

7. It was assumed the leaders of the departments would accurately report their leadership styles. Leaders reach their positions through hard work and integrity—consequently, each should be able and willing to describe in detail his/her leadership style.
8. It was assumed the professors in the various departments would accurately describe their leader's style of leadership, and whether they believed it was successful in leading their faculty in curricular change, maintenance of said curriculum, and curriculum innovation. Unless one of the leaders in the population was unkind, unethical, or retributive, there was no reason for the professors to be unwilling to discuss their leader, particularly given the anonymity of the study.
9. It was assumed that members of each teacher-education program would state their believed importance of SECD education. Although educators in schools of higher education tend to be liberal in their thinking and views, Kansas is a very conservative state, one in which character education in particular is of extreme importance.
10. It was assumed that members of each teacher-education program would state they currently employ SECD education. Because all three programs in Wichita were NCATE-certified, the professors in each program were required to teach positive classroom dispositions, such as kindness,

empathy, and respect. This study sought to find with specificity the current level of the use of SECD education in Wichita's programs, and whether this matched the new K-12 state standards.

Limitations/Delimitations

1. The study was limited to three teacher-education departments in Wichita, Kansas. The researcher lives and teaches in Wichita, and the researcher believed the three programs in Wichita were structured in a similar way to provide a good indication of what is occurring in all teacher-education programs in Kansas.
2. The sample in this study consisted solely of leaders and professors in the three teacher-education departments at universities in Wichita.
3. The responses by study participants were subject to participant bias and predisposition. Although all schools at all levels in America have particular curriculums and guidelines, every teacher in the country walks into his/her classroom with certain personal biases and predispositions.
4. The responses of participants, both written and oral, were subject to participants' knowledge level, opinion, and perception of social/emotional intelligence and character development (SECD) education. It was very conceivable that many professors would barely have a working knowledge of what an SECD curriculum entailed.
5. Because of the hierarchy of higher education organizations, respondents may have hesitated to provide completely honest answers. As with any

organization of human beings, there is always fear of reprisal from leaders if one speaks one's mind completely.

6. Interpretations, inferences, and conclusions referred only to data collected from the participants in the population. The researcher had taught at two of these institutions, and received her undergraduate degree from the third. However, every attempt was made to focus only on the data collected throughout the study, omitting any personal biases, inclinations, or conclusions in the final report.

Summary and Organization of the Remainder of the Study

Students cannot learn in chaos. Since the late 1990s, there have been increasing numbers of violent and disruptive activities in school classrooms and on school campuses (Kennedy, 2011). The unbelievably cruel massacre of innocents in Newtown, Connecticut in December 2012 once again brought this fact to national attention. This continued violence has not only caused school districts to enact zero-tolerance policies concerning student behavior, but also exemplifies the need for social and emotional intelligence, and character development (SECD) education in K-12 school systems. The state of Kansas responded to this need by enacting new K-12 SECD teaching standards (KSDE, 2012). The next logical step was for the teacher-education departments in the state's colleges and universities to follow suit. Through a planned qualitative phenomenological study, data were collected from department leaders and professors in three teacher-education departments in Wichita. The data addressed not only the perceptions of the importance of an SECD teacher curriculum, but also the level of

current SECD instruction, whether current SECD curriculums need enhancement, and the importance of leadership in attaining said enhancement.

The remainder of the study is as follows: Chapter 2 presents a literature review relating to the history, theoretical foundations, and current research of emotional intelligence, social intelligence, character development education, leadership theories, functions of higher educational organizations, and teacher dispositions. Chapter 3 details the methodology of the study, including the research design, research questions, population and instrumentation, data collection and analysis procedures, and limitations. Chapter 4 offers the collected data and subsequent analysis. Chapter 5 presents results, conclusions, and recommendations for further study and research.

Chapter 2: Literature Review

Introduction and Background

The literature review of a doctoral dissertation is a collection of all pertinent writings on the chosen topic. It is a living document, continually evolving based on the latest published literature. Writing a literature review is a process that provides an overview and key concepts of a specific topic. A quality literature review is an exhibition of the researcher's depth of understanding of the research topic. It displays the researcher's analysis and synthesis of past research, and helps to justify the approach to the topic (Hart, 1998). An individual embarking on the writing of a doctoral thesis must obtain sufficient knowledge of the background of the topic in question. Only then will that person be able to demonstrate originality and high level of scholarship, and possibly make a new contribution to an area of knowledge (Hart, 1998).

Consequently, in preparing this literature review, databases including *ERIC, Academic Research Complete, Primary Search, Education Search Complete, PsycARTICLES, PsycINFO*, and *ProQuest* were accessed to view hundreds of studies in the areas of social intelligence, emotional intelligence, character development education, teacher-education processes, teacher dispositions, higher education curriculum, state standards, leadership in higher education, and organizational change. Also included was research of seminal authors, such as Howard Gardner (multiple intelligences), Salovey and Mayer (emotional intelligence), Thomas Lickona (character education), and Daniel Goleman (social and emotional intelligence). In the case of these noted authors, the publish dates ranged from 1983 (Gardner), to 1991 (Lickona), to 2010 (Goleman, Barlow, & Bennett). However, the majority of studies included in the research, all

scholarly and peer-reviewed, had a publication date within the past five years. One discovery of the researcher was that there was rarely a combination of social intelligence, emotional intelligence, and character development (SECD) education in the literature, much less evidence at the higher-education level. This supported the importance of this study, as it will increase awareness and the importance of said curricula in higher-education teacher-education programs.

This study's focus was the perceived importance of social and emotional intelligence, and character development (SECD) education in teacher-education programs in Wichita, Kansas. There is a long association between moral/character education and schooling in the United States (Howard, 2005). Historically, character education was a *sine qua non* of classroom instruction, with individual teachers responsible for modeling such characteristics as integrity and good citizenship (Sherman, 2006). Howard noted that character education was the primary purpose of education in the eighteenth and nineteenth centuries. There are now doubts of the effectiveness of teacher-education programs in adequately preparing future teachers to fulfill this moral responsibility (Leonard, 2007). To understand this dichotomy, it was necessary to review the history of public education in the United States.

In the mid-nineteenth century, Horace Mann became the secretary of education for the state of Massachusetts. His goal was to set up a statewide system of schools, based on his belief that all children deserve the same educational content (http://www.pbs.org). Other states followed. Consequently, by 1910, 72% of America's children were attending public schools. Gradually, each state in the union specified in its constitution the state's commitment to provide education for all children of its state (Dayton, 1995). The

responsibility fell to local school districts to provide the revenue, generally through property taxes, to pay for these schools (Checkley, 2008).

The federal government involvement in public schools was originally minimal. That changed after World War II. In 1958, Congress passed the *National Defense Education Act* to provide funding for math, science, and language studies (http://www2.ed.gov/about/overview/fed/role.html). This was in response to the Soviet Union launching Sputnik into orbit. The Act was to help the United States catch up to the Soviets (Gardner, 1999). Seven years later, in 1965, the forbearer of the *No Child Left Behind Act, the Elementary and Secondary Education Act*, helped fund primary and secondary education, while specifically forbidding the establishment of a national curriculum. The *Coleman Report* (Coleman, 1966) transformed all educational thinking to that point. The research showed evidence suggesting that school funding had little effect on student achievement. Rather, a student's background and socioeconomic status was more relevant in determining educational outcomes (Coleman, 1966). For the past 40 years, there has been continual research into the varying factors that may predetermine educational success.

"Public education has often been described as being a national interest, a state responsibility, and a local operation," (Crum & Hellman, 2009, p. 11). In the 50 states in the United States, there are 16,000 school districts and 25,000 public high schools (Chen, 2010). Each state has a state department of education and a state board of education. These entities "write regulations that affect schools, makes sure local districts follow state laws, and exercise great influence over education policy throughout the state" (Bennett, 1999, p. 630). In Kansas, for example, the State Board of Education not only

deals with teacher requirements and the standardization of school facilities, but also with adopting curriculum standards for all Kansas schools (Chinn, 2005). Management of school districts resides with the local school boards, duly elected by the citizens of the school district. This management includes setting the policies for the school district, and ensuring that the district embraces and enacts all local, state, and federal laws (Crum & Hellman, 2009). In particular, since the 2002 enactment of the *No Child Left Behind Act* and the heightened jurisdiction of Adequate Yearly Progress (AYP) and public school accountability, public schools' boards of education are feeling the weight of greater responsibility (Crum & Hellman, 2009). Nevertheless, as Bennett (1999) reminded us, "Boards don't always have the last word" (p. 629). They still have to adhere to state and federal regulations.

Classroom behaviors in schools have deteriorated over the past several decades. Kilpatrick (1993) stated, "The core problem facing our schools is a moral one. All the other problems derive from it. Even academic reform depends on putting character first" (p. 225). Moral development was once a primary goal of higher education, even with citations in many college catalogs (Daugherty & Johnson, 2010). However, there is now a rarity of character education in today's schools, including teacher-education programs in colleges and universities (Daugherty & Johnson, 2010; Narvaez & Lapsley, 2008). The reason for the lack of this curriculum in higher education institutions is two-fold: (1) finite credit hours for training objectives due to the demands of National Council for Accreditation of Teacher Education (NCATE) accreditation, and (2) lack of commitment by university leaders to include character and ethical development into teacher training programs (Howard, 2005; Narvaez & Lapsley, 2008). This lack of commitment traces

back to the end of the nineteenth century, when leaders of higher education institutions drew a line between teaching factual knowledge and moral values (Jacobson, 2009).

The discussion of character began more than 2000 ago by Greek philosophers. Aristotle defined good character by saying it is living the life of right conduct (Lickona, 1991). He was speaking of right conduct in relation not only to oneself, but also to others. Prior to the 1983 report *A Nation at Risk* (NCEE, 1983), the expectation of teachers was to teach skills needed to ensure an understanding of democracy, democratic values, and character (Lezotte & Snyder, 2011). Since the enactment in 2002 of the *No Child Left Behind Act*, assessments results have been used by school leaders, in part, to help determine teachers' worthiness (Lezotte & Snyder, 2011). In fact, "the goal of public education has become to remove the major consequences of being economically disadvantaged in America" (Lezotte & Snyder, 2011, p. 12). Both the *A Nation at Risk* report and the *No Child Left Behind Act* sought to improve K-12 and higher education, but many stakeholders believe both have failed and were a complete waste of money (Wang & Berger, 2010).

Since the early 1980s, the quality of education in the United States has been under attack. Teacher performance has been the focus of national educational reform, resulting in the establishment of professional teaching standards (Chung & Kim, 2010). Concerns regarding student achievement brought attention to teacher-education programs and the need for reform (Chung & Kim, 2010). Demonstrated performance has become the key evidence of competent teachers (Chung & Kim, 2010). Some educators feel that the performance of American students will not improve if the quality of teaching does not improve (Chung & Kim, 2010). There is a foundational belief that the preparation of

future teachers involves specific pedagogical knowledge and skills, regardless of the subject being taught. The same logic applies when discussing the preparation of students in the area of good character and citizenship (Chung & Kim, 2010).

The moral character of America's youth continues to be in question (Tatman, et al, 2009). Attribution of this moral decline may rest on several explanations—increased broken homes, a lessening of moral standards in the media, increased violence in public and private sectors of our culture, inadequate positive role models, and most importantly, the lack of sustained character development curricula in the nation's schools (Tatman, et al, 2009). It appears that school districts are singularly focused on state assessment scores and achieving Adequate Yearly Progress (AYP) in each school (Mohamud & Fleck, 2010). This scenario is now transforming education in the state of Kansas.

Wichita and the three teacher-education programs. Wichita is the largest city in the state of Kansas; it is located in south-central Kansas, with a population of 382,368 (Wichitachamber.org). The three major universities in the city with teacher-education programs are Friends University, Newman University, and Wichita State University.

The Society of Friends (Quakers) founded Friends University in 1898. The main campus sits on 55 acres, has an enrollment is 2,800, and was the first university in Kansas to offer an innovative adult education model (Friends University, 2013). Within the context of its Quaker heritage, Friends University has a long-standing tradition that emphasizes equality for all and the education of students who can become strong role models for their communities (Friends University, 2013). Friends University is a private institution accredited by the North Central Association (NCA) and the National Council for Accreditation of Teacher Education (NCATE).

The history of Newman University is quite diverse and multilayered. First as Sacred Heart Junior College, and then as Kansas Newman College, the objective of the university is to produce honorable and useful citizens (Newman University, 2011). In 1998, the institution changed its name to Newman University. Continuous growth is the norm. Through fundraising and generous alumni donations, the campus expansion includes several new buildings, the most recent being the Dugan Library, currently serving 2,500 students (Newman University, 2011). Accreditations include the Higher Learning Commission of the North Central Association of College and Schools (NCAHLC) and the National Council for Accreditation of Teacher Education (NCATE).

Wichita State University (WSU) is a public, four-year, coeducational institution. Established in 1895 as Fairmount College, WSU has continued to grow over the years. With 14,893 students and an idyllic 330-acre campus, WSU has the most diverse student body out of all the Kansas state universities, as well as the only urban setting. WSU also has an excellent cooperative education program with many work-based learning opportunities (Wichita State University, 2013). As with the other two universities, WSU has accreditation from both the North Central Association (NCA) and the National Council for Accreditation of Teacher Education (NCATE).

In analyzing the perceptions of department heads and professors in Wichita's three university teacher-education programs of not only the importance of SECD curricula, but also the factors that could contribute to an incorporation of SECD curricula into these programs, many themes and trends were reviewed. These themes included social intelligence, emotional intelligence, character development education, benefits and impact of SECD curricula, teacher education curriculum, preservice teacher dispositions,

leadership theories, instituting change in higher education organizations, and the importance of communication and collaboration in the change process.

Figure 2.1 introduces the major themes that were studied and used in the process of support and substantiation in this study. Studying these themes and trends helped in the alignment of this study. This process not only exhibited the significance of social intelligence, emotional intelligence, and character development (SECD) education, but also defined the exceptional qualities demanded in leaders where change is potentially occurring. Previous studies have focused on the importance of the individual elements of social intelligence, emotional intelligence, character development education, teaching dispositions to preservice teachers, and the importance of leadership in higher education change (Goleman, 1995; Goleman & Boyatzis, 2008; Hicks & Dess, 2008; Howard, 2005; Karges-Bone & Griffin, 2009; Leonard, 2007; Lickona, 1991, 1993, 2004; Martin & Marion, 2005; Nelson & Waterson, 2006; Pienaar & Lombard, 2010; Pink, 2006; Qualter, Gardner, & Whiteley, 2007; Rinaldo, et al, 2009; Salovey & Mayer, 1990; Sendjaya, Sarros, & Santora, 2008; Snow-Gerono, 2009; Wang & Berger, 2010; Wasicsko, 2002). The gap in the literature occurs when specifically studying the perceptions of teacher-education department leaders and professors in Wichita regarding the importance of social, emotional, character development (SECD) education for preservice teachers, and the perceived importance of higher education leaders in establishing a positive change in SECD curriculum.

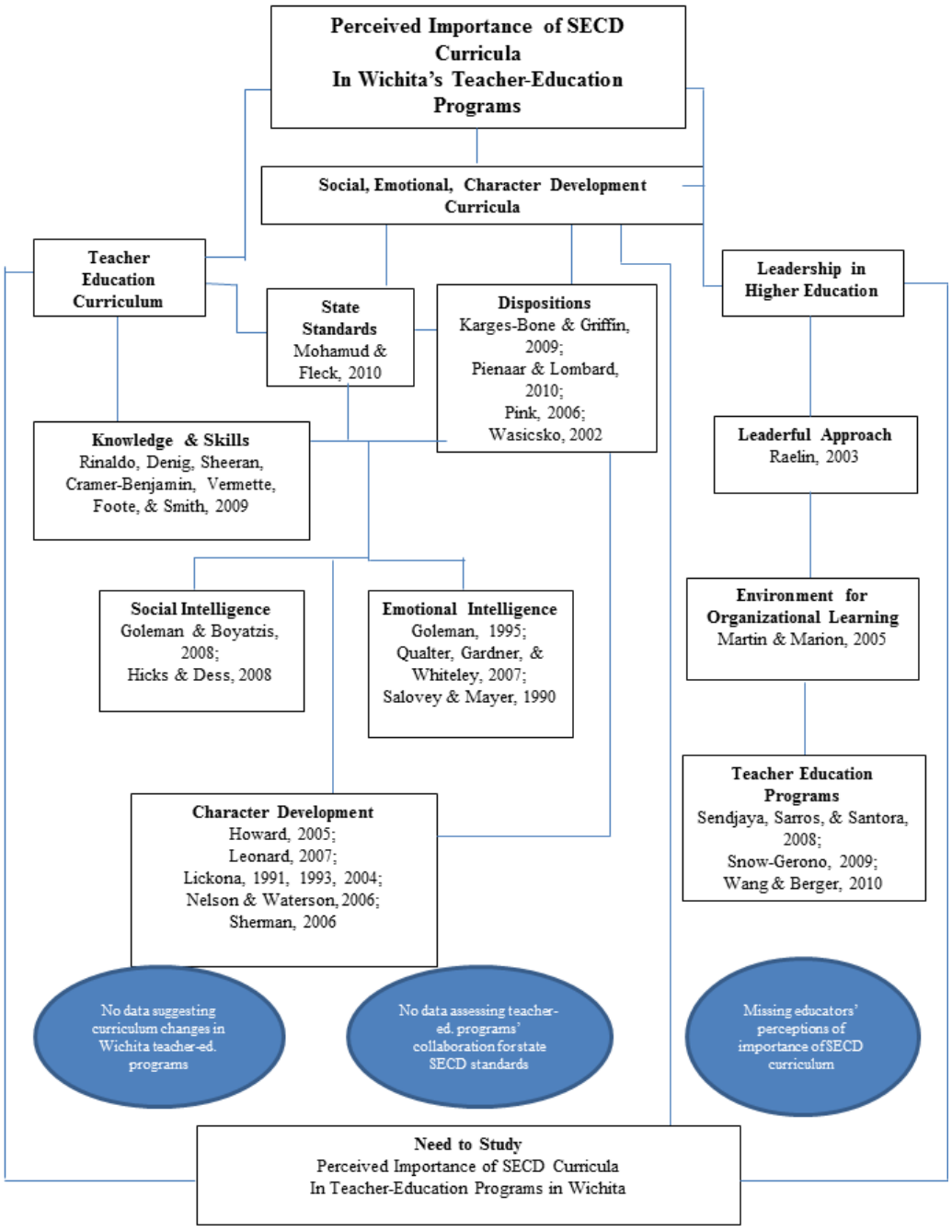

Figure 2.1: Literature map

Theoretical Foundations

Plato, in the fourth century BC, sought to create a more balanced and moral society through philosophical training (Jacobson, 2009). For centuries, men attempted to lead virtuous lives, as defined by Aristotle. The great philosopher stated that the four cardinal virtues are prudence (wisdom), fortitude (courage), temperance (moderation), and justice (Adams, 2009). Christianity added to these cardinal virtues faith, hope, and love. Russell (2001) told us that a person's values serve as the foundation for his decision-making, problem solving, and conflict resolution. Joseph Schwab was a well-known American educator and author in the twentieth century. His works and beliefs originated with the thinking of Aristotle, and drew attention to the neglected role of ethics in the act of teaching (Null, 2003). Schwab asserted that, at its essence, teaching is an ethical act (Null, 2003). Consequently, it is imperative preservice teachers receive training in all areas pertaining to ethics, morality, integrity, and character development.

In the past century, when our society was more religiously oriented, parents assumed that the schools would teach their children character development and emotional development (Gardner, 1999). However, once the Supreme Court in 1960 outlawed prayer in schools, this task fell to the parents (Cooley, 2008). Unfortunately, in this age where there is a lack of parental guidance in the home, and a lack of church-centered fellowship, there appears to be an absence of guidance regarding these two important areas (Gardner, 1999). The enormous presence of gangs and behavioral problems in schools is a testament to this fact. As Gardner wrote, "It has become evident that any portrait of human nature that ignores motivation and emotion proves of limited use in facilitating human learning and pedagogy" (p. 77).

In April 1983, the National Commission on Excellence in Education produced its report, *A Nation at Risk: The Imperative for Educational Reform* (NCEE, 1983), which caused a firestorm in education circles. The Commission's chairperson, David Pierpont Gardner, noted that the purpose of the report would possibly help define the problems afflicting American education and hopefully provide solutions (NCEE, 1983). The report noted that the decline in educational performance was in large part the result of disturbing inadequacies in the conduction of the educational process. The report recommended that principals needed to develop school and community support for the proposed reforms, and that leadership skills should involve persuasion, goal-setting, and developing community consensus, on top of their managerial and supervisory skills. Unfortunately, American students' assessment scores and capabilities continued to spiral downward.

Hopes for a solution to America's educational woes appeared with the enactment in 2002 of the *No Child Left Behind Act* (NCLB), which focused on assessments and higher teacher accountability (Lezotte & Snyder, 2011). One of the core requirements of NCLB was for teachers to be highly qualified, specifically in content knowledge, perhaps to the detriment of pedagogy and dispositions (Harrison, McAffee, Smithey, & Weiner, 2006). *No Child Left Behind* is a standards-based movement, the main thrust being all children becoming proficient in math and reading standards by 2014 (Mohamud & Fleck, 2010). This lead to a lessening of education in the area of character development, and social and emotional intelligence (Howard, 2005).

In April 2012, the KSDE enacted new social, emotional, character development (SECD) education K-12 state standards as part of the public schools accreditation process (KSDE, 2012). The rationale for this new process was that student academic success

builds upon the ability of students to consider thoughts, understand feelings, and manage responses. Since personal thoughts and feelings influence management of experiences and determine behavior outcomes, having SECD instruction helps children and young adults deal with personal development in increasingly complex ways as they progress through elementary, middle, and high school (KSDE, 2012).

Discussing universities as moral communities, Pienaar and Lombard (2010) suggested that education has a moral dimension as a relational human activity. Education values need to come alive in teacher-education programs through interactive communication and modeling by the professors (Pienaar & Lombard, 2010). In the twenty-first century, the Kansas State Department of Education believes in the utmost importance of SECD education for all students. The question presented in this study was whether the leaders and professors of the teacher-education programs in Wichita agreed. This study attempted to answer that question through questionnaires, document review, and interviews with department leaders and professors of Wichita's three teacher-education programs.

Review of the Literature

Teacher education curriculum and dispositions. Before the 1980s, university teacher-education programs emphasized grade point averages, observation ratings, and standardized test results to determine competency of preservice teachers (Rinaldo, et al., 2009). The expectation of preservice teachers was the possession of basic knowledge of content and pedagogy, as well as self-knowledge (Titone, Sherman, & Palmer, 1998). The rare use of the term *disposition* in discussing teacher education changed with the beginnings of the reform movements, including the standards-based movement,

developed in the late 1980s and early 1990s (Helm, 2006). Dispositions are now a critical ingredient in the production of new teachers, part of the trifecta of knowledge, skills, and dispositions (Karges-Bone & Griffin, 2009). Most professional teaching standards include dispositional expectations of desirable values, morals, and ethics of teachers (Leonard, 2007). Many question whether teacher-education programs are fully preparing preservice teachers in the area of moral literacy, which they will be expected to pass on to their students (Leonard, 2007), at least in the state of Kansas with its new K-12 SECD state standards. (See Figures 2.2 and 2.3)

Teacher quality is a top priority of national education policy (Singh & Stoloff, (2008). Unfortunately, there is much debate as to what constitutes excellent teacher quality. Since the late 1990s, the National Council for the Accreditation of Teacher Education (NCATE) has required teacher preparation programs assess the dispositions of each teacher candidate (Singh & Stoloff, 2008), but has not defined precisely what these dispositions should include (Wayda & Lund, 2005). Wasicsko (2002) believed that a person's attitudes, perceptions, and beliefs are the basis of their behavior, which in turn are viewed as dispositions. According to NCATE (2006), dispositions not only affect student learning, development, and growth, but also are guided by beliefs and attitudes related to moral issues, such as honesty, fairness, caring, responsibility, and social justice. Unfortunately, teacher dispositions have many definitions, with no consensus as to their exact nature and no ultimate measurement technique used by all (Wayda & Lund, 2005).

Combs et al. (1969) used "dispositions" and "perceptions" transpositionally, ascertaining five categories of perceptions of preservice teachers: (1) perceptions about self, (2) perceptions about other people, (3) perceptions about subject field, (4)

perceptions about the purpose and process of education, and (5) a general frame of reference perceptions. With this frame of reference, Singh and Stoloff (2008) developed an instrument to examine the dispositions of teacher candidates at a state university in eastern Connecticut. The findings of the study indicated that these particular teacher candidates possessed the dispositions of effective teachers. This included high levels of social intelligence and emotional intelligence, and character development. However, the data collected dealt only with perceptions, and did not specify if any of these qualities had a derivation from specific education courses at the university.

Education can be a transformational activity, and teachers live their values in their classrooms (Pienaar & Lombard, 2010). There is a direct link between dispositions and social and emotional intelligence, and character education (Thornton, 2006). Literature in the area of teacher dispositions, social and emotional intelligence, and character education links these with philosophy and psychology (Dewey, 1922; Goleman, 1995; Ritchhart, 2001). Many studies of dispositions in teacher-education programs specifically assess ethical, emotional, social, and integrity issues (Harrison, McAffee, Smithey, & Weiner, 2006; Karges-Bone & Griffin, 2009; Leonard, 2007; Pienaar & Lombard, 2010; Rinaldo, et al., 2009; Singh & Stoloff, 2008; Thornton, 2006; Wayda & Lund, 2005). Dyck and Wong (2010) suggested that education should move away from theory and practice to that of stressing the virtues, such as truth, love, justice (goodness), and beauty. Honesty and morals are high standards for any profession, but particularly important when dealing with impressionable young minds. Teachers must demonstrate integrity when dealing with students (Dasoo, 2010). More importantly, it is imperative they

demonstrate integrity in all aspects of their professional and personal lives (Nielsen, 1998).

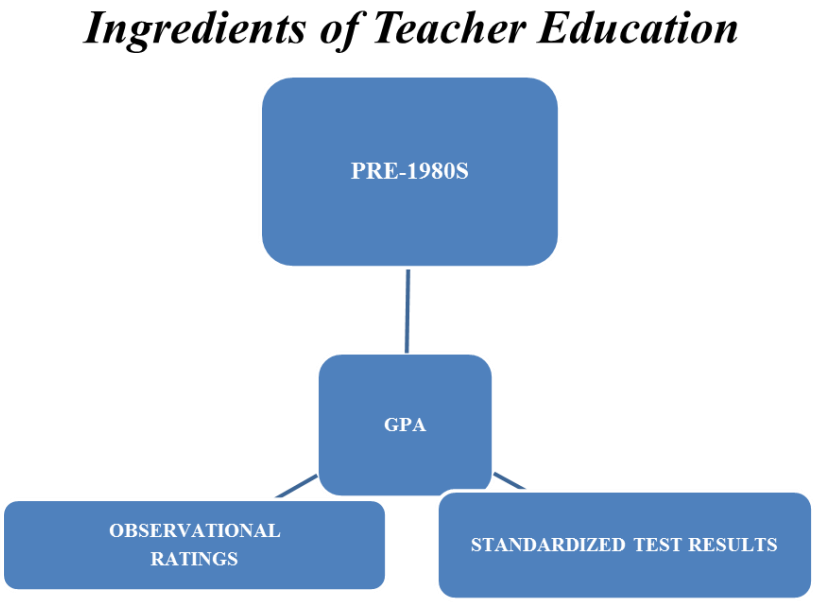

Figure 2.2: Pre-1980s (Rinaldo, et al, 2009)

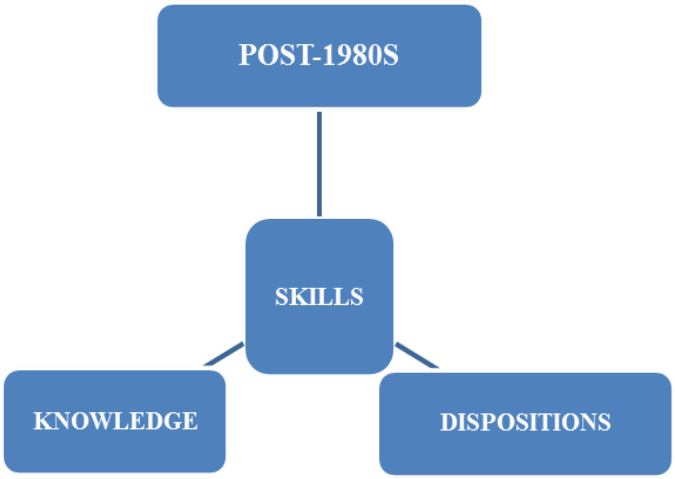

Figure 2.3: Post-1980s (Karges-Bone & Griffin, 2009)

Integrity is something that no one can take away from an individual, but once lost, is very hard to earn back. It is the quality of being upright and honest in character (Jacobson, 2009). In today's society, students need role models who are worthy of that designation. For instance, many sports figures are viewed as role models, when in actuality they may be substitutes for people with characteristics no longer found in our society (Harris, 1986). Leaders in teacher-education programs must make their student interns aware of dispositions, such as integrity, and then be a model of these moral dispositions throughout the length of the program (Helm, 2006). A moral education occurs through not only the teaching of precepts, but also the social climate and engagement in the college classroom (Jacobson, 2009). Students are aware of leaders and professors who have a strong code of ethics or moral standards by which they live. That modeling will help them form appropriate behaviors and values themselves, because sometimes, the school may be the only place that some students ever witness appropriate behavior and integrity.

Thornton (2006) addressed several models of dispositions: standards language, professional behaviors, self-reflections, ethics and equity, and dispositions in action. *Standards language* is the collection of checklists and rubrics for teacher candidates correlated with state and national standards. *Professional behaviors* are minimal expectations of behavior, such as work ethic, attendance, preparation, punctuality, and appropriate dress. *Self-reflections* are more psychological in nature, including journaling and essays about one's beliefs before, during, and after a teacher-education program. *Ethics and equity* focuses on the moral dimensions a student teacher possesses,

including their worldview on diversity, values, and beliefs. *Dispositions in action* moves beyond reflection, perceptions, and self-assessment to the manifestation of dispositions in an actual classroom. This construct moves beyond personality traits and behavior expectations to specific actions teachers take in the classroom.

Following a study of dispositions in action, Thornton (2006) constructed a definition for dispositions in action: "Dispositions are habits of mind including both cognitive and affective attributes that filter one's knowledge, skills, and beliefs and impact the action one takes in classroom or professional setting" (p. 62). Thornton went on to question whether dispositions can be taught to preservice teachers, and if so,

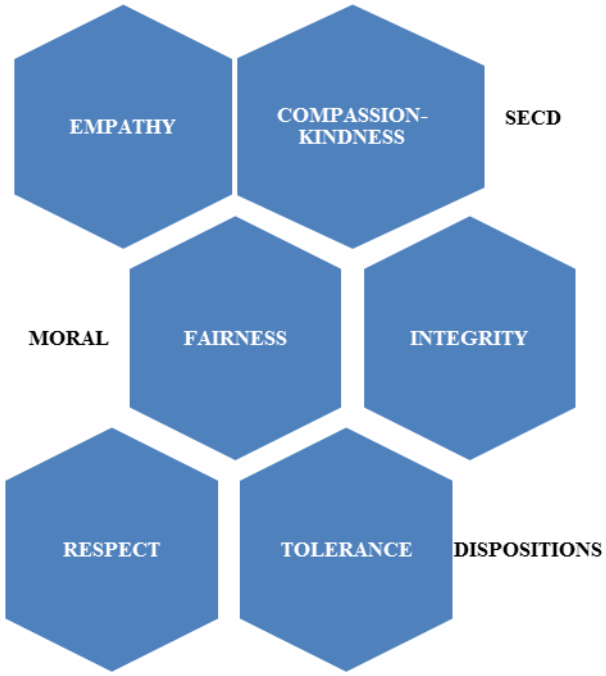

Figure 2.4: SECD moral dispositions

suggested that teacher-education programs should document the process used to cultivate high-quality teachers.

Null (2003) believed the curriculum in teacher-education programs should not merely train future teachers how to write lesson plans, but should be all-encompassing,

including the humanities and virtues. Rinaldo, et al (2009) agreed that colleges of education "must focus on the need to document and measure their effectiveness and their success in developing teacher candidates who exhibit the qualities of good teachers" (p. 43). While many university teacher-education programs easily measure and assess both knowledge and skills of preservice teachers, they struggle to assess the intangible area of dispositions. In a study conducted in a western New York university, Rinaldo, et al developed a 21-item questionnaire administered to 64 preservice teachers, and found that teacher-education programs affected teacher candidates positively. The findings also noted that dispositions do change over the course of a teacher-education program, making it imperative that these programs include specific instruction in the areas of social and emotional intelligence, and character development (SECD) education.

The level of instruction of dispositions in a teacher-education program indicates the quality of the program (Karges-Bone & Griffin, 2009). Attributes such as compassion, fairness, respect, empathy, tolerance, morals, and integrity should be available to all preservice teachers in their university learning experience (See Figure 2.4). However, this requires a paradigm shift to include right-brain instruction, which involves aesthetics and feelings (Karges-Bone & Griffin, 2009). Karges-Bone and Griffin suggested four challenges to consider when attempting a meaningful use of dispositions in a teacher-education program. Disagreements over the meaning of dispositions may offend some sensibilities while perhaps even leading to legal challenges. Dispositions require differing levels of cognitive energy. Furthermore, it is difficult to assess intangibles, and the element of stewardship in teacher-education programs is often lacking, but is necessary in developing solid dispositions in preservice teachers.

Pink (2006) raised similar issues when discussing preservice teacher dispositions. Pink believed the new right-brain dispositions, centered more on social and emotional intelligence, would define success in the future of this new "Conceptual Age." However, this new concept presents challenges to teacher-education programs: (1) How will these programs define dispositions? (2) How will dispositions be taught by university professors? (3) Which decisions will rely on dispositional information? and (4) How will dispositions be assessed and their data used? This study sought to find answers to these questions from the department heads and professors in Wichita's teacher-education programs.

Teacher education curriculum and dispositions summary. Teacher education programs traditionally put forth content instruction in basic areas, such as science, math, social studies, literature, or special education, very unresponsive to innovative social environments (Greenwood, 2010). Any type of curricular enhancements tend to be isolated, based on individual professors' specific interests or department leaders' private beliefs and passions (Greenwood, 2010). The studies discussed in this section exhibit a propensity towards qualitative research procedures. In each instance, the belief of the importance of enhanced teacher dispositions and curricula in the area of character development and social/emotional intelligence is positively argued for. According to each of the authors, teacher preparation programs need to make sure their students have opportunities to form and reflect on their own values, and are well equipped to work with their own students to help them form the character and morals they need to be contributing members of the world community (Tatman, et al., 2009). At all levels of teacher educator programs, it is important to engage candidates in authentic learning so

that they can make connections between theory, research, and practice. Integrating values and ethics into teaching in higher education facilitates that process of making these important connections, which leads to more effective teachers (Leonard, 2007).

SECD curricula. Margaret Wheatley (Spears & Lawrence, 2002) noted that society has created a culture of people who are often selfish, self-serving, greedy, and indifferent to each other's presence. They are negative, cynical, angry, and withdrawn, but, she said, they are not who we are. Wheatley believed in the human spirit, and that in every human being there is an enormous capacity for goodness and positive citizenship (Spears & Lawrence, 2002). This begins with focused social, emotional, character development (SECD) education for all children, trained by teachers who themselves are educated in the SECD foundations. This study sought to determine the extent to which teacher-education programs in Wichita agreed.

The goal of education should be to teach children to become adults who can handle complex situations with confidence (Bortins, 2010), which emanates from strong mental health and an even stronger inner character. The basis for this study rested on the perceived importance of social and emotional intelligence, and character development (SECD) instruction by department leaders and professors of teacher-education programs in Wichita, Kansas. The Kansas State Department of Education (2012) determined the importance of this type of instruction by incorporating it into state standards for K-12 teachers and schools in determining recertification. The reflections of these standards in classrooms have a basis of the dispositions of each classroom teacher. Just as teachers must teach to math state standards and reading state standards, so now they must teach to the new SECD state standards. These standards convey a unique set of challenges to

programs and the evaluation process (Karges-Bone & Griffin, 2009). The answer the researcher sought to find was the degree with which Wichita's teacher-education programs would now incorporate these new state SECD standards into their curricula.

State governments mandate frameworks for curriculum, testing regimes, and values statements (Perry, 2006). The general assumption of any state department of education is that the standards and guidelines it initiates will influence the educational practices in that state's schools (Doolittle, Horner, Bradley, Sugai, & Vincent, 2007). Particularly since the enactment of the *No Child Left Behind Act* in 2002, there is focus on alignment between standards, instruction, and assessments (Mohamud & Fleck, 2010). This alignment contributes to academic achievement, thus making it necessary that classroom teachers are skilled in techniques to align standards with content (Mohamud & Fleck, 2010). More specifically, classroom teachers must align standards with student social behavior, since "establishing a social climate of safety, respect, and responsibility is viewed increasingly as a foundation for achieving the academic gains that are the primary focus of our schools" (Doolittle, et al., 2007, p. 239).

In 1983, Howard Gardner put forth the theory of multiple intelligences. Gardner's view of intelligence was the ability to solve problems or to produce an esteemed intellectual effort in one or more cultural settings (Gardner, 1983). Gardner then determined eight criteria for designating something defined as intelligence. Of his original seven intelligences, the last two dealt with personal, social intelligences. *Interpersonal intelligence* is the capacity to understand and deal with the emotions of other people (Gardner, 1983). *Intrapersonal intelligence* is the capacity to understand

one's own feelings and emotions, and to have the capacity to discriminate between these in order to guide one's behavior (Gardner, 1983).

Social and emotional learning emphasizes the development of social and emotional knowledge, attitudes, and skills (Goleman, Barlow, & Bennett, 2010). Student social and emotional issues are competing with academic issues nationally (Elias, DeFini, & Bergmann, 2012). Many of these distracting issues include family upheaval, poverty, neighborhood violence, bullying, health issues, and a pervasive climate of war and terror (Elias, et al., 2012). In addition, there is a lack of any meaningful character development programs to help students focus their energies on academics rather than on a life of drugs, gangs, and violence.

Preparing students for life success requires a balanced education that includes basic academic skills and a preparation for becoming responsible adults (Paige & Price, 2007). The Collaborative for Academic, Social, and Emotional Learning (CASEL) (Payton, et al., 2008) identified six social-emotional competencies through which children and adults acquire the knowledge, attitudes, and skills for conflict resolution, initiating friendships, and making safe and ethical choices. These six competencies are: (1) Recognize and manage their emotions, (2) Set and achieve positive goals, (3) Demonstrate caring and concern for others, (4) Establish and maintain positive relationships, (5) Make responsible decisions, and (6) Handle interpersonal situations effectively.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) (Payton, et al., 2008) also identified five groups of inter-related core social and emotional competencies. These include (1) Self-awareness, (2) Self-management, (3) Social

awareness, (4) Relationship skills, and (5) Responsible decision-making. Each of these elements is necessary in developing a well-rounded and thoughtful citizen.

Self-awareness helps to accurately assess one's feelings, interests, values, and strengths, and maintain a well-grounded sense of self-confidence (Payton, et al., 2008). *Self-management* entails managing and regulating one's emotions to handle stress, controlling impulses, persevering in addressing challenges, expressing emotions appropriately, and setting and monitoring progress in attaining personal and academic goals (Payton, et al., 2008).

Social awareness revolves around the ability to empathize with others. Empathy is being able to understand what another person is feeling. One should not confuse empathy with sympathy. A person can be sympathetic, or feel sorry for a person, without understanding that person's underlying feelings. Empathy is one of the core elements of emotional intelligence (Goleman, 1995). Empathy appears to be one of the hardest characteristics to which both students and teachers can relate. Adults often forget what it was like to be in school. Many times students act a certain way simply because they are trying to find their place in the world. Badea and Pana (2010) researched the empathetic capacity of leaders, and found that teachers exhibiting empathy towards their students and each other help to improve school climate.

Relationship skills help a person establish and maintain healthy and rewarding relationships based on cooperation, resist inappropriate social and peer pressure, prevent, manage, and resolve interpersonal conflicts, and to seek help when needed. Finally, *responsible decision-making* factors include making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and

possible consequences for questionable actions. It also entails applying decision-making skills to academic and social situations, and contributing to the well-being of one's school and community (Payton, et al., 2008).

Social intelligence. Thorndike (1920) was one of the first to define *social intelligence* as "the ability to understand and manage men and women, boys and girls—to act wisely in human relations" (p. 228). This correlates with Gardner's (1983) interpersonal intelligence, defined as an individual's ability to notice and make distinctions among other individuals. Social characteristics consist of manners of acting, thinking and feeling that are external to the individual (Durkheim, 1982). School culture, whether K-12 or higher education levels, plays a vital role in the transmission of new values and behaviors (Goleman, et al, 2010). Emotional and social intelligence not only extend students' abilities to see from another's perspective, empathize, and show concern, but also are essential perspectives that nurture mindfulness and develop new modes of cooperation (Goleman, et al., 2010).

A person with social intelligence understands other people, and comprehends how those persons will react in certain situations (Goleman, 2006). Our brains make us "wired to connect" with others, which is a critical ingredient for success in life (Goleman, 2006). More specifically, social intelligence is a "set of interpersonal competencies built on specific neural circuits (and related endocrine systems) that inspire others to be effective" (Goleman & Boyatzis, 2008, p. 76). In educational scenarios, social and emotional intelligence programs and interventions have a demonstrated impact on raising both school grades and standardized achievement test scores (Payton, et al., 2008). These

programs also promote overall development of children and prevent developmental problems.

Goleman and Boyatzis (2008) enunciated seven social intelligence qualities—empathy, attunement, organizational awareness, influence, developing others, inspiration, and teamwork—for assessing socially intelligence leaders; each of these dynamics are applicable for pre-service teacher preparation prior to entering their own classrooms. *Empathy* determines sensitivity to others' needs. *Attunement* relates to attentive listening skills and being attuned to others' moods. *Organizational awareness* appreciates the culture and values of the organization. *Influence* deals with engaging others in discussion and appealing to their self-interests. *Developing others* demonstrates the ability to mentor others with compassion with personal investment of time and energy. *Inspiration* is the ability to articulate a compelling vision, build group pride, and foster a positive emotional tone. Finally, *teamwork* shows that you solicit input from others, while supporting them and encouraging cooperation (See Figure 2.5).

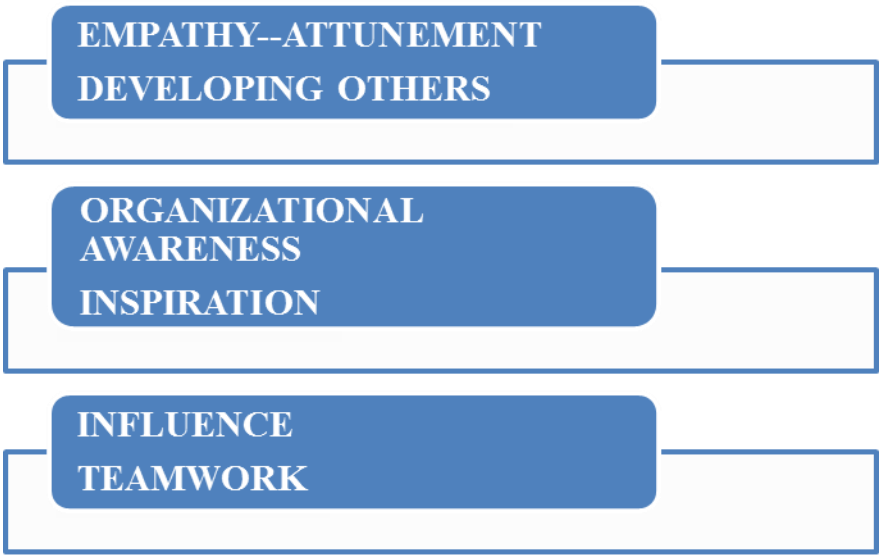

Figure 2.5: Social intelligence qualities

Emotional intelligence. Historically, the first use of the term *emotional intelligence* was in an academic paper in 1990 (Salovey & Mayer, 1990). The authors combined definitions of intelligence, going back thousands of years, with those of emotions. Salovey and Mayer pointed out that emotions are more intense and of shorter duration than moods. One of the major theories on which they based their new term of *emotional intelligence* was Gardner's (1983) theory of multiple intelligences. Salovey and Mayer specifically defined emotional intelligence as the subset of social intelligences that "involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (p. 189).

In the introduction to his landmark bestseller *Emotional Intelligence*, Daniel Goleman (1995) described his first introduction to the concept of emotional intelligence. It was in an article written by John Mayer of the University of New Hampshire, and Peter Salovey of Yale University. Salovey and Mayer (1990) defined their new concept as a subset of an even earlier impact theory, that of Gardner's (1983) *Multiple Intelligence Theory* (Sellars, 2008). After reading Salovey and Mayer's academic paper, Goleman brought the term into the mainstream of current thinking.

Goleman (1995) listed five specific touchstones of emotional intelligence: emotional self-awareness, managing emotions, harnessing emotions productively, empathy (reading emotions), and handling relationships (See Figure 2.6). *Self-awareness* is having a deep understanding of one's own emotions, strengths, weaknesses, and drives (Hicks & Dess, 2008). *Self-regulation* involves individuals controlling bad moods and impulses (Hicks & Dess, 2008). *Motivation* entails a needed drive for achievement rather

than external rewards, while empathy is thoughtful consideration of other people's feelings (Hicks & Dess, 2008). Finally, Hicks and Dess suggested that social skills, particularly in the area of handling relationships, might be viewed as friendliness with a purpose, and recognizing that nothing is achieved alone. Since the publication of Goleman's (1995) book, there is an increased interest in the importance of this new type of intelligence, and hundreds of studies and articles center on the subject. (Figure 2.6).

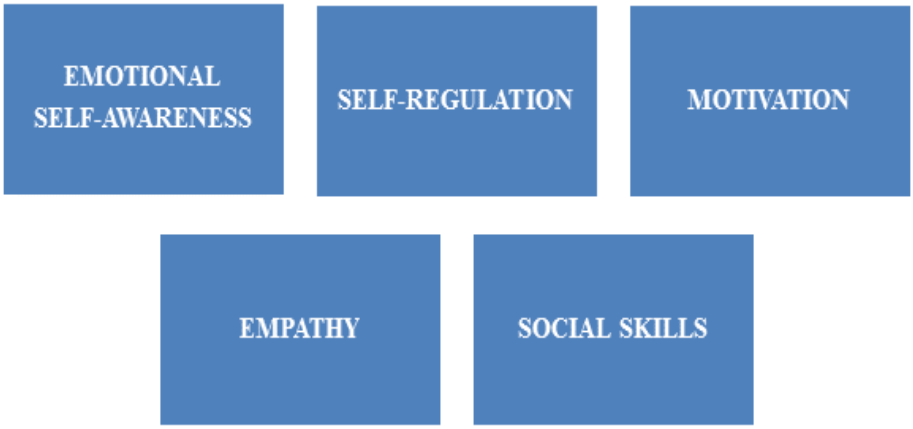

Figure 2.6: Emotional intelligence qualities

The definitive definition of emotional intelligence varies among the experts, but it is generally accepted to be about understanding the emotions of oneself and others. Numerous studies identify EI as a predictor of student success (Qualter, et al, 2007). However, there is still debate regarding whether emotional intelligence can be taught (Qualter, et al., 2007). Gardner, Mayer, and Salovey all believed that time enhances intrapersonal intelligence, the forerunner of emotional intelligence, which in turn develops in strength with age (Sellars, 2008).

Goleman (1995) suggested that emotional intelligence education, spread out over time, becomes ingrained in students' brains, with the outcome being decent human beings

who know how to act towards, and care about, their fellow human beings. Several studies pointed out the connection between behavioral issues, such as bullying, and lack of emotional intelligence (Castro, Johnson, & Smith, 2008; Harrell, Mercer & DeRosier, 2009; McElhaney, Immele, Smith, & Allen, 2006; Pathak, Sharma, Parvan, Gupta, Ojha, & Goel, 2011; Stanbury, Bruce, Jain, & Stellern, 2009). In each of these cases, the adolescents under study had major discipline problems and were completely lacking in emotional intelligence skills.

An example of students' enlightened social and emotional intelligence grew out of the destruction of Hurricane Katrina in New Orleans in 2005. Supported by a group of community organizers, artists, architects, media experts, and educators from New Orleans, a group of students formed a group called the Rethinkers: Kids Rethink New Orleans Schools (Goleman, Barlow, & Bennett, 2010). Among the group's recommendations were ideas for improving school bathrooms and improving school food. In 2009, reflecting their heightened levels of social and emotional intelligence, the Rethinkers turned to issues of safety and dignity, recommending the replacement of metal detectors in schools with "mood detectors (Goleman, et al, p. 94)." These detectors consisted of teams of students assigned to assess potential trouble as students walked into school each morning, a "chill-out zone", (Goleman, et al, p. 94) and a resolution circle with peer leaders helping to resolve conflicts and reduce suspensions (Goleman, et al, 2010).

Martin (2011) conducted a study investigating the emotional intelligence of sixth graders to help determine the correlation with successful achievement scores. This quantitative, cross-sectional study had a sample of 170. The study's results found that

there was a significant correlation between emotional intelligence levels and student achievement.

The new state standards for *emotional learning* in Kansas focus on "skill development through personal understanding—using the lens of intrapersonal learning" (KSDE, 2012, p. 10). The new state standards for *social learning* focus on "skill development of social awareness and social interaction—using the lens of interpersonal learning" (KSDE, 2012, p. 15). Social and emotional learning is a process to develop and acquire the fundamental knowledge, attitudes, and skills of social and emotional competencies (Collaborative for Academic, Social, and Emotional Learning, 2003; Elias, et al, 1997). The five areas of competence that define social and emotional learning are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Mart, Dusenbury, & Weissberg, 2011). Each of these skills helps people handle themselves and their relationships, and to work effectively and ethically as they are modeled, practiced, and reinforced across contexts (Mart, et al., 2011).

Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) conducted a meta-analysis that aggregated the results of 213 experimental-control group studies of school-based social and emotional learning. The results of the findings suggested better academic performance, improved attitudes and behaviors, fewer negative behaviors, and reduced emotional stress, suggesting that the development of social and emotional skills helps students of all ages be engaged and ready to learn.

Character development. Character is a compendium of virtues. Lickona (2004) noted that honesty, justice, courage, and compassion are virtuous dispositions to behave in a morally good way, which in turn is good character. One is not born with character or

integrity. Humans learn from example (socialization). As defined by the Kansas State Department of Education (KSDE, 2012), character development skills help students identify, define, and live in accordance with core principles that aid in effective problem solving and responsible decision making. These skills also help students recognize and respond to ethical issues, and as such should not be left outside the realm of schooling (Howard, 2005). According to Cooley (2008), character development education fosters ethical, responsible, and caring young people. Ren (2010) believed character education is a fundamental dimension of good teaching, that it shows an abiding respect for the intellect and spirit of an individual. A moral education helps students of all ages (Howard, 2005).

Lickona (1991; 1993) identified the character traits that make up *moral knowing, moral feeling, and moral action*. Moral knowing is moral awareness, knowing moral values, perspective-taking, moral reasoning, decision-making, and self-knowledge. Moral feeling is conscience, self-esteem, empathy, loving the good, self-control, and humility. Moral action is competence, will, and should become habit. The communication of these qualities happens to us as children and young adults either verbally or visually (by example). Figure 2.7 illustrates Lickona's character traits.

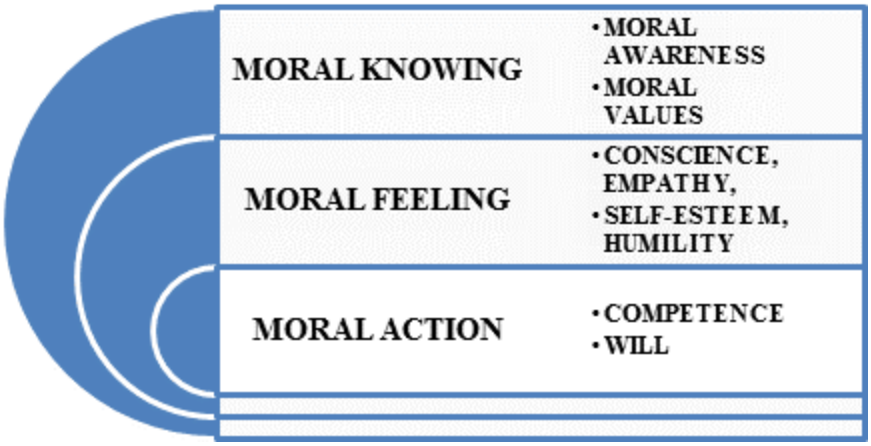

Figure 2.7: Lickona's character traits

Many studies and writings in the past decade supported the importance of teaching moral dispositions to preservice teachers in teacher-education programs (Howard, 2005; Leonard, 2007; Nelson & Waterson, 2006; Sherman, 2006; Silva & Mason, 2003). In fact, beyond teaching basic skills and content knowledge, a fundamental purpose of educational systems is to prepare individuals to exercise their rights and civic responsibilities, founded on a moral-based character development (Silva & Mason, 2003). Education is a moral enterprise (Cooley, 2008). Lickona (2004) noted that throughout history, education has had two basic goals: to help students become smart and to help them become good—character is needed for both. Strong character elements include self-discipline, perseverance, respect, responsibility, and a strong work ethic (Lickona, 2004). A society that lacks character, with an emphasis of values only in school, is setting children up to fail (Cooley, 2008).

The Hyde School, founded in 1966 by Joseph Gauld, and with the assumption that academic achievement follows character education, based its curriculum on such values as truth, courage, integrity, leadership, curiosity, and concern (Ren, 2010). Although

character education is not solely dependent on schools, but on families as well, it is a necessary fact (Lickona, 2004). Academic excellence, personal achievement, and true citizenship dependency all hinge on a true character education (Ren, 2010). The question is how to train preservice teachers to master pedagogical strategies targeting moral character as a curricular goal (Narvaez & Lapsley, 2008).

Teacher-education programs must enable their students to form and reflect on their own values (Tatman, Edmonson, & Slate, 2009). Additionally, professors in teacher-education programs must ensure their capacity to help in a positive way preservice teachers form the character and morals necessary for use in their future classrooms (Tatman, et al, 2009). Too often, teachers receive little or no training in character education, causing them to feel uncomfortable and incompetent to teach values (Lickona, 1993). Priest (2007) emphasized the need and importance of character development training in early childhood curriculums, which not only complements developmentally appropriate practices but also meets state standards. Ryan and Bohlin (2000) agreed, pointing to the need for teacher training institutions to incorporate character and values education for preservice teachers.

Ren (2010) listed six elements of character education developed by Kevin Ryan, an American educator: example, explanation, exhortation, ethos (ethical environment), experience, and expectations of excellence. Teaching by *example* is the most obvious way to teach character development education. *Explanation* involves dialogues and moral conversations. *Exhortation* appeals to the best interests of a student, urging them to move in the proper direction. *Ethos* is establishing a moral and ethical climate that influences the classroom environment. Teaching by *experience* involves students in activities where

abstract concepts such as justice and community crystalize in the students' minds. Finally, having expectations of excellence encourages students to set reasonable standards and work towards their goals (Ren, 2010).

The unfortunate problem is that very few teacher-education programs deliberately prepare preservice teachers to teach character development education (Narvaez & Lapsley, 2008). Lickona (1993) suggested two reasons for this situation: (1) There is an intense pluralism occurring in America, leading to questions of *whose* values should be taught, and (2) there is an increased secularism in America, questioning whether a moral education violates the separation of church and state. The lessening of character development education rests with an American landscape where freedom comes up against authority and community (Christopher, Nelson, & Nelson, 2003).

Narvaez and Lapsley (2008) argued there are two approaches available to teacher-education programs. The first approach demonstrates that best practice instruction is sufficient for moral character formation. In this approach, preservice teachers are taught to develop caring classroom climates, which in turn encourage social and emotional bonding and promote positive interpersonal experiences. This is the "hidden curriculum" approach used by most teacher-education programs (Narvaez & Lapsley, 2008). The second approach illustrates that best practice is necessary but not sufficient, that preparing morally adept individuals requires a more direct, intentional programmatic instructional focus. This strategy requires preservice teachers learn a set of pedagogical skills targeting moral character education as an explicit curricular goal (Narvaez & Lapsley, 2008).

According to Gardner (1999):

> We must accept the harsh reality that one can be intelligent without being moral; creative without being ethical; sensitive to emotions without using that sensitivity in the service to others. One may appreciate what is ethical without showing any tendency to pursue the good in one's own life. (pp. 248-249)

This suggests even more reason for the necessity of character development education, both at the K-12 level and in higher education courses.

SECD curricula summary. As with the literature section of studies on teacher education curriculum and disposition, the section on SECD Curricula presents a multitude of studies, both qualitative and quantitative, which support the importance and inclusion of social/emotional intelligence and character development (SECD) education at all levels of the spectrum, K-12 through university level teacher-education programs. The Rutgers University program Developing Safe and Civic Schools (DSACS) noted that a key component of teaching social, emotional, and character development education is community involvement with schools (Elias, DeFini, & Bergmann, 2012). The Kansas State Department of Education is optimistic that all teacher-education programs in the state will begin using the new SECD dispositions with student interns in a collaborative process with the public school systems. As Kansas is one of the first states to suggest this collaboration in the area of social and emotional intelligence/character development (SECD) education, the current study may serve as an informational guideline for the enactment of other such state programs.

Leadership styles and theories. Bennis (1982) stated that leadership is an art form, and that effective heads of organizations view themselves as leaders, not managers.

Leaders with character have the vision to see things as they should be, not just the way they are (Spears & Lawrence, 2002). Bennis and Nanus (1985) advocated a collaborative leadership that empowers employees and enhances organizational effectiveness (Northouse, 2007). Bennis and Nanus suggested that a good leader knows how to follow when they wrote, "Leadership stands in the same relationship to empowerment that management does to compliance. The former encourages a "culture of pride," while the latter suffers from the "I only work here" syndrome" (p. 203). James (1995) supported this by stating, "A good leader can feel the pulse and direction of the group, and can elicit and follow the collective wisdom provided. The good leader can focus on the bigger picture and see how each individual contributes to the whole" (p. 164).

There are many aspects of leadership besides leading, such as decision-making, analytical thinking, and continually learning. As President John F. Kennedy planned to say in his undelivered speech on November 22, 1963, "Leadership and learning are indispensable to each other" (Harrison & Gilbert, 1993, p. 117). Leaders who understand how to balance their use of intuition and analytic thinking may be better prepared to lead (Burke & Miller, 1999). Not all educational leadership decisions should be data-driven, as education is a moral enterprise (Shen & Cooley, 2008). Zukav (1989) believed decision-making is "an intuitive process in which you pull data from your mind, your heart, and your intuition" (p. 87). This process leads to truth, which in turn empowers.

Higher education leadership. When examining the degree of leadership necessary in developing an enhanced SECD curriculum in teacher-education programs, an awareness of leadership styles and theories was incumbent. Two legitimate facets of organizational leadership are power and politics, both of which contribute to creating

successful organizations and effective leaders (Sendjaya, Sarros, & Santora, 2008). As in all things, leaders must find a balance between the power they possess and the decision-making process of the organization. John Adams once remarked, "Because power corrupts, society's demands for moral authority and character increase as the importance of the position increases" (McCullough, 2002, p. 224). The root cause of the abuse of power is lack of character, not lack of leadership. This was never truer than when discussing leadership and character education in higher education courses.

Snow-Gerono (2009) pointed out that teacher education constantly battles for prestige, effectiveness, and validation. Since the issuance of the *A Nation At Risk* report, all schools, including universities, began paying more attention to instructional and administrative leadership (Wang & Berger, 2010). Unfortunately, these same leaders failed to help learners catch up with students from other industrialized nations. In the twenty-first century, academic leaders in higher education need to "create learning environments that include cultural awareness, acceptance of multiple intelligences and ways of knowing, strategic thinking, engagement, and a sense of collective identity as collaborators in developing knowledge and active investigators into practice" (Amey, 2006, p. 56).

After the issuance of the two educational reports, *A Nation At Risk* (NCEE, 1983) and *No Child Left Behind* (No Child Left Behind, 2003), the use of money to train and educate leaders failed at the higher education level (Wang & Berger, 2010). There are too many hidden policies and regulations, causing higher education leaders to make subjective decisions that often have negative impacts on faculty and students (Wang & Berger, 2010). Raelin (2003) believed there should be a shift from this type of

conventional leadership in higher education to what he describes as a *leaderful* approach. Raelin's leaderful approach involves four components: concurrent, collective, collaborative, and compassionate. *Concurrent* suggests more than one leader who shares power. *Collective* leadership involves multiple members participating in decision-making and organizational tasks. *Collaborative* leaders allow the viewpoints of everyone to be considered. *Compassionate* leaders display commitment to preserving the dignities of others.

Wang and Berger (2010) noted that higher education, more than ever, needs good, ethical leadership; good leadership brings about the right kind of changes needed in higher education. A leadership priority in higher education is maintaining an inviting environment for organizational learning to occur (Martin & Marion, 2005). These knowledge environments "demand leadership that can enable highly complex organizational processes, creativity, and knowledge growth" (Martin & Marion, 2005, p. 140.) Ethical leaders have fundamental moral values and philosophical views (Riggio, Zhu, & Reina, 2010). However, these leaders did not attain these values and views overnight. One cannot develop ethics and virtue in a shortened time span. They must be systematically demonstrated and practiced over a period of time. Consequently, it is rare for transformational, ethical leaders to be young and inexperienced. A person arrives at his worldview and inner maturity only after years of education and experience. As Plato argued, philosophy frees the intellect, and as such, great leaders should be great philosophers (Pashiardis, 2009).

Schools are a reflection of society, and like people, no two are alike. The same is true of leadership styles—no two are alike. The following nine types of leadership are

very diverse, representing a wide range of directions a leader might follow in his quest to become a successful leader in higher education.

Transactional leadership. This is a contingency model of leadership that focuses on "basic and largely extrinsic motives and needs" (Sergiovanni, 1990, p. 23). The *transaction* is the agreement by team members to totally, completely obey the leader once they are hired (Northouse, 2007). This type of leadership also allows the leader to punish workers if their work is sub-par and not up to predetermined and agreed-upon standards. Until the past two decades, principals/managers ran their schools this way, to a certain extent. Unfortunately, because of tenure rules, even the most incompetent teachers remained in their classrooms until a formal, lengthy process by the principal enabled the release of the teacher.

Trait leadership. The question "Are leaders born or made?" is a centuries-old statement. Everyone assumed that leaders came from the rich and powerful, the sons of the leaders in turn becoming leaders themselves. For decades, large, family-owned corporations worked on this same aristocracy theory, assuming that because the family members had the power and money they would be a good leader (Dyer & Williams, 1987). However, leadership is more than personality (Senge, Heifetz, & Torbert, 2000). People who exercise leadership in one area or culture will not necessarily exercise leadership in a different environment (Senge, et al, 2000).

The trait approach to leadership bases its theory on aspects of a person's personality, of qualities already possessed (Northouse, 2007). This approach focuses solely on the leader and the leader's personality, not the followers or the situation. The skills approach, while focusing on the leader, is mainly concerned with abilities that are

learned. This approach is less precise because it contains so many components (e.g. motivation, problem-solving skills, knowledge). Whereas a person cannot control the personality qualities he/she is born with (the trait approach), the skills approach makes leadership available to anyone.

The trait approach theory in leadership focuses on specific traits, such as intelligence, sociability, integrity, determination, and self-confidence. Goleman (1995) amplified this framework with specificity relating to the importance of emotional intelligence. Emotional intelligence consolidates personal and social competencies of the leader. A leader with a high degree of emotional intelligence not only is confident, motivated, and self-aware, but also empathetic to the emotions of his workers, regardless of where they are located.

Situational leadership. The situational approach to leadership centers on the leader's behavior, especially toward his followers. The key word to this style of leadership is flexibility. The leader determines his actions, both in his response to a problem and in his response to his followers, based on a given situation (Nebeker, 1975). Whenever human beings and their emotions are involved, a leader will attain greater success in that role by behaving in a certain way in certain situations.

Contingency leadership. The contingency approach is based on the theory that the "effectiveness of a leader is a function of the esteem of the leader for his least-preferred co-worker (LPC) and the favorableness of the situation" (McMahon, 1972, p. 698). If a leader scores a high LPC on a questionnaire, it means he is a "people person"; if he scores a low LPC, he is more task-oriented and cares more about a successful outcome than his followers' feelings in getting the job done.

Charismatic leadership. A charismatic leader succeeds because of his dynamic personality and his energy to inspire others around him. This type of leader is a strong role model for followers, who in turn identify with this type of leader and want to emulate them (Northouse, 2007). These leaders generally have high moral standards and ethical conduct, and provide their followers with a vision and a sense of mission (ibid, 2007). Charismatic leaders have a gift of being able to communicate with their followers on both an emotional level and oratorically, i.e. Martin Luther King, Jr., John F. Kennedy, Robert F. Kennedy, Gandhi, and Abraham Lincoln.

Path-goal leadership. *Motivation* is the key to the path-goal theory of leadership. The theory focuses on the leader knowing what his followers need in any given situation to achieve a successful task outcome. By providing motivation that includes coaching and direction, the leader helps to minimize any problems the follower may experience in his path to success (Northouse, 2007). In the national forefront of discussion in recent years is teacher merit pay as a motivational tool, with arguments on both sides of the issue. It used to be that teaching was a reward in itself—low pay could not overturn the satisfaction one felt from seeing a student achieve success. Merit pay is a motivational tool to raise test scores and reward the good teachers. Unfortunately, many consider this solution too subjective to work.

Leader-member exchange. *Interaction* between leaders and followers is the key to LMX (leader-member exchange). Diversity in the workforce is higher than any time in our history (Dixon & Hart, 2010). This includes diversity that is visible, such as age, gender, or race, and diversity that is invisible, such as seniority or educational background. For instance, Salahuddin (2010) found that there are distinctive differences

between workers of different generations, and that each generation has preferred leadership characteristics. Consequently, in an LMX scenario, where the leader hopes to achieve a balance between himself and his followers to achieve success, the pressure is on to not show any personal bias deciding who will be in his "in group" and "out group" (key components of the mechanism of this theory). He may develop a closer relationship with the more senior members of the organization, or, if he is younger, his close relationships may be with team members closer to his own age. Either way, the goal is to work as a team, with input from all members, to enhance productivity of the organization.

Transformational leadership. Today in the United States, one of the most popular types of leadership is transformational, where the leader inspires his followers by way of his personality, his ethics, and his vision (Bass, 1985). A transformative leader is inspirational and collaborative. In a three-tiered educational setting, the leader (administrator) and the followers (teachers) have one ultimate goal: the education of young minds (Poplin, 1992). Inspiration from the leader is critical. Miller (2007) noted that in the process of enacting a vision, a transforming leader also empowers his followers. Transformational leaders exhibit a strong set of internal values and ideals, and motivate their followers to act in ways that support the greater good rather than their own self-interests (Kuhnert, 1994). Bass (1985) argued that transformational leadership motivates followers to do more than is expected of them.

Servant leadership. Servant leadership, as defined by Robert Greenleaf (Greenleaf, 1970), is a leadership model defined by wanting to serve and help others. This type of leadership has nothing to do with gender; this new leadership bases its success on the Golden Rule. Servant leaders treat others as they would be treated, and

care more for the common good than for themselves. The core element of servant leaders is values (Spears & Lawrence, 2002). A servant leader must first meet the needs of others because his main motivation for leadership should be the desire to serve (Russell, 2001). Traditional leadership confines the power to the few leaders at the top, whereas servant leadership highlights empowerment of all followers in an organization. Servant leadership is characterized by active listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth, and community building (McCuddy & Cavin, 2008). Whether or not research supports the premise, common sense tells us that servant leadership behaviors generate positive outcomes in organizations.

Philosopher Carl Jung wrote, "The sole purpose of human existence is to kindle a light in the darkness of mere being" (Jung, 1961, p. 326). Servant-leadership recognizes the importance of a moral positive perspective, self-awareness, and self-control (Sendjaya, Sarros, & Santora, 2008). Goleman (1995) likened emotional intelligence to character education; he noted that a person living a virtuous life needs to demonstrate self-control and self-discipline. Emotional intelligence is the recognition and understanding of one's own, and others, emotional states to control behavior (Salovey & Mayer, 1990). It helps to establish and maintain positive relationships (Goleman, 1995). A servant leader hopes to establish a working relationship of cooperation between the leader and the followers. In a study of emotional intelligence and cooperation, Schutte, et al. (2001) found that there is more cooperation in the workplace between people with high levels of emotional intelligence.

Servant leadership emphasizes service and moral/spiritual orientation and dimensions (Sendjaya, Sarros, & Santora, 2008). Any organization with a servant leader at its head also has spirituality in its midst, and the spiritual disciplines of the leader help facilitate character development (Dyck & Wong, 2010). Empathy is the connecting element between emotional intelligence and servant leadership. It is a characteristic not easily learned, or employed (Goleman, 1995). Only through an inner maturity and awareness can a leader become empathetic. A servant leader's behaviors reflect his moral orientation regarding those around him (McCuddy & Cavin, 2008).

In the global landscape of leadership in the twenty-first century, it is more important than ever for leaders not only to be servant leaders, but also to demonstrate a high level of emotional intelligence. Reilly and Karounos (2009) found in a study, under the auspices of Project GLOBE, that international sales managers rated emotional intelligence the number one attribute of successful leaders. A leader with a high degree of emotional intelligence not only is confident, motivated, and self-aware, but also is empathetic to the emotions of his workers. John F. Kennedy (Sorensen, 1988) said, "Conformity is the jailer of freedom and the enemy of growth" (p. 384). The nonconforming style of servant leadership takes the best that differing worldviews offer, and presents to the world an image of leadership that could change the world (Sendjaya, et al., 2008).

Leadership styles and theories summary. This study attempted to find the degree of commitment to social, emotional, character development (SECD) education by leaders and professors of teacher-education departments in Wichita. This literature review provided numerous studies on various types of leadership qualities and the

importance thereof. Tabbodi (2009) determined there is a positive correlation between leadership behavior and faculty commitment to departmental activities, which include curriculum issues. Zaccaro (2007) found that in today's global environment, where information is given and digested in an instant, and where decisions must be made just as quickly, skills in leadership development might not be enough. For success as a leader in the 21st century, the truly great leaders in education will have to possess something more, something that can only be found within themselves. This includes their personality tendencies, their kindness and compassion for others, and their decisiveness in critical situations. There must be a balanced combination of training (skills) and behavior (traits) for leadership to succeed (Zaccaro, 2007).

Change in higher education organizations. Dr. Margaret Mead believed that educators should be agents of change (Lund, 2001). One of the questions explored in this study was the possibility of a positive change enhancement in SECD curricula of Wichita's teacher-education programs. Will the teacher-education programs enact change to align themselves with the new K-12 state standards in social and emotional, and character development (SECD) education?

The difference between first-order change and second-order change is the difference between mediocrity and excellence—they are oceans apart. A first-order change is incremental—tiny steps at a time—with nothing radically changed, just fine-tuned. A second-order change is earth shattering—it is "a dramatic departure from the expected," (DeLorenzo, Battino, Schreiber & Carrio, 2008, p. 20). A second-order change transforms a system fundamentally by those with a deep sense of purpose, commitment, and momentum. When dealing with professional organizations,

Wischnevsky (2004) found that it is probable that organizational change and transformation will enhance an organization's survival. Organizations cannot accomplish any type of change without a vision and a plan—without those design elements, there would be chaos. Burton and Obel (2004) found that organizational designs are "a set of consistent choices determined by contextual factors such as the organization's strategy and environment" (p. 26).

Leaders have added responsibilities when organizations are facing major change. Management of change revolves around the development of an organization's capacity to learn, change, and adapt. Enacting and sustaining positive change of curriculum requires flexibility, higher levels of emotional intelligence, and the desire to share leadership responsibilities. Leadership identifies the underlying values that can mobilize people towards change (Senge, et al, 2000).

Educational change is rarely easy or sustainable (Hargreaves & Fink, 2003), and can only succeed with a strong and dedicated leader. Kouzes and Posner (1996) found that the most important attributes of leaders expected by followers were trustworthiness, competence, a forward-thinking attitude, and enthusiasm. Each of these attributes is necessary for higher education departmental leaders hoping to enact a sustained and continuous curriculum improvement plan (Hargreaves & Fink, 2003).

Most change initiatives in organizations succeed or fail uniformly across the organization (Cole, Harris, & Bernerth, 2006). Resistance or support are individual responses and behaviors, and most organizational change begins with the individual (Cole, et al., 2006). Approximately 70% of organizational change initiatives fail (Pellettiere, 2006), the majority of which fail for one reason—the leader neglected to

thoroughly analyze the organization's culture and climate prior to initiating the change (Harrison & Shirom, 1998). The leader may have the vision, but he must know and understand his people before presenting a major change initiative to them, or he must prepare them for the change.

Ferres and Connell (2004) conducted a study that discussed the importance of leader emotional intelligence on the organizational cynicism of employees. They asked whether higher levels of leader emotional intelligence predict lowered change cynicism amongst employees in a large public service organization. The findings supported the hypothesis that employees would report less cynicism towards change if managed by leaders who they thought cared about them and their organizations.

Communication and collaboration in the change process. Communication is one of the most important elements of successful leadership. Balance is now another crucial element (Russell, 2001). Some of the leadership styles discussed in this paper succeed, and some do not, mainly because they are outdated and lack these crucial elements. The educational process is ongoing and ever-changing, and a leader who fails to adapt will be inadequate when faced with tomorrow's challenges (Wallace, Sweatt, & Acker-Hocevar, 1999). Today's successful leaders cannot build a community on trust, service, and commitment without listening to the input and ideas of their collaborators. They must balance their personal values with the external values of the organization (Russell, 2001). Trust is the new leadership, and collaboration is the new competition (Green, 2008).

Communication is the key factor in aligning the mission, core beliefs, and core values of an organization with the dominant thoughts of the school, its leader, and the

teachers (Arlestig, 2007; Miller, 2007). In an educational setting, the leader (administrator) and the followers (teachers) have one ultimate goal: the education of young minds. Inspiration from the leader is critical. Miller (2007) noted that in the process of enacting a vision a transforming leader, through his personality, also empowers his followers. The leader, through communication and interaction, needs to make it his priority to understand the beliefs and behaviors of his staff. An excellently trained leader will succeed only to the extent that his followers perceive him to have moral and ethical motives for attaining a satisfactory outcome (Miller, 2007). Transformative leaders, with an abundance of emotional intelligence, are the leaders who are needed to bring the components of a program together.

Cultures of collaboration accelerate a faculty's capability to improve instruction (Kohm & Nance, 2009). This study sought to find the possibility of curriculum change in Wichita's teacher-education programs with regard to an enhancement of social, emotional, character development (SECD) education. One of the questions focused on the visionary capabilities of the department leaders in their willingness to teach collaboratively the new K-12 SECD state standards to the department's preservice teachers. A visionary educational leader can only achieve his vision if, through his communication skills, he is able to convince the teachers of his school of the viability of the vision. As Arlestig (2007) noted, "Communication in organizations has a broader purpose than simply transmitting information; rather, communication is an interpretative process of coordinating activities, creating understanding, and building acceptance of organizational goals" (p. 265). This is a powerful trait when combined with kindness and other values of the leader.

Whether implicit or explicit, values are important criteria for what is important, desirable, and worthy in a leader (Lazaridou, 2007). A leader who establishes a moral character for a school and combines that with the communication skills necessary to articulate his vision has a powerful combination to succeed in directing an effective curriculum. As Chopra (2010) wrote, "Having articulated her vision, a leader must be able to manifest it. The greatest ideas are nothing more than daydreams until they are pushed to become reality" (p. 24).

Change in higher education summary. The core beliefs and values of educators are essential in creating and sustaining a sense of mission in a school. In creating significant and positive change in a teacher-education program, two of the most important actions taken are communication and collaboration. Williams (2009) stated that schools could no longer rely just on the leader for direction. He believed that the capacity for leadership creates conditions within a school for growth and the distribution of leadership throughout the school. Williams stated that in today's schools, there must be a sense of collaboration where the work of educating students is undertaken and owned by all stakeholders. Too often, leaders make decisions for a department with no input from staff members. This occurrence results from lack of communication concerning the leader's passion and vision for the mission, with no consistent follow-up necessary for success.

Summary

Kansas was the first state to initiate and seamlessly integrate social, emotional, character development (SECD) education into a set of state standards designed to help keep children safe and successful while developing their academic and life skills (KSDE,

2012). What was not known were the perceptions of leaders and professors in Wichita's three teacher-education programs as to the importance of this type of curriculum in teacher-education programs. Because the enactment of this project was so new, there were no available data providing any evidence of SECD curricular changes in Wichita's teacher-education programs. More importantly, no data existed that presented the perceptions of leaders and professors regarding the importance of a specific SECD curriculum in Wichita's current teacher-education programs. Concurrently, no data existed assessing the possibility of collaboration between these programs and the new K-12 SECD state standards, and the importance of leadership in future SECD curriculum changes. This study identified all of these unknowns, presenting a blueprint for other state SECD curriculum enhancements and changes.

The literature reflected a clear need for instruction in social, emotional, character development (SECD) education, not only for students, but more importantly for the teachers who instruct the students. The literature also established the importance of educational leadership qualities and organizational change factors in teacher-education programs, particularly when new state standards require the necessity of program inspection and adjustments. Examining the perceptions of Wichita's three teacher-education programs' leaders and professors, regarding the importance of SECD education, was a first step in exploring Kansas' new K-12 state SECD standards' integration into higher education teacher preparation programs. This connection of perceptions and behaviors with theoretical frameworks was the focus of this exploration, which in turn serves to provide a blueprint for SECD education integration into other teacher-education programs in the state and throughout the country.

Chapter 3: Methodology

Introduction

Good character = Good emotional intelligence. 20th century vs. the 21st century. Goleman (1995) stated that the skills presented in emotional intelligence support all of the basic elements in character education. In decades past, some forward-thinking schools in the United States taught classes on character education, in hopes of preparing young adults to take their places as responsible citizens. Educational environments were long involved in addressing the social-emotional well-being and moral direction of America's students (Elias, Parker, Kash, & Dunkeblau, 2007). Unfortunately, due to the pressures and requirements of the *No Child Left Behind Act*, schools now focus almost entirely on math and reading test assessments (Mohamud & Fleck, 2010). There is barely time left to teach the other core disciplines, much less social and emotional intelligence, and character development (SECD) instruction (Mohamud & Fleck, 2010). At the same time, behavioral and discipline issues in the classroom have risen. The Kansas State Department of Education hoped to change this in all K-12 schools in the state.

An SECD education is a merging of character and moral education (CME) and social-emotional learning (SEL), which are "two prominent formal approaches used in schools to provide guidance for students' behavior" (Elias, et al., 2007, p. 168). Kansas' new standards in social and emotional intelligence, and character development (SECD) education now tie the classroom dispositions of all Kansas K-12 teachers to school recertification (KSDE, 2012). Teacher dispositions are initially taught in teacher-education programs in higher education organizations (Thornton, 2006). Dispositions include kindness, fairness, honesty, patience, and empathy (Sherman, 2006). It is critical

for teachers to receive SECD training in order to feel confident and prepared enough to institute and model the varying aspects of the curriculum (Schultz, et al., 2010).

The purpose of this study was to explore the level with which student interns were exposed to SECD dispositions in Wichita's three teacher-education programs, based on the perceptions of its importance by leaders and professors of each respective program. This chapter describes in detail the steps used to identify this specific phenomena. Specifically, descriptions are provided of the research methodology chosen, population and sample selection, sources of data and instrumentation used, data collection processes, data analysis procedures, ethical considerations, and limitations. This chapter also describes informed consent information and discusses how collected data will be kept confidential.

Statement of the Problem

It was not known how department leaders and professors of teacher-education programs in Wichita, Kansas believed a restructured SECD teaching curriculum would enhance their student interns' future teaching capabilities. Phenomenological studies examine specific life experiences of the subjects in a study, which in turn "ascribes significance to their understanding of specific events" (Vishnevsky & Beanlands, 2004, p. 236). University departmental leaders and professors may have held differing perceptions and opinions of the usefulness and significance of SECD education. This established complexity in terms of understanding the collaboration required in making SECD programs successful, and defined success. Of particular importance was the perceived degree of leadership necessary in instigating curriculum changes, and the level of communication with not only professors on staff, but also student interns, who had a

vital stake in their future careers in the administration of an SECD curriculum. This convenience sampling of knowledgeable individuals dispensed fruitful and productive descriptions of the issues under study.

The introduction of social and emotional intelligence, and character development (SECD) education programs central to meaningful educational reform in higher education has been fragmentary, incomplete, and inconsistent (Narvaez & Lapsley, 2008). Few teacher-education programs intentionally stress this type of training (Narvaez & Lapsley, 2008). Kansas colleges and universities with teacher-education programs typically provide a mixed curriculum of educational theory courses (i.e. Ed. Psych) and methods courses (i.e. science, math). Any mention of social intelligence, emotional intelligence, or character development (SECD) education would typically be covered in one of these courses. Recently the Kansas State Department of Education implemented state K-12 teaching standards in SECD, confidently hopeful that the state's teacher-education programs would also integrate these standards into their core curricula.

Research Questions

The framework for this study stemmed from the enactment in April 2012 by the Kansas State Department of Education of new K-12 teaching standards addressing social and emotional intelligence, and character development (SECD). The integration of SECD education in Wichita and surrounding districts led to questions of teacher knowledge and capability in this defined area of teaching. Specifically, have Wichita's K-12 teachers received SECD training in their university education courses? More specifically, at what level of importance did university teacher-education programs assess this area of education? Consequently, the following research questions guided this study:

R_1: What is the perceived educational value of teaching a social, emotional, character education (SECD) curriculum and dispositions to student interns in teacher-education programs in Wichita's three universities?

$R_{.1}.1$: How prevalent is the incorporation of an SECD curriculum and dispositions in the teacher-education programs in Wichita's universities?

$R_{.1}.2$: How is an SECD curriculum proffered in each individual program?

$R_{.2}$: How prepared are the university teacher-education departments in Wichita to incorporate the new SECD K-12 state standards into their curricula?

$R_{.2}.1$: What are the factors that could contribute to a meaningful SECD change model in Wichita university teacher-education departments' curricula?

$R_{.2}.2$: How important is program leadership in contributing to an effective curriculum conversion to the new SECD K-12 state standards?

Qualitative research does not take the responses of the participants at face value; there must be integration of the accounts into a broader cultural and social context (Skaerbaek, 2007). The collection of qualitative data relates to the concepts and behaviors of people within a specific social world (Anderson, 2010). By questioning leaders and professors from the three teacher-education programs in Wichita, this study examined the perceptions of the importance of SECD instruction, the possibility of positive curricula enhancement in this area, and the magnitude and significance leadership makes in any prospective change initiative. When discussing complex educational issues involving human interactions, there must be complex understanding (Anderson, 2010). Employing qualitative research techniques heightens the comprehension of teaching and learning processes (Anderson, 2010).

There were two planned connected areas of focus in this qualitative study. As noted in the first research question and sub-questions, the researcher investigated the perceptions, of both leaders and professors in three teacher-education programs in Wichita, regarding the importance and value of teaching a social, emotional, character development education (SECD) curriculum to student interns. The data collected also demonstrated to what extent SECD curricula were present in the three teacher-education preparation programs in Wichita.

Regarding the second research question and sub-questions, the researcher examined three important factors of SECD education in higher education in Wichita. These three factors were: (1) Was there any intention in Wichita's teacher-education programs to begin teaching the new SECD K-12 state standards in their classes, (2) What specifically could contribute to this happening, and (3) How important was department leadership in converting the curriculum to include the new SECD K-12 state standards?

Respondents participated in an online questionnaire, followed with personal interviews with each willing participant and document review by the researcher. The efficacy of qualitative research challenges the integrity of the subjects under observation (Skaerbaek, 2007). Participants also provided demographic information, including age, gender, overall years teaching, and number of years teaching at the college level. Participants received no compensation.

Research Methodology

A qualitative methodology was used for this study to investigate the perceived importance of an SECD curriculum in teacher-education programs in three Wichita, Kansas universities. Qualitative research goes into great detail regarding feelings,

thoughts, and beliefs of those under study, with the final report written in a flexible structure (Creswell, 2009). The worldview that served as the foundation of this study was social constructivist. Creswell stated that constructivist researchers "often address the processes of interaction among individuals" (p. 8), and try to understand contexts of the participants by gathering information personally (Creswell, 2009). The researcher sought to identify individuals' processes of interaction by "gathering information personally through the use of open-ended questions and conversational inquiry" (Guest, MacQueen, & Namey, 2011, p. 13). Data collection was designed to allow the researcher to glean information related to the perceptions of the sample participants by employing procedures including questionnaires, interviews, and document review (Lester, 1999). This study was exploratory in nature and content-driven, as opposed to being a confirmatory, or hypothesis-driven, study, as is indicative of qualitative research. Exploratory studies allow the researcher to look for key words, trends, themes, or ideas in the collected data (Guest, MacQueen, & Namey, 2011).

Convenience sampling was used for this study. Convenience sampling is less rigorous than purposeful, but is collected through very carefully designed data collection procedures involving the selection of the most accessible subjects (Marshall, 1996). In fact, some strategies claimed as purposeful sampling may actually involve hybrids, with elements of convenience sampling (Barbour, 2001). Convenience sampling, which is found in many qualitative studies, is the least costly to the researcher, in terms of time, effort, and money (Marshall, 1996).

The researcher predicted that results would vary between programs, but expected that each of the three programs had some type of social, emotional, character

development education, and deemed its inclusion in the curriculum important. The study delineated the various levels among the three programs. Additionally, the analysis of the data was expected to show how each program was preparing to include the KSDE teaching standards for SECD education into their curricula.

A plethora of literature supported the importance of an SECD curriculum in teacher-education programs (Howard, 2005; Leonard, 2007; Nelson & Waterson, 2006; Sherman, 2006; Silva & Mason, 2003). Howard believed there are two aims of education: a moral foundation, and academic content and skills. Leonard questioned whether teacher-education programs in institutes of higher learning were adequately preparing preservice teachers to fulfill their moral responsibility once in a public school setting. Nelson and Waterson addressed the numerous instructional strategies taught to preservice teachers, questioning how the student chooses the appropriate framework to employ. Sherman described the importance of establishing high standards for moral dispositions by teacher preparation programs. From a broader perspective, Silva and Mason addressed the importance of preparing prospective teachers to exercise their rights and carry out their civic responsibilities. Employing a qualitative methodology to this study addressed some of these issues through the perceptions of the study's sample.

Research Design

The purpose of this qualitative study was to explore the perceptions of department leaders and professors in three Wichita teacher-education departments regarding social/emotional intelligence and character development (SECD) education for preservice teachers. In addition, the aggregate of SECD curricula currently taught in these three departments were examined, along with the potential for positive change by enhancing

the current SECD curriculum, and how department leadership engagement advanced these positive changes. For this reason, the researcher planned to use a phenomenological research design (See Figure 3.1).

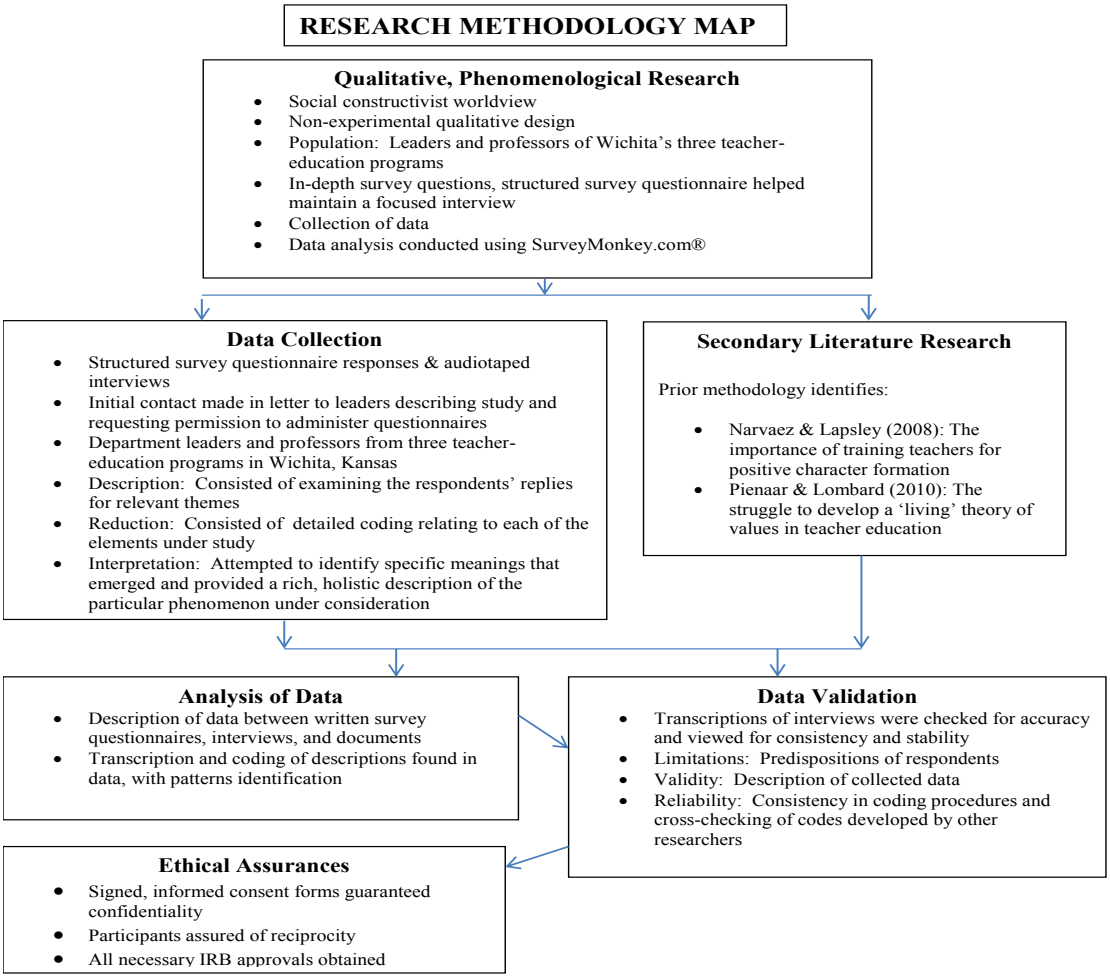

Figure 3.1: Methodology Map

The design of this study established knowledge and insight into the perceived importance and use of social and emotional intelligence, and character development (SECD) instruction in three higher education institutions in Wichita. A researcher's strategy of inquiry in qualitative research attempts to identify the essence of human experience of a particular phenomenon (Creswell, 2009), in this instance the use of social, emotional, character development education in three teacher-education programs

in Wichita, Kansas. By ascertaining the beliefs and perceptions of the departmental leaders and professors in these programs, this study provided a clearer comprehension of the inner working dynamics of Wichita's three teacher-education preparation programs and the importance therein of an SECD curriculum.

To identify the holistic teaching experiences in higher education organizations in Wichita, it was of deemed necessary to use a phenomenological approach. Phenomenological approaches help garner information and perceptions using questionnaires, interviews, and documents (Lester, 1999). A phenomenological researcher's concern is with the lived experiences of the people involved in the issue being researched (Groenewald, 2004), in order to realize the basic nature and texture of those experiences. The basis of a phenomenological approach is a paradigm of personal knowledge and subjectivity, which emphasizes the importance of personal perspective and interpretation (Lester, 1999). Data collected from this study were contained within the perspectives of the department leaders and professors of three teacher-education programs in Wichita. This in turn would support, inform, or challenge current policy and actions regarding SECD curricula in these three programs.

Contrary to a quantitative study, which tests objective theories by examining the relationship among variables (Anyan, 2013), this qualitative study attempted to explore and understand the meaning individuals ascribed to a social problem or complex situation (Creswell, 2009). Hammersley (2000) noted that a researcher employing a phenomenological approach "cannot be detached from his/her own presuppositions and that the researcher should not pretend otherwise" (p. 7). As a teacher with 44 years' experience, this researcher bracketed her personal bias favoring the importance of

instructing preservice teachers in the areas of social and emotional intelligence, and character development. The theoretical lens in qualitative research addresses questions of gender, class, and race, all of which may influence the perspectives of the participants in the study.

Population and Sample Selection

The population for this study included all departmental leaders and professors of teacher-education programs in Kansas universities. The unit of study was the teacher-education programs in the three universities in Wichita. Each of these teacher-education programs was an entity unto itself, with its own standards, procedures, and curriculums. The sample of the study included four education professors from each of Wichita's three teacher-education programs, plus the leaders of each program, for a sample size of 15 participants. Each leader had a different title (*School 1*: associate dean; *School 2*: Unit head and chair; *School 3*: curriculum and instruction chair), so the researcher decided to use the term *leader* throughout the study for consistency. Most university structures are hierarchical in nature, with the president of the university at the top of the organizational structure, followed by deans or department heads leading the various curriculum departments. This structure supports efficiency and effectiveness of the organization (McFarlane, 2011). This makes collaboration imperative in creating new organizational capabilities (Dube, Bourhis, & Jacob, 2005).

Consistent with assertions regarding the importance of making sample size considerations, certain methodologists have provided sample size guidelines for several of the most common qualitative research designs and techniques. Specifically, Onwuegbuzie and Leech (2005) pointed out that a minimum of 3-5 participants should be

used for case study research, whereas sample size recommendations for phenomenological studies range from six to 10 (Onwuegbuzie & Leech, 2005). Sample selection has a deep effect on the ultimate quality of the research in qualitative research (Coyne, 1997). Patton (1990) and Sandelowski (1995) both considered all types of sampling in qualitative research to be purposeful. Patton listed 15 various strategies that all had one thing in common—that they were selected purposefully to fit the study. Among these 15 strategies was purposeful random sampling and convenience sampling (Patton, 1990). Coyne (1997) stated, "Distinctions between sampling strategies may be helpful for the neophyte researcher, but conforming to those arbitrary distinctions may not be helpful for the purpose of a qualitative study" (p. 630). Coyne also noted that strenuous adherence to a particular strategy will not serve the purpose of the study, and argued for adaptability and creativity in designing sampling strategies.

Convenience sampling was used for this study. Convenience sampling is less rigorous than purposeful, but is collected through very carefully designed data collection procedures involving the selection of the most accessible subjects (Marshall, 1996). In fact, some strategies claimed as purposeful sampling may actually involve hybrids, with elements of convenience sampling (Barbour, 2001). Convenience sampling, which is found in many qualitative studies, is the least costly to the researcher, in terms of time, effort, and money (Marshall, 1996).

In general, sample sizes in qualitative research should not be so small that it is difficult to achieve data saturation, theoretical saturation, or informational redundancy (Sandelowski, 1997), but at the same time, the sample should not be so large that it is difficult to undertake a deep and descriptive analysis (Onwuegbuzie & Leech, 2005;

White, Oelke, & Friesen, 2012). Thus, the researcher determined that a minimum of three professors and one leader from each of the three teacher-education programs should be interviewed, with a limit of six professors and one leader from each program.

Invitations were extended to each of the three department leaders to participate in the study in an email from the researcher (See Appendix J). This initial email described the proposed research study, listed the researcher's educational qualifications, and contained attachments of the new state SECD standards and IRB forms, which included informed consent forms. In addition, the researcher requested the leader's approval to interview the leader and four-five professors in the department who specifically taught student teacher dispositional curriculum.

On the first contact (phone conversation) with these leaders, the researcher asked to be provided with a list of professors, and their contact information, who were involved with teaching dispositions to student interns. Each department leader provided the researcher with a list of professors, and their emails, who were appropriately involved in imparting dispositional learning in their courses. Invitations were then extended by the researcher in emails to those faculty members who were deemed appropriate and would be willing to participate. These initial emails to the professors included the same information as in the emails to the department leaders: description of the study, the researcher's educational qualifications, and attachments containing the new state SECD standards and IRB forms, including the informed consent forms. The professors who responded positively to the emails and agreed to participate in the study became part of the convenience sample.

All departmental leaders and professors chosen for the sample fit the criteria for eligibility for the study as described in the initial email. Characteristics of the sample included professional education experts, both male and female, in the area of teacher-education, specifically in the area of dispositional learning. The minimum length of teaching experience was at least 10 years. All respondents had Masters Degrees, and 14 of the 15 participants had doctorate degrees in education.

An informed consent form for participants to sign prior to the beginning of the research acknowledged the protection of their rights during data collection (See Appendix F). The informed consent form, which was included in the initial email to each participant, identified the researcher and the affiliated university, the purpose of the research, the procedures of the research, the risks and benefits of the research, the voluntary nature of research participation, and the assurance of confidentiality (Groenewald, 2004). Each participant agreed to participation in the study in their email responses and subsequent telephone conversations. There were no identifiable factors or personal identifiers regarding the participants; this insured total confidentiality of the people and each specific teacher-education program. All collected data are stored in a locked container, and will be stored securely for a period of five years.

Sources of Data/Instrumentation

There were three sources of data for this study: online questionnaire, interviews, and documents. Data in qualitative studies are descriptive and unique to a specific context (Johnson & Waterfield, 2004). Johnson and Waterfield noted that the emphasis of qualitative research is to secure in depth and detail an existence in the social world.

Online questionnaire. The first source of data included a short, anonymous online questionnaire. Four demographic questions determined the gender and age of each participant, followed by the number of years in the teaching profession and the number of years teaching in higher education. The questionnaire then contained eight statements with multiple choice answers (a. strongly agree, b. agree, c. disagree, d. strongly disagree) and one open-ended question (See Figure 3.2 and Appendix A). The researcher composed the questions in such a way as to not only relate to the two research questions and four sub-questions, but also to help specifically with the findings and conclusions of the study.

The first question was an introductory statement, and as such was not related to any specific research question. The second and fifth questions were specifically related to research question R_1.1. The third and fourth questions were related to research question R_1.2. The sixth question related back to research question R.2, whereas Question 7 addressed research question R_1.1 with more specificity. The final two items on the questionnaire were questions, the first with multiple choice type answers and the second as an open-ended discussion.

The questionnaire was organized using SurveyMonkey®, an online program that supported research methods. SurveyMonkey® was the tool of choice for several reasons: the cost was free if there were 10 questions or less, or at least minimal for 13 questions, its tools helped uncover subtle trends in the accumulated data, ideas and steps were easily tracked, and it was user-friendly and efficient (SurveyMonkey®).

Online Questionnaire

1. I am aware of the new Kansas K-12 state standards in social and emotional intelligence and character development (SECD) approved by the Kansas State Board of Education.
2. My education department instructs our preservice teachers in social and emotional learning and character development as defined by Kansas K-12 state standards.
3. Social, emotional learning and character development (SECD) instruction is taught as an individual class.
4. Social and emotional learning, and character development (SECD) instruction is integrated into other courses.
5. Specific social and emotional learning and character development dispositions are taught to all student interns.
6. My department intends to teach to the new state SECD standards.
7. My education department has a systematic process for identifying, teaching, and assessing key dispositions of candidates in our program.
8. If your department considers changing its curriculum to incorporate the new SECD state standards, how important is leadership in conducting this change?
9. What are the factors that could contribute to a meaningful SECD curriculum enhancement and conversion?

Figure 3.2: Online questionnaire questions.

Interviews. The individual interviews included the 13 questions from the online questionnaire (four demographic and nine questions) (See Appendix A), plus two additional questions that related directly to the participants' perceptions of the significance and necessity of the new Kansas SECD state standards. Although a basic understanding of the participants' feelings, beliefs, and understandings could be found through the questionnaire's multiple-choice answers, the researcher felt it was necessary to ask the same questions in the interviews in order for the participants to be able to elaborate and expound on their answers. Additionally, two more questions were asked which went specifically to the heart of the study: What are your perceptions of the significance of the new state SECD standards? and What are your perceptions of the necessity of the new state SECD standards?

At each interview, the researcher took a blank copy of the online questionnaire on which to take written notes, and a mini iPad to record the interview. The "Voice Record" application was downloaded prior to the interviews. This application recorded each interview, and then saved it by the date and time of the recording. At the beginning of each interview, the date, time, and coded respondent, such as L-1 (leader) or $P.1_1$ (professor #1 at school #1), were noted at the top of the blank questionnaire. The use of file folders maintained the hard copies of the interviews, designated as *School 1, School 2*, or *School 3*. The personal interviews provided the main descriptions and themes in which coding took place. It should be noted here that the department head of *School 1* had been involved in the developmental process of the new state standards as a member of the state committee. However, other than his previous knowledge, the majority of respondents stated that they had not heard of the new standards until receiving the email

regarding the study. Although the researcher suspected this lack of knowledge, it was an unknown. This is why the initial question on the questionnaire asked the respondents if they had even heard of the new SECD state standards.

Documents. In addition to data collected from the online questionnaire and interviews, the researcher also attempted to obtain departmental documents at each university to evidence each program's process for teaching, evaluating, and assessing SECD dispositions of their preservice teacher candidates, and each program's foundational basis for the use of dispositions. These documents included teaching observation tools and department conceptual frameworks.

Validity

The central attribute of validity is that the study measured what it asserted it would measure (Kautzman, 2011). Validity determines whether the findings of the data are accurate from the standpoint of the researcher, the participant, or the readers of an account, and speaks to words such as trustworthiness, authenticity, and credibility (Creswell & Miller, 2000). Validity in qualitative research is different from validity in quantitative research, since there is an interpretation of collected data rather than a measurement (Johnson & Waterfield, 2004). Internal validity refers to the credibility and truth value of the descriptions and interpretations of the shared experiences. External validity in quantitative research transforms into transferability, applicability, and fittingness in a qualitative study (Johnson & Waterfield, 2004). For the purposes of this study, the researcher planned to incorporate the triangulation of data from the questionnaires, interviews, and documents. Audio recordings were made of all interviews on a mini-iPad, followed by transcription by the researcher.

Reflection is a core characteristic of qualitative research (Creswell, 2004). When writing the interpretation of the findings, the researcher enunciated her possible bias based on over 40 years of teaching. Also adding to the validity of the findings was the broad, detailed description of the setting, written to convey richer and more realistic results. Although the researcher hoped to identify many positive occurrences, bright spots, of SECD education for Wichita's preservice teachers, any negative or discrepant information was included in the discussion of the results. By presenting contradictory evidence, also known as deviant cases, the written results appear more realistic and valid.

Reliability

Qualitative reliability suggests the approach to the study is consistent with other researchers and different studies (Creswell, 2004), and refers to the reproducibility and stability of the findings (Anderson, 2010). Qualitative reliability has a basis of dependability, auditability (an audit trail by a researcher), and confirmability (neutrality of the data) (Johnson & Waterfield, 2004). Reliability of this study included checking transcripts for mistakes, consistency in coding procedures, and crosschecking themes found between each program's participants' answers. The researcher herself checked the transcripts for mistakes, consistency, and themes. As noted earlier, the researcher planned to triangulate data between questionnaire, interviews, and documents. The general principle of qualitative phenomenological approaches is to find a balance between minimum structure and maximum depth (Lester, 1999). Creswell (2009), however, supported the latter, suggesting the use of rich, thick description to convey findings.

Bowen (2005) believed trustworthiness is the key element in qualitative research. In establishing trustworthiness, Denzin and Lincoln (2003) proposed the four factors of

credibility, transferability, dependability, and confirmability. Dependability and confirmability refer to the timeless stability of the findings and to the internal coherence of the data related to the findings (Bowen, 2005). It was planned that data triangulation, crosschecking codes and themes, and document reviews would establish credibility in this study. The researcher crosschecked each department's conceptual framework for any presence of dispositional learning that may have included social and emotional intelligence, and/or character development. The use of thick, descriptive reporting, which helps other researchers duplicate the findings, provided transferability.

Data Collection Procedures

The population of the study was small, with 15 participants. Data collection encompassed anonymous online questionnaires, interviews, and document review. Leaders of each designated program were contacted by email to discuss the proposed study, its implications, and the leader's willingness to allow for his and his department's professors' participation. This initial email contact occurred through a cover letter describing the study and a copy of the questionnaire.

Once leaders agreed to participation, the researcher recruited four professors from each of the three teacher-education programs by email to participate in the study. Convenience sampling was used for this study. Convenience sampling is less rigorous than purposeful, but is collected through very carefully designed data collection procedures involving the selection of the most accessible subjects (Marshall, 1996). Although each teacher-education department in Wichita's three universities employed several professors, the professors chosen for this study were selected by the researcher specifically because of their understanding and incorporation of dispositional learning

into their courses. The departmental leaders at each initial meeting with the researcher provided this information. Follow-up contact by the researcher occurred either by phone or by email. Each participant was sent an email with attachments of the informed consent form and the new state SECD standards, plus a link to SurveyMonkey® for ease in taking the online questionnaire.

Informed consent. Informed consent is a standard condition of psychological research, and participants must be volunteers (Staines, 2008). Following the designation and agreement to participate by the study participants, each participant was sent an Informed Consent Form (Social Behavioral). This form (Appendix I) provided a description of the study, listed the possibility of risks, and the benefits of participation, and was collected at the conclusion of the interviews. The signed consent forms agreed to both the interviews and the online questionnaires; all participants had initially agreed to participation when first contacted by the researcher. Most importantly, the form advised all participants of complete confidentiality, with each interviewee assigned a code, such as "professor 1, professor 2, etc." Each university in which the interviews occurred were referred to as *School 1, School 2,* or *School 3*. No names were used during the interviews to maintain confidentiality.

Online questionnaire. After receiving agreement of participation from all who were contacted, the researcher, using SurveyMonkey®, administered and collected a short anonymous online questionnaire. The questions related to (1) demographics of each respondent, (2) the presence, or lack thereof, of SECD curriculum in their teacher-education program, (3) the level of perceived importance of such a curriculum, and (4) whether there was any future possibility for this type of inclusion into their curriculum.

The questionnaire was left open for six weeks, from October 1-November 15, 2013. All 15 participants answered the questionnaire; the first participant completed the questionnaire on October 7, and the final participant completed the questionnaire on November 11, 2013.

Interviews. The researcher, either in person or by phone, interviewed all participants during the same time period that the online questionnaire was available. Some of the participants completed the questionnaire before their interview with the researcher, while others chose to complete it after the interview process. Determination of interview venues was entirely at the discretion of each participant. Each of the three universities was within the Wichita city limits. The researcher met with 14 of the participants in their offices on their respective university campuses. One participant was interviewed by phone due to a recent, serious illness that had kept him out of his office for several weeks. However, he had received the initial email and was determined to be included in the study. Each interview lasted 45-60 minutes. The interview protocol included audiotaping and written notes. The audiotaped interviews were transcribed by the researcher. The resulting themes were coded and compared with the results of the questionnaires.

Document review. The researcher obtained the conceptual framework documents for each of the three teacher-education departments. Each of these documents mentioned the belief in, and the use of, teacher dispositions, such as kindness, empathy, and respect. The researcher also requested copies of forms for the assessment and evaluation of student interns' dispositional abilities. Although the leaders of *School 1* and *School 3* provided these documents, the leader of *School 2* chose not to.

Upon collection of the data, a copy was made as a backup in case the data were lost or a malfunction occurred, resulting in lost data. The data are stored in a secured and locked area to ensure its authenticity, with the researcher the only person having access to the collected data. All of the data collected for this study will be kept in a locked file for a period of 5 years, at which time all collected data will be destroyed—audiotapes will be erased from the iPad, and all hard copy notes and questionnaires will either be shredded or burned.

Data Analysis Procedures

Qualitative research analysis progresses through three steps: data preparation, reading the data and developing codes, and reporting reliability and validity (Smith, 2012). Creswell (2009) stated data analysis is "an ongoing process involving continual reflection about the data, asking analytic questions, and writing memos throughout the study" (p. 184). Creswell also noted that data analysis and interpretation should be conducted concurrently with the gathering of the data, and that phenomenological research analyzes significant statements, generates meaning units, and develops essence descriptions. Guest, et al. (2011) pointed out that "qualitative research is a situated activity that locates the observer in the world" (p. 3). Researchers view things in their natural setting, collecting data through interviews, conversations, and questionnaires, attempting to interpret specific phenomena based on the feelings and perceptions of the people in the study.

Analyzing data in qualitative studies involves reading through all data, coding the data into descriptions and themes, and interpreting the meaning of said descriptions and themes (Creswell, 2009). Thematic analysis is the most commonly used method of

analysis in qualitative research, identifying and describing both implicit and explicit themes within the collected data (Guest, et al, 2011). The data were reviewed, and notes were made and then sorted into categories using code words or phrases (Boyatzis, 1998), noting any themes that may have emerged.

This study was an outgrowth of the enactment of new state SECD K-12 teaching standards. It was important to discover the amount of SECD education preservice teachers received in their teacher-education programs, and whether they were prepared to teach to these new state standards in their future classrooms. The collected data were reviewed, and notes were made and then sorted into categories using theme words or phrases (Boyatzis, 1998), noting any themes or patterns that may have emerged.

Data preparation. All 15 participants took the online questionnaire, the first set of data, which was posted on SurveyMonkey® for approximately six weeks in October/November 2013. Once this was accomplished, the researcher downloaded and saved all collected data in a folder on her personal computer, followed by printing a hard copy of each survey question. The four demographic questions and the first eight SECD questions were saved in a pie chart form with percentages, as provided by SurveyMonkey®. The final open-ended question was downloaded and saved as a list of comments regarding perceptions of meaningful factors needed to incorporate the new standards into the three university teacher-education curriculums.

The second set of data was the interviews, which occurred approximately during the same period as the availability of the online questionnaire. Over a period of several weeks in the winter of 2013, the researcher transcribed each interview verbatim by typing

and saving them into a Word document, and then printing a hard copy of all interviews. These single-spaced transcriptions totaled 46 pages in length.

The third set of data was the three departmental conceptual frameworks, and the two student-teacher evaluation forms provided by the leaders of *School 1* and *School 3*. The researcher referenced and compared these to note any consistencies in dispositional learning. Although the leader of *School 2* refused to supply the department's evaluation form, the conceptual frameworks of all three departments provided information specifically regarding dispositions.

Reading the data and developing themes. The interview process and participant involvement with the online questionnaire occurred during the same time period, approximately six weeks in the fall of 2013. The nine questions on the questionnaire were also asked in the interviews, and two additional questions were added in the interview process. The researcher gradually began transcribing the interview data during this period, but reading the complete data and developing themes did not occur until all 15 participants had been interviewed and had taken the online questionnaire. Once all interviews had been transcribed, the researcher was able to read through the printed transcriptions several times, highlighting often-repeated answers. These responses were then compared with the percentage results of the online questionnaires in hopes of finding support for the themes found in the interview transcriptions.

Questionnaires. With the questionnaires, the use of SurveyMonkey® aided in the collection and delineation of questionnaire results. The presentation of visual graphs and charts summarized each of these sets of data. Demographics data and perception data, which included individual perceptions of respondents, both related to the first research

question. In conjunction with the first research question, the first set of data detailed leaders' and professors' perceived importance and necessity of SECD instruction in teacher-education programs. Process data, which described processes of instructional pedagogy, reflected back to Research Sub-Questions 1.1 and 1.2, which asked what level of SECD instruction currently appeared in Wichita's teacher-education programs. The analysis detailed comparisons between the three teacher-education programs regarding curriculum processes, whether there was a specific SECD curriculum in place, and the perceptions of professors from each university regarding the importance of strong leadership when making curricular changes. Process data describing processes of instructional pedagogy also answered Research Question 2, which asked the willingness of teacher-education programs in Wichita to integrate the new K-12 SECD standards into their curriculum. Finally, perception data, which included individual perceptions, answered Research Sub-Questions 2.1 and 2.2, which related to factors for changing to the state K-12 SECD standards and the importance of departmental leadership in that change process.

Interviews. In the analysis process of the personal interviews in this study, detailed coding relating to each of the elements under study was used. Once all interviews had been transcribed, the researcher was able to read through the printed transcriptions several times, highlighting often-repeated answers. These included perceptions of the importance of SECD education, the extent to which SECD instruction was present in the respondent's school, the perceived possibility of the extent to which the new K-12 SECD Kansas standards would be integrated into their program in the future, and the level of perceived importance of leadership in any curriculum changes.

Document review. Document review was a minor element in the data analysis. The leaders of *School 1* and *School 3* each provided the researcher with copies of their departmental conceptual frameworks and student teacher evaluation forms. The leader of *School 2* provided a conceptual framework form, but refused to share the teacher evaluation form, citing confidentiality reasons. For this reason, comparison between the three teacher-education departments is partially incomplete. However, in reviewing the conceptual frameworks, the researcher noted that each department considered dispositional learning an integral part of its curriculum.

Reporting reliability and validity. It was understood that the research analysis in this study must be focused and intense in order to discover and report on the specific phenomena under investigation. Creswell (2009) noted that "sophisticated qualitative studies go beyond description and theme identification and into complex theme connections" (p. 189). The researcher planned to present a qualitative narrative, including a discussion of the various themes, utilizing visuals and tables when necessary to help convey a sense of connectedness. In the final step of the process in Chapters 4 and 5, interpretations of the data are offered to posit new questions for further study and research.

Beginning with the questionnaires, the responses and percentages were studied to present an overall direction for each question. The main source of data for this study were the interview responses. Goulding (2005) stated the phenomenologist "has only one legitimate source of data, and that is the views and experiences of the participants themselves" (p. 302). The researcher studied the 15 interview responses in consecutive order for each of the nine SECD questions, followed by the two final questions referring

to perceptions of the relevance and necessity of the new state SECD standards. Recurring answers and themes were highlighted on the hard copies of both the questionnaires and the transcriptions.

The coding procedure was an interactive process suggested by Thompson (1997) and Colaizzi (1978). This involved reading the interview transcripts in full to gain an overall sense of the participants' feelings and perceptions of the topic in question, and then to determine significant statements (Thompson, 1997). The next step involved identifying key words or sentences that related to the phenomenon, followed by formulating meanings for each of the key statements or themes (Colaizzi, 1978). Once all interviews had been transcribed, the researcher was able to read through the printed transcriptions several times, highlighting often-repeated answers. These responses were then compared with the percentage results of the online questionnaires in hopes of finding support for the themes found in the interview transcriptions. Once this had been achieved, the researcher was able to integrate the recurring themes into a "rich description of the phenomenon under study" (Goulding, 2005, p. 303).

Ethical Considerations

The anticipated ethical issues surrounded the privacy of departmental leaders and professors of the three teacher-education programs in Wichita, Kansas. The researcher sought permission of each subject in email communications, telephone conversations, face-to-face meetings, and in the manner of an informed consent form, guaranteeing confidentiality to all participants. The participating teacher-education departments were randomly designated *School 1, School 2*, and *School 3* by the researcher. Before the recording process of data analysis, the participants' names were disassociated from

responses: each school had five respondents—one leader (L.1, L.2, L.3), and four professors (P1, P2, P3, & P4). Regarding the writing and dissemination of the research data, no biased words or language, or any insensitive labels were used. There was no suppression, falsification, or invention of findings.

The protection of all collected data was of utmost importance, and was treated with due diligence. The researcher had taken and passed CITI Training. The researcher sought and obtained all necessary IRB approvals required to conduct the research. The researcher ensured the validity and reliability of the results by carefully analyzing the data without prejudice and reporting the results honestly. Hard copies of collected data are being kept by the researcher in a secured, locked file for a period of five years. The researcher will have sole access. Permission from each dean of the university education departments was acquired to conduct the research at their schools. Permission from each faculty member of participating departments was also acquired.

Limitations

Qualitative methodology concerns itself with "providing a rich, holistic description of a particular phenomenon or human experience" (Vishnevsky & Beanlands, 2004, p. 237). However, qualitative research is very subjective in nature, making the findings idiosyncratic and difficult to replicate (Vishnevsky & Beanlands, 2004). Atieno (2009) pointed out three major limitations of qualitative research: (1) qualitative data draw fine distinctions but do not crush the data into a finite number of classifications, (2) language ambiguities can be recognized in the analysis, and (3) findings cannot be extended to wider populations with the same degree of certainty found in quantitative research. In comparison, Anderson (2010) listed seven limitations of qualitative research:

(1) the quality of the research is highly dependent on the individual skills of the researcher, (2) it is more difficult to maintain, assess, and demonstrate rigor, (3) data analysis and interpretation is time consuming based on the volume of data collected, (4) qualitative research is not as well understood or accepted in the scientific community, (5) the subjects' responses are often affected by the presence of the researcher, (6) anonymity and confidentiality issues present problems when presenting findings, and (7) visual characterization of the findings is more difficult and time consuming.

Historically, higher education developed both academic instruction and character development in students (Daugherty & Johnson, 2010). However, in the recent past, there appeared to be an apparent lack of training in this area directly related to preservice teachers (Weber, 1998). Since 2008, schools of education across the country were mandated by NCATE to assess teacher candidates not only on their skills and on knowledge, but also whether their dispositions are appropriate to the profession (Duplass & Cruz, 2010). Unfortunately, this mandate had no specificity with consideration towards social and emotional intelligence, and character development (SECD) instruction. These facts lead to several limitations in this study.

The initial limitation of this study was that it only examined schools of education in the city of Wichita, Kansas. The National Council for Accreditation of Teacher Educators (NCATE) is an organization that accredits schools of education nationally. The state of Kansas has 20 teacher-education programs. Thus, the population of the study consisted of approximately one-seventh of teacher-education programs in Kansas, which in turn was one-fiftieth of state accredited teacher-education programs. However, approximately one-third of the Kansas programs were public, and two-thirds were private

institutions. This study contained one public university (Wichita State) and two private universities (Friends and Newman), suggesting that this sample is a representative sample of all teacher-education programs in the state of Kansas: Dr. S. Dunn (personal communication, March 17, 2013).

The centerpiece of this study was finding the perceptions of department leaders and professors in teacher-education departments regarding the importance of integrating social and emotional intelligence, and character development (SECD) instruction in the form of the new state SECD standards into their curriculums. Because of the hierarchy of higher education organizations, some respondents may have hesitated to provide completely honest answers. Greenwood (2010) noted that teacher-education programs are very scripted and tightly controlled, with established sets of norms and ways of doing business. Consequently, when questioned about their knowledge level, opinion, or perception of the importance of SECD instruction, respondents may have been reluctant to expound fully from a personal point of view. Additionally, education professors, if not fully convinced of the anonymity of the data collection process, sometimes hesitate to discuss the capabilities of the department leader in relation to instituting innovative change, such as a complete SECD curriculum reconstruction.

Summary

The educational process is on-going and ever-changing, and programs that fail to adapt will become inadequate (Miller, 2007). The impetus for this study was the enactment of new state K-12 teaching standards in Kansas supporting social and emotional intelligence, and character development (SECD) education. Phase II of the implementation process will involve teaching current teachers the aspects of SECD

instruction (KSDE, 2012) during in-service days or professional development classes. However, what was unknown was the amount of SECD instruction current preservice teachers would receive during their teacher preparation courses in Wichita's three university teacher-education programs.

The purpose of this study was to explore how department leaders and professors of teacher-education programs in Wichita, Kansas perceived the implementation of a restructured SECD teaching curriculum would enhance their student interns' future teaching capabilities. More specifically, the study explored the presence of an SECD curriculum in each of Wichita's three teacher-education programs, and the level of its current use in these various programs. This chapter described in detail steps that were taken to identify these specific phenomena. Specifically, descriptions were provided of the research methodology chosen, population and sample selection, sources of data and instrumentation used, data collection processes, data analysis procedures, ethical considerations, and limitations.

The design of this study established knowledge and insight into the perceived importance and use of social and emotional intelligence, and character development (SECD) instruction in higher education institutions in Wichita. The researcher planned to use a phenomenological approach. Phenomenological approaches help garner information and perceptions using questionnaires, interviews, and document review (Lester, 1999). A phenomenological researcher's concern is with the lived experiences of the people involved in the issue being researched (Groenewald, 2004), in order to realize the basic nature and texture of those experiences.

The sample of the study included four education professors from each of Wichita's teacher-education department, plus the leaders of each department, for a purposeful sample size of 15 participants. The data gained from these participants, using questionnaires, interviews, and documents, included perceptions of the importance of an SECD curriculum, the current amount of SECD curriculum, the feasibility of an enhanced SECD curriculum, and the importance of leadership in any proposed curriculum change.

For data collection, the researcher planned to incorporate data from online questionnaires, interviews, and document review. In the analysis process of the collected data, detailed themes relating to each of the elements under study were used. There was a plan to present a qualitative narrative, including a discussion of the various themes, utilizing visuals and tables when necessary to help convey a sense of connectedness. In the final step of the process in Chapters 4 and 5, interpretations of the data are offered to posit new questions for further study and research.

The ultimate benefit of this study may be the occurrence of preservice teachers in Wichita receiving enhanced capabilities in the area of social and emotional intelligence, and character development (SECD) education. In Chapter 4, the collected data will be reviewed and discussed, leading to conclusions and recommendations for further study in Chapter 5.

Chapter 4: Data Analysis and Results

Introduction

In the spring of 2012, the Kansas State Board of Education adopted new K-12 social, emotional, and character development (SECD) standards, with the vision of improving student learning statewide. In the one page announcement to the media, the Board included a quote describing the beliefs upon which the new standards were written: *"Success in the classroom plus success in the school equals success in life"* (KSDE, 2012, p.1). Urging teachers to support and promote these new classroom standards, the KSDE identified three major benefits of SECD behavioral learning: to foster more positive behaviors, to increase learning, and to improve school culture. The obvious question arose concerning the level to which these K-12 teachers had been prepared by their university teacher preparation programs in the area of SECD dispositional learning for use in their individual classrooms. It was not known how department leaders and professors of teacher-education programs in Wichita, Kansas believed the implementation of a restructured SECD teaching curriculum would enhance their student interns' future teaching capabilities. University departmental leaders and professors may hold differing perceptions and opinions of the usefulness and significance of SECD education.

The purpose of this qualitative study was to explore the significance and necessity that leaders and professors of teacher-education programs in Wichita ascribed to a restructured social and emotional intelligence, and character development (SECD) curriculum and teacher dispositions in enhancing their student interns' future teaching capabilities. More specifically, the researcher, by collecting data from an anonymous

online questionnaire and interviews, explored the presence of an SECD curriculum in each of Wichita's three teacher-education programs, and whether the study's participants had knowledge of the new state standards. Additionally, the study explored perceptions of leaders and professors of the importance of leadership influence in the adoption and implementation of an SECD curriculum based on the new state SECD standards.

Methodological shift. Merriam (1998) stated that "all qualitative research is interpretive" (p. 22), and that "all qualitative research draws from the philosophy of phenomenology in its experience and interpretation" (p. 25). Once all of the data for this study were collected, it became clear from the data analysis that there should be a methodological shift in emphasis. The rationale for this shift arose from the difficulty to develop common themes that would accurately describe the lived experiences of the participants in the study. Although this study originally had the hues, tones, and textures of a phenomenological design (Sandelowski, 2000), ultimately a phenomenological rendering of the target phenomenon was impossible. Consequently, it was decided to shift from a pure qualitative phenomenological study to a qualitative descriptive study in order to accurately present the results of this study.

Participants' perceptions, feelings, and lived experiences drive phenomenological research, and center on finding their shared experiences through themes or patterns (Guest, et al, 2011). The researcher had planned to identify individuals' processes of interaction by "gathering information personally through the use of open-ended questions and conversational inquiry" (Guest, et al, 2011, p. 13), and to extract information related to the perceptions of the sample participants by employing procedures including the

triangulation of questionnaires, interviews, and document review (Lester, 1999). The problem arose at the conclusion of data analysis.

The researcher had every intention to triangulate the data between the anonymous online questionnaire, the participant interviews, and the document review. However, because of the lack of consistency in themes between the data, triangulation was not possible. Initially, after perusal of the interview transcriptions, responses on the questionnaire, and document review, five themes became evident: (1) lack of knowledge of new SECD state standards, (2) students need knowledge and reflection, (3) use and integration of dispositions, (4) intention to teach to new state standards, and (5) importance of strong leadership in integrating new standards into the curriculum. However, commonality was found only between one of the themes, the use and integration of dispositions (See Table 4.1).

Table 4.1: Matrix of Themes

Themes	1	2	3	4	5
Questionnaires	X		X		X
Interviews	X		X	X	X
Documents		X	X		

Note: *Questionnaires and interviews were the main sources of data, and consistently supported three main themes: numbers 1, 3, and 5. School documents provided evidence of each school's use and integration of dispositions, which is the only theme on which all three data sources concurred.*

Of the other four themes, only two of the sources (questionnaires and interviews) concurred on an additional two of the themes: the lack of knowledge of new SECD state standards, and the importance of strong leadership in integrating new standards into the

curriculum. In fact, information gleaned from the document review was insufficient and inadequate to even be considered in any triangulation effort. The online questionnaires and the individual interviews were the main source of data, and these two sources consistently supported three main themes: lack of knowledge of the new SECD state standards, the use and integration of dispositions, and the importance of strong leadership in integrating new standards into the curriculum. Since the questions on the anonymous questionnaire were also used in the interview process, the researcher's main purpose for including the questionnaire in the data collection process was two-fold: it was believed that respondents would feel more comfortable expressing their views in an anonymous venue, and the results would be presented graphically for a stronger impact.

Descriptive studies are one of the most frequently employed methodological approaches (Sandelowski, 2000). Descriptive studies often represent the first level of scientific inquiry into a new area, such as perceptions of the new state SECD standards (Grimes & Schulz, 2002). Sandelowski believed that descriptive studies do not require researchers to move as far from or into their data, and they do not require a conceptual or abstract interpretation of the data. In a basic descriptive qualitative study, the researcher is interested in understanding how participants make meaning of a situation or phenomenon, in this case the new Kansas state SECD standards, with the outcome being descriptive (Merriam, 2002). Straight descriptive summaries of the informational contents of the collected data are the expected outcomes of qualitative descriptive studies (Sandelowski, 2000).

Sandelowski (2000) stated, "All inquiry entails description, and all description entails interpretation" (p. 335). However, qualitative descriptive studies, as opposed to

phenomenological studies, focus on interpretations that have a low inference of interpretation, which result in easier consensus among future researchers (Sandelowski, 2000). Clear and specific definitions and descriptions are a fundamental element of descriptive studies (Grimes & Schulz, 2002). Merriam (2002) posited,

> The product of a qualitative inquiry is *richly descriptive*. Words and pictures rather than numbers are used to convey what the researcher has learned about a phenomenon. There are likely to be descriptions of the context, the participants involved, the activities of interest. (p. 5)

The description presented in qualitative descriptive studies uses everyday language in offering a comprehensive summary of an event or issue; this language is an agent of communication, not necessarily an interpretive structure (Sandelowski, 2000). Qualitative descriptive studies are "based on a belief that there is an essence to shared experiences, that they are the core meanings mutually understood throughout the phenomenon under study" (Merriam, 1998, p. 25). These experiences of different people are compared and analyzed to identify these common essences (Merriam, 1998), in this case the perceptions of the relevance and necessity of the new state SECD standards.

The researcher described themes found in the questionnaire, interviews, and document review to submit the findings. Two primary research questions, each with two sub-questions, guided this qualitative descriptive investigation:

> R_1: What is the perceived educational value of teaching a social, emotional, character education (SECD) curriculum and dispositions to student interns in teacher-education programs in Wichita's three universities?

$R_{.1}.1$: How prevalent is the incorporation of an SECD curriculum and dispositions in the teacher-education programs in Wichita's universities?

$R_{.1}.2$: How is an SECD curriculum proffered in each individual program?

$R_{.2}$: How prepared are the university teacher-education departments in Wichita to incorporate the new SECD K-12 state standards into their curricula?

$R_{.2}.1$: What are the factors that could contribute to a meaningful SECD change model in Wichita's university teacher-education departments' curricula?

$R_{.2}.2$: How important is program leadership in contributing to an effective curriculum conversion to the new SECD K-12 state standards?

The following information is contained in this chapter: (1) demographic background of the 15 participants (three leaders and 12 education professors) attained through the anonymous online questionnaire, (2) description of the questionnaire results, interview responses, and document review, which provided answers to the six research questions, and (3) an unbiased summary of the results. The concepts and results found in this study may aid not only the programs in question but also other teacher-education programs in Kansas in integrating and expanding the curricular presence of SECD learning for their student interns.

Descriptive Data

Typical data collection in qualitative descriptive studies focus on reporting the *who, what,* and *where* of issues or experiences (Sandelowski, 2000). Grimes and Schulz (2002) added reporting on the *why* and *when.* Sandelowski noted that in qualitative analysis, there is no mandate to present the data in any other form other than their own. As Merriam (2002) pointed out,

> In a basic descriptive qualitative study, the researcher seeks to discover and understand a phenomenon, a process, the perspectives and worldviews of the people involved, or a combination of these. Data are collected through interviews, observations, or document analysis. These data are inductively analyzed to identify the recurring patterns or common themes that cut across the data. A rich, descriptive account of the findings is presented and discussed, using references to the literature that framed the study in the first place. (p. 6-7)

In the case of this particular study, the *who* are the participants of the study, professors and leaders of the three teacher-education programs in Wichita, Kansas. The *what* are the perceptions of the participants regarding the significance and necessity of the new state SECD standards. The *where* are Wichita's three university teacher-education programs. The *why* is the adoption of the new state SECD standards by the Kansas State Board of Education in the spring of 2012. Finally, the *when* is the period during which data collection and analyzation occurred, approximately one and a half to two years after the adoption of the new state standards.

Convenience sampling was used for this study. Convenience sampling is less rigorous than purposeful, but is collected through very carefully designed data collection procedures involving the selection of the most accessible subjects (Marshall, 1996). In fact, some strategies claimed as purposeful sampling may actually involve hybrids, with elements of convenience sampling (Barbour, 2001). Convenience sampling, which is found in many qualitative studies, is the least costly to the researcher, in terms of time, effort, and money (Marshall, 1996).

Population demographics. The teacher-education programs in the three universities in Wichita, Kansas provided this study's sample. The schools were randomly designated *School 1, School 2,* and *School 3* for final data analysis. Each of the three departments provided five participants, one department leader and four professors, all but one holding doctorate degrees. The one exception was a professor at *School 1* who had a Master's degree. Participants at *School 1* included a male leader (Associate Dean), three female professors, and one male professor. The professors instructed students in Educational Psychology, The Art and Science of Teaching, Primary Methods, Physical Education Methods, Foundations of Early Childhood, and the Philosophy of Education. Participants at *School 2* comprised a female leader (Unit Head & Chair), three male professors, and one female professor. These professors taught courses in Educational Psychology, Elementary Education, Foundations of Education, and Physical Education Methods. *School 3's* participants included a female leader (Curriculum & Instruction Chair), three female professors, and one male professor. Instruction from these professors included Educational Psychology, Early Childhood Methods, Middle School Methods, Social Studies Methods, and English Methods.

All 15 participants of the study took the anonymous online survey, and the researcher interviewed all 15 participants. The anonymous online questionnaire had four demographic questions: (1) What is your gender? (2) What is your age? (3) How many years have you been in the teaching profession? and (4) How many years have you taught in higher education? (See Figures 4.1, 4.2, 4.3, and 4.4).

Sixty percent (9) of the participants were female and 40% (6) were male. Two people (13.3%) were between the ages of 35-44, one person's age (6.7%) was between

45-54, and six people (40%) were between the ages of 55-64. Five (33.3%) responded 65-74, and one person (6.7%) answered 75 or older. Years of experience in education ranged from 13-50 years. Specifically, 11 participants had been teaching at least 30 years, while the other four had been teaching 13, 16, 20, and 25 years, respectively. When queried about their number of years in higher education, the responses ranged from 4-37 years. Breaking it down further, eight respondents (53%) had taught at the college level 4-16 years. Seven respondents (47%) had been teaching in higher education 20-37 years. The fact that almost 50% of those interviewed had taught in higher education classrooms for at least 20 years substantiated the professional level of this study's population, and the extent of their lived and personal experiences.

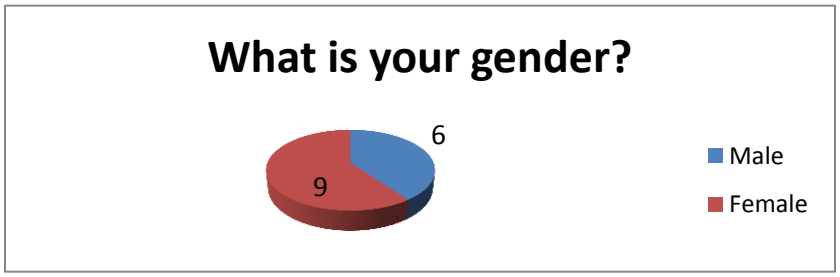

Figure 4.1: Gender of respondents

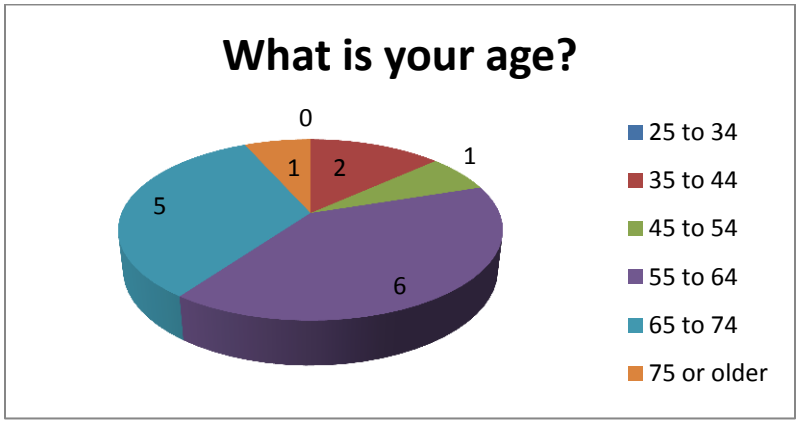

Figure 4.2: Age of respondents

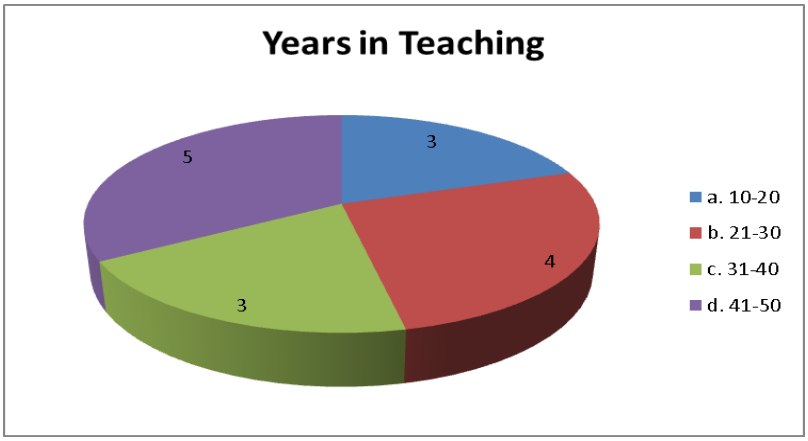

Figure 4.3: Years in teaching

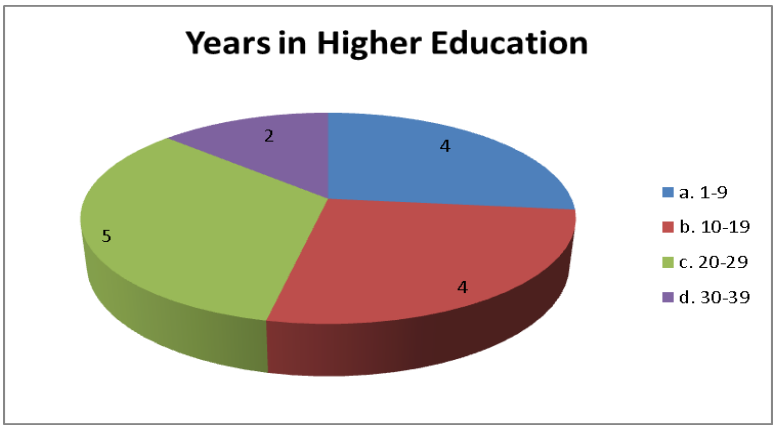

Figure 4.4: Years in higher education

Data Analysis Procedures

Data analysis was divided into two sections: data preparation and data analysis. Each of these sections discusses the anonymous online questionnaire, interviews, and document review. The analysis strategy of choice in qualitative descriptive studies is qualitative content analysis, which is "a dynamic form of analysis of verbal and visual data that is oriented toward summarizing the informational contents of that data" (Grimes & Schulz, 2002, p. 338).

Data preparation. Data preparation included downloading all online questionnaire responses from SurveyMonkey®, transcribing all interviews, and reviewing departmental documents.

Online questionnaire. Eight of the nine questionnaire questions (See Appendix A) had multiple-choice responses—s*trongly agree, agree, disagree*, and *strongly disagree*—which were formatted in charts by SurveyMonkey® to provide visual percentages of the responses. The ninth question was open-ended, asking respondents to list any factors that could contribute to a meaningful SECD curriculum enhancement and conversion. Recurring themes of possible factors, such as "knowledge of the new SECD standards" and "awareness of the new standards," were highlighted on the hard copy to be used in the subsequent description of the results. This question added to the evidence of any reoccurring themes in the responses to the questionnaires. A copy of the 13 online questions was saved into a computer file for each respondent, each of which was then saved into a file for each school.

Interviews. The interviews, which included the nine questionnaire questions plus an additional two questions, were downloaded to an iPad for storage, from which the participants' responses were transcribed. Over a period of several weeks in the winter of 2013, the researcher transcribed each interview verbatim by typing and saving them into a Word document, and then printing a hard copy of all interviews. These single-spaced transcriptions totaled 46 pages in length.

Document review. Although each of these documents was two pages or less in length, common themes and words were highlighted for analyzing. These documents were used to substantiate each department's belief in and use of dispositions.

Data analysis. Data analysis involved two activities—analysis of the nine online questionnaire questions, and analysis of the 15 individual interviews, conclusions of which answered the six specific research questions. Beginning with the questionnaires, the responses and percentages were studied to present an overall direction for each question. The main source of data for this study was the interview responses. The researcher studied the 15 interview responses consecutively for each of the 11 questions (i.e., all Question 1 responses were read, then all Question 2, etc.). Recurring answers and themes were highlighted on the hard copies of both the questionnaires and the transcriptions.

Coding procedure. The coding procedure was an interactive process suggested by Thompson (1997) and Colaizzi (1978). This involved reading the interview transcripts in full to gain an overall sense of the participants' feelings and perceptions of the topic in question, and then to determine significant statements (Thompson, 1997). The next step involved identifying key words or sentences that related to the phenomenon, followed by formulating meanings for each of the key statements or themes (Colaizzi, 1978). Once this had been achieved, the researcher was able to integrate the recurring themes into a "rich description of the phenomenon under study" (Goulding, 2005, p. 303).

Developing and summarizing themes and codes was a multiple step process. The researcher pulled off all data from the internet collected from the SurveyMonkey® online questionnaire. This data was presented in color graph form in percentages. The researcher planned to use these graphs mainly as visual support for the interview responses. The final question on the questionnaire was open-ended and produced 15 separate statements dealing only with perceptions of what was needed to enhance present curriculums to

include the new state SECD standards. These 15 statements were printed, read, and highlighted for common themes that were then compared to the interview responses of the same question.

The researcher then read each of the three Conceptual Frameworks, and the two student intern assessment forms from *School 1* and *School 3*. (*School 2* would not provide this document). These documents were not long in length, but did provide two themes: Students need knowledge and reflection, and the department uses and integrates dispositions.

Coding and theming process. The researcher spent the largest amount of time finding themes and codes from the interviews. The first step involved organizing the data by transcribing each of the 15 interviews into a Word document. Once this was accomplished, a hard copy of 46 single-spaced pages of transcriptions was printed for ease in reading through all of the data. The researcher did line-by-line coding of the transcribed interviews, which also included the researcher's remarks. The researcher read through the transcriptions several times, highlighting common phrases that appeared frequently, such as "I was not aware of the new state standards until I received your email," or "My department teaches dispositions to student interns as required by NCATE." The themes that emerged followed the order of the questions; in other words, the first several questions dealt with knowledge of the new state standards, the intention to teach to the new state standards, and the current use of dispositions in the respondent's department. The eighth question centered on leadership issues, and produced many common responses on the importance of leadership in making curricular changes.

Once the coding process was completed, the researcher compared all of the common themes that emerged between the online questionnaires, the document review, and the interviews. These themes were then numbered and listed on a separate document (See Table 4.1: Matrix of Themes). Five major themes emerged in the study between the three data sources: (1) the lack of knowledge of new SECD state standards, (2) students need knowledge and reflection, (3) the use and integration of dispositions, (4) the intention to teach to the new state standards, and (5) the importance of strong leadership in integrating new standards into the curriculum. However, only three themes (1, 3, and 5) were consistently present in the questionnaires and the interviews (See Figure 4.5). Only the third theme, the use and integration of dispositions, was present in all three data sources. For this reason, the rich description of the study results centered only on the first, third, and fifth themes: the lack of knowledge of new SECD state standards, the use and integration of dispositions, and the importance of strong leadership in integrating new standards into the curriculum.

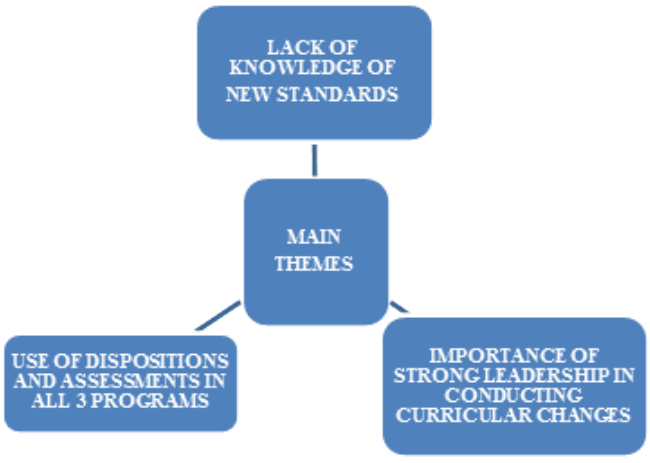

Figure 4.5: Main themes from analysis

Organization of findings. As previously stated, interviews were the main source of data information. The anonymous online questionnaire was used to allow participants comfort in expressing their views anonymously and to project responses graphically. The documents (conceptual frameworks and intern assessment forms) merely supported each department's belief in the importance of dispositional learning. Data of the 15 individual educators' interviews were analyzed individually, and then by department. The reasoning for this, as iterated in Chapter 1, was because one of the purposes of this study was to highlight the use of social and emotional intelligence, and character development education (SECD) in Wichita's three teacher-education programs. Each department was a separate and unique entity, and the research questions were written in a manner to determine how each department responded to the new state standards. Comparison between three departments ultimately defined the study.

Validity. According to Creswell and Miler (2000), internal validity reflects trustworthiness, authenticity, and credibility, determining whether the findings of the data are accurate from the standpoint of the researcher, the participants, and readers of the accounting. The triangulation of collected data in this study presented results with the utmost honesty. External validity helps determine if certain research will work among differing population groups or settings (Steckler & McLeroy, 2008). In this instance, external validity points to other teacher-education departments that instruct in dispositional beliefs and activities. The fact that this particular study could be transferred and applied to any of the other 20 teacher-education departments in Kansas with similar populations and characteristics supported the external validity.

Reliability. Reliability refers to the reproducibility and stability of a study's findings (Creswell, 2004), and the use of rich, thick description to convey findings (Creswell, 2009). Honesty and trustworthiness is also a key determining factor in this type of research (phenomenological) (Bowen, 2005). All responses with divergent views were included in the final analysis. Interview transcripts were checked for mistakes, and all themes were crosschecked for credibility, transferability, and confirmability.

Sources of error. Sources of error could possibly be any disparity of a participant's response between the survey and the interview. However, since the online questionnaire was anonymous, there was no way of determining where the disparity lay. Two or three participants mentioned during their interviews that their responses on the online questionnaire might differ from their responses in person. This supported the researcher's decision to ask the same questions in the interviews as were asked on the questionnaire. Clarification was provided whenever requested, helping respondents to reply with more specificity.

Results

Before discussing the results of data collected from the online questionnaires, interviews, and document review in relation to the two main research questions and four sub-questions, it was necessary to first analyze information from each data source separately, which would ultimately aid in writing a rich description of the data. The first step in analysis focused on the anonymous online responses, which were built around multiple-choice answers and whose results were presented graphically for stronger awareness. As noted in both Chapter 1 and Chapter 3, the online questionnaire was anonymous, and as such could not be analyzed by school, only by the entire sample as a

whole. The interviews were analyzed first separately and then by school. The resultant themes were combined with the questionnaire results, with the documents providing support and clarification on the questions that asked about departmental constructs and procedures.

Online questionnaires. Question 1 of the questionnaire asked respondents to rate their awareness of the new Kansas K-12 state standards in social and emotional intelligence and character development (SECD) approved by the Kansas State Board of Education. Four (26.67%) responded *Strongly agree*, four (26.67%) responded *Agree*, five (33.33%) responded *Disagree* and two (13.33%) *Strongly Disagree.* (See Figure 4.6).

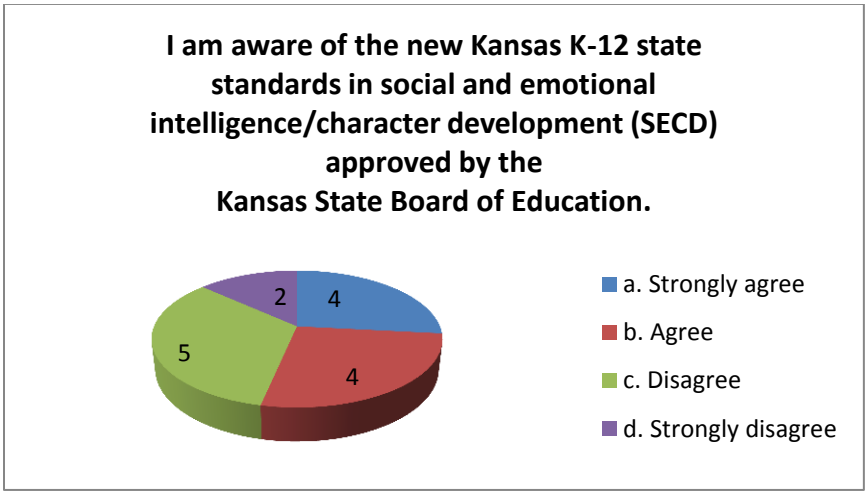

Figure 4.6: Awareness of new state SECD standards

Questions 2 asked respondents to rate how their education department instructs preservice teachers in social/emotional learning and character development as defined by Kansas' K-12 SECD state standards. One (6.67%) *Strongly agreed*, nine (60%) responded *Agree*, four (26.67%) respondents *Disagree*, and one (6.67%) *Strongly disagreed*. (See Figure 4.7).

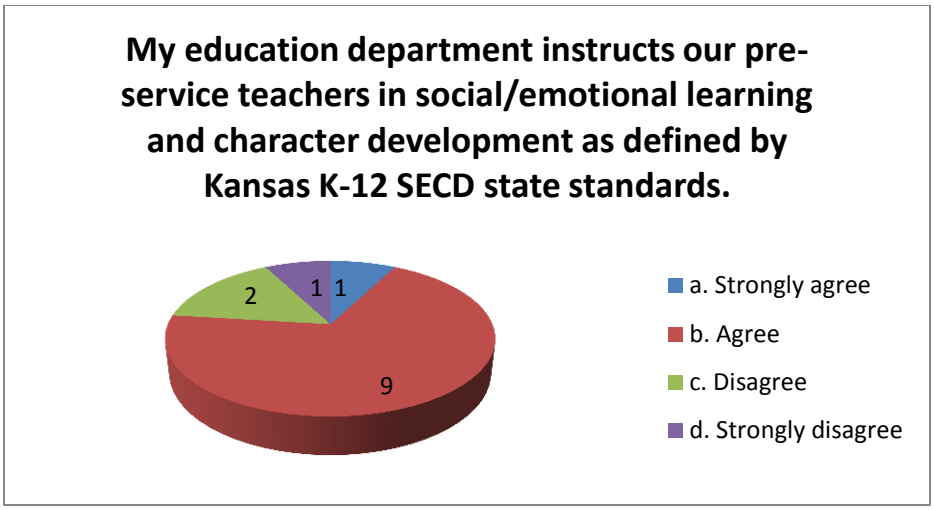

Figure 4.7: Instruction of new state SECD standards

The third question asked if social, emotional learning and character development (SECD) instruction is taught as an individual class. There were zero responses for *Strongly agree* or *Agree,* eight responses (53.55%) *Disagreed*, and seven (46.67%) responses *Strongly disagreed.* (See Figure 4.8).

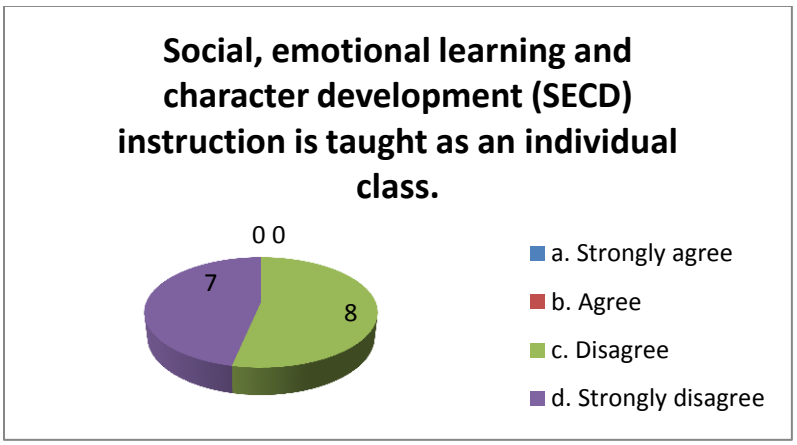

Figure 4.8: SECD as an individual class

In contrast, Question 4 asked if social and emotional learning, and character development (SECD) instruction is integrated into other courses. Seven (46.67%)

responded *Strongly agree* and eight (53.55%) responded *Agree,* with zero responses in the remaining two categories. (See Figure 4.9).

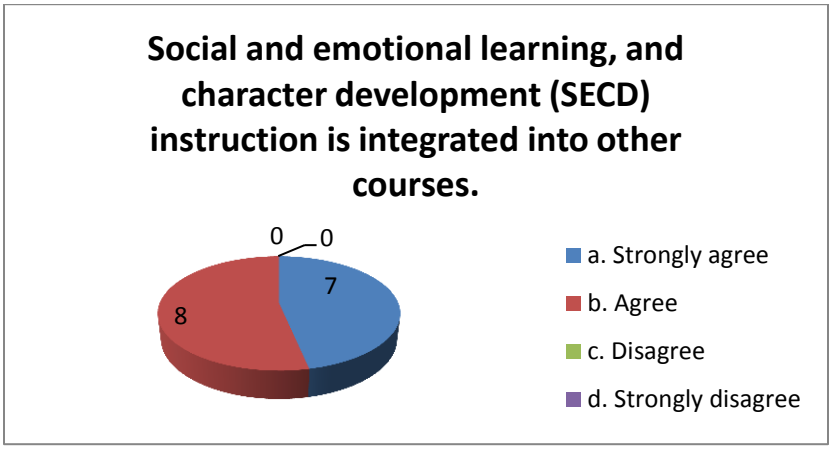

Figure 4.9: SECD integration

Question 5 asked if specific social and emotional learning and character development dispositions are taught to all student interns. Five (33.33%) responded *Strongly agree*, seven (46.67%) *Agreed*, three (20%) responded *Disagree,* and no *Strongly Disagreed.* (See Figure 4.10).

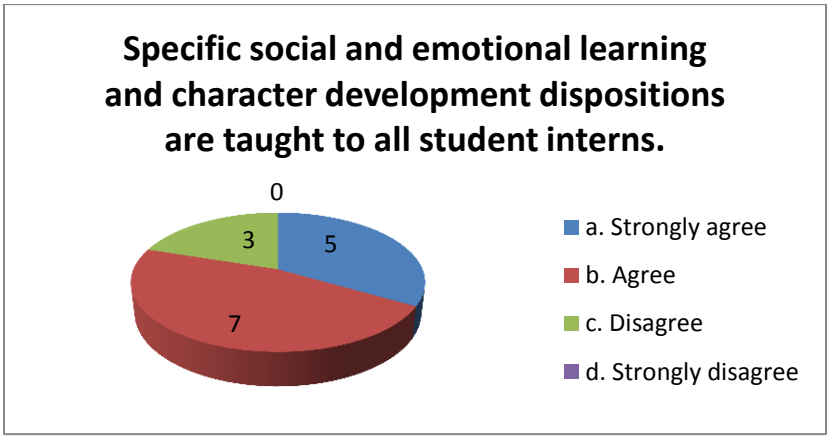

Figure 4.10: Specific SECD dispositions taught

Question 6 asked respondents if their department intends to teach to the new state SECD standards. No one responded *Strongly agree,* eight (53.33%) responded *Agree,*

(40%) six responded *Disagree,* with one person (6.67%) responding *Strongly disagree.* (See Figure 4.11). Therefore, while about half of the participants were aware of the new standards and felt they integrated the study of social and emotional learning and character development into their courses, the responses were almost equally divided regarding the perceived intent to teach the actual SECD standards in classes.

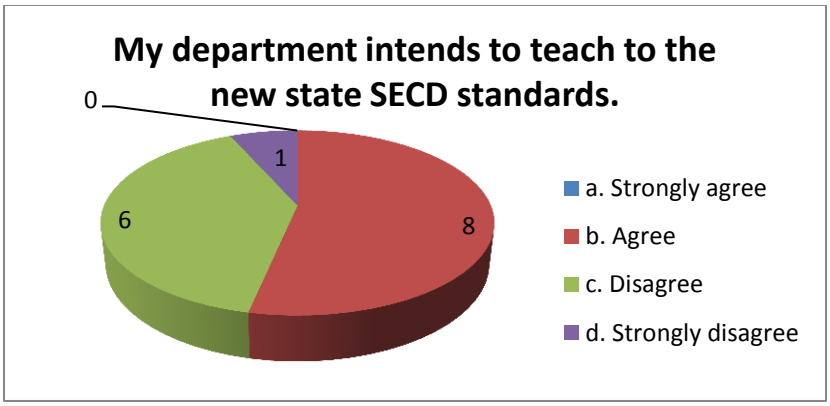

Figure 4.11: Intent to teach to new state standards

Question 7 queried each respondent if their education department had a systematic process for identifying, teaching, and assessing key dispositions of candidates in our program. Ten (66.67%) responded *Strongly agree,* four (26.67%) responded *Agree,* and one (6.67%) responded *Disagree,* with no one responding *Strongly disagree.* (4.12).

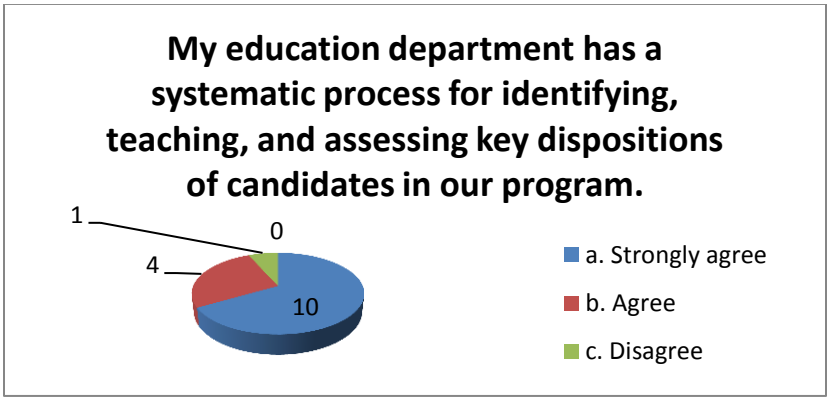

Figure 4.12: Process of dispositions

Question 8 asked participants to rate how important leadership was to the process of changing the curriculum to incorporate the new SECD state standards. Seven (46.67%) responded *Strongly agree,* seven (46.67%) responded *Agree,* and one (6.67%) responded *Disagree,* with no one selecting *Strongly disagree.* (See Figure 4.13).

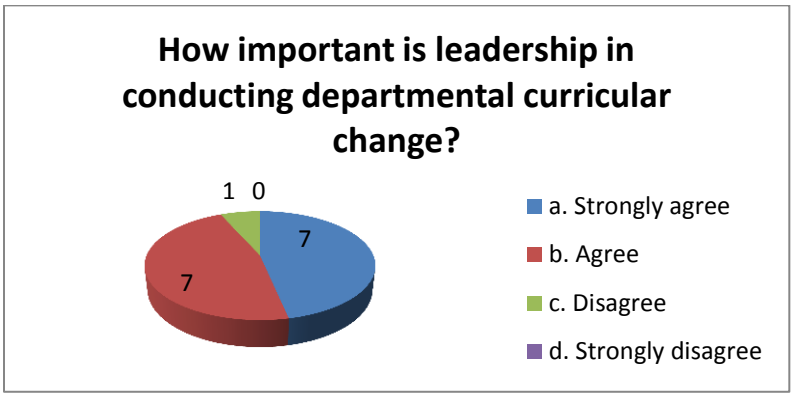

Figure 4.13: Importance of leadership

Question 9 was open-ended and asked participants to expound on the factors they perceived could contribute to a meaningful SECD curriculum enhancement and conversion. The responses, copied verbatim from SurveyMonkey®, were:

1. Knowledge of the SECD expectations
2. Alignment and integration into core subject area standards
3. I am not familiar with these new standards
4. No response
5. A clear understanding of the standards—a clear understanding of the need—samples of how the standards have been integrated into other programs—since I am in early childhood, we have worked with these for years
6. The fact that as a division we feel disposition, emotional learning and character development are important. Note: Numbers 5 and 6 were hard to

answer. I was not aware of the standards but as you explained them, I think we are meeting them.

7. Availability and awareness—adoption of standards for assessment—incorporation of key elements in state exams (ex. KPTP)
8. Actually seeing the standards is the most important factor followed by conversations about the expectations and then the planning for implementation
9. No response
10. Awareness of the standards and leadership to implement them
11. (1) University faculty must believe in the benefits of SECD instruction for their own courses (2) University faculty must want to prepare education majors to teach SECD skills and meet KSDE state standards (3) School of Education leadership must provide opportunities for professional learning and application of SECD content (4) School of Education leadership in cooperation with faculty must link SECD standards with already-identified dispositions required for KSDE and CAEP accreditation (5) University faculty must learn ways to integrate SECD curriculum into their existing course requirements
12. Those organizations that judge, evaluate, and accredit Teacher-Education Programs should place an emphasis on issues outside of the corporate-inspired quantifiable—Issues related to a meaningful SECD understanding should be part of the process—Education today is enamored of the "science" of education—We should be recognizing the importance of the "art" of

education, which would bring SECD concepts into the picture—Education should not be primarily to "compete and win in the global economy," but to help develop the "quality" human being

13. Kindness—Collaboration
14. School district initiatives
15. Less specificity--cannot measure kindness—need more qualitative input and less quantitative—these standards are too broken down into unmanageable bits

Interviews. Analyses of the interviews focused on the three school entities, whereas the results of the questionnaire analyzed the sample as a whole. The first nine interview questions were the same as the questions on the online questionnaire (See Table 3.1), followed by an additional two questions. These additional two questions in the interviews were asked in anticipation of attaining a more specific understanding of the acceptance of the new standards by Wichita's three teacher-education departments: *What are your perceptions of the significance of the new state SECD standards?* and *What are your perceptions of the necessity of the new state SECD standards?* The researcher decided that although the interviews would produce the largest amount of data needed for the study, the anonymous questionnaire would add information that might not be revealed in a personal interview. For this reason, results of the interviews are presented by school, not individual. In the final analysis, both sets of data validate each other. Respondents on the interviews were identified as Professor (P. 1_{123}, P.2_{123}, P.3_{123}, or P.4_{123}), or Leader (L.1, L.2, or L.3). Smaller numbers designate the school.

School 1 results. Posted in one of the hallways of *School 1* was the following: *"What is as important as knowledge?" asked the mind. "Caring and seeing with the heart," answered the soul.* This was an excellent representation of this faculty's identity and belief in the importance of teacher dispositions. Although some of their responses may have reflected differing opinions, it was apparent that their most important focus was their students and their students' learning. Although the participants were deeply involved in the final stages of an NCATE visitation and approval process, everyone was very kind and giving of as much time for interviews as the researcher needed.

Question 1. *I am aware of the new Kansas K-12 state standards in social and emotional intelligence/character development (SECD) approved by the Kansas State Board of Education.* Most were aware of the new state SECD standards, but not significantly. Professor 1 ($P.1_1$) stated, "I am aware of them because, as you know, our leader was on the committee, but that's about all. They haven't been very well advertised," and $P.3_1$ stated, "I agree with it. And I think it is a good process for us to go through. I am on a school board in another town, and we had never heard of this." The department leader, (L.1) added, "I am aware of them—in fact I had an opportunity to work on them. I got in later, after the initial meetings, so I got there as the state board approved them."

Question 2. *My education department instructs our preservice teachers in social/emotional learning and character development as defined by Kansas' K-12 SECD state standards.* This question produced some ambiguity. All participants specifically mentioned that the school's Conceptual Framework drove everything, including teacher dispositions. They believed the Conceptual Framework did align somewhat with the new

standards, but was easier to assess. P.11 stated, “The School of Education’s conceptual framework does align somewhat to the new the state standards, but the new Kansas standards are so long and minutely specific they are not measurable.” P.31 agreed, adding, “It’s (the conceptual framework) probably parallel to what the state standards are.” P.21 responded, “We have our conceptual framework that drives what we do in the classroom, teaching caring ethical behavior and being professional, being knowledgeable.” P. 41 had no knowledge if the standards were being taught. “My class in a sense challenges more standardized quantification measurement; we spend more time talking about those things that cannot be quantified and they cannot be standardized.” The department leader (L.1), who was on the original state committee, noted that the faculty had not looked at the standards yet, as he was “still looking for assessments to be developed that will help us evaluate those dispositions.” He did mention that “the state hasn’t done that great of a job in telling everybody that they’ve been passed, we have these standards, and nobody knows.” The leader noted that the original committee “were having discussions that we’ve got to start going out, holding workshops, introducing faculty to the standards and then to have those particular guidelines.”

Question 3. *Social, emotional learning and character development (SECD) instruction is taught as an individual class.* All participants agreed that SECD instruction was not taught as an individual class. $P.3_1$ noted, “Well, we don’t but we probably should. It would be a very hard thing. It could be a seminar class where students work in the daytime and come to the class at night, or a class on Saturday might work.” $P.1_1$ agreed, stating, “We do not have an individual class. Because of our conceptual framework with its six goals—they are approached beginning with our philosophical

course and in the Art and Science of Teaching at the beginning of student teaching. It's not just one course, but throughout." The leader, L.1, supported this by pointing out, "People are aware of our conceptual framework, and part of that does include some concepts from the social, emotional learning, like being ethical, being responsible, being caring, those are certainly some of the characteristics."

Question 4. *Social and emotional learning, and character development (SECD) instruction is integrated into other courses.* All participants agreed that elements of the new standards were integrated throughout the curriculum. $P.2_1$ pointed out that she "teaches education psychology and the foundations of early childhood, which have tie-ins to emotional and social standards." $P.3_1$ agreed with the statement because, "we give vignettes, we model strategies, and we give stories. I think we also share stories about what has happened in the classroom especially when we get students ready for a job interview." Again, all referred to the Conceptual Framework and how it was applied, modeled, and intertwined in every course. $P.1_1$ noted, "The actual standards do align with our conceptual framework. The problem is, the state's are so specific—we teach general." The department leader (L.1) believed the teachers "need to be more deliberate and more specific in our approach, because even though it's there and we do it, it's not always explicit instruction, sometimes it's implied in their approach to social and emotional/character development issues. It is implied, not specified, and not always directly modeled and labeled—it just is. We need to be more aware of naming what we do as teachers."

Question 5. *Specific social and emotional learning and character development dispositions are taught to all student interns.* The majority of participants agreed that

specific SECD dispositions were taught to all interns although P.1_1 said, "Specific dispositions, no; generalized dispositions, yes; all students receive dispositional instructions." P.4_1, who teaches the historical and foundational elements of education, agreed, stating, "I teach this lesson where Jonas Salk talks about the absence of universal love that has failed to develop—he talks about how we can develop it in our classroom settings, incorporating the concept of love and compassion." As the leader (L.1) summarized, "They are, they're taught, and sometimes it's a discussion that's included in one of the lessons that's being worked on, not a specific social or emotional lesson, just an add on."

Question 6. *My department intends to teach to the new state SECD standards*. All respondents answered that the department did not intend to teach to the new state SECD standards mainly because they had not had a discussion yet. As L.1 pointed out, "We've just had discussions about dispositions, and we need to do a better job of evaluating, monitoring, measuring our effectiveness as a faculty in developing these dispositions." P.1_1 stated, "We are still looking for a good assessment instrument to measure dispositions—what we do may be better—our conceptual framework is more personal, more generalized." P. 2_1 added, "I'm sure as news of this grows and districts are asking more and more we will teach to that. There has been a lot of new research out there recently about social and emotional threads, but I think by having these standards we are on the cutting edge."

Question 7. *My education department has a systematic process for identifying, teaching, and assessing key dispositions of candidates in our program.* All respondents agreed that their department had a systematic process for identifying, teaching, and

assessing key dispositions of candidates in their program. P.2_1 strongly agreed, stating, "That's part of our NCATE accreditation—they asked that we look for these dispositions, and we have our conceptual framework that is tied to our assessment piece." P.3_1 noted, "Candidates have to go through an interview to get into the program, and the interview has two questions about ethics, and the interview has questions about kindness, about caring, about why you're interested in becoming a teacher. A true person interested in being a teacher will know how to answer that without prompting." P. 1_1 agreed, adding, "We are still trying to find specific ways to gather data, to have something in place."

Question 8. *If your department considers changing its curriculum to incorporate the new state standards, how important is leadership in conducting this change?* Responses to this question were varied and showed the most disparity. Three of the respondents felt that leadership was *very important* when conducting curricular change. P.4_1 stated, "I think it's very important. The leader sets the tone—sets the atmosphere—sets the goals." P.3_1 added, "We don't have leadership anywhere right now in this nation. The leader of the department has to be behind it (change). Responsibility—someone has to take it!" L1. concluded, "It won't happen unless someone takes the lead and someone's excited, and then of course it's the way the information is presented, having everyone buy in to the system, the collaboration—you need a leader!" The other two respondents stated that leadership was *somewhat important*, but that collaboration was more important. P.2_1 stated, "I could do it on my own whether the head of the department pushes for it—we don't have a top-down management." The other dissenting professor, P.1_1, noted, "Decisions are done as a group—sometimes a leader emerges, and sometimes not. Our leader would support us if the whole staff wanted to make these changes."

Question 9. *What are the factors that could contribute to a meaningful SECD curriculum enhancement and conversion?* One of the themes that ran through the responses dealt with the testing pressures that school districts face—$P.1_1$ suggested, "The school districts need to believe in the importance of the new state standards." Specific factors that $P.3_1$ enunciated included "leadership, curriculum, an implementation plan, and some type of assessment." $P.4_1$ stated that the department would need to have "the kind of people that are really concerned about that kind of thing—teaching is two people involved in a relationship." $P.1_1$ noted, "The new standards need less specificity, they need to be more general—they need to be more qualitative, not quantitative—you can't take kindness and measure it and that's what they've tried to do with character development—you can't reward it because you're creating something that you don't want to create." L.1, the department leader, concluded by saying the most significant factors would be "to have faculty buy-in, to see value in preparing our teachers, and I think part of that has to come from looking at the impact—there's been some really interesting research on academic performance and social and emotional learning skills and attitudes that we can develop."

Question 10*. What are your perceptions of the significance of the new state SECD standards?* Most respondents agreed that they were a significant measure by the state. The department leader, L.1, remarked, "It's a huge positive impact—it changed my teaching, it changed me as a human being. I have used these strategies and skills for years. I was very much me-centered in the classroom and starting to work with people and looking at what's the best way to encourage kids to get involved in the lessons and the skills and make it mean something in their lives." $P.1_1$ stated, "I think they're very

significant, the fact that the state is making a statement that it believes in the importance of these types of behaviors, these types of dispositions, in all school in the state." $P.2_1$ added, "Mindfulness is so important--there are so many students full of trauma—we need to help heal those souls." $P.3_1$, who was a school board member in a neighboring city, took it a step further, remarking on the importance of having these new standards taught in the curriculum as a separate class—"You know, I think it would be easier for a school district to know that prospective teachers had had this class." "There's more to education than just testing." This final comment came from $P.4_1$, who ended by quoting Albert Einstein—"Not everything that counts can be counted, and not everything that can be counted counts." He was alluding to the importance and necessity of more classroom instruction in character education and social and emotional intelligence for future classroom teachers.

Question 11. *What are your perceptions of the necessity of the new state SECD standards?* Most respondents, $P.2_1$, $P.3_1$, $P.4_1$, and L.1 agreed on the necessity of the new standards. The one dissenting professor, $P.1_1$, said, "I don't think they're necessary—I wish they weren't necessary. It should be inherent—I hate that character and thoughtfulness has to be standardized." The department leader, L.1, countered that the standards are necessary "to help teachers with the attitudes they want to use instead of just standing and lecturing." He believed that just does not work, that "you have to use social and emotional learning skills as a facilitator, and of course in the classroom and with colleagues."

School 2 results. Participants from *School 2* all appeared to be dedicated to the process of preparing future teachers to excel in their own future classrooms. Each

participant was very welcoming towards the researcher, and expressed interest in the outcome of the study. Although they were very involved in the time-consuming practice of student advisement for the following semester, each was gracious in allowing the interview to last as long as necessary.

Question 1. *I am aware of the new Kansas K-12 state standards in social and emotional intelligence/character development (SECD) approved by the Kansas State Board of Education.* Four of the five participants in *School 2*, $P.1_2$, $P.3_2$, $P.4_2$, and L.2, had not heard of the new state SECD standards until receiving the email from the researcher concerning the study. The department leader, L.2, said, "Well, I sure am now; if you would have asked me that before you mentioned anything I might not have been able to say yes. I don't know what the standards are, I have never read them, so the best response would be theoretically I'm not aware of them." Only the one female professor, $P.2_2$, who was the elementary education instructor, had previous knowledge—"I'm aware of them, but not in depth."

Question 2. *My education department instructs our preservice teachers in social/emotional learning and character development as defined by Kansas' K-12 SECD state standards.* All agreed that their department instructed their interns in social, emotional learning and character development, just not as defined by the new state standards. $P.2_2$ stated, "The first part is correct, we deal with social and emotional issues, but we don't know if it fits the state standards." Continuing on that line of thought, $P.1_2$ remarked, "I don't know how differently they define them, but I do teach a course in educational psychology to sections every semester, and it does have personal cognitive, psycho-social and moral development as the core—I just can't imagine that it would

require much difference than that." P.4_2 noted, “We do, but not by the standards—I think the standards kind of comprehensively tell you everything to do. We work with setting up an environment where we teach them how to work socially with others, so there is some citizenship instruction in all of that.” P.3_2, agreed, stating, “Yes, throughout the courses, but it’s not taught specifically but casually. In other words, we model how to act and how to treat the students.” Dispositions were mentioned by the departmental leader, L.2, such as questioning candidates about their dependability and reliability.

Question 3. *Social, emotional learning and character development (SECD) instruction is taught as an individual class.* Although L.2, P.2_2, P.3_2, and P.4_2 all agreed that the standards were not taught as an individual class at *School 2*, it was pointed out by P.1_2 who taught *Education Psychology* that that class addressed “how teachers can make use of those developmental themes that they need to know about kids.”

Question 4. *Social and emotional learning, and character development (SECD) instruction is integrated into other courses.* All respondents commented that SECD instruction was integrated into other classes. L.2 pointed out that “we have to in order to put our candidates in the field—to know they’re socially and emotionally mature.” P.1_2 expounded further by stating, “I think we measure dispositions in every single course that they take—either the college instructor or the methods teacher rates them on their dispositions. We just rate them: are you courteous, are you reasonable, are your demands of children appropriate, are you developmentally appropriate in what you expect children to do—you’re rated on that through every course, through every single course you take.”

Question 5. *Specific social and emotional learning and character development dispositions are taught to all student interns.* All participants agreed that specific social

and emotional learning and character development dispositions were taught to all student interns, although they had different understandings of when this occurred. L.2 and $P.3_2$ both stated, "They are taught throughout the program." $P.2_2$ pointed out, "We start to identify these dispositions in our candidates in our very first education course. We have conversations about it, about why it's important to know how to act in the classroom from the very beginning." $P.1_2$ answered, "If you mean at the time they're interns, no I don't think so—they finish that course early in the program and it's never presented again," while $P.4_2$ thought SECD dispositions were "taught on some level but not to the degree of the standards. They're included in the classroom environment right now."

Question 6. *My department intends to teach to the new state SECD standards.* There was some disagreement between the respondents on whether their department intended to teach to the new state SECD standards. Three *strongly disagreed* that it would happen. L.2 stated, "Not at this time, not directly," $P.4_2$ said, "It won't be anything formal," and $P.3_2$ added, "It's my understanding that we'll continue what we have been doing." The other two participants provided a more optimistic outlook. $P.1_2$ stated, "Oh, I'm sure we will, we always do, eventually—we just aren't aware of the expectations from the state," and $P.2_2$ added, "Yes we do, once they are clearly defined." The leader, (L.2), elaborated by adding, "As with all other sets of standards, the state has not yet required us to provide data that show we are teaching to those standards."

Question 7. *My education department has a systematic process for identifying, teaching, and assessing key dispositions of candidates in our program.* All participants *strongly agreed* that their department had a systematic process for identifying, teaching, and assessing key dispositions of their candidates. L.2 stated, "Absolutely—that's a

federal requirement." $P.3_2$ commented that, "I would agree with that—there are three to four classes that deal specifically with dispositional learning, plus the student teaching block." $P.1_2$ explained it more precisely—"Dispositions are assessed throughout the program—we rate their dispositions in every single class they take—if their dispositions are too far off base, there's no reason to put them out there regardless of how much content knowledge they have."

Question 8. *If your department considers changing its curriculum to incorporate the new state standards, how important is leadership in conducting this change?* The five respondents were again in total agreement regarding the importance of leadership in conducting an SECD curricular change. L.2 stated, "Oh, it's key. If you don't have leadership, change can't happen effectively." $P.1_2$ added, "I would say it's very important, but I think we have it. I think the appropriate leadership is here—you know, we embrace any of the standards as something we're obligated to train the teachers in." $P.2_2$ noted, "It's incredibly important," while $P.3_2$ stated, "Extremely important—there needs to be one person who ultimately makes the final decisions, otherwise you have chaos." Finally, $P.4_2$ remarked, "If we decided to do it, then, yes, leadership would be pretty essential."

Question 9. *What are the factors that could contribute to a meaningful SECD curriculum enhancement and conversion?* Knowledge and understanding of the new state SECD standards was a clear theme that emerged when asked what factors could contribute to a meaningful SECD curriculum enhancement and conversion. $P.3_2$ noted, "First we need to recognize that we aren't complying—then ask ourselves why?" $P.2_2$ agreed, stating, "First is clearly knowing what the standards are, what they require, and

then looking at what we already have and deciding whether it needs to stay as something threaded into existing courses—those tend to be too abstract—they need to be practical and authentic." $P.1_2$ added, "Besides the fact that we just need to be aware of what the standards are, there needs to be a willingness to implement it in more than just one course—probably across all courses and field experiences." L.2 summed it up by stating, "It's the data,—you can have all the leadership in the world, but if you're not collecting that data of the specific standards, then there's very little meaning to state standards."

Question 10. *What are your perceptions of the significance of the new state SECD standards?* All participants were in agreement of its importance when asked their perceptions of the significance of the new state SECD standards. L.2, $P.3_2$, and $P.4_2$ all said, "I think it's very significant," but $P.3_2$ quantified his statement by saying, "At the same time I don't think you should have to be told to act with kindness or respect or any of the other dispositional characteristics." $P.2_2$ stated, "It's important, but without seeing them it's hard to know the expectations and how to address them." $P.1_2$ had the strongest feelings about the significance of the new standards—"I think it's very significant, of course it's my field, my discipline, and I feel strongly about it. I've been concerned over the last several years when I've seen a lot of programs drop all educational psychology course out of their program—they don't teach it as a discipline—they say, 'well, they'll pick that up in the other classes and it's not required by the state, so we'll drop it.'"

Question 11. *What are your perceptions of the necessity of the new state SECD standards?* There was a difference of opinion regarding the necessity. As the leader (L.2) noted, "I don't think it's a necessity at this time considering what we're already doing. I think we're doing an excellent job of incorporating those concepts—I don't know how

well we could document that we're meeting the standards directly—until we're mandated by the state that we're meeting the standards, we won't." The professors were more ambivalent. $P.1_2$ said, "It's very necessary, but it hasn't been done very well or very much." $P.2_2$ remarked, "I have mixed feelings on the necessity, and only because it's important to teach to the whole child, but the academic expectations are so intense right now to meet federal and state guidelines—this is another layer that may have some negative effects on teachers in classrooms." $P.4_2$ believed there was some necessity, but then asked, "Are they more important than teaching about exceptionality?" Finally, $P.3_2$ responded, "As far as necessity, I think there are definitely some schools out there that do need to be told to be more aware of the way teachers treat their students. Of course, it helps that these teachers have already been taught these things in their teacher-education programs."

School 3 results. Participants from *School 3* were as professional in their responses as those from *School 1* and *School 2*. All were welcoming towards the researcher and were interested in the study. As with the participants from *School 2*, these professors were in the midst of student advisement for the following semester, but were gracious in answering any and all questions.

Question 1. *I am aware of the new Kansas K-12 state standards in social and emotional intelligence/character development (SECD) approved by the Kansas State Board of Education.* The department leader (L.3) and $P.1_3$, the professor who was a specialist in early childhood, were the only participants who were aware of the new state SECD standards. The leader, (L.3), said, "I hadn't had a chance to look into them until your email." $P.1_3$, who had published several educational textbooks, remarked, "I work

with KSDE quite a bit, so I search that board pretty frequently and I know the standards are posted there. It didn't mean much to me that they were posted there because I'm an early childhood educator and we've been doing that for years."

Question 2. *My education department instructs our preservice teachers in social/emotional learning and character development as defined by Kansas' K-12 SECD state standards.* The leader, (L.3) disagreed, stating, "I'm not teaching the courses, but I assume the faculty is not teaching to the standards." $P.1_3$, $P.2_3$, and $P.3_3$ agreed that they were instructing dispositions as defined by the new state standards, and $P.4_3$ did not know. It should be noted here that $P.4_3$, the secondary English methods professor, was new to the state and to the university, so most of that participant's responses were "I mean, I don't know," particularly on *Questions 2, 4, 5*, and *6*. The three professors who agreed mentioned Ed. Psych, integration into all courses, and four semesters of teacher-education courses that address the standards, although not necessarily labeled as such. $P.1_3$ said, "Our Ed. Psych department is a human growth and development class for all of our students, pre K-12, so they have that, and I'm sure social and emotional development is covered in that—the basics there." $P.2_3$ added, "We integrate this into all of our courses because to me it's common understanding that this has happened—I cannot say that any of us have actually pulled them out and discussed them." Finally, $P.3_3$ remarked, "I think what you would find as you examine the coursework that begins in our core one program and moves through three semesters in our teacher education program, from the elementary perspective is that you can't but address some of those things, but they're not going to be labeled as social or emotional anything."

Question 3. *Social, emotional learning and character development (SECD) instruction is taught as an individual class.* All participants strongly agreed that SECD instruction was not an individual class, with all five participants succinctly responding *no* with no further comment.

Question 4. *Social and emotional learning, and character development (SECD) instruction is integrated into other courses.* There was a consensus that social and emotional learning and character development instruction was integrated throughout the education courses. This was specifically enunciated by $P.2_3$ and $P.3_3$. $P.2_3$ stated, "We do talk about the emotional well-being of our students and how you do that through your teaching—everybody in the College of Education is required to have at least three to five years' experience in the classroom—we have the experience and the understanding that these things are important." $P.3_3$ added, "Inadvertently, not purposefully." $P.4_3$ responded, "I mean, I would imagine so. Again, I'm not familiar with the standards, but I think that we are consistently trying to help our candidates think about the whole student."

Question 5. *Specific social and emotional learning and character development dispositions are taught to all student interns.* When asked if specific social and emotional learning and character development dispositions were taught to all students, the majority referred to dispositions taught throughout the program. However, as $P.3_3$ noted, "We are not purposefully addressing the standards—we have dispositions, and the dispositions would reflect some of the different areas of social emotional learning, but as far as addressing the standards, no." $P.1_3$ remarked, "Yes, right now I have a group that's practicing in the field while simultaneously they take a class and they take it both

semesters—very much so. And we do rules, routines, and responsibilities." $P.2_3$ added, "We're always looking at dispositions of our students, which naturally means that they're going to teach those same things, those same morals and values to their students in the classroom. I have looked at other teacher education programs and not everybody does this."

Question 6. *My department intends to teach to the new state SECD standards.* Except for the professor who replied "I don't know," the remainder of the participants in *School 3* had specific though disparate answers when asked if their department intended to teach to the new state SECD standards. The leader, (L.3), and two professors, $P.1_3$ and $P.2_3$, noted that it had not been discussed with the whole faculty. $P.1_3$ specifically stated, "I don't know the answer to that, but I'm going to bring it up in the next faculty meeting." $L.3_3$ noted, "I haven't had a chance to talk to the faculty, but I assume they probably will." When the researcher asked if it would make any difference if the state specifically assessed her department on the new standards, L.3 replied, "No, I don't think so. I'm not sure what the faculty are aware of in terms of those standards and whether or not we have identified—I can tell you we haven't identified specific classes in which those standards are directly being taught—the *ideas* in the standards are being taught." The remaining professor, $P.3_3$, stated that there were no direct plans, that "there is no structure in place yet to help our students with those particular areas—our students have five distinct methods classes, but it is not enough."

Question 7. *My education department has a systematic process for identifying, teaching, and assessing key dispositions of candidates in our program.* All five participants were in agreement that their department had a systematic process for

identifying, teaching, and assessing key dispositions of student candidates, with almost identical answers citing field experience disposition assessments: L.3—"We have written assessments as well as all field experiences, all dispositions are covered in field experiences." $P.1_3$—"Yes, the answer for that is probably going to be true for any university program in Kansas because we are NCATE accredited, and any NCATE accredited institution must have dispositions." $P.2_3$—"Yes, throughout all the different classes." $P.3_3$—"Yes, we have specific assessments and we complete them and they go into the system to be evaluated." $P.4_3$—"Our candidates are assessed on dispositions in every field experience."

Question 8. *If your department considers changing its curriculum to incorporate the new state standards, how important is leadership in conducting this change?* Regarding the importance of leadership in changing the curriculum to incorporate the new SECD state standards, two respondents, L.3 and $P.1_3$, firmly pointed out that in their program, faculty determines curriculum, not the leader of the department. As $P.1_3$ explained, "Faculty is in charge of change. The faculty is in charge of the curriculum instruction at this university." L.3 clarified, "As department chair my role is to know what the expectations are from the state and to know whether we need to change the curriculum." $P.4_3$ added, "It would probably be somewhat important that we have somebody with expertise who could share the information with us and help us think of ways to integrate purposefully into our coursework." However, the final two respondents believed that leadership was very important—"We're all leaders," $P.2_3$ stated. $P.2_3$ went on to explain, "I think leadership is very important because you need leadership to get the ball rolling as far as how we can integrate all of this." $P.3_3$ stated, "The leadership style,

not so much the leader, but the leadership style can have a significant impact and the structures in place for change to occur."

Question 9. *What are the factors that could contribute to a meaningful SECD curriculum enhancement and conversion?* A consensus was established when listing factors that could contribute to a meaningful SECD curriculum enhancement and conversion. All participants agreed that the department leader needs to make the faculty aware of the new standards, followed by faculty focus groups, and ending with a plan for integration into field experiences. Specifically, $P.1_3$ stated, "We would look to see what other states and other groups are doing, where and how, and come together with some map of how that might be integrated into our curriculum." This next step was enunciated by $P.2_3$—"We would integrate it into our courses that we already have—where I see that we would integrate it is in the field experience courses, because even though they're out in the schools, we still meet with them at least four to five times throughout the semester." $P.3_3$ reiterated, "Obviously, to begin with, we need a knowledge and understanding of the new standards—they just have not been presented to the faculty yet." $P.4_3$ agreed, "I mean, the first thing would probably be for us to be more knowledgeable of the standards." L.3 stated, "As department head, making them aware of it—faculty discussing expectations, and faculty being aware of the standards."

Question 10*. What are your perceptions of the significance of the new state SECD standards?* The participants' perceptions of the significance of the new standards were generally positive, with statements such as: L.3—"Those characteristics that are identified are definitely significant for students to be good citizens and to have the character development that Kansas wants students to have." $P.3_3$—"They highlight the

importance of SECD learning, to appreciate differences, and to consider perspectives other than your own--It is very significant for students to understand social and emotional soft skills." $P.2_3$—"It is very significant, but the state needs to do a better job of awareness—it was just a given to me that you do this as a classroom teacher—I didn't know there were actually a published set of standards at the state level." $P.4_3$—"I mean, I think it's good, I mean, I think one good quality in these is that they would highlight and sort of make the importance of teaching students how to demonstrate empathy and kindness and appreciate perspectives other than their own, the difference you know rather than shunning it or fearing it, I think that's important, that's something good that could come from this." $P.1_3$—"All of the new standards are things we want our students to be aware of."

Question 11. *What are your perceptions of the necessity of the new state SECD standards?* Three of the five participants were constrained in the necessity of the new standards, with comments such as: $P.1_3$—"Not so necessary, but significant, because it means we have to have documentation." $P.4_3$—"I think in some ways there might be like some redundancy with standards that are already out there, so, I mean, I think some of this is overlapping." L.3—"Yes, I think the ideas in them are necessary--I don't know how necessary it is to teach those things directly." However, the two professors who believed in the absolute necessity of the new standards remarked: $P.3_3$—"They are necessary for success in life, but I doubt they will get much attention," and $P.2_3$—"It is absolutely necessary that our students are aware of these life skills because as teachers we are taking on more and more of a social role, such as counselor, etc., teaching them morals and values and right from wrong—nobody else is doing it."

Document review. The documents under review for analyzing and description were the conceptual frameworks from each of the three teacher-education departments in the study. The researcher had also planned to compare the student teacher assessment forms for additional comparison of the three departments regarding the use of dispositions. However, the department leader of *School 2* refused to provide the assessment form on the grounds of privacy.

Each School of Education maintained its own Conceptual Framework, which supported the beliefs and inner-workings around which the leader, faculty, and students conducted the educational process. Although all three department leaders stated that their department had a Conceptual Framework and assessment forms to judge student teacher progress, only the leaders of *School 1* and *School 3* were willing to share the assessment forms for the study (Appends D & E) to display dispositional evaluations. The Conceptual Framework of *School 1* encompassed six areas: knowledge, care, reflection, vision, collaboration, and ethics, all of which support the core beliefs of the new Kansas state SECD standards. *School 2's* Conceptual Framework listed knowledge, behavior, and reflection. The Conceptual Framework of *School 3* was the longest and most comprehensive: professionalism and reflection, human development and respect for diversity, connection of teaching and assessment, technology integration, understanding content knowledge with standards, collaboration with stakeholders, values knowledge, and respects all learners.

Conceptual frameworks. Each of the three conceptual frameworks specifically mentioned candidates who are both knowledgeable and reflective. *School 1* and *School 3* each had frameworks written with more specificity on expectations of student teachers in

CONCEPTUAL FRAMESWORKS & DISPOSITIONAL QUALITIES

SCHOOL 1: Knowledge, Care, Reflection, Vision, Collaboration, Ethics
SCHOOL 2: Knowledge, Behavior, Reflection
SCHOOL 3: Professionalism & Reflection, Human Development & Respect for Diversity, Connection of Teaching & Assessment, Technology Integration, Understanding Content Knowledge with Standards, Collaboration with Stakeholders, Values Knowledge, Respects All Learners

Figure 4.14: Conceptual Frameworks

the area of dispositional learning. Although the framework provided by *School 2* was short, the use of the words *reflective* and *highest standards of professional behavior* pointed to the department's use of dispositional learning.

School 1. The Conceptual Framework for this school (Appendix F) states: "The School of Education seeks to educate and inspire students to become competent, caring, reflective practitioners who are intellectually, and spiritually motivated to transform self, schools, and society." The conceptual framework for School 1 had six areas: knowledge, care, reflection, vision, collaboration, and ethics. All six areas dealt with elements of social and emotional intelligence and character, for which the new SECD state standards were written.

School 2. The Conceptual Framework for this school (Appendix G) states: "At XXX University, our program graduates are prepared to be knowledgeable, reflective professionals who are able to create appropriate learning environments for diverse communities of learners while maintaining the highest standards of professional behavior." This was the only information provided by the department leader.

School 3. The Conceptual Framework for this school (Appendix H) states: "The Professional Education Unit at XXX University focuses on preparing candidates who identify, understand, and practice the six guiding principles which in turn, lead to

internalization of the goals of highly competent, collaborative and reflective professionals thus fulfilling the unit's vision. The Guiding Principles include proficiencies and dispositions." The six guiding principles were (1) professionalism and reflection on the vocation, (2) human development and respect for diversity, (3) the connection of teaching and assessment, (4) technology integration, (5) understanding content knowledge and pedagogical content knowledge and their alignment with standards, and (6) collaboration with stakeholders. Numbers one, two, and six dealt with areas of social and emotional intelligence and character.

Student teacher dispositional assessments. Only the leaders of *School 1* and *School 3* provided their department's assessment forms; the leader of *School 2* chose not to, citing privacy issues. The assessment forms from *School 1* and *School 3* are completely different. Most of *School 1's* form dealt with areas other than dispositions, whereas the form for *School 3* was a specific disposition assessment form, separate from the overall teacher evaluation form.

School 1. This school's intern assessment form evaluates areas such as content knowledge, classroom management, instructional strategies, communication with members of school community, and professional development. However, several of the areas needing to be assessed on the form are not necessarily observable; the university supervisor filling out the evaluation would need input from the cooperating teacher to complete the form. Other than references to communication, and creating and maintaining a caring, safe, and productive learning environment, there were no other references specifically related to elements of social and emotional intelligence, or character issues. (See Appendix D)

School 3. This department had a separate, specific Disposition Assessment Form (See Appendix E). Five areas for evaluation included respect, justification, participation, attendance, and commitment. Each of these areas was clear and understandable of expectations, and relatable to social and emotional intelligence and character issues.

Assimilation of Data. As noted at the beginning of the chapter, the researcher had originally intended to triangulate the three data sources to develop common themes that would accurately describe the lived experiences of the participants of the study. However, because of the lack of consistency in themes between the data, triangulation was not possible. Consequently, it was decided to shift to a qualitative descriptive study to accurately present the results of the study. Interviews, which explore the experiences and deep contextual accounts of the participants, are the primary technique for qualitative methodological data collection (Cooper & Schindler, 2008; Doody & Noonan, 2013; Olubunmi, 2013).The data collected from the interviews of the 15 participants provided the greatest amount of information regarding the topic under investigation. However, the data from the anonymous online questionnaire validated and confirmed the findings of the interview data. The document review of the three departmental conceptual frameworks and the two departmental intern assessment forms helped support the information provided in the interviews concerning the presence of dispositional learning, and assessment and evaluation.

Overall Results

Based on the analysis of the online questionnaires, interviews, and document review, this section encompasses a non-evaluative descriptive account of the collected data for this study, which is organized by research question. (See Appendix C for

matching of questions). As previously noted, qualitative descriptive studies help in understanding how participants make meaning of a situation or phenomenon (Merriam, 2002), in this instance the new Kansas state SECD standards. The following descriptive summaries, based on the findings enunciated in the *School 1, School 2*, and *School 3* results, discuss of the informational contents of the collected data, which are the expected outcomes of qualitative descriptive studies (Sandelowski, 2000).

Research Question 1. *What is the perceived educational value of teaching a social, emotional, character education (SECD) curriculum and dispositions to student interns in teacher-education programs in Wichita's three universities?* The results of this question were found in a compilation of all collected data. After speaking with the three department leaders and 12 professors of the three teacher-education programs, and triangulating the responses with the questionnaire data, the results were mixed. It was clear that participants from each department believed they were serving their interns by offering the best possible curriculum for their future teaching careers.

Teacher dispositions relate to moral issues, such as honesty, fairness, caring, responsibility, and social justice, which in turn affect student learning, development, and growth (NCATE, 2006). As one professor, ($P.2_1$) from *School 1* and one professor ($P.1_3$) from *School 3* each noted, accreditation by the National Council for Accreditation of Teacher Education (NCATE) requires that programs look for dispositions in their student teacher interns. Consequently, since each university program was accredited by NCATE, each had exhibited compliance in teaching aspects of social and emotional learning, and character development.

There were two levels of perceived educational value of teaching a social and emotional, character development curriculum in these programs. All respondents were quite clear in acknowledging the importance of teaching this type of curriculum, not only for national accreditation, but also because it was the right thing to do. However, there were mixed perceptions regarding the educational value, and feasibility, of teaching a specific curriculum based on the new K-12 SECD state standards. Logistically, it would be difficult for any of the programs to incorporate a new class into their curriculum solely for the purpose of teaching to the new state standards. In addition, the state had yet to provide an assessment instrument for judging whether each individual standard was being met, not only at the K-12 level, but also at the higher education level. Regardless, the leaders of *School 1*, L.1, and *School 3*, L.3, were distinct and unambiguous in their belief of the importance of the new standards, while the leader of *School 2*, L.2, was adamant that if the state was not requiring its inclusion into the curriculum through a state assessment, it would not be included.

Research Question 1.1. *How prevalent is the incorporation of an SECD curriculum and dispositions in the teacher-education programs in Wichita's universities?* Two questions on the questionnaire and interviews were specifically related to this research question: Question 2-- *My education department instructs our pre-service teachers in social, emotional learning and character development as defined by Kansas K-12 SECD state standards* and Question 5-- *Specific SECD dispositions are taught to all student interns*. The majority of interviewed participants alluded to the possibility of integration of SECD dispositions into various courses now offered at their schools, with *School 1's* respondents continually referring to their department's Conceptual

Framework; the majority (67%) agreed on the questionnaire. Inasmuch as most of the respondents were unaware of the new standards or the specifics therein, no one could state with certainty how prevalent the incorporation was of the new standards in their programs. Several respondents stated that there was a possibility their department was already incorporating the standards into their courses, but they would not know for certain until they read them. One professor ($P.1_1$) from *School 1* stated, "The Kansas standards are so long and not measureable—our Conceptual Framework is easier. The state's are so specific—we teach general."

Research Question 1.2. *How is an SECD curriculum proffered in each individual program?* The third and fourth survey questions—(3) *Social, emotional learning and character development are taught as an individual class,* and (4) *Social and emotional learning, and character development (SECD) instruction is integrated into other courses*—associated with research question $R_1.2$. *School 1* and *School 2* each had an interview process for admission into their programs; these interviews, as noted earlier by $P.2_1$ at *School 2*, included dispositional questions pertaining to dependability and reliability. There was no interview process for entry into *School 3's* program.

Based on both the questionnaire and interview responses, none of the three departments had an individual class dedicated exclusively to teaching social and emotional learning, and character development dispositions. Without exception, each program integrated social and emotional dispositions into various courses in their curriculums. However, based on responses from participants of all three departments, these specific dispositions were not specifically annotated in course syllabi. The one class mentioned by professors at all of the schools was Educational Psychology, since it

addressed the personal, moral, and cognitive development of new teachers. Professors from each school did point out that although they assumed that those particular dispositions were woven throughout all educational courses, they did not know this was a surety. The reason for this uncertainty stemmed from the fact that specific social and emotional/character development issues are, as pointed out by L.1 of *School 1*, "implied, not specified, and not always directly modeled and labeled."

Research Question 2. *How prepared are the university teacher-education departments in Wichita to incorporate the new SECD K-12 state standards into their curricula?* Question 6 on the questionnaire directly addressed this research question: *(6) My department intends to teach to the new state SECD standards*. The one detail that all 15 participants agreed upon was the fact that each department teaches social/emotional, character development-type dispositions. There were mixed responses on the questionnaires and in the interviews, leading to an ambiguous answer to this research question.

On the questionnaire, fifty-three percent acknowledged that their departments were not prepared at this time to incorporate the new standards into their curriculums, mainly because they had not yet been discussed with the whole faculty. Forty percent believed that it would eventually happen but not at this time, while the one remaining respondent had no answer. All five respondents of *School 1* stated the new standards would not be incorporated until discussed by the entire faculty, and three of the five respondents at *School 2* and four of the five respondents of *School 3* had the same response as those from *School 1*. Only two professors at *School 2*, $P.1_{2,}$ and $P.2_2$ held more optimistic views that the new standards would eventually be taught in their

department. P.4.$_3$ held no opinion. Clearly, none of the Wichita teacher-education departments were prepared to incorporate the new state SECD standards at this time. They were just too new to the system, and as has been shown, the process moves slowly.

Research Question 2.1. *What are the factors that could contribute to a meaningful SECD change model in Wichita's teacher-education departments' curricula?* This research question found its answer from the responses to Question 9 on the questionnaire: *(9) What are the factor that could contribute to a meaningful SECD curriculum enhancement and conversion?* As stated previously, this was an open-ended question that the participants could respond to with their own thoughts.

The general consensus of the participants from all three universities was that there needed to be knowledge and awareness of the new state standards before there could be any curriculum enhancement or even conversion. Six respondents on the questionnaire specifically stated there needs to be more awareness of the new standards. Many also believed there must be a clear understanding of the need and the benefits of teaching this type of curriculum. More specifically, several mentioned the need for leadership in directing this type of change, including working with the faculty to connect the new SECD standards with "already-identified dispositions required for accreditation" (P.2$_1$) by the Kansas State Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE).

School 1 was the only department whose respondents consistently referred back to their Conceptual Framework, from which many of the social and emotional concepts were located. As the leader of the department, L.1, noted, "We want students to experience designing lessons that incorporate specific dispositions—we need to make

sure our students are aware of them." While the department head, L.2, of *School 2* stated that ours is "the most violent society in the world," she was not sure how well meeting the standards could be documented, although she did believe that teaching character was important. The leader, L.3, of *School 3* felt it was her responsibility "to make sure the faculty are aware of the expectations from the state," but stated that "time is a huge factor and teachers may feel as if there is not time to teach one more thing."

Research Question 2.2. *How important is program leadership in contributing to an effective curriculum conversion to the new SECD K-12 state standards?* Anytime there is a major curriculum change or conversion in a university department, one expects the leader of the department to play a major role. Question 8 on the questionnaire—*(8) If your department considers changing its curriculum to incorporate the new SECD state standards, how important is leadership in conducting this change*?—addressed this issue, with some surprising responses among the three departments.

Fourteen of the 15 respondents (94%) on the questionnaire either *agreed* or *strongly agreed* on the importance of leadership. Although all respondents at *School 1* believed leadership was important to some degree, only three, L.1, $P.3_1$, and $P.4_1$, of the five (60%) stated that it was very important. The other two professors, $P.1_1$ and $P.2_1$, considered staff collaboration more important, particularly in deciding curricular adjustments. There was a consensus among all five participants at *School 2* that leadership was extremely important when adjusting the curriculum. The responses of *School 3* were similar to those of *School 1*. Two professors, $P.2_3$ and $P.3_3$, absolutely believed in the importance of leadership, two, L.3 and $P.1_3$, strongly noted that the faculty determined the curriculum, and the final respondent, $P.4_3$, took a middle of the

road approach, noting that a "leader with expertise could share the information." Overall, almost seventy percent (70%) of the interviewed participants believed in strong leadership when considering curricular change in a teacher-education department, with the remaining thirty percent (30%) taking the opposite view, that faculty collaboration was more important.

Summary

This study encompassed findings of a 9-question (plus four demographic questions) online questionnaire and face-to-face interviews with 11 questions of three department leaders and 12 education professors in Wichita's three teacher-education programs to answer two main research questions and four sub-questions. The questionnaire, interviews, and document review were used to describe the perceptions of the significance and necessity of Kansas' new K-12 SECD state standards, around which the data analysis was organized. Data analysis was examined among the three departments, randomly designated *School 1, School 2*, and *School 3*. Each department was a separate and unique entity, and the research questions were written in a manner to determine how each *department* responded to the new state standards. Comparison between three departments ultimately defined the study.

Three major themes emerged during the analysis: (1) the lack of knowledge of the new standards, (2) the use and integration of dispositions and assessments in each program in preparing student interns as future teachers, and (3) the importance of strong leadership in conducting any departmental curricular changes to incorporate the new standards. Participants displayed positive perceptions regarding the significance of the new standards, but were divided on their perceptions of the necessity of the new

standards. Participants from *School 1* and *School 3* indicated support for the eventual inclusion of the new state standards into their curriculum. Although some respondents from *School 2* indicated positive feelings towards the inclusion of the new standards into their curriculum, ultimately the leader of the department made it clear that it would not happen until mandated by the state. This is displayed succinctly in *Figure 4.15*.

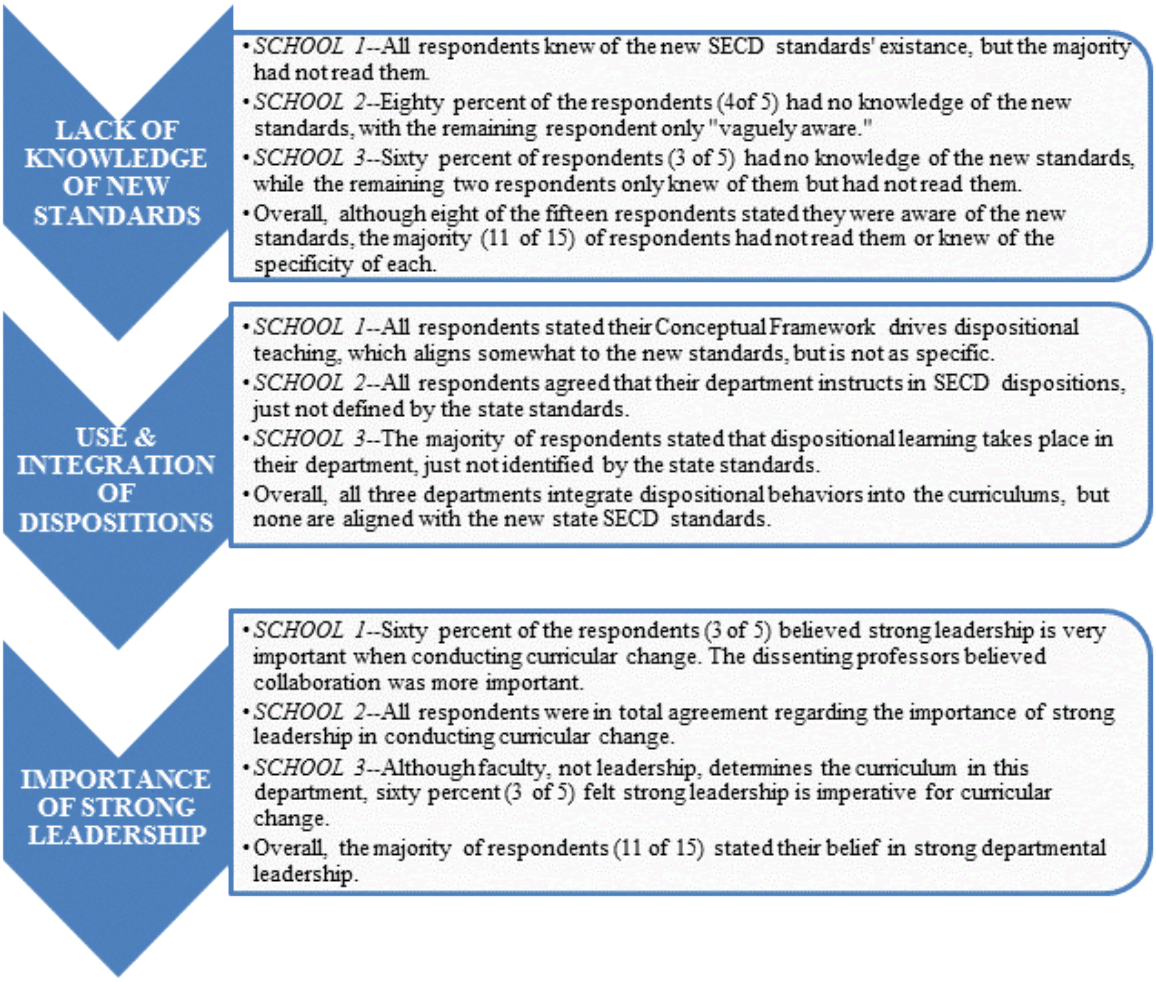

Figure 4.15: Discussion of three major themes found by school.

In the final chapter of this study, Chapter 5 will provide an overview of the importance of this study and its contribution to the understanding of the topic. Chapter 5 will also reiterate the six research questions, and provide conclusions and recommendations based on the description of the data findings related to the six research questions and the three main themes identified in Chapter 4. Chapter 5 will also discuss the specific findings of this study, the theoretical and future implications, suggestions on teaching a balanced social and emotional learning, and character development curriculum, and recommendations for future research in the field of social and emotional learning, and character development (SECD) learning, both in the other teacher-education university programs in Kansas and throughout the nation.

Chapter 5: Summary, Conclusions, and Recommendations

Introduction

Historically, American students received a moral education stressing the importance of good character and good citizenship (Likona, 1991), but within the past century, schools of higher education have marginalized moral education (Jacobson, 2009). Educator Joseph Schwab believed teaching was a moral and ethical act (Holt, 1995). The Kansas State Department of Education supported the importance of character education by enacting new state K-12 SECD standards in the spring of 2012, with the hope, according to one member of the SECD standards committee, that the state's teacher-education programs would incorporate the new standards into their core curricula: Dunn, S. (personal communication, March 17, 2013). Although these standards were very new, this qualitative study sought to determine if the three teacher-education departments in Wichita planned to embrace the new standards, if they had already incorporated the standards into their curricula and to what degree, and how important departmental leadership was in this accomplishment. This was achieved through data collection involving the departmental leaders and four teacher education professors from each university.

The intent of this study was to explore the significance and necessity that leaders and professors of teacher-education programs in Wichita ascribed to a restructured social and emotional intelligence, and character development (SECD) curriculum and teacher dispositions in enhancing their student interns' future teaching capabilities. This study also attempted to fill a gap in the literature by identifying the importance of leadership skills in instituting specific SECD curriculums in Wichita's three educational institutions.

Since two of the programs were private institutions, and the third was a public institution, the results of this study were a representative sample of all the teacher-education programs in Kansas, where two-thirds are private and one-third are public (KSDE, 2012).

The leader of *School 2,* L.2, remarked that we have "the most violent society in the world." If that is true, strengthening preservice teacher education in the area of social and emotional intelligence, and character development (SECD) cannot occur soon enough. The unfortunate problem is that very few teacher-education programs deliberately prepare preservice teachers to teach character development education (Narvaez & Lapsley, 2008). This study endeavored to uncover Wichita's teacher-education programs' place in this innovative transformation by means of data collected in a qualitative descriptive format. The data results, including the findings and conclusions, were presented in Chapter 4, and will be discussed at greater length in this chapter. Also in this chapter are the implications garnered from the study, and suggested recommendations for the future.

Summary of the Study

The purpose of this qualitative descriptive study was to explore the perceptions of leaders and professors of teacher-education programs in Wichita, Kansas regarding a restructured social and emotional intelligence, and character development (SECD) curriculum and teacher dispositions in enhancing their student interns' future teaching capabilities. The study also explored whether each department was prepared to incorporate the new state K-12 SECD standards into its curricula. Additionally, the study sought to investigate, through the use of questionnaires, interviews, and document review, the current presence of an SECD curriculum in each program, how each

department assesses those dispositions, and the importance of departmental leadership in any change and enhancement of a curriculum that aligns with the new state standards. The following research questions and sub-questions that guided this qualitative investigation were as follows:

R_1: What is the perceived educational value of teaching a social, emotional, character education (SECD) curriculum and dispositions to student interns in teacher-education programs in Wichita's three universities?

$R_{.1}$.1.: How prevalent is the incorporation of an SECD curriculum and dispositions in the teacher-education programs in Wichita's universities?

$R_{.1}$.2.: How is an SECD curriculum proffered in each individual program?

$R_{.2}$.: How prepared are the university teacher-education departments in Wichita to incorporate the new SECD K-12 state standards into their curricula?

$R_{.2}$.1: What are the factors that could contribute to a meaningful SECD change model in Wichita's university teacher-education departments' curricula?

$R_{.2}$.2: How important is program leadership in contributing to an effective curriculum conversion to the new SECD K-12 state standards?

Many university teacher-education programs easily measure and assess both knowledge and skills of preservice teachers, but struggle to assess the intangible area of dispositions (Rinaldo, et al, 2009). In answering these research questions, a qualitative descriptive approach was used in collecting and describing data surrounding these issues from leaders and professors of the three teacher-education departments in Wichita's three universities. Data results of a short online questionnaire, individual interviews, and document review described not only participants' perceptions regarding the significance

and necessity of Kansas' new state K-12 SECD standards, but also the current level of use, if any, of the standards in their programs.

Although the findings were recounted in Chapter 4, they will be discussed at length in this chapter, beginning with an amplification of the findings and conclusions. This will be followed by a chronicle of theoretical, practical, and future implications related to the inclusion of Kansas' new state K-12 SECD standards into all teacher-education programs in the state. Finally, there will be a summary of recommendations for future research, and for future practice in an educational setting.

Summary of Findings and Conclusion

The explored phenomenon in this study included the significance and necessity of Kansas' new K-12 state social and emotional, and character development learning (SECD) standards as perceived by the professors and departmental leaders of Wichita's three teacher-education programs. Additionally, the study identified the current presence of SECD teacher dispositions in these programs, and whether strong leadership was necessary in making curricular changes to include the new state standards. To secure answers to the research questions, data were compared and assimilated between anonymous online questionnaires, interviews, and document review involving the three department leaders and 12 professors from the three programs.

Although our society has an obligation to instill morals and values into the educational process (Carson, 2012), this type of instruction has been strikingly diminished over the past 40 years (Tatman et al., 2009). There is a direct link between dispositions and social and emotional intelligence, and character education (Thornton, 2006). It was important to find the current level of integration of the new state SECD

standards by Wichita's universities to not only measure compliance, but also to stand as an ethical and conscientious guide for the remaining teacher-education programs in Kansas and other states.

The specific problem that was addressed in this study was the extent to which department leaders and professors of teacher-education programs in Wichita, Kansas perceived a *restructured* SECD teaching curriculum was significant and necessary enough to enhance their student interns' future teaching capabilities. Collected data described the current level of usage of SECD dispositions in each program's curriculum as perceived by the leaders and professors, perceptions of the significance and necessity of the new state standards, and conclusions of the importance of leadership when and if any curricula changes occurred in the future. Applying research and descriptions, the following findings and conclusions were established, arranged by research question.

Research question 1. *What is the perceived educational value of teaching a social, emotional, character education (SECD) curriculum and dispositions to student interns in teacher-education programs in Wichita's three universities?* This question, which permeated throughout the questionnaire responses and interview responses, dealt with the participants' *perceptions* of the educational value of an SECD curriculum rather than specific numerical data. As noted in Chapter 4, each teacher-education program was analyzed as an individual entity. Although there were five individual participants in each program discussing their perceptions, the study viewed the perceptions as a singular whole. Specifically, all 15 respondents, and consequently all three departments, believed there was educational value in teaching a social, emotional, character education (SECD) curriculum and dispositions to their student interns.

The perceived necessity of the new state standards produced results that were mixed. Approximately half (8 of 15-- 53%) of the overall respondents believed the new standards were necessary, while the other half (7 of 15-- 47%) disagreed. The majority of *School 1* (four out of five, 80%) stated their belief in the necessity. The one dissenting professor from *School 1*, $P.1_1$, argued, "All SECD dispositions should be inherent and should not have to be taught." However, this same professor, while arguing that the new standards were not necessary, stood firm in her belief of the importance of her department's Conceptual Framework, which included the instruction of many of these same dispositions. The leader of *School 2* did not believe the new standards were necessary, while the four professors of that department were split 50-50 on the necessity. Only two participants of *School 3* agreed with the necessity, while the other three, including the leader, had more negative perceptions.

Although all three teacher-education departments in Wichita agreed that the new state standards were significantly important, only *School 1* displayed the strongest support for the necessity of the new standards. The significance of these findings highlighted two of the main themes that surfaced during the data analysis: the lack of knowledge and understanding of the new state standards, and the importance of leadership regarding the implementation of said standards. Only the leaders of *School 1* and *School 3* had knowledge of the new standards, although *School 3's* leader, L.3, "had not had a chance to look into them until your email." The leader of *School 2* had neither heard of them nor read them—L.2 "I have never read them…but practically, yeah, I know they're out there." This same department leader stated, "Unless required by the state to do so, this department will not incorporate the new standards into their

curriculum at this time. We may already be teaching to some of those standards, I don't know. And it has not been mandated yet to provide evidence, data that we are teaching to those standards—that's the key."

The evidence supported the conclusion that of the three teacher-education programs in Wichita, only *School 1* and *School 3* placed any importance, significance, and value in the new state SECD standards, or planned to make any effort to incorporate the new standards into their curriculum, even though they were not required at the time to do so. This was also supported by the announcement in December, 2013 by the Online Colleges Database that *School 1* and *School 3* were considered part of the top ten education departments in the state of Kansas—*School 2* was excluded from that decision. The selection highlighted the post-secondary institutions in the state that graduated the most education and teaching professionals in 2012.

Research question 1.1. *How prevalent is the incorporation of an SECD curriculum and dispositions in the teacher-education programs in Wichita's universities?* The teaching and modeling of dispositions were prevalent in each of the three programs in Wichita, but those dispositions did not necessarily equate to the integration of the new SECD state standards. Although Kansas' teacher-education programs were not required to adhere to the new state K-12 SECD education standards, members of the Kansas State Department of Education were hopeful the new standards would be integrated into all higher education curriculums, the collaboration of which would be the first of its kind in this country (KSDE, 2012). The level of this collaboration would fill a gap in the literature regarding this type of collaboration.

Respondents at each school alluded to the future incorporation of the new state SECD standards into their curriculums, but no one could speak with any certainty, as the majority had not read the standards. This in spite of the fact that each participant had been sent a copy of the new standards in the original email sent at the beginning of the study. The evidence supported a conclusion that encompassed two of the main themes that surfaced during data analysis: There was little to no knowledge of the new SECD state standards, but there was significant education and assessment of dispositions in all three Wichita programs. Several respondents from each school had the same viewpoint as *School 2's* leader—"The new standards may already be incorporated into the curricula, but until we read them, we won't know" (L.2). $P.4_2$ from *School 2* added, "We do teach them, but not by the standards. We work with setting up an environment that teaches them how to teach collaboratively, so there is citizenship in that."

Research question 1.2. *How is an SECD curriculum proffered in each individual program?* None of the three programs offered a specific class devoted exclusively to social and emotional intelligence, and character development (SECD) education, but each program integrated these types of dispositions throughout various courses in their curriculums. Interestingly, although each interview respondent was adamant that these types of dispositions were taught and/or assessed in their programs, most could not be specific in which, if any, classes this occurred. Everyone was positive it was happening, but no one was sure who was teaching it. The leaders of *School 1* and *School 3* made certain statements regarding this. L.1 remarked, "We just need to be more deliberate in our approach, because even though it's there and we do it, it's not always explicit instruction, sometimes it's implied—it's not always directly instructed, it's not always

directly modeled and labeled, it just is." L.3 stated, "We haven't identified specific classes where those standards are being taught." P.23 at *School 3* added, "These dispositions are integrated into all courses—it's a common understanding that all students must have it, but it's never really discussed among the staff."

The questionnaire results supported the findings of the interview data. Question 2, which stated, *My education department instructs our preservice teachers in social/emotional learning and character development as defined by Kansas' K-12 SECD state standards*, had 10 of the 15 respondents agreeing or strongly agreeing that the standards were being taught. One hundred percent of the respondents agreed on Question 4 that *Social and emotional learning, and character development (SECD) instruction is integrated into other courses.* On Question 5, which stated *Specific social and emotional learning and character development dispositions are taught to all student interns*, 12 of the 15 respondents agreed or strongly agreed that these dispositions were being taught to all. There is a major contradiction in these responses. The majority of respondents stated they had no knowledge of the new state SECD standards, and yet the majority stated that these same standards were integrated throughout their curriculums. The most logical conclusion in this conundrum is that respondents ignored *as defined by Kansas' K-12 SECD state standards*. In other words, they all agree these types of dispositions are present in their curriculums, but at the same time they are not aware of the specific new state standards.

The findings just discussed regarding the use of SECD dispositions supported the conclusion that there was a necessity for the new enumerated standards, even though there were not as yet any accompanying assessments. Pienaar and Lombard (2010)

pointed out that education values need to come alive in teacher-education programs through interactive communication and modeling by the professors. From analyzing the data, there was a proclivity towards assuming SECD dispositions were being taught and modeled throughout each of these three programs, when in fact there was much uncertainty among the professors and leadership. Significantly, future preservice teachers in these programs face more enhanced instruction in this type of education, now that each department is more aware of the new state SECD standards.

Research question 2. *How prepared are the university teacher-education departments in Wichita to incorporate the new SECD K-12 state standards into their curricula?* All 15 participants responded that each of their departments teaches, models, and assesses social and emotional, and character development-type dispositions for their student interns, but there was ambiguity regarding the incorporation of the specific new SECD state standards. As noted earlier, the majority of respondents had not yet even read the new standards; it is a huge leap from reading and awareness to actual curricular integration. Ninety-three percent (93%) stated in the interviews that their department was not ready for incorporation at this time, but almost half of those believed it would eventually occur. In responses to Question 6 on the questionnaire, My department intends to teach to the new state SECD standards, 53% agreed, while 47% either disagree or strongly disagreed. This presents confusion regarding the future incorporation of the standards into Wichita's three teacher-education university departments.

There was significance to the findings of this particular question. Change is never easy, particularly for university departments and professors who have operated the same for many years (Hargreaves & Fink, 2003). The difference between first-order change

and second-order change is the difference between mediocrity and excellence (DeLorenzo, et al., 2008). First-order change is incremental, while second-order change is earth-shattering (DeLorenzo, et al., 2008). Educational change is rarely easy or sustainable (Hargreaves & Fink). Based on the interview responses of the department leaders, it appeared that only *School 1*, and possibly *School 3*, were prepared to make a change in their curriculum to completely incorporate the new state SECD standards. L.1, who was a member of the state committee that wrote the standards, said, "At this point I have not had that discussion with them, so they're not aware of what I'm thinking. We've just had discussions about dispositions, and we need to do a better job of evaluating, monitoring, and measuring our effectiveness as a faculty, so we know that's got to happen." L.3, whose departmental curriculum decisions are decided by the faculty, stated, "I haven't had a chance to talk to the faculty, but I assume they probably will." Whether the change would be first-order or second-order is yet to be seen, but the results would add to the scientific knowledge of SECD learning.

Research question 2.1. *What are the factors that could contribute to a meaningful SECD change model in Wichita's university teacher-education departments' curricula?* The answer to this research question was achieved by comparing and matching the 15 individual responses on the ninth and final open-ended questionnaire question and responses during the individual interviews. The general consensus of all participants produced two of the major themes that surfaced during the study: there is a lack of knowledge and awareness of the new state SECD standards, and leadership is very important if any curricular changes are to occur. The respondents also believed that there should be a clear understanding of the need and benefits of teaching to these

specific standards rather than what is currently being provided in their respective teacher-education programs teaching dispositions as required by certification of the National Council for Accreditation of Teacher Education (NCATE).

Several of the respondents on the anonymous questionnaire listed the need of specific steps of collaboration before any curricular changes could occur. These steps included leaders bringing the new standards to the entire faculty for discussion, faculty committees being formed to research data surrounding the use and importance of specific SECD curriculums, finding an acceptable assessment form to insure each standard is being taught, and having a complete buy-in by faculty. In the interviews, professors $P.1_2$ and $P.2_2$ from *School 2*, and L.3, $P.2_3$, $P.3_3$, and $P.4_3$ at *School 3* all mentioned knowledge and awareness of the new standards as being a key factor in curriculum change. Professor 1 ($P.1_1$) from *School 1*, who argued against the new standards, stated, "In my opinion, less specificity, they need to be more general, they need to be more aligned with missions. So, I think they're broken down into unmanageable bits. And if you look at them, they're repetitive, and I think they need to be more qualitative and less quantitative." Significantly, L.3 stated in the interview, "Time is a huge factor—I don't feel that teachers feel they have time to teach one more thing." These findings are very significant when determining the necessary hurdles faced by Wichita's, and eventually all of Kansas', teacher-education programs before complete inclusion of the new SECD standards into each curriculum.

The evident conclusion, based on the study's findings, is complicated and ambiguous. The leader of *School 2* made it clear that until the state requires incorporation of the new standards into the curriculum with required assessments to be provided to the

State Department of Education, the new standards would be ignored. However, Professor 2 ($P.2_2$) at *School 2* appeared more open to the change, once knowledge and awareness of the standards was clearer, stating, "I'm sure we'll use them, once they are clearly defined." Leaders of *School 1* and *School 3* were definitely more open to the inclusion of the new standards into their curriculums, but with some reservations. The department leader of *School 1*, L.1 stated, "It will happen, but assessments must first be decided upon." The leader of *School 3*, L.3, when asked if her department intends to teach to the new standards, said, "Probably—I haven't had a chance to talk to the faculty yet, but they probably will." Several respondents—all five participants from *School 1*, Professor 4 ($P.4_2$) from *School 2*, and Professors 1 ($P.1_3$) and 2 ($P.2_3$) from *School 3* all remarked how important it will be to decide on an assessment instrument before the new standards can be completely integrated into their programs. $P.1_3$ from *School 3*, who is an early education specialist, noted, "Even though the state has no assessment instrument for teacher-education programs, we have to design our own anyway."

The leader of *School 3* and its four professors were unequivocal that the faculty, not the leader, makes curricular decisions, but the majority agreed that the entire faculty would discuss this possible change at length. These findings are significant, particularly for the other 15-20 teacher-education programs in Kansas when faced with the question of including the new state SECD standards into their curricula.

Research question 2.2. *How important is program leadership in contributing to an effective curriculum conversion to the new SECD K-12 state standards?* The new K-12 state social and emotional, and character learning (SECD) educational standards revolve around the ethics, behavior, and character of both students and classroom

teachers (KSDE, 2012). Unfortunately, in this age of violence, abuse, and anger management issues, these characteristics are not necessarily innate, but must be taught, and teachers are taught in their university teacher-education departments (Leonard, 2007). From the inception of the new standards, the Kansas State Department of Education hoped for inclusion of the standards into all of the state's college and university teacher-education programs (KSDE, 2012). The findings of this study suggest that this may happen, but not at this time.

Overall, almost seventy percent (70%) of participants in the interview process expressed belief in strong leadership when addressing curricular change in a teacher-education department. The remaining thirty percent (30%) placed more importance on staff collaboration, which does not necessarily exclude the importance of leadership, only that there should be shared decision-making. In analyzing only the responses of the department leaders, the leaders of *School 1* and *School 3* both stated their support for the new standards, and that it was their responsibility to facilitate the curricular changes. The leader of *School 2*, while acknowledging the significance of the new standards, made it clear that she will do nothing to address the inclusion of the new standards into the curriculum as long as there is no requirement from the state. She stated, "I don't know how we could document that we're meeting the standards—until we're mandated by the state to show that we're meeting the standards, we won't." All three leaders pointed out that their current use of teacher dispositions in their curriculums satisfies the National Council for Accreditation of Teacher Education (NCATE), for which all three departments have been certified. Regarding the online questionnaire, 14 of the 15

respondents (94%) either agreed or strongly agreed in the importance of leadership when enacting curricular change.

The conclusion made from this study, based on the responses to this question, is that there is a good possibility that the new state standards will be integrated in some aspect into the curriculums of *School 1* and *School 3*, but not *School 2*. This will develop not because it is required, but because the leaders of these departments believe it is the right thing to do, both ethically and morally. This is not only significant when discussing the importance of leadership in decision-making at the higher education level, but also in filling gaps in the literature regarding needed leadership qualities when discussing change in educational communities.

Implications

The implications of this qualitative descriptive study supported the significance and necessity of the new K-12 state SECD standards adopted by the Kansas State Department of Education in the spring of 2012. Although there are approximately 20-25 teacher-education programs in Kansas' colleges and universities, this study was the first of its kind, the research centering on the microcosm of the teacher-education departments at Wichita's three universities. The study met its primary goal, which was to ascertain the perceptions of the leaders and professors of the three programs regarding the significance and necessity of the new state SECD standards. Perceptions regarding the current use of teacher dispositional education, the contributing factors needed for curricular changes to include the new state SECD standards, and the importance of leadership if and when curricular changes are administered to include the new standards were ascertained through the assimilation and description of online questionnaire data and interviews.

Document review of the conceptual frameworks of the three teacher-education departments supported the data where departmental beliefs in dispositional learning were discussed. Document review of the student teacher assessment forms of *School 1* and *School 3* pointed to the importance of dispositions when evaluating preservice teachers during their student teaching block. (See Figure 5.1)

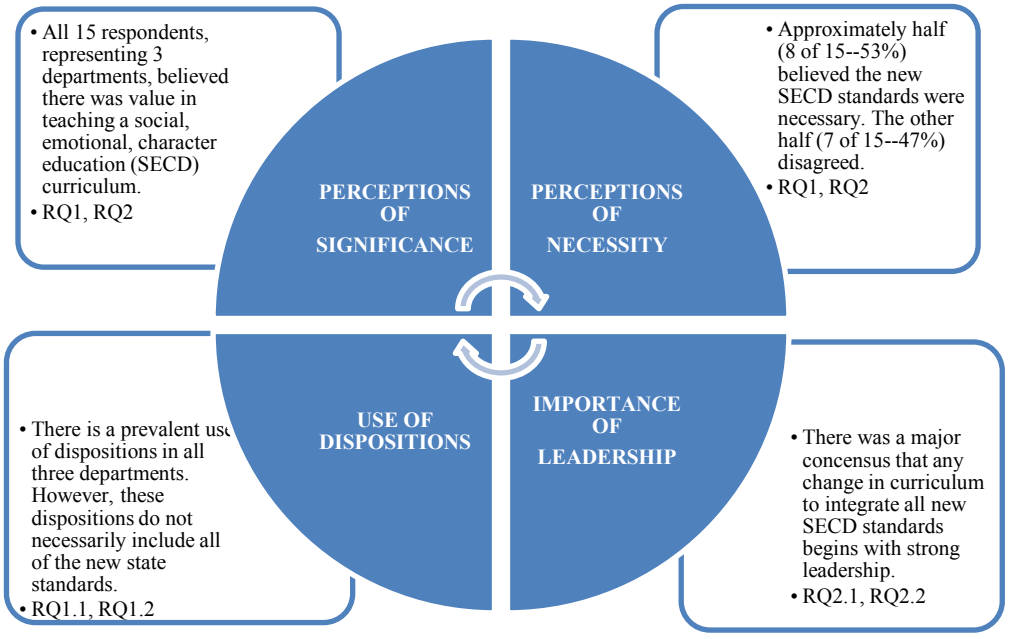

Figure 5.1: Summary of research findings.

Education is a transformational activity, and teachers live their values in their classrooms (Pienaar & Lombard, 2010). Although the K-12 standards are so new that the majority of participants had no knowledge of them, the findings of this study were a first step towards understanding the implications of their enactment and integration into the higher education curriculums in Kansas. The research focused on the largest city in Kansas, and would aid in the understanding of the adoptive process at other educational institutions in the state.

Theoretical implications. This study encompassed several theoretical foundations, theories, and beliefs that were discussed in Chapter 2. The findings of this study supported these theoretical foundations. First, social and emotional intelligence, and character development (SECD) education is essential for student academic success (KSDE, 2012). Social intelligence, defined by Howard Gardner (1983) as interpersonal intelligence, and emotional intelligence, defined as intrapersonal intelligence (Gardner, 1983), are both key teacher dispositional characteristics. Character education is a compendium of dispositional virtues that are taught through example (modeling) (Lickona, 2004). This type of education is a fundamental aspect of good teaching, and each of the three programs in the study instructs these types of dispositions at some level.

Secondly, the National Council for the Accreditation of Teacher Education (NCATE) requires teacher education programs to assess the dispositions of teacher candidates (Singh & Stoloff, 2008), but has not defined precisely what those dispositions should include (Wayda & Lund, 2005). Kansas *has* defined these dispositions with the enactment of the new K-12 state SECD standards. The issue with all three programs was that the state had yet to provide any type of assessment instrument to accompany the standards.

Finally, as discussed in Chapter 2, there are a variety of leadership styles, many of which can be successful at the higher education level. Spears and Lawrence (2002) suggested that leaders with character have the vision to see things as they should be, not just the way they are. Honesty and morals are high standards for any profession, but particularly important when dealing with impressionable young minds (Dasoo, 2010). Higher education, more than ever, needs good, ethical leadership (Wang & Berger,

2010). Teachers, leaders themselves, must demonstrate integrity when dealing with students (Dasoo, 2010). Ethical leaders have fundamental moral values and philosophical views (Riggio, Zhu, & Reina, 2010). Two types of leaders that encompass these descriptions, and for which this study supported evidence of the need, are transformational leaders and servant leaders. Transformational leaders inspire their followers with their ethics and vision (Northouse, 2007). The core elements of servant leaders are values and a desire to serve (Greenleaf, 1970). This study highlighted a distinct variation between the leaders of the three departments.

Three themes emerged during the study: (1) the lack of knowledge of the standards in question, (2) the use of dispositions in preparing student interns as future teachers in each department, and (3) the importance of strong leadership in conducting any department curricula changes to incorporate the new standards. The one weakness that was noticed early in the investigation was that there may have been discrepancies between responses on the anonymous online survey and the responses in the individual interviews. The interviews encompassed all of the online survey questions plus two

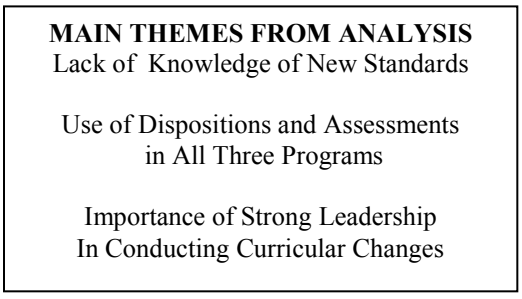

Figure 5.2: Main themes from analysis.

additional questions not on the questionnaire. Many times during the interview process, the respondent stated that he/she might have answered differently on the questionnaire

because of uncertainty as to the meaning of the question. Once these uncertainties were made more perceptible, respondents answered with more lucidity and understanding.

There is obviously room for more research in this area, particularly because of the newness of the standards, and because only three teacher-education programs in Kansas were studied. It was not known how the leaders and professors of these three programs would perceive the importance and necessity of the new state SECD standards. The purpose of this study was to explore not only these educators' perceptions, but also to identify the perceived current level of dispositional instruction and the importance of leadership in enacting new curricula that aligned with the new state standards. The study was able to accomplish its purpose in these areas.

The Chapter 2 Literature Review had a considerable influence on the direction of this study, particularly in the area of SECD understanding and instruction, and the different types of leadership. The theoretical implications highlighted in this study supported the findings of previous authors, such as Gardner (1983), Lickona (2004), Goleman (1995), Dewey (1944), and Wang and Berger (2010), on the absolute importance and necessity of good social and emotional intelligence, and character development (SECD) education in the training of excellent teachers and citizens. Nielsen (1998) stated that it is imperative for educators to demonstrate integrity in all aspects of their professional and personal lives. The research of Bennis (1982), Bass (1985), and Shen and Cooley (2008), was indispensable in understanding the importance of good leadership. Figure 5.3 demonstrates the study's findings based on theoretical implications.

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Figure 5.3: Theoretical foundations supported in this study.

Practical implications. The most surprising practical implication resulting from the research was the lack of knowledge and awareness of the new state SECD standards by the majority of participants, including two of the three department leaders, even though the study took place a year and a half after the Kansas State Department of Education adopted the standards. One respondent from *School 2*, $P.1_2$, and one from *School 3*, $P.3_3$, thought there was a possibility that their department was already

incorporating the new state SECD standards, but this was more of an assumption than fact. P.1_2 from *School 2* stated, "We're probably already doing it in my class (Ed. Psych)." P.3_3 from *School 3* added, "We could be teaching them by accident, not purposefully—we could be teaching some of the standards and just don't know it." Most respondents agreed that dispositional learning was occurring in their departments, pointing to the requirement for NCATE certification. All respondents from *School 1* referred to their department's Conceptual Framework as evidence that social and emotional, and character development dispositional instruction was taking place. At no time did any respondent point to a department syllabus that listed specific classes in which dispositional learning would occur. This oversight could easily be overcome by integrating and incorporating the new standards into the various curricular syllabi.

A more balanced approach to curricular issues appears to be the answer when discussing social and emotional intelligence, and character development learning for preservice teachers. Ayers (1993) noted, "Teaching is more than transmitting skills; it is a living act, and involves preference and value, obligation and choice, trust and care, commitment and justification" (p. 20). Several studies have provided evidence of a link between succeeding academically and having high levels of social and emotional intelligence (Downey, Mountstephen, & Lloyd, 2008), which then contributes to success in most areas of life (Goleman, 1995). Unfortunately, teaching emotional and social skills to learners is tenuous at best, since most teaching efforts are mainly aimed at cognitive skills after the primary years (van der Merwe, 2010).

Qualities other than academic and intellectual standards may also predict future teacher effectiveness (Hall & West, 2011). Baiocco and deWaters (1998) compiled a list

of *supertraits* of teaching, including enthusiasm, sociability/friendliness, organization, conscientiousness, optimism, and flexibility. Salovey and Mayer (1990) originally proposed four basic emotional abilities: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions. Goleman (1995) followed with his five-part definition of emotional intelligence: knowing emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. Johnson (2006) believed that the five domains of Goleman's emotional intelligence definition could and should be taught within a general education curriculum. All of these differing characteristics and abilities "appear to align with NCATE's depiction of desirable teaching dispositions" (Hall & West, 2011, p. 147).

Penrose, Perry, and Ball (2007) suggested that increasing teachers' emotional intelligence could lead not only to increased teacher efficacy but also improved student achievement. Penrose, et al. also recommended that teacher education departments design courses to increase student teacher candidates' emotional intelligence. Additionally, values lessons should not be compartmentalized, but should be taught in a cross-curricular approach (Arweck, Nesbitt, & Jackson, 2005). Each of Kansas' new state social, emotional, character development (SECD) standards could, and should, be easily integrated into each of the three teacher-education programs in this study. Goodland (1978) believed that successful teaching promotes not only problem solving, but also sensitive human relations, self-understanding, and the integration of one's total life experiences, a balanced curriculum with a large amount of SECD dispositions. By incorporating a balanced curriculum that places as much emphasis on dispositions as content knowledge and specific classroom pedagogy, each of these institutions would be

satisfying NCATE's triumvirate of knowledge, skills, and dispositions (Hall & West, 2011).

Future implications. The results of this study discerned the perceptions on the significance and necessity of an SECD curriculum by the leaders and professors of Wichita's three teacher-education programs. Because of the size limitation, this leaves much room for further study. Since the SECD standards are relatively new, future implications should consider the perceptions of the leaders and professors of the many other teacher-education departments throughout Kansas. The responses in this study could be considered by other institutions when debating the level of acceptance of the new standards into those programs.

Another important implication for future research would be the importance of departmental leadership in higher education institutions. This was one of the surprising outcomes of this current research. It was assumed that 100% of the participants would agree on leadership importance in directing curriculum change, but Professors $P.1_1$ and $P.2_1$ interviewed at *School 1* completely disagreed with this concept, stating that collaboration among staff members was more important than direction from the departmental leader. $P.1_1$ noted, "Decisions are done as a group—we hash things out together." P. 2_1 added, "Leadership is not that important—we have conversations with fellow colleagues. We don't have a top-down management." Additionally, all of the respondents at the third school stated that the faculty, not the department leader, determined the curriculum, although $P.3_3$ stated, "It's a myth that faculty works collaboratively—you need a leadership style and structure in place. The dean must hold staff accountable—leadership style has a huge impact for change to occur."

When discussing leadership styles, Stefano and Wasylyshyn (2005) stated that the higher a leader moves up in an organization, the more important it becomes for that leader to possess a high amount of emotional intelligence. Stefano individually formulated a leadership model called ICE, an acronym for integrity, courage, and empathy. Integrity is telling the truth, courage is demonstrating boldness and tenacity in challenging situations, and empathy is understanding other people's wants, needs, and desires (Stefano & Wasylyshyn, 2005). These are the types of leadership qualities that may be necessary and expected in the near future by teacher education professors when the decision is made whether to incorporate the new SECD state standards into curriculums. It would be interesting to discover other professorial attitudes towards this subject, not only at other colleges and universities in Kansas, but beyond.

A final future implication is the perceived necessity of spending an equal amount of time in teacher-education curriculums on areas other than content knowledge. Personal growth and the development of human potential should not be strictly intellectual; there must also be growth and development that fosters students' emotional, psychological, creative, social, physical, and spiritual potentials (Johnson, 2006). Goleman (1995), Sternberg (1996), Gardner (1983), and Lickona (1993) are among several preeminent authors who believed in attaining success through a balanced education that included social intelligence, emotional intelligence, and character development. Student teacher interns instructed in SECD capabilities are more likely to "create circumstances that promote a warm classroom climate in which learners will feel motivated and inspired to learn and perform" (van der Merwe, 2010, p. 1). Johnson (2006) displayed a very negative opinion of the current educational bent towards standardized testing when he

wrote, “Imagination, intuition, curiosity, individuality, and passion—the things that make us human, and the things that have led to our greatest human innovations—are pounded out of our students” (p. 41). Einstein, according to Hayes (2007), “valued imagination above knowledge and passionately promoted the need for perseverance, thoughtful reflections, and the opportunity to fail as a necessary precursor to success” (p. 148). These perspectives may provide hope and inspiration to teachers who are tired of being tied to formal teaching methods, narrowly focused learning outcomes, and tightly dictated curriculums (Hayes, 2007).

Recommendations

Further research of leaders and professors at other Kansas universities regarding their perceptions of the significance and necessity of incorporating the new state SECD standards into their curriculums is recommended. If for no other reason, this extended research would jumpstart a discussion at the other education departments about the new standards, such as occurred when this particular study began. Eighty percent (80%) of this study’s participants (12 out of 15) stated they had no knowledge of the new standards until receiving this researcher’s original email requesting their participation in the study. The other obvious recommendation is for the Kansas State Department of Education to make a concerted effort to apprise and educate not only the state’s K-12 schools, but also the state’s teacher education programs regarding the enactment, importance, and necessity of the new standards.

Recommendations for future research. This study ultimately focused on three different areas: leader and professor perceptions of the importance and necessity of the new state SECD standards, the current use and level of dispositional instruction, and the

importance of leadership in determining and instituting curricular change. Based on the results of this qualitative descriptive study, four recommendations are suggested for future research. The most logical first choice would be to replicate this study at the remaining teacher-education programs in Kansas. This would complete the information that was begun in this study, and would be supported by the literature previously mentioned. It would not only advance scientific knowledge in the area of teacher dispositional and SECD learning, but also complete the gap in the knowledge highlighted by this study.

The remaining recommendations are based on the remaining separate issues identified in this research: It is recommended that future research determine leader and professor perceptions of the importance and necessity of the new state SECD standards. The information attained from this research would help the state adjust its expectations of collaboration with higher-level institutions. It is recommended that future research determine the current use and level of dispositional instruction and assessment at all teacher-education institutions in the state of Kansas. When the Kansas State Department of Education (KSDE) adopted the new K-12 SECD standards in 2012, the motive, rationale, and explanation were based on the need for consistent student and teacher behavior throughout all K-12 schools in the state, and the fact that research had proven the positive educational outcomes from this type of education. This type of behavior and instruction begins with the classroom teachers, who receive their dispositional instruction from their teacher-education professors (Pienaar & Lombard, 2010). This research could also determine the specificity with which the university programs assess their interns.

This study showed that there may be some cracks in the assessment knowledge and process.

Finally, it is recommended that future research exclusively study the importance of leadership in determining and instituting curricular change in the remaining teacher-education programs in Kansas. There has been much research on leadership at the higher education level (Amey, 2006; Raelin, 2003; Martin & Marion, 2005; Wang & Berger, 2010). However, no research pertaining to this specifically suggested topic was found. There were a variety of responses on the importance of leadership in determining and instituting curricular change in teacher-education programs in this study, and it is believed an extended study on this topic would produce very interesting results.

This study attempted to explain the significance and necessity of Kansas' new K-12 SECD state standards as perceived by the leaders and professors of Wichita's three teacher-education departments. In addition, this qualitative process also addressed the presence of teacher dispositional instruction in these programs, and the importance of departmental leadership when any curricular changes are attempted. Based on the collected data, it was made abundantly clear that the Kansas State Department of Education had done an extremely poor job of not only advertising the adoption of the new standards, but also of providing the state's schools of education with awareness and knowledge of said standards. It follows that the next steps in research should address this issue with the remaining schools of education in the state of Kansas.

Recommendations for practice. There are three recommendations for practice. First and foremost, the Kansas State Department of Education (KSDE) needs to develop an informational program for Kansas' higher education institutions that prepare future

teachers. This informational program should include a state department-sanctioned assessment instrument. As the findings of this study have shown, the majority of educators in teacher-education programs in the state's largest city were completely unaware that these standards had been written and adopted, much less attached with assessment forms.

Secondly, all of the teacher-education programs in Kansas should adopt and integrate the new SECD state standards into their curriculums. This needs to happen for the sake of consistency throughout these programs, so that regardless of which Kansas university future teachers attend, those teachers will have been prepared in equal measure in the concepts of social and emotional intelligence, and character development education. Additionally, by having specific standards enunciated with accompanying assessment instruments, professors in each program would know exactly what was expected of them when teaching and modeling these specific dispositions. Karges-Bone and Griffin (2009) noted that dispositions are now a critical component in the production of new teachers, part of the trifecta of *knowledge, skills*, and *dispositions*. If the current programs cannot find space in their curriculums for a separate class dedicated solely to the new SECD standards and dispositions, the department leaders at the very least would have an itemized list of standards that could be assigned to various professors to teach.

Third and lastly, until each department adopts the new standards to integrate into their curriculums, department leaders should make a concerted effort to better educate and assess the dispositional actions of all interns throughout their course of study. It is recommended that each of the three department leaders in this study make it a point to strengthen the awareness of dispositional instruction and assessment throughout their

departments to insure consistency of instruction. This could be achieved with little difficulty, even though university education faculties and departments function differently than K-12 faculties and departments. As noted in Chapter 1, change in college and university curriculums does not come easy, with professors often becoming entrenched in teaching only their specific subject to the exclusion of collegial communication (Kezar, 2001). (See Figure 5.4)

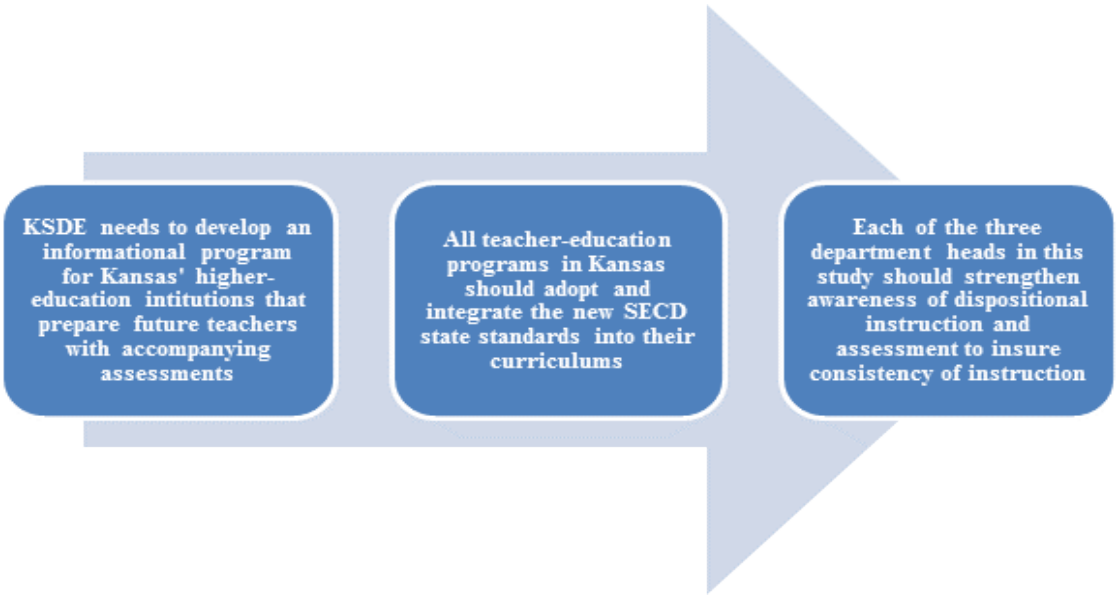

Figure 5.4: Recommendations for practice.

Each of these three recommendations is a direct outgrowth of the findings of this study. If any of these recommendations were followed, the collaboration between state K-12 education and higher education in the field of social and emotional, character development (SECD) education could be highly significant. As shown in this study's findings, Kansas and its teacher-education programs have barely begun this collaboration, particularly since most are not even aware of the new standards. The leader of *School 1*, L.1, stressed, "Educators in teacher-education programs need to be more aware of naming what they do as teachers," and that ultimately, when modeling strategies and

skills to preservice interns, “kindness will always work.” Professor P.1_2 at *School 2* stated, “You need to have the disposition of a good teacher or you are not going to *be* a good teacher.” Professor P.1_3 at *School 3*, when discussing the importance of SECD dispositions, explained, “Life does not go on without a clear understanding of self and the ability to get along with others.”

The study participants from Wichita’s three teacher-education programs all professed a belief in the importance of social and emotional intelligence, and character development instruction, and that, in the end, the outcome should be what is best for the student/future teachers, and the instruction they receive. Professor P.4_1 at *School 1* asks his students if there is something more important than competing for jobs. He stated, “A good teacher is first a good person, a good human being, and then these other things can flow from there.” As Martin Luther King, Jr. (1947) elucidated, “The function of education is to teach one to think intensively and to think critically…Intelligence plus character—that is the goal of true education” (p. 1).

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Appendix A

Online Questionnaire

Gender: Male_____Female_____

Age: _____

Number of years in teaching profession_____

Number of years teaching in higher education_____

1. I am aware of the new Kansas K-12 state standards in social and emotional intelligence, and character development (SECD) approved by the Kansas State Board of Education.
    a. Strongly agree_____
    b. Agree_____
    c. Disagree_____
    d. Strongly disagree_____

2. My education department instructs our pre-service teachers in social, emotional learning and character development as defined by Kansas K-12 SECD state standards.
    a. Strongly agree_____
    b. Agree_____
    c. Disagree_____
    d. Strongly disagree_____

3. Social, emotional learning and character development (SECD) instruction is taught as an individual class.
    a. Strongly agree_____
    b. Agree_____
    c. Disagree_____
    d. Strongly disagree_____

4. Social and emotional learning, and character development (SECD) instruction is integrated into other courses.
    a. Strongly agree_____
    b. Agree_____
    c. Disagree_____
    d. Strongly disagree_____

5. Specific social and emotional learning and character development dispositions are taught to all student interns.
    a. Strongly agree_____
    b. Agree_____
    c. Disagree_____
    d. Strongly disagree_____

6. My department intends to teach to the new state SECD standards.
    a. Strongly agree_____
    b. Agree_____
    c. Disagree_____
    d. Strongly disagree_____

7. My education department has a systematic process for identifying, teaching, and assessing key dispositions of candidates in our program.
    a. Strongly agree_____
    b. Agree_____
    c. Disagree_____
    d. Strongly disagree_____

8. If your department considers changing its curriculum to incorporate the new SECD state standards, how important is leadership in conducting this change?
    a. Very important_____
    b. Important_____
    c. Somewhat important_____
    d. Not important_____

What are the factors that could contribute to a meaningful SECD curriculum enhancement and conversion?

Appendix B

Kansas Social, Emotional, and

Character Development Model Standards

Adopted by the Kansas State Board of Education

4/17/2012

Core Beliefs

Personal management and relationship skills are vital in all aspects of learning and of life.

Students are most able to act in respectful and responsible ways when they have learned and practiced a range of social, emotional and character development skills.

Effective social, emotional, and character development skills support academic achievement in students and constructive engagement by staff, families and communities.

Students learn best in a respectful, safe, and civil school environment where adults are caring role models.

Bullying/Harassment Prevention and safe school initiatives are most sustainable when embedded systemically in **whole school** Social, Emotional, and Character Development (SECD) programming.

College and Career Ready Goal

Students who are college and career ready must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success.

Students who are College and Career Ready in Social-Emotional and Character Development reflect these descriptions. These are not standards but instead offer a portrait of students who meet the standards in this document.

They demonstrate character in their actions by treating others as they wish to be treated and giving their best effort.

They assume responsibility for their thoughts and actions.

They demonstrate a growth mindset and continually develop cognitively, emotionally and socially.

They exhibit the skills to work independently and collaboratively with efficiency and effectiveness.

They strive for excellence by committing to hard work, persistence, and internal motivation.

They exhibit creativity and innovation, critical thinking and effective problem solving.

They use resources, including technology and digital media, effectively, strategically capably and appropriately.

They demonstrate an understanding of other perspectives and cultures.

They model the responsibility of citizenship and exhibit respect for human dignity.

Character Development

Definition: *Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.*

Rationale: *Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is*

built upon the ability make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

I. Core Principles

Students will:

A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

B. Develop, implement, promote, and model core ethical and performance principles.

C. Create a caring community.

II. Responsible Decision Making and Problem Solving

Students will:

A. Develop, implement, and model responsible decision making skills.

B. Develop, implement, and model effective problem solving skills.

Core Principles

A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

K-2

1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes).

2. Identify and apply core principles in everyday behavior.

3-5

1. Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort)

2. Identify and apply personal core ethical and performance principles.

6-8

1. Compare and contrast personal core principles with personal behavior.

2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.

9-12

1. Evaluate personal core principles with personal behavior (including ethical and performance principles).

2. Reflect upon personal core principles, appreciate them, and become committed to them.

B. Develop, implement, promote, and model core ethical and performance principles.

K-2

1. Recognize and celebrate the natural, beneficial consequences of acts of character.

2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action.

3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.

4. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.

5. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.

3-5

1. Assess community needs in the larger community, investigate effects on the community, assess positive, responsible action, and reflect on personal involvement.

2. Interpret ethical reasoning through discussions of individual and community rights and responsibilities.

3. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school.

6-8

1. Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement.

2. Develop ethical reasoning through discussions of ethical issues in content areas.

3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school.

4. Practice and receive feedback on responsible actions including academic and behavioral skills.

9-12

1. Analyze community needs in the larger community, analyze effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement.

2. Analyze ethical dilemmas in content areas and/or daily experiences.

3. Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community.

4. Reflect, analyze, and receive feedback on responsible actions including actions using academic and behavioral skills.

C. Create a caring community.

1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.

K-2

a. Recognize characteristics of a caring relationship.

b. Recognize characteristics of a hurtful relationship.

c. Identify relationships in their family, school, and community that are caring.

3-5

a. Demonstrate and practice characteristics of a caring relationship.

b. Illustrate characteristics of a hurtful relationship.

c. Practice relationships in their family, school, and community that are caring.

6-8

a. Analyze characteristics of a caring relationship and hurtful relationship.

b. Compare and contrast characteristics of a caring relationship and hurtful relationship.

c. Analyze relationships in their family, school, and community that are caring.

9-12

a. Evaluate characteristics of a caring relationship and hurtful relationship.

b. Manage personal behavior in family, school, and community that contributes to caring relationships.

2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.

K-2

a. Demonstrate caring and respect for others.

b. Describe “active listening.”

3-5

a. Practice empathetic statements and questions.

b. Demonstrate active listening skills.

6-8

a. Compare and contrast different points of view respectfully.

b. Practice listening effectively to understand values, attitudes, and intentions.

c. Model respectful ways to respond to others' points of views.

9-12

a. Communicate respectfully and effectively in diverse environments.

b. Evaluate active listening skills of all parties involved before, after and during conversations.

c. Analyze ways to respond to ethical issues in life as they appear in the curriculum.

d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness, and assess its impact.

3. Take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.

K-2

a. Recognize and define bullying and teasing.

b. Illustrate or demonstrate what "tattling" is and what "telling" or "reporting" is.

c. Model positive peer interactions.

3-5

a. Differentiate between bullying, teasing, and harassment.

b. Explain how power, control, popularity, security, and fear play into bullying behavior towards others.

c. Describe the role of students in instances of bullying (bystanders, "up standers," students who bully, targets of bullying).

d. Recognize and model how a bystander can be part of the problem or part of the solution by becoming an "up stander" (someone who stands up against injustice).

e. Identify and demonstrate ways a target of bullying can be a part of the solution.

6-8

a. Differentiate behavior as bullying based on the power of the individuals that are involved.

b. Model positive peer interactions that are void of bullying behaviors

c. Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies.

d. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights.

e. Analyze how a bystander can be part of the problem or part of the solution by becoming an "up stander" (someone who stands up against injustice).

f. Apply empathic concern and perspective taking.

9-12

a. Appraise and evaluate behavior as relational aggression and/or bullying.

b. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting.

c. Conclude how to act in accordance with the principle of respect for all human beings.

d. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force.

e. Analyze and evaluate effectiveness of bullying intervention and reporting strategies.

Responsible Decision Making and Problem Solving

A. Develop, implement, and model responsible decision making skills.

1. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

K-2

a. Identify and illustrate safe and unsafe situations.

b. State the difference between appropriate and inappropriate behaviors.

c. Explain the consequences and rewards of individual and community actions.

3-5

a. Compare and contrast safe and unsafe situations.

b. Identify how responsible decision-making affects personal/social short-term and long-term goals.

c. Identify choices made and the consequences of those choices.

6-8

a. Manage safe and unsafe situations.

b. Monitor how responsible decision making affects progress towards achieving a goal.

9-12

a. Assess lessons learned from experiences and mistakes.

b. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement.

c. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made.

d. Evaluate situations that are safe and unsafe.

e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs.

2. Organize personal time and manage personal responsibilities effectively.

K-2

a. Identify what activities are scheduled for the day and how much time is spent on each.

b. Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities.

3-5

a. Create a daily schedule of school work and activities.

b. Identify factors that will inhibit or advance the accomplishment of personal goals.

c. Recognize how and when to ask for help.

6-8

a. Analyze daily schedule of school work and activities for effectiveness and efficiency.

b. Recognize how, when, and who to ask for help.

c. Monitor factors that will inhibit or advance effective time management.

9-12

a. Utilize time and materials to complete assignments on schedule.

b. Anticipate possible obstacles to completing tasks on schedule.

c. Organize and prioritize personal schedule.

d. Advocate for personal needs in accomplishing goals.

3. Play a developmentally appropriate role in classroom management and school governance.

K-2

a. Participate in individual roles and responsibilities in the classroom and in school.

b. Recognize the various roles of the personnel that govern the school (all staff).

3-5

a. Identify and organize what materials are needed to be prepared for class.

b. Understand personal relationships with personnel that govern the school.

c. Discuss and model appropriate classroom behavior individually and collectively.

6-8

a. Construct and model classroom rules and routines.

b. Compare and contrast behaviors that do or do not support classroom management.

9-12

a. Analyze the purpose and impact of classroom and school-wide activities, policies, and routines

b. Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.

B. Develop, implement, and model effective problem solving skills.

K-2

1. Develop self-control skills, (for example, stop, take a deep breath, and relax).

2. Identify and illustrate the problem.

3. Identify desired outcome.

4. Identify possible solutions and the pros and cons of each solution.

5. Identify and select the best solution.

6. Put the solution into action.

7. Reflect on the outcome of the solution.

3-5

1. Apply self-control skills.

2. Identify the problem and understand reason for the problem.

3. Identify and analyze desired outcome.

4. Generate possible solutions and analyze the pros and cons of each solution.

5. Select and implement the best solution.

6. Analyze the outcome of the solution.

6-8

1. Identify specific feelings about the problem and apply appropriate self-control skills.

2. State what the problem is and identify the perspectives of those involved.

3. Identify desired outcome and discuss if it is attainable.

4. Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles.

5. Identify best solution and analyze if it is likely to work.

6. Generate a plan for carrying out the chosen option.

7. Evaluate the effects of the solution.

8. Understand how to make adjustments and amendments to the plan.

9-12

1. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-control and empathy skills.

2. Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved.

3. Identify desired outcome and analyze if it is attainable.

4. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles.

5. Identify and ask systematic questions that clarify various points of view and lead to the best solution.

6. Reflect on past problems and identify ways to improve.

7. Apply improvement strategies to future projects and situations.

Personal Development

Focus is on skill development through personal understanding - using the lens of intrapersonal learning.

Definition: Developing skills that help students identify, understand and effectively manage their thoughts, feelings, and behaviors.

Rationale: *Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts and feelings impact management of experiences and determine behavior outcomes.*

I. Self-Awareness: Understanding and expressing personal thoughts and emotions in constructive ways.

Students will:

A. Understand and analyze thoughts and emotions.

B. Identify and assess personal qualities and external supports

II. Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

Students will:

A. Understand and practice strategies for managing thoughts and behaviors.

B. Reflect on perspectives and emotional responses.

C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.

Self-Awareness – Understanding and expressing personal thoughts and emotions in constructive ways.

A. Understand and analyze thoughts and emotions.

K-2

1. Identify and describe basic emotions.
2. Identify situations that might evoke emotional responses.
3. Identify positive and negative emotions.

3-5

1. Critically reflect on behavioral responses depending on context or situation.
2. Identify the varying degrees of emotions one can experience in different situations.
3. Identify the positives and negatives of emotions that can be experienced with various communication forums.
4. Recognize reactions to emotions.

6-8

1. Describe common emotions and effective behavioral responses.
2. Recognize common stressors and the degree of emotion experienced.

3. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).

9-12

1. Analyze complex emotions.

2. Evaluate degree of personal emotion from common experiences.

3. Recognize direct positive and negative reactions to emotions/stress (for example, fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating).

4. Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors).

5. Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world.

B. Identify and assess personal qualities and external supports.

K-2

1. Identify personal likes and dislikes.

2. Identify personal strengths and weaknesses.

3. Identify consequences of behavior.

4. Ask clarifying questions.

5. Identify positive responses to problems (for example, get help, try harder, use a different solution)

6. Identify people, places and other resources to go for help (parents, relatives, school personnel).

3-5

1. Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities).

2. Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity).

3. Identify reliable self-help strategies (for example, positive self-talk, problem solving, time management, self-monitoring).

4. Solicit the feedback of others and become an active listener.

5. Identify additional external supports (for example, friends, historical figures, media representations).

6-8

1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities.

2. Inventory personal preferences.

3. Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity).

4. Describe benefits of reflecting on personal thoughts, feelings, and actions.

5. Identify self-enhancement/self-preservation strategies.

6. Identify common resources and role models for problem solving.

7. Recognize how behavioral choices impact success.

8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).

9-12

1. Evaluate the effects of various personal qualities (for example, honesty and integrity).

2. Analyze reflection and self-enhancement/self-preservation strategies.

3. Analyze resources for problem solving (additional print and electronic resources or specific subject problem solving models).

4. Evaluate how behavior choices can affect goal success.

5. Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations).

Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on

perspectives, and setting and monitoring goals

A. Understand and practice strategies for managing thoughts and behaviors.

K-2

1. Identify and demonstrate techniques to manage common stress and emotions.

2. Identify and describe how feelings relate to thoughts and behaviors.

3. Describe and practice sending effective verbal and non-verbal messages.

4. Recognize behavior choices in response to situations.

3-5

1. Identify and develop techniques to manage emotions.

2. Distinguish between facts and opinions.

3. Describe cause/effect relationships.

4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, violence)

5. Describe consequences/outcomes of both honesty and dishonesty.

6. Describe and practice communication components (for example, listening, reflecting, responding).

7. Predict possible outcomes to behavioral choices.

6-8

1. Identify multiple techniques to manage stress and maintain confidence.

2. Distinguish between facts and opinions, as well as logical and emotional appeals.

3. Recognize effective behavioral responses to strongly emotional situations.

4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual)

5. Recognize cause/effect relationships.

6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.

7. Practice effective communication (for example, listening, reflecting, responding).

9-12

1. Identify and evaluate techniques to successfully manage emotions, stress, and maintain confidence.

2. Analyze accuracy of facts/information/interpretation.

3. Evaluate quality of support for opinions.

4. Evaluate logical and emotional appeals.

5. Analyze cause/effect relationships.

6. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization.

8. Apply effective listening skills in a variety of setting and situations.

9. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, receiver problems).

B. Reflect on perspectives and emotional responses.

K-2

1. Describe personal responsibilities to self and others.

2. Describe responsibilities in school, home, and communities.

3. Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference, resentment)

4. Describe common responses to failures and disappointments.

3-5

1. Acknowledge personal responsibilities to self and others.

2. Recognize and demonstrate environmental and democratic responsibilities.

3. Examine the personal impact of helping others.

4. Understand causes and effects of impulsive behavior.

6-8

1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world).

2. Practice environmental responsibilities.

3. Practice and reflect on democratic responsibilities.

4. Describe experiences that shape their perspectives.

5. Demonstrate empathy in a variety of settings and situations.

6. Evaluate causes and effects of impulsive behavior.

9-12

1. Analyze personal responsibilities.

2. Practice environmental responsibility.

3. Analyze consequence of ignoring environmental responsibilities.

4. Analyze civil/democratic responsibilities.

5. Analyze experiences that shape their perspectives.

6. Demonstrate empathy in a variety of settings, contexts, and situations.

7. Predict the potential outcome of impulsive behavior.

C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.

K-2

1. Define success and the process of goal setting.

2. Identify personal goals, school goals, and home goals (for example, dreams, aspirations, hopes).

3. Identify factors that lead to goal achievement and success (for example, confidence, motivation, understanding).

4. Identify specific steps for achieving a particular goal.

3-5

1. Demonstrate factors that lead to goal achievement and success (for example, integrity, motivation, hard work).

2. Design action plans for achieving short-term and long-term goals and establish timelines.

3. Identify and utilize potential resources for achieving goals (for example, home, school, and community support).

4. Establish criteria for evaluating, monitoring and adjusting goal acquisition.

5. Establish criteria for evaluating personal and academic success.

6-8

1. Analyze factors that lead to goal achievement and success (for example, managing time, adequate resources, confidence).

2. Describe the effect personal habits have on school and personal goals.

3. Identify factors that may negatively affect personal success.

4. Describe common and creative strategies for overcoming or mitigating obstacles.

5. Explain the role of practice in skill acquisition.

6. Design action plans for achieving short-term and long-term goals.

7. Utilize institutional, community, and external supports.

8. Establish criteria for evaluating goals.

9-12

1. Evaluate factors that lead to goal achievement and success (for example, integrity, prioritizing, managing time, adequate resources).

2. Analyze the effect personal tendencies have on goals.

3. Analyze and evaluate consequences of failures/successes.

4. Analyze and activate strategies used previously to overcome obstacles including negative peer pressure.

5. Analyze factors that may have negatively affected personal success.

6. Determine the role of practice in skill acquisition and goal achievement.

7. Design plans for achieving short-term and long-term goals and establish formative and summative evaluation criteria.

Social Development

Focus is on skill development of social awareness and social interaction – using the lens of interpersonal learning.

Definition: *Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.*

Rationale: *Building and maintaining positive relationships and communicating well with others are central to success in school and*

life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.

I. Social Awareness

Students will:

A. Be aware of the thoughts, feelings, and perspective of others.

B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

II. Interpersonal Skills

Students will:

A. Demonstrate communication and social skills to interact effectively.

B. Develop and maintain positive relationships.

C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

Social Awareness

A. Be aware of the thoughts, feelings, and perspective of others.

K-2

1. Identify a range of emotions in others (for example, identify "sad" by facial expression; identify "mad" by tone of voice).

2. Identify possible causes for emotions (for example, losing dog may make you "sad," your birthday may make you "happy").

3. Identify possible behaviors and anticipate reactions in response to a specific situation (for example, sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).

4. Identify healthy personal hygiene habits.

3-5

1. Describe a range of emotions in others (for example, sadness could be frustration, loneliness, disappointment).

2. Describe possible causes for emotions (for example, there may be multiple reasons for one emotion).

3. Describe possible behaviors and reactions in response to a specific situation (for example, list behaviors that a classmate might show after getting in trouble at school).

4. Develop and practice responsibility for personal hygiene, and describe its impact on social interactions.

6-8

1. Describe others' feelings in a variety of situations.

2. Discern nonverbal cues in others' behaviors.

3. Summarize another's point of view.

4. Recognize how their behavior impacts others.

5. Recognize the factors that impact how they are perceived by others.

9-12

1. Evaluate opposing points of view.

2. Analyze the factors that have influenced different perspectives on an issue.

3. Differentiate between the factual and emotional content of what a person says.

4. Demonstrate empathy for others.

5. Analyze the factors that impact how they are perceived by others in various settings. (For example, job interview, family gatherings, and school activities.)

B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

K-2

1. Describe ways that people are similar and different.

2. Use respectful language and actions when dealing with conflict or differences of opinions.

3-5

1. Recognize how culture (for example, ethnicity, SES, gender) affects similarities and differences.

2. Define and recognize examples of stereotyping, discrimination and prejudice.

3. Demonstrate empathy for the perspective of others.

4. Identify how historical events are related to respect for human dignity.

6-8

1. Recognize the impact of stereotyping, discrimination, and prejudice.

2. Practice strategies for accepting and respecting similarities and differences.

3. Recognize "perspective taking" as a strategy to increase acceptance of others.

4. Integrate diverse points of view.

5. Analyze how culture impacts historical events.

9-12

1. Recognize how their perspective and biases impact interactions with others.
2. Determine strategies to increase acceptance of others.
3. Evaluate how advocacy for the rights of others contributes to the common good.
4. Appreciate how cultural similarities and differences contribute to the larger social group.
5. Challenge their perspective.
6. Evaluate now culture impacts historical events.

Interpersonal Skills

A. Demonstrate communication and social skills to interact effectively.

K-2

1. Follow rules that respect classmates' needs and use polite language (for example, wait for their turn, stand in line, let classmate finish speaking).
2. Use "I" statements.
3. Pay attention to others when they are speaking.
4. Understand the importance of respecting personal space.
5. Recognize how facial expressions, body language, and tone communicate feelings.
6. Take turns and practice sharing.
7. Practice sharing encouraging comments.
8. Identify and demonstrate good manners.

3-5

1. Respond appropriately to social situations.
2. Use "I" statements with rationale.
3. Listen actively and listen for understanding.
4. React to feedback.
5. Recognize the needs of others and how those needs may differ from their own.
6. Recognize how facial expressions, body language, and tone impact interactions.
7. Recognize group dynamics.
8. Practice and evaluate good manners.
9. Recognize that some of the same norms and practices for face-to-face interactions apply to interactions through social and other media.

6-8

1. Determine when and how to respond to the needs of others.
2. Monitor how facial expressions, body language, and tone impact interactions.
3. Respond to feedback.
4. Analyze social situations and appropriate responses to those situations.

5. Understand group dynamics and respond appropriately.

6. Appraise and demonstrate professionalism and proper etiquette.

7. Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications.

9-12

1. Evaluate how societal and cultural norms and mores affect personal interactions.

2. Create positive group dynamics.

3. Present oneself professionally and exhibit proper etiquette.

4. Practice strategies to use constructively in social and other media.

B. Develop and maintain positive relationships.

K-2

1. Recognize how various relationships in life are different.

2. Identify and practice appropriate behaviors to maintain positive relationships (for example, personal space, voice volume)

3-5

1. Recognize characteristics of positive and negative relationships.

2. Understand how personality traits affect relationships.

3. Identify safe and risky behaviors in relationships.

4. Understand the positive and negative impact of peer pressure on self and others.

6-8

1. Evaluate how relationships impact your life.

2. Understand how safe and risky behaviors affect relationships.

3. Respond in a healthy manner to peer-pressure on self and others.

4. Identify the impact of social media in relationships.

9-12

1. Define social-networking and its impact on your life.

2. Identify consequences of safe and risky behaviors.

3. Reflect upon personal role in applying and responding to peer pressure.

4. Develop understanding of relationships within the context of networking and vocational careers.

C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

K-2

1. Identify conflict.

2. Identify what actions cause conflict.

3. Identify appropriate and inappropriate ways to resolve conflicts.

3-5

1. Describe and utilize conflict resolution strategies.

2. Describe and apply ways to be proactive and prevent conflict.

6-8

1. Explain how conflict can to lead to violence.

2. Understand the role of conflict in everyday life and relationships.

3. Develop self-awareness of their part and actions in creating conflict (for example, spreading rumors, use of social media, wrongful accusations).

4. Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions).

5. Reflect on previous experiences to gain conflict management skills.

9-12

1. Analyze how conflict has played a role in society.

2. Utilize appropriate conflict resolution skills to prevent, prepare for, and manage conflict (for example, small group settings, workplace conflict)

3. Develop and utilize mediation skills to work toward productive outcomes.

Appendix C

Research Questions Matched with Corresponding Interview Questions

- RQ1: Found in compilation of all collected data.
- RQ1.1: Question 6 and Question 9
- RQ1.2: Question 7 and Question
- RQ2: Question 10
    - RQ2.1: Question 13
    - RQ2.2: Question 12
    - (Question 5 and Question 11 addressed the use of dispositions in each department's teacher-education curriculum.)

Appendix D

School 1 Intern Assessment Form

OBSERVATION AND ASSESSMENT FORM FOR TEACHER INTERNS

3

Explanation of Ratings:

5 Exemplary…….. The student consistently gives evidence of the skill set that is being evaluated at a level beyond what might be expected of a teacher intern. The student clearly comprehends and integrates the skill in her/his practice.

3 At Standard……The student shows an understanding of the skill being evaluated and is usually able to integrate the skill in his/her practice.

1 Needs Improvement…… The student lacks an understanding of the skill being evaluated and/or does not give evidence of the skill set in her/his practice.

Professional Knowledge	**5 Exemplary**	**4**	**3 At Standard**	**2**	**1 Needs Improve-ment**	**Not Observed**
I Displays in-depth understanding of the central concepts of the subject matter they teach (S1)						
1 Knows and understands content areas, and uses major concepts in all applicable subject and developmental areas. (S1)						
2 Creates learning experiences that make subject matter meaningful to students (S1)						
3 Creates learning experiences that demonstrate an understanding of the relationships among and between various subject matter fields (S11)						
II Knows how students learn and how to make ideas accessible to them (S2/3)						
1 Envisions and creates learning opportunities appropriate to students' stages of development (S2/3)						
2 Creates a learning community in which individual differences are respected (S3)						
Professional Skills						
III Uses a variety of instructional strategies to promote student achievement and active engagement in learning (S4)						
1 Creates learning opportunities that integrate critical thinking and problem solving (S4)						
2 Implements developmentally appropriate techniques used in effective instruction (S4)						
3 Presents content or activity to students in challenging, clear and compelling manner (S6)						
4 Establishes and communicates clear learning objectives (S6)						
5 Creates a safe environment in which students are actively involved in activities, i.e. cooperative or group work (S6)						

6 Uses technology in the planning, delivery and analysis of learning and instruction (S12)						
IV Creates and maintains a caring, safe and productive learning environment (S5)						
1 Uses effective, research-based theories of motivation for ALL students (S5)						
2 Demonstrates understanding of effective classroom management (S5)						
3 Analyzes classroom environment and makes decisions and adjustments that enhance student learning (S5)						
V Models effective communication with all members of the school community (S6)						
1 Knows about and uses effective verbal and non-verbal communication techniques (S6)						
2 Models effective communication strategies in conveying ideas and information and in asking questions (S6)						
3 Demonstrates competence in oral and written language (S6)						

Intern Dispositions	**5 Exemplary**	**4**	**3 At Standard**	**2**	**1 Needs Improve-ment**	**Not Observed**
VI Demonstrates the belief that all students can learn						
1 Plans indicate knowledge about individual differences to plan, deliver and analyze instruction (S4)						
2 Plans show an understanding that diversity, exceptionality, and limited English proficiency affect learning (S3)						
Impact on Student Learning						
VII Uses a variety of formal and informal assessment strategies to evaluate classroom learning and teaching (S8)						
1 Demonstrates an ability to develop and appropriately apply various student assessment measures (S8)						
2 Monitors and adjusts strategies in response to learner feedback (S4)						
3 Holds each student accountable for his/her learning and behavior (S9)						

Assessment Items through Questioning	**5 Exemplary**	**4**	**3 At Standard**	**2**	**1 Needs Improve-ment**	**Not Observed**
VIII Family Focused Communication (S3/7)						
1 Fosters relationships and collaborates with the home, school, and community to support student learning and well being (S8/10)						
2 Considers school, family, and community contexts in connecting students' prior experiences and applying the ideas to real-world problems (S3)						
3 Communicates student progress knowledgeably						

and responsibly to students, parents and other colleagues (S8)						
IX Assessment (S8) and Professional Development (S9)						
1 Seeks opportunities for professional development (S9)						
2 Participates in staff functions and extra-curricular activities (S9)						
3 Maintains useful records of student work and performance (S8)						
X Reflects on Practice, Making Necessary Adjustments to Enhance Student Learning (S9)						
1 Demonstrates the ability to adjust teaching practices based upon reflection (S9)						
2 Accepts constructive feedback from others (S9)						
3 Uses a variety of self-assessment and problem solving strategies for reflecting on practice (S9)						

Comments:

_____ _____
Signature of Student Date

I have received a copy of the final rating form and have participated in a conference regarding the information it contains.

_____ _____
Signature of Cooperating Teacher Date

_____ _____
Signature of University Supervisor Date

Appendix E

School 3 Intern Disposition Assessment Form

TEACHER EDUCATION DISPOSITIONS RUBRIC

Please complete this rubric on each teacher education or other school personnel candidate that you have in your course. The rubric should be completed the last week of classes so that evaluators have as much exposure and contact with the candidate as possible. Please return rubric to Lori Miller, Campus Box 131.

CRITERION	SCORE			
	5 POINTS	3 POINTS	1 POINT	-1 POINT
RESPECT Recognizes and respects multiple perspectives (verbally and nonverbally)	*Communicates with a problem-solving attitude, asking for clarification, checking understanding of the other position before stating and justifying an alternative position*	*Communicates disagreement/ disapproval of others' statements, states an alternative position, and provides justification for that position*	*Communicates disagreement/ disapproval of others and/or their statements while providing an alternative solution*	*Communicates disagreement/ disapproval of others and/or their statements rudely and disrespectfully*
JUSTIFICATION Justifies and supports statements (Communicates specific observable behaviors, established theories, and/or literature to support conclusions and/or personal opinions rather than stating judgments)	*Explains connections between personal opinions and/or judgments through behavioral observation, established theories, research literature, and/or Core I content*	*Bases personal opinions and/or judgments in behavioral observations, established theories, research literature, and/or specific course content*	*Provides limited justification or support for personal opinions and/or judgments (when questioned)*	*States personal opinion or makes judgments without justification or support*
PARTICIPATION Participates in activities and discussions	*Consistently contributes in ways that support group members and extend the group's work*	*Often makes verbal and/or nonverbal contributions related to activity/discussion*	*Seldom makes contributions related to activity/discussion*	*Does not participate in class discussion or activities*
ATTENDANCE Attends class and pays attention in class	*Attends at least 90% of class sessions (no unexcused absences), arrives on time to class, attentive and prepared*	*Attends at least 90% of class sessions (no unexcused absences), arrives on time, attentive in class*	*Attends at least 90% of class sessions (1-2 unexcused absences), arrives on time, inattentive in class*	*Misses class or arrives late; inattentive in class*
COMMITMENT Values both the learning process and the information garnered in the process	*Demonstrates an eagerness for the information presented in classes as well as for the learning process*	*Makes statements that reflect a sense of value in the material covered in education courses and for the learning process*	*Shows neither positive nor negative attitude toward information presented in course work and for the learning process*	*Expresses disdain for information presented for courses and/or learning processes*

PROFICIENCY: Score of 3 or higher in each area

Student name _____ Course _____

Semester _____ Instructor _____

Appendix F

School 1 Conceptual Framework

The Conceptual Framework, which informs governance, curriculum design, and teaching and learning, both undergraduate and graduate, within the School of Education at XXXXX University, reflects the *Mission* of the school:

> The School of Education seeks to educate and inspire students to become competent, caring, reflective practitioners who are intellectually, and spiritually motivated to transform, self, schools, and society.

The School focuses upon the concept of the caring, reflective practitioner as integral to the possibility of transformative conditions within self, schools, and society, local and global. As such, the implication of a "caring, reflective practitioner" is the basic *concept* imbedded in the *Conceptual Framework.*

The *Conceptual Framework* is a living document, with philosophical roots in the historic educational and social justice-oriented mission of the university's founding/sponsoring religious order, the Adorers of the Blood of Christ (ASC). The *Framework* also builds upon the liberal arts and social justice-oriented mission and philosophy of XXXXX University as a Catholic institution of higher learning. Current and evolving educational/pedagogical ideas, concepts, practices, and related research have been – and continue to be – used in providing substance to the framework as a living document.

In fulfilling the mission of educating caring, reflective practitioners, the School of Education expects graduates, initial and advanced, to be educators who are knowledgeable, caring, reflective, visionary, collaborative, and ethical. Our graduates will be:

Knowledgeable educators who engage in critical thinking, possess basic quantitative skills, and communicate effectively. Graduates will also be acquainted with the major concepts and structures of their disciplines, with how individuals learn, with instructional and assessment strategies that ensure continual development of learners, and with the integration across content areas and technology to enrich curriculum and enhance instructional practices.

Caring educators who are concerned about the whole person, in self and in others; who demonstrate responsibility to the community and society; who respect the dignity of every person by creating instructional opportunities that are equitable for all learners; who listen carefully and seek to understand and do what is just; and who make ethical decisions.

Reflective educators who are perceptive, curious, discerning and who use good judgment; who evaluate the effects of their choices; who understand the historical,

philosophical, and social foundations of education that guide educational practices; who exhibit life-long learning.

Visionary educators who collaborate with others to transform; who use data, research and best instructional practices to achieve a virtuous learning community; and who use assessment strategies to ensure the continual development of all learners.

Collaborative educators who value collegial relationships as well as the knowledge and insights acquired from them; who respectfully listen to others; who seek to join others in fostering active inquiry and supportive interaction in the classroom; who work to transform and to improve schools through instructional strategies focusing upon improved learning for all students.

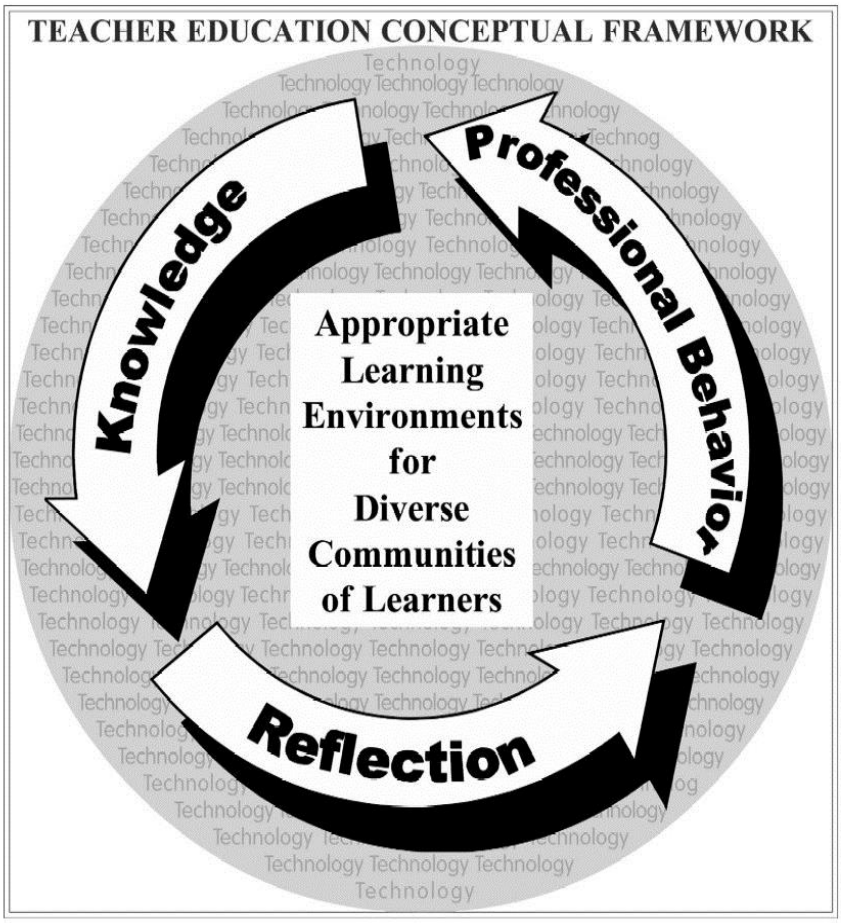
Ethical educators who embody goodness, integrity, truth, justice, and compassion as well as employ a moral and ethical framework in decision-making; and whose decisions are crafted in the pursuit of the common good, which includes advancing the causes of peace and justice.

These six themes – knowledge, care, reflection, vision, collaboration, and ethics – are integrated into the preparation of students to meet the Professional Education standards established by the Kansas State Department of Education. Both undergraduate and graduate programs are responsive to the mission of the School of Education and its relationship to the university's mission. The liberal arts core, as well as professional and pedagogical studies, including field experiences, are designed to graduate individuals who possess the aforementioned knowledge and skills, as well as the dispositions to act in accordance with these themes.

Appendix G

School 2 Conceptual Framework

At XXXXX University, our program graduates are prepared to be *knowledgeable, reflective* professionals who are *able to create appropriate learning environments* for *diverse communities of learners* while maintaining the highest standards of *professional behavior*.



Appendix H

School 3 Conceptual Framework

College Scope and Mission

Each year, the college recommends approximately 180 students for initial licensure among 240 students recommended for baccalaureate degrees. Approximately 140 master's degrees, four specialists and five doctorate of education degrees are awarded. There are 48 full-time faculty and approximately 100 lecturers, cooperating teachers, and university supervisors. The college offices are housed in one of the last buildings designed by the famed American architect, Frank Lloyd Wright. The College of Education is an integrated college that focuses on human development and emphasizes academic innovation in living and learning. There are five departments in the College of Education: Curriculum and Instruction; Counseling, Educational and School Psychology; Educational Leadership; Human Performance Studies; and Sport Management. The college houses two centers: The Center for Research and Educational Services and The Center for Physical Activity and Aging, which includes a research laboratory and community activity program. The college also supports innovative programs in Engineering Education and bio-engineering research for aging populations. There are two identifying characteristics of the college—the hands-on, site-based learning that is present across each program in the college, and the strongly held belief of students and faculty in the "power of education to change the world. The Mission of the College of Education is to "prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines."

Conceptual Framework

The Professional Education Unit's Conceptual Framework for the preparation of educational professionals is built upon the mission statement of the university supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, [redacted] College of Liberal Arts and Sciences, and the Graduate School. The Conceptual Framework informs governance, curriculum design, and learning activities at both the undergraduate and graduate level.

Vision and Goals

The vision of the Professional Unit Conceptual Framework is to prepare teachers and other school personnel who exemplify the goals of "Highly Competent, Collaborative, and Reflective Professionals." To fulfill this vision, the unit produces graduates who identify, understand and demonstrate the following six goals/guiding principles: 1) Professionalism and Reflection on the Vocation (PR); 2) Human Development and respect for Diversity (HDD); 3) the Connection of Teaching and Assessment (CTA); 4) Technology Integration (T); 5) Understanding of Content Knowledge, Pedagogical Content Knowledge and their alignment with Standards (CKS); and 6) Collaboration with Stakeholders (C).

Unit Vision Linked to Guiding Principles

The vision is directly connected to the guiding principles (goals): The Highly Competent Professional is reflected though explication of the guiding principles two through four: Human development and respect for diversity, the connection of teaching and assessment, technology integration, and understanding content knowledge, pedagogical content knowledge and their alignment with standards. The vision of a collaborative professional is reflected in the guiding principle of collaboration with stakeholders. The vision of a reflective professional is shown in the guiding principle of professionalism and reflection on the vocation.

The Unit Vision/Guiding Principles Graphic

The unit's philosophy for the preparation of education professionals and other school personnel is presented visually in a series of elliptical strands (values) that wrap around the vision. The entwined strands illustrate how the six guiding principles (values) working together create highly competent, collaborative, and reflective professionals. Together the unit vision and six guiding principles reflect a visual representation of commonly agreed upon ideas and commitments and provide direction for individual and corporate efforts. The intertwining of the strands, or guiding principles around the "core" vision, creates one powerful conceptual framework.

Unit Vision: The Development of Highly Competent, Collaborative, and Reflective Professionals

Guiding Principles:

Professionalism and Reflection on the Vocation

Human Development and Respect for Diversity

The Connection of Teaching and Assessment

Technology Integration

Understanding Content Knowledge and Pedagogical Content Knowledge and their Alignment with Standards

Collaboration with Stakeholders

Guiding Principles Defined

The Professional Education Unit at [redacted] University focuses on preparing candidates who identify, understand, and practice the six guiding principles which in turn, lead to internalization of the goals of highly competent, collaborative and reflective professionals thus fulfilling the unit's vision. The Guiding Principles include proficiencies and dispositions.

(1) **Professionalism and reflection on the vocation (PR):** The [redacted] teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice. Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.

(2) **Human development and respect for diversity (HDD):** Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to "fairness" in all aspects of their work and the expectation that all students/clients can learn. Candidates consider family, community, and school in advocating for students and clients and have knowledge of relevant historical, philosophical, social and cultural factors.

(3) **The connection of teaching and assessment (CTA):** Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Candidates value knowledge and continuous learning to improve professional practice.

(4) **Technology integration (T):** Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice.

(5) **Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS):** Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice.

(6) **Collaboration with stakeholders (C):** Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practices. Candidates value working cooperatively with colleagues and others to advance best interest of students and clients.

Appendix I

Grand CanyonUniversity
College of Doctoral Studies
3300 W. Camelback Road
Phoenix, AZ85017
Phone: 602-639-7804
Fax: 602- 639-7820

INFORMED CONSENT FORM (SOCIAL BEHAVIORAL)

CONSENT FORM
TITLE OF RESEARCH STUDY

"Exploring Social, Emotional, Character Development
Curricula in Teacher-Education Programs in Wichita, Kansas"

INTRODUCTION

The purposes of this form is to provide you (as a prospective research study participant) information that may affect your decision as to whether or not to participate in this research and to record the consent of those who agree to be involved in the study.

RESEARCH

Cathy Dianne May, doctoral candidate from Grand Canyon University, has invited your participation in a research study.

STUDY PURPOSE

The purpose of the research is to discover perceptions of leader and staff at Wichita's three teacher-education programs regarding the significance and necessity of an enhanced SECD curriculum that correlates with the state of Kansas' new K-12 SECD state standards.

DESCRIPTION OF RESEARCH STUDY

As a study participant, you will join a study to explore the perceived importance of an enhanced SECD curriculum in your teacher-education program, and the importance of leadership in contributing to an effective curriculum conversion to the new SECD K-12 state standards.

If for some reason you wish to skip a question asked of you during a private interview, you will not be penalized or removed from the study. Your response will simply be "no comment."

If you say YES, then your participation will last for approximately 30-45 minutes in a designated room at your school. Approximately 17 other subjects will be participating in the study.

RISKS

There are no known risks from taking part in this study, but in any research, there is some possibility that you may be subject to risks that have not yet been identified.

BENEFITS

The possible/main benefits of your participation in the research are:

- Complete knowledge/understanding of Kansas' new K-12 SECD state standards.
- An increased focus in your own classroom of SECD dispositions.
- Have a voice in possible future changes to your teacher-education program in the area of SECD education.
- Have a published accounting of the "bright spots" in Wichita's three teacher-education programs.

NEW INFORMATION

If the researcher finds new information during the study that would reasonably change your decision about participating, then she will provide this information to you.

CONFIDENTIALITY

All information obtained in this study is strictly confidential. The results of this research study may be used in reports, presentations, and publications, but the researcher will not identify you. In order to maintain confidentiality of your records, I, Cathy Dianne May will assign each interviewee with his/her own code. Participants will be referred to as participant 1, participant 2, etc. Each university in which the interviews occur will be referred to as university 1, university 2, etc. No names will be used during the interviews to maintain confidentiality. The interviews will be audio recorded and transcribed using NVivo.

Upon collection of the data, a copy will be made as a back-up in case the data is lost or a malfunction occurs, resulting in lost data. The data will be stored in a secured and locked area to ensure it authenticity. The researcher will be the only person to have access to the data collected. This ensures the data is valid and has not been altered. All of the data collected for this study will be kept by the researcher in a locked file for a period of five-ten years.

WITHDRAWL PRIVILEGE

Participation in this study is voluntary. It is perfectly acceptable for you to say no. Even if you say yes now, you are free to say no later, and withdraw from the study at any time.

COSTS AND PAYMENTS

The researcher wants your decision about participating in the study to be absolutely voluntary. There is no payment for your participation in the study.

VOLUNTARY CONSENT

Cathy Dianne May, 1620 S. Longford, #105, Wichita, KS, will answer any questions regarding your participation in the study, before or after your consent. (316) 655-2068, cathy-may@att.net

If you have questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Institutional Review Board, through the College of Doctoral Studies at (602) 639-7804.

This form explains the nature, demands, benefits and any risks of the project. By signing this form, you agree knowingly to assume any risks involved. Remember, your participation is voluntary. You may choose not to participate or to withdraw your consent and discontinue participation at any time without penalty or loss of benefit. In signing this consent form, you are not waiving any legal claims, rights, or remedies. A copy of this consent form will be offered to you.

Your signature below indicates that you consent to participate in the above study.

_____ _____ _____

Participant's Signature Printed Name Date

INVESTIGATOR'S STATEMENT

"I certify that I have explained to the above individual the nature and purpose, the potential benefits and possible risks associated with participation in this research study, have answered any questions that have been raised, and have witnessed the above signature. These elements of Informed Consent conform to the Assurance given by Grand Canyon University to the Office for Human Research Protections to protect the rights of human subjects. I have provided (offered) the subject/participant a copy of this signed consent document."

Signature of Investigator_____

Date_____

Appendix J

My name is Cathy May, and I am a doctoral candidate from Grand Canyon University. My dissertation research study encompasses the use of teaching dispositions, specifically social/emotional intelligence, and character development (SECD), in the three teacher-education departments in Wichita: Friends University, Newman University, and Wichita State University. As a graduate of both Wichita State (Bachelor of Music Education in 1970) and Friends (Master of Arts in Teaching in 2000), and an adjunct education professor at Newman, I was hopeful that you would allow me to interview you and 4-5 professors in your department who teach student teacher dispositional learning for my study. The interviews would be of invaluable benefit to my research.

I would appreciate setting up a time to meet with you and the other professors who fit the criteria to be interviewed. As an educator for the past 44 years, I understand the time constraints everyone faces, but I believe this is an important first step in understanding higher education's relationship with the new state social, emotional, character development (SECD) standards enacted in 2012 by the Kansas State Department of Education.

Thank you so much--