

IS IT ENOUGH?
EXAMINING INSTRUCTIONAL MANAGEMENT IN A NEW PARADIGM OF
TEACHING AND LEARNING

by

John E. Critelli Jr.

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This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Daniel Reyes-Guerra, Department of Educational Leadership and Research Methodology, and has been approved by all members of the supervisory committee. It was submitted to the faculty of the College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

SUPERVISORY COMMITTEE:



Daniel Reyes-Guerra, Ph.D.
Dissertation Advisor

Robert Shockley
Robert Shockley (Apr 11, 2023 12:45 EDT)

Robert Shockley, Ph.D.

John D. Morris
John D. Morris (Apr 11, 2023 15:13 EDT)

John D. Morris, Ph.D.

Maysaa Barakat
Maysaa Barakat (Apr 11, 2023 15:36 EDT)

Maysaa Barakat, Ph.D.

Dana Zorovich

Dana Godek, Ed.D.

Robert Shockley
Robert Shockley (Apr 11, 2023 12:45 EDT)

Robert Shockley, Ph.D.
Chair, Educational Leadership and
Research Methodology

Stephen Silverman
Stephen Silverman (Apr 17, 2023 17:47 EDT)

Stephen Silverman, Ed.D.
Dean, College of Education

William David Kalies

William D. Kalies, Ph.D.
Interim Dean, Graduate College

April 18, 2023

Date

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ABSTRACT

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For decades, educational leadership researchers have focused on school leadership behaviors, competencies, and skills that impact student outcomes measured by the students' performance on standardized tests. This practice has narrowed the focus for how the field approaches teaching and learning and the evaluation models that measure school, teacher, leader, and student academic performance. To examine leadership and teaching and learning that support the development of the whole child and not just their performance on exams, this quantitative study set out to examine: Is there a relationship between a school leadership teams' prioritization of SEL, their instructional management practice, and the teachers' use of SEL pedagogy in the classroom?

To examine the research question, a set of five sub-research questions were developed to organize and guide this work. Interest to participate in this study was gained by aligning the research to the district's strategic plan. The sample included 107 teacher participants drawn from five participant public elementary schools in a large diverse

urban school district. Data applied in the analysis were collected through the application of three instruments. Two of the instruments were developed and pilot tested as part of this research.

The results of this research indicate that despite the ample evidence that shows instructional management having a positive impact on student learning, its effect on the pedagogies examined that support the development of social and emotional competence was limited. The greatest contribution of this study was the development of a valid and reliable tool to evaluate ten social and emotional learning teacher/pedagogical practices.

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CHAPTER I: INTRODUCTION

Social and Emotional Learning (SEL) has emerged as an important student-centered framework in the field of education that has shown to have several positive effects on student success (Battistich et al., 2004; Durlak et al., 2011; Gottfredson et al., 2002; Hawkins et al., 2008; Hynes, 2015; Jennings & Greenberg, 2009). In consideration of the vast variety of programs and models of SEL, Durlak et al. (2011) examined SEL interventions across 213 school-based SEL programs and discovered that, “SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement” (p. 405). These findings have contributed to a national, and international, focus on SEL attributed to its promising effects on student success, an example of which is demonstrated by a Google Scholar search (2022, November 14) which revealed the Durlak et al. (2011) article had been cited 10,040 times.

SEL’s impact has shown significant and positive effects on other factors beyond performance on standardized tests. For example, research has shown that SEL participants were more likely to attend school (Gottfredson et al., 2002), graduate from high school (Hynes, 2015), engage in positive teacher-student relationships (Jennings & Greenberg, 2009), and have a strong connectedness to school (Battistich et al., 2004). Additionally, Hawkins et al. (2008) examined the long-term effects of public elementary schools SEL participants fifteen years after they were enrolled. They discovered that SEL participants show higher incomes, higher educational attainment, fewer mental health

conditions, increased civic engagement, and safe sex practice.

Growing evidence has established SEL as a promising framework to address the learning needs of the whole-child, it is important to consider the perspectives of practitioners in the field concerning SEL. Demonstrated in two national surveys, most teachers and school leaders believed that SEL is malleable and benefits all students regardless of their background (Bridgeland et al., 2013; DePaoli et al., 2017). Also, both groups favored implementing SEL programming to address life in and beyond the classroom. One common thread was that teachers and school leaders agreed on a need for more opportunities to engage with SEL and access to professional learning to support its success (Bridgeland et al., 2013; DePaoli et al., 2017).

The Accountability Paradigm

Based on the research supporting the benefits of SEL on student outcomes, and the profession in favor of it, the ability to implement SEL requires knowledge of new skills, shared vision, and organizational norms that reflect an openness to change (Durlak & DuPre, 2008). As Kotter (2012) asserted, “Structure, systems, practices, and culture have often been more of a drag on change” (p. 169). If schools want to consider the implementation and sustainability of SEL programs, then they must consider the current policy and practices in the current context of education.

Evidence on a national level have demonstrated that since the National Commission on Excellence in Education (1983) released its *A Nation at Risk* report, public education has moved in a direction of accountability based on standardization and a philosophy of success using the quantitative measurement of student performance that allegedly measures student learning of Math, English, and more recently, Science,

Technology, Engineering, and Mathematics (Ravitch, 2014). Ravitch (2014) asserted that “states [are] spending hundreds of millions of dollars each year on testing and on test preparation” (p. 13) and some schools have spent 20% of the academic year preparing for those exams. However, measuring only these content areas runs counter to SEL, given the whole child approach undergirding its foundations.

Consequences of the Accountability Paradigm

As a result of the accountability paradigm, the educational leadership profession has focused on how leaders can become change agents to improve instruction that leads to improved testing achievement (Chase & Kane, 1983; Gurley et al., 2015; Marks & Printy, 2003). Focused on these quantitative results, vast amounts of educational research has resulted in approaches to school improvement that are grounded in borrowed business theories reflecting the “cult of efficiency” (Callahan, 1962) founded on the tenets of cost control and Taylorism (Bernstein, 2018; Callahan, 1962; Giroux, 2015). Consequently, public schools themselves have been defined by critical theorist as “vehicles for increasing the profits of investors” (Giroux, 2015, p. xii) and as a venue to prepare America’s youth for the workforce (Bernstein, 2018).

Public schools viewed as workforce preparation has been reinforced by policy referred to as “corporate reform” (Ravitch, 2014, p. 19) including *No Child Left Behind Act* (2001), *Every Student Succeeds Act* (2015), and the adoption of the Common Core Curriculum (Ravitch, 2014). School improvement and effectiveness scholars have observed that the “improvement processes within schools only have importance within the school effectiveness paradigm to the extent that they affect outcomes” (Chapman et al., 2016, p. 215). Therefore, school improvement has also been limited and tied to a

focus on outcomes on standardized tests. This has been to the detriment of the ‘whole child’ approach that SEL seeks to address. This limited focus on testing outcomes, as demonstrated in the next section, has not significantly influenced improvements on student achievement. This reinforces the need for whole child approaches like SEL.

A Focus on Student Achievement Data

Current accountability systems in public education have influenced leadership, teaching, and evaluation practices centered on student performance on standardized tests. School improvement and effectiveness are judged by these results (Bernstein, 2018). The National Assessment of Educational Progress (NAEP) can offer some evidence for how well the profession has done to improve scores.

Using the publicly available NAEP Data Explorer, Figure 1 and Figure 2 illustrate the national progress in 8th Grade Reading and Math, in terms of the overall scale composite score. Figure 1 demonstrates the composite Reading scores sourced from the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEPa) for the years: 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022. And Figure 2 demonstrates the composite Mathematics scores sourced from the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEPb) for the years: 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.

Figure 1

NAEP - 8th Grade Reading Performance

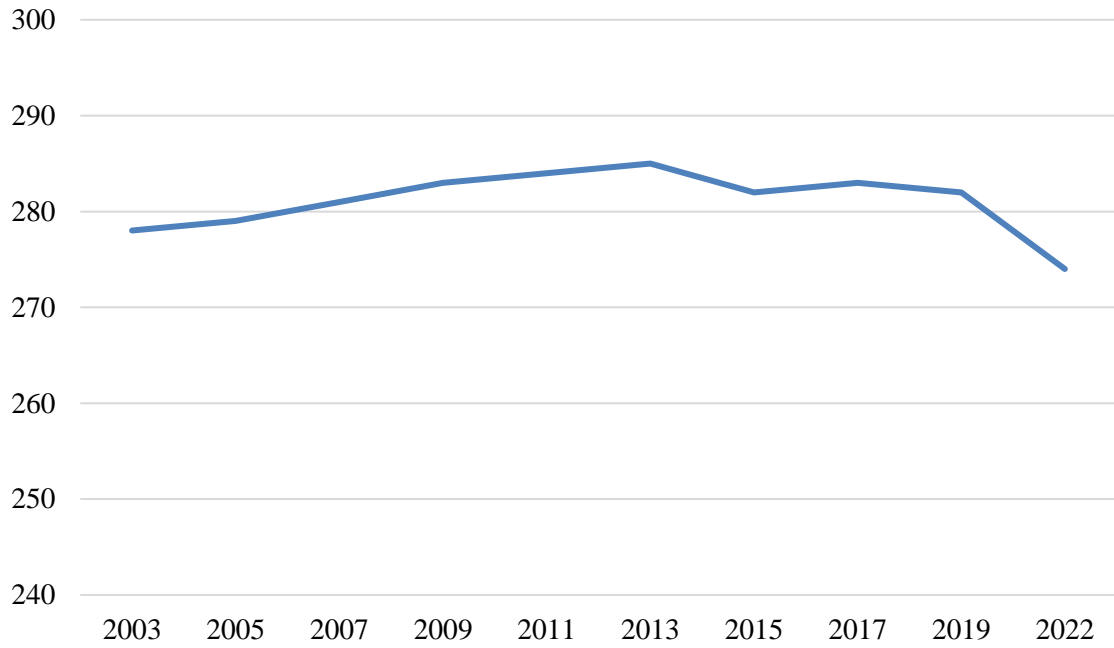
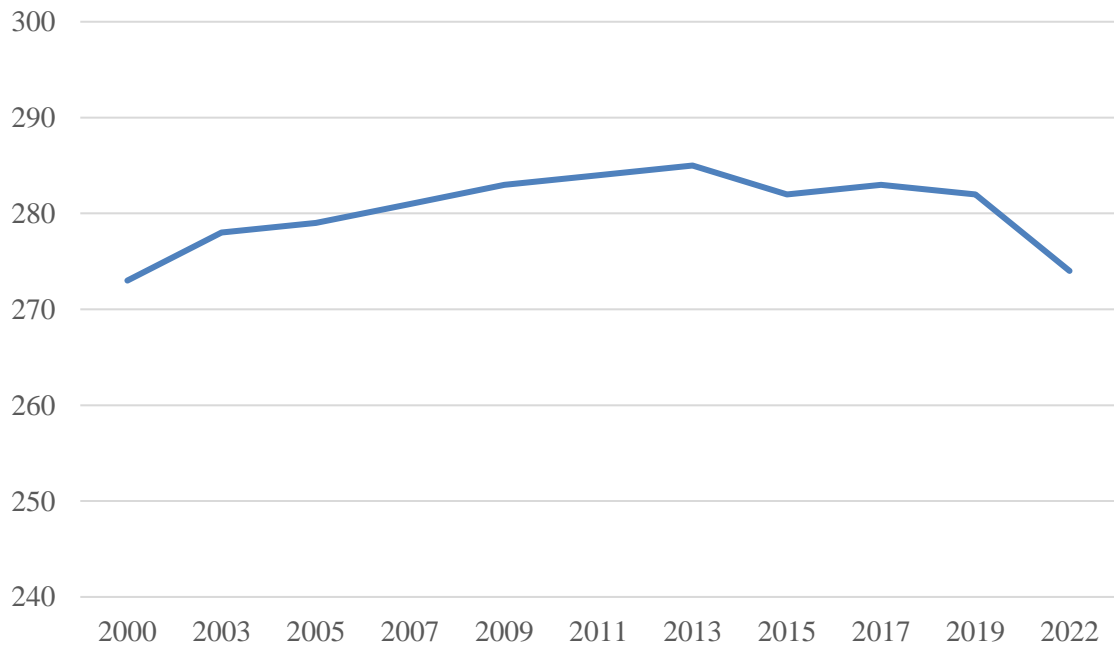


Figure 2

NAEP - 8th Grade Mathematics Performance



The data illustrated in Figure 1 and Figure 2 show that little progress has been made to improve school or student performance when standardized tests are the measure. Based on the current educational context and the presentation of NAEP data in Figure 1 and Figure 2, one could posit that the pedagogical practices - and the evaluation tools used that emphasize those practices - are not those that will positively impact student performance or the pursuit of learning when considering SEL. The historical testing data not only reveals that no significant gains have been made, but that the singular focus has left the field bereft of data that would yield other important measures of the education of the ‘whole child.’

Current Trends in Teacher Evaluation Systems

Shifting to a whole-child approach for teaching and learning will require an emphasis on educator practices that influence SEL. It has been found that many of these practices are underrepresented in the major teacher supervision frameworks (Bridgeland et al, 2013; DePaoli et al., 2017; Donahue & Vogel, 2018; Yoder, 2014a). Moreover, current trends in teacher professional development models have shown to be limited due to a focus on educator learning aimed solely at influencing student achievement based on accountability measures (Darling-Hammond, 2013).

Demonstrated in a recent policy brief, “many states, districts, and schools struggle to create and implement the type of trusted” (Aragon, 2018, p. 1) system that differentiates teacher performance between pedagogical practices that address the ‘whole child’. Donahue and Vogel (2018) examined teacher perceptions encompassing the limited range that evaluation systems have on classroom instruction. For example, one participant stated, “The research-based parts of the rubric measure my practice, but it

[does not] measure how well I interact with my kids, reach kids, connect with kids” (p. 47). The issue is that methods for evaluation are limited in that they “[do not] begin to address these things and they are the things that really matter (p. 47).

An analysis of the most popular evaluation systems, specifically the Marzano, Danielson, and CLASS tools (Yoder, 2014a), has demonstrated that those evaluation systems have failed to reveal any substantial emphasis on SEL constructs that are highly valued as effective practice by teachers (Bridgeland et al., 2013; DePaoli et al., 2017). As in all cases, effective professional practice is dictated by some form of evaluation. Therefore, one could assert that if teachers are not evaluated on practices that improve students’ SEC, and the ways in which we evaluate performance are not modified, they might be less likely to engage in those practices.

Other Measures of Student Success

To say that the field has not looked at other ways to demonstrate school and student performance would be deceptive. In recent years, researchers have looked for other measures of success that would demonstrate school effectiveness since achievement scores have failed to show substantial improvement to the system of education. For example, The Center for Promise extrapolated nationwide graduation and provided empirical findings related to graduation progress.

Through the application of mixed methodology, DePaoli et al. (2018) found that graduation rates reached an all-time high in 2016 of 84.1% nationally compared to 71% in 2001. Despite this improvement, an analysis of subgroups revealed that gaps in improvement existed, especially for those students from a lower socioeconomic status concluding that a severe problem persists (DePaoli et al., 2018). Other research has

considered hurdles to graduation including, “instability or negative experiences in their families and other close relationships, as well as a greater incidence of overall adverse life experiences” (Hynes, 2015, p. 11). Important for making the case for SEL, one study concluded that relationships between students and adults in the school mattered. It indicated the need to focus on the social and emotional needs of students as a model for continuous improvement to yield further development of graduation rates (Hynes, 2015).

The Need for a New Paradigm

The failure of the accountability paradigm, with its focus on student achievement, has demonstrated the need to develop or transition into a new paradigm of effective schooling which recognizes that the word ‘student’ appears before ‘achievement’ in ‘student achievement.’ Moreover, a shift toward the development of new measures and educator practices that would give credence to those scholars who have emphasized that, “If we want learners who can thrive in turbulent, complex times...[then] we must reimagine learning: what’s important to be learned, how learning is fostered, where learning happened, and how we measure success” (Fullan et al., 2018, p. 13).

The shift toward educating the whole-child will require the discovery of more appropriate educator practices that address the needs of students to learn. It requires that any measures of student learning or educator practice emerge from a methodology that is grounded in learning and cognitive science centered on the student to “avoid [a] historic tendency to replicate the bureaucracies that grew out of the push to build on product and efficiency-oriented assumptions about teaching, learning, and administration of schools” (Myran, 2017, p. 15). Thus, the focus on school leadership priorities and teaching and learning must incorporate pedagogical practices that support SEL to begin the transition

into a new paradigm of schooling that is inclusive of the ‘whole child.’

Problem Statement

Since the National Commission on Excellence in Education (1983) A Nation at Risk report, the education profession has struggled to improve student performance holistically (Bernstein, 2018) and “In spite of the billions of dollars spent, the standards movement has been at best a partial success” (Robinson & Aronica, 2016, p. 13). The current paradigm of accountability, which overwhelmingly focuses on one dimension of student learning as a measure of teacher, leader, and school effectiveness, is not adequate (Darling-Hammond, 2013). Therefore, there is a need to discover a new paradigm of teaching, learning, curriculum, instructional and school leadership that considers, “Attending to students’ psychological needs is as much a part of a quality education as ensuring that they have adequate resources, good instructional materials, and well-trained teachers” (Weissberg et al., 2015, p. xi). To encounter this new paradigm, we must look to identify leadership practices that are related to attending teachers’ instructional practices that are effective and representative of social and emotional learning.

Purpose Statement

The purpose of this study is to determine whether the use of certain instructional management practices by school leadership teams will provide the emphasis needed for the development of a new instructional leadership paradigm that results in the teachers' frequent and effective use of social and emotional pedagogical practice. To that end the purpose of this research was four-fold. First, to investigate the relationships between the school leadership teams’ prioritization of social and emotional learning over other common instructional leadership tasks and how that relates to the teachers’ use of ten

social and emotional learning (SEL) pedagogical practices. Second, to examine the school leadership teams' instructional leadership practices and if those relate to the teachers' use of ten SEL pedagogical practices. Third, examine how the school leadership teams' instructional leadership practice, and their prioritization of SEL over other instructional leadership practices, influence the teachers' use of ten SEL pedagogical practices. Finally, to understand how selected school related factors moderates the relationship between the school leadership teams' instructional leadership practice, and their prioritization of SEL over other instructional leadership practices, influence the teachers' use of ten SEL pedagogical practices.

Theoretical Framework

Based on a review of the literature, the following theoretical framework outlines the potential relationship across three clusters of variables including instructional leadership, pedagogical practices, and social and emotional competencies that will be examined within this study. Figure 3 illustrates the theoretical framework applied to this study to explore the intended purpose of the study outlined above.

Figure 3

Theoretical Framework – Effective SEL School Leadership



Theoretical Consideration

A focus on the teachers' SEL pedagogical practice is based on Bossert's (1988) assertion that, "the rationale for many studies in educational administration rest on an assumed but indirect link between certain organizational characteristics and student learning" (p. 341). In this research, the organizational characteristics included the school leadership teams' theory-in-use in terms of their SEL priority and their use of instructional management practice should result in student learning in terms of their overall social-emotional competency (SEC).

In the context of educational accountability, instructional leadership has been found to have an indirect effect on student performance on standardized tests (Hallinger,

et al., 1996). However, an effect has been detected when examining for the mediated effect between instructional leadership and student performance on standardized tests through teachers' instruction (Witziers et al., 2003). Previous studies have demonstrated that a teacher's SEC influences their students' SEC through the application of SEL pedagogical practices (Jennings & Greenberg, 2009). Accordingly, the following section presents a brief description of those theories.

Social and Emotional Learning (SEL)

Schools that hope to improve the well-being of students do so by implementing SEL. The growing body of SEL research has revealed the many benefits SEL programming has on academic achievement and positive social behavior (Durlak et al., 2011). As with any school improvement initiative, success is contingent on the program's design, implementation, and evaluation of effectiveness (Weissberg et al., 2015, p. 3).

The Collaborative for Academic Social and Emotional Learning (CASEL) is home to a systematic framework for SEL that fosters student growth across five competencies within three supporting dimensions (classroom, schools, and homes and communities). Table 1 illustrates the five social and emotional competencies included in CASEL's framework and a definition of each.

Table 1*SEL Competencies and Definitions*

Competency	Definition
Self-Awareness	“The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism” (Weissberg et al., 2015, p. 5).
Self-Management	“The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals” (Weissberg et al., 2015, p. 5).
Social-Awareness	“The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports” (Weissberg et al., 2015, p. 5).
Relationship Skills	“The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed” (Weissberg et al., 2015, p. 6).
Responsible Decision-Making	“The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others” (Weissberg et al., 2015, p. 6).

SEL and Pedagogical Practice

Through an extensive review of existing literature encompassing caring school communities, raising healthy children, responsive classrooms, Yoder (2014a) presented ten pedagogical practices that “represent instructional strategies that can be used in classrooms to support positive learning environments, social-emotional competencies,

and academic learning” (p. 10). Table 2, adopted from Yoder (2014a), describes the ten practices as Yoder (2014a) defined them.

Table 2

Definitions for the Ten Social and Emotional Pedagogical Practices

Practice	Description
Student-Centered Discipline	“In order to be effective at Student-Centered Discipline, teachers need to use disciplinary strategies that are developmentally appropriate for their students and that motivate students to want to behave in the classroom” (Yoder, 2014a, p. 11).
Teacher Language	Teacher Language “refers to how the teachers talk to students. Teachers should encourage student effort and work, restating what the student did and what that student needs to do to improve” (Yoder, 2014a, p. 12).
Responsibility & Choice	Responsibility & Choice “refers to the degree to which teachers allow students to make responsible decisions about their work in the classroom” (Yoder, 2014a, p. 12).
Warmth & Support	Warmth & Support “refers to the academic and social support that students receive from their teacher and from their peers” (Yoder, 2014a, p. 13).
Cooperative Learning	Cooperative Learning “refers to a specific instructional task in which teachers have students work together toward a collective goal” (Yoder, 2014a, p. 14).
Classroom Discussions	Classroom Discussions “refers to conversations students and teachers have around content. During classroom discussions, teachers ask more open-ended questions and ask students to elaborate on their own thinking of their peers” (Yoder, 2014a, p. 14).
Self-Reflection & Self-Assessment	Self-Reflection & Self-Assessment are “instructional tasks whereby teachers ask students to actively think about their own work” (Yoder, 2014a, p. 15).

Table 2 (continued).

Practice	Description
Balanced Instruction	Balanced Instruction “refers to teachers using an appropriate balance between active and direct instruction, as well as the appropriate balance between individual and collaborative learning” (Yoder, 2014a, p. 16).
Academic Press & High Expectations	Academic Press & High Expectations “refers to a teacher’s implementation of meaningful and challenging work, and academic expectations focus on the teacher’s belief that all students can and will succeed” (Yoder, 2014a, p. 17).
Competence Building- Modeling, Practicing, Feedback, & Coaching	Competence Building “occurs when teachers help develop social-emotional competencies systematically through the typical instructional cycle: goals/objectives of the lesson, introduction to new material/modeling, group and individual practice, and conclusion/reflection” (Yoder, 2014a, p. 17).

Instructional Leadership

Instructional leadership came into existence through extensive research on effective leadership; at a time when principals were faced with government pressure for higher performance and accountability. This shifted the role of principals from needing to become change agents and develop teachers with a goal to improve student achievement (Gurley et al., 2015; Marks & Printy, 2003). One of the first definitions for instructional leadership was established by Hallinger and Murphy (1985). Through studies of leaders found in effective schools, Hallinger and Murphy (1985) organized instructional leadership in three dimensions, each encompassing ten leadership tasks. The following section defines those dimensions.

Defining the School Mission. These include behaviors shown by instructional leaders that develop a clear and concise mission focused on improvements to academic performance. Moreover, how the principal communicates the mission to the school and

community at large.

Managing the Instructional Program. Incorporates three critical behaviors within this dimension, managing the instructional program consists of the instructional leader's ability to supervise and evaluate instruction, coordinate the curriculum, and the way they monitor and track student performance. It is important to note that the principal does not do this in isolation. This dimension is fundamental to instructional leadership and in alignment to the goal of improving student learning.

Promoting a Positive Learning Climate. School climate is influenced by several leadership behaviors that show to be critical to enhance academic performance. Key behaviors included protecting instructional time, providing incentives to teachers, and incentives for learning.

School Leadership Teams

Effective teams show greater productivity, more effective use of resources, better decision-making and problem-solving, better-quality products and services, and greater innovation and creativity (Parker, 1990). Research has shown that student achievement is positively impacted when decision making is shared by multiple members of the school community from diverse backgrounds and varying perspectives (Chenoweth & Everhart, 2002; Seashore et al., 2010). Moreover, research focused on high performing school systems discovered school leadership teams were “regularly trained alongside school principals so each school has multiple leaders to continually improve professional learning” (Jensen et al., 2016, p. 5).

Espoused Theory and Theory-In-Use

According to Senge (2006), a demonstration of learning can be enhanced by

observing an individual's actions. For example, an individual might say that social media is evil, yet that same individual who has said that currently has an active account on some social media platform. Espoused theory (ET) and theory-in-use (TU) was introduced into literature by Argyris and Schön (1974) to understand an individual's "blindness" to learning from experiences and demonstrated that "individuals' self-descriptions are often disconnected from their actions" (Bolman & Deal, 2008, p. 169).

Research Questions

The overarching research question for this study was: Is there a relationship between a school leadership teams' prioritization of SEL, their instructional management practice, and the teachers' use of SEL pedagogy in the classroom? To investigate this, the following five research questions were developed that can be statistically analyzed based on the data collected from participants:

Research Question One: What relationships exist between the teachers' perception of their school leadership teams' prioritization of SEL and the teachers' frequent and effective use of SEL pedagogical practices in the classroom?

Research Question Two: What relationships exist between the teachers' ratings of the school leadership teams' instructional management practice and their frequent and effective use of SEL pedagogical practices in the classroom?

Research Question Three: To what degree do the teachers' perceptions of their school leadership teams' prioritization of SEL, the teachers' ratings of their school leadership teams' instructional management practice, influence their frequent and effective use of SEL pedagogical practices in the classroom? And if so, do either of those variables contribute more to their frequent and effective use of those SEL pedagogical

practices over the others?

Research Question Four: To what degree do select school related factors moderate the relationship between the teachers' perceptions of their school leadership team's prioritization of SEL and the teacher's frequent and effective use of SEL pedagogical practices in the classroom?

Research Question Five: To what degree do select school related factors moderate the relationship between the teachers' ratings of the school leadership team's instructional management practice and the teachers' frequent and effective use of SEL pedagogical practices in the classroom?

Significance of the Study

There are multiple points that establish the significance of this study. First, the current body of literature encompassing SEL falls short in providing a valid and reliable instrument that measures the frequent and effective use of pedagogical practices related to SEL. Second, this study will provide the profession with student-centered criteria for learning that offer policymakers alternative measures of student learning that are simple to record, codifiable, and easy to process (Robinson & Aronica, 2016). Third, demonstrate a methodology centered on the true purpose of public education – that will challenge a historic tendency of school effectiveness that focuses solely on models and frameworks that define success as student achievement on standardized tests (Chapman et al., 2016). Fourth, this study will also uncover the impact that the accountability paradigm has had on school leader's prioritization of leadership tasks and determine whether those priorities have been detrimental to teacher instruction and/or student learning.

Methodology

This study applied quantitative methodology to examine the relationships among three variable clusters including the teachers' perceptions of their school leadership teams' prioritization of SEL, the teachers' ratings of their school leadership teams' instructional management practice, and the teachers' frequent and effective use of SEL pedagogical practices in the classroom. Participants in this study were recruited from five public elementary schools from Urban School District. Data were collected using three instruments - each survey addressing one of those three variable clusters. The instrument used to evaluate SEL pedagogical practice, and the instrument used to evaluate SEL priority, were both developed and piloted as part of this research. A third instrument, the Principal Instructional Management Rating Scale (PIMRS), was applied to examine the school leadership teams' instructional management practice.

Appropriateness of the Study

This research incorporated the use of an exploratory data analysis that combined non-experimental descriptive, causal-comparative, and correlation designs to investigate the relationships examined by this study. Further details regarding the three measures applied for data collection can be found in the instrumentation section in Chapter III. The quantitative methods applied should therefore be replicable and any findings applicable to larger populations in future studies. The purpose of examining the descriptive statistics was to discover 'what is' through "organizing and summarizing a set of numerical data" (Gall et al., 2007, p. 132). The causal-comparative analysis examined phenomena that exist between three major variable clusters and therefore appropriate for answering the overarching research question.

Based on a review of the literature to date, there is no published research that addresses the relationship between the three major variable clusters examined by this study. While this study does not necessitate investigating phenomenon through qualitative methods, its findings can provide direction for subsequent mixed-methods or qualitative studies that could incorporate further human perceptions and experiences underlying any significant relationships discovered, found, and/or revealed.

Personal Significance

In 1992 to 2004 there was a student enrolled in an affluent public school in New York who felt the impact of the accountability paradigm. This student was exposed to the true meaning of how it felt to be labeled as a ‘student at risk.’ Due to this classification, the student experienced eight years of ongoing psychological evaluations and was issued an Individualized Education Plan that placed them in an alternative learning setting alongside other students who presented similar learning deficiencies.

The associations of that label exposed this student to bullying and judgments from peers, staff, and others who, because of the accountability paradigm, viewed test scores, GPA, class placement, and rank as a measure of success, worthiness, and a predictor of future achievement. Now, in 2022, this same student is a doctoral candidate and through his clear demonstration of grit and ability to deal with adversity, he has proven himself *not* to be what those labels had forecasted. It is with humbleness, pride, and a desire to avoid systems that continue to do harm to students while demonstrating the alternative that SEL is designed to encompass. I share with you that the student described above is I, John E. Critelli Jr.

To that end, this research seeks to challenge the current paradigm of education

that, as demonstrated, has shown to have broad implications on leadership, teaching and learning, educational policy, research, and practice, and on students themselves. Those ideas that have emerged out of the accountability movement have been permanently ingrained within these groups. Consequently, these ideas have led them to believe that student achievement is the end-all-be-all to how we interpret/examine student success and the effectiveness of teachers, leaders, and schools themselves.

This study represents my passion to be part of the solution and provide the field with partial evidence to support a transformation of the entire system. Furthermore, my bias is that this transformation must be rooted in a philosophy of education that encompasses the whole-child and grounded in a student-centered approach that would inform developments of schooling that would have provided me and others with the knowledge, skills, and support to thrive, manage those negative connotations that are attached to labels that are resultant of a system and ideology tied to a single dimension of student success.

Chapter I Summary

Chapter I provided an overview of the proposed study titled “Is It Enough? Examining Instructional Management in a New Paradigm of Teaching and Learning.” This study was designed to address limitations to teaching and learning caused by the accountability paradigm, specifically in terms of school leadership teams’ instructional management practice. The limited focus on instructional leadership has failed to prioritize non-cognitive factors of student success including the importance of well-being that is demonstrated in the theoretical foundations of SEL. To that end, the purpose of this study was to discover if school leadership teams’ prioritization of SEL and their frequent use of

instructional management practice would be sufficient to influence teachers' frequent and effective use of SEL pedagogical practice. The results of this study demonstrate evidence needed to support the transition to a new paradigm of teaching and learning centered on the 'whole child.'

CHAPTER II: LITERATURE REVIEW

This literature review is designed to outline the context of this study which seeks to examine the relationships that exist between school leadership teams' SEL priority, their instructional management practice, and the teachers' use of social and emotional learning (SEL) pedagogical practices in the classroom. To begin, it is important to define the common terms used in SEL, examine the theoretical roots of SEL followed by a presentation of, The Collaborative for Academic, Social and Emotional Learning (CASEL) Systemic Social and Emotional Learning framework that is grounded to this study. Additionally, provide an analysis of school leadership and the fields focus on instructional leadership that has supported the singular focus on achievement within the confines of the accountability paradigm. Finally, to offer an alternative focus for SEL pedagogical practices that are conceptualized to show influence on students' social and emotional competence (SEC); not necessarily those that focus on those practices that show an effect on student achievement.

Social and Emotional Learning

Social and Emotional Learning (SEL) has been in the literature for over 20 years (Weissberg et al., 2015) and "used as a guiding mechanism for providing evidence-based programming in schools for students to acquire the skills necessary for attaining and maintaining well-being" (Brackett et al., 2015, p. 20). Recent interest in and attention to SEL has led some scholars to examine practitioner's knowledge of it. Results of those studies have uncovered that although SEL is well-known, practitioners often mistake

SEL for specific programs, interventions, or sets of skills that also promote student success (Jones & Doolittle, 2017). For example, practitioners have associated SEL with terms including character education, personality, 21st-century skills, soft skills, or non-cognitive skills (Jones et al., 2016, Jones & Doolittle, 2017). As a result, Jones et al. (2016) alerted the field that “there exists a real hazard of translating research and theory into practice in ways that mislabel skills and misrepresent how they are best supported, taught, and measured” (Jones et al., 2016, p. 2). Accordingly, scholars have looked to discover other terms that should be included within SEL that would provide conceptual clarity.

Definitions

To provide clarity on terms associated with SEL, it is important to decipher between SEL and SEL framework.

SEL. SEL was conceptualized during the Fetzer Institute in 1994. The institute brought together researchers, educators, and other professionals for the purpose of brainstorming ways to improve students’ social and emotional competence, academic performance, health, and citizenship (Elias et al., 1997; Weissberg et al., 2015). Since 1994, SEL has been viewed as a critical component in the educational process.

Correspondingly, Bridgeland et al. (2013) viewed SEL as the “missing piece in the quest to provide effective education for all children and young people” (p. 1). SEL has been defined as “the process through which children and adults develop skills, attitudes, and values necessary to acquire social and emotional competence” (Elias et al., 1997, p. 2).

SEL Framework. Blyth et al. (2018) defined a framework as “a tool that helps to organize ideas in order to provide a foundation for thinking, communicating, and acting”

(p. 1). Comparatively, SEL frameworks include a variety of competencies organized for conceptual clarity and by their intended purpose. Blyth et al. (2018) outlined five criteria to promote conceptual clarity that included:

- Specificity – The extent to which a framework has competencies that are clearly and specifically defined.
- Balance – The extent to which a framework balances intrapersonal, interpersonal, and cognitive competence and includes knowledge, skills, and attitudes.
- Developmental – The extent to which a framework includes and utilizes a developmental lens that illustrates that competencies are malleable, how they develop over time, and what they look like at different ages and stages of development.
- Culturally Sensitive – The extent to which a framework is (i) sensitive to an addresses cultural variation in SEL processes (ii) includes culturally related competencies that matter for success, and (iii) does not favor any one cultural group over others.
- Empirically Grounded – The extent to which the social and emotional competencies named in the framework are grounded in empirical studies that demonstrate their importance for success in school, work, and life. (p. 2).

The Theoretical Foundations of SEL

Brackett et al. (2015) argued that approaches to SEL must be based on theories that “identify and explain how different variables affect optimally for success in life” (p. 21). Through a review of SEL frameworks, Brackett et al. (2015) identified five common theories associated with most SEL approaches. Those theories included systems theories,

child development theories, learning theories, information-processing theories, and behavior change theories. The following section briefly defines those theories recognized by Brackett et al. (2015) as foundational to SEL approaches.

Systems Theories. Systems theories promote the exploration of the broader context. Brackett et al. (2015) contended that “The environment or setting in which students and adults learn and teach is a critical variable impacting development” (p. 23). Banathy (1991) asserted the education system has failed to transition out of an emphasis on instruction into a focus on learning due to incremental approaches found in research and a desire to maintain the status quo. Due to several factors that affect student learning (i.e., family, social-economic status, home environment), the ability to help correct those issues requires a broader analysis of those factors, including a systematic approach.

Learning Theories. Brackett et al. (2015) affirmed that the impetus of SEL is to “enhance social, emotional, and academic learning” of individuals (p. 24). Therefore, “learning theories should serve as a foundation for their design” (Brackett et al., 2015, p. 24). For example, social learning theory (Bandura et al., 1977) posited that “social interactions including role modeling, verbal instruction, and supervised feedback and support, influence the acquisition of new behavior” (Brackett et al., 2015, p. 24).

Theories of Child Development. The purpose of applying child development theories is to determine what is age-appropriate in terms of students and their expected level of cognitive, social, and emotional capacity. Since most SEL approaches include specific interventions and strategies, explaining how those are age-appropriate should consider theories of child development (Brackett et al., 2015).

Theories of Information Processing. Information processing theories “put forth

approaches for optimizing short- and long-term memory and, in turn, enhancing retention and accessibility of new information (Goldman, 1997)” (Brackett et al., 2015, p. 25). The application of these theories has been used to “guide instruction on metacognitive problem solving” (Brackett et al., 2015, p. 25). For example, ‘the turtle approach’ outlined steps students can take to demonstrate self-control. Those steps included (1) stopping, (2) taking a breath, and (3) stating the problem and how one is feeling.

Theories of Behavioral Change. One of the overall goals of SEL is a behavior change that would enable students to utilize those new behaviors throughout their lives (Weissberg et al., 2015). Therefore, “Theories of behavioral change provide an essential repertoire of approaches to guide SEL at individual and organization levels” (Brackett et al., 2015, p. 26).

The Collaborative for Academic, Social and Emotional Learning (CASEL)

CASEL was conceptualized during the Fetzer Institute in 1994 and credited for introducing the term SEL (Elias et al., 1997; Weissberg et al., 2015). Over the last 25 years, CASEL has helped the field study and improve SEL practice. Importantly, CASEL’s role in research has ensured that developments made be resultant of evidence-based research and practice encompassing social and-emotional-cognitive strategies, thoughtful selection of SEL programming and the implementation, and evaluation of those programs (Weissberg et al., 2015).

CASEL’s SEL Framework. The CASEL framework illustrates SEL at the core of the model and SEL is achieved by a curriculum that targets students’ development across five social and emotional competencies; herein referred to as CASEL five. The model includes four outer rings that considers factors found to influence students’

acquisition of knowledge around these five competencies including SEL instruction and classroom climate, schoolwide culture, practices and policies, authentic partnerships, and aligned learning opportunities. A visual representation of the model can be found on CASEL's website. The following section defines the five SEL competencies included in the CASEL framework in further detail.

The CASEL Five. CASEL's five core competencies are evidence-based skills identified to reduce risky behavior that limit learning and show to benefit student engagement and their ability to thrive. These five competencies are "interrelated sets of cognitive, affective, and behavioral competencies at the heart of SEL" (Weissberg & Cascarino, 2013, p. 10). The following presentation offers a definition and description of the CASEL five.

Self-Awareness. Weissberg et al., (2015) defined self-awareness as, "the ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism" (p. 5). The development of self-awareness does not occur in isolation. Instead, the development of self-awareness "requires the solicitation of feedback and using it to assess how others view us" (Hinkle, 2018). Furthermore, the development of high-level self-awareness has shown to be a reflective process focused on an individual's ability to "recognize how thoughts, feelings, and actions are interconnected (Weissberg et al., 2015, p. 6) and how they affect others.

Self-Management. Weissberg et al. (2015) defined self-management as, "the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and

setting and working toward achieving personal and academic goals” (p. 5). Students who learn how to better manage their emotions and behaviors including time management have demonstrated academic success (Lemberger et al, 2012). Jennings and DiPrete (2010) claimed that behavioral skills that demonstrate self-management are critical for success in the classroom including impulse control, focus, and attention are needed to learn. Furthermore, these ‘self-regulatory’ skills including stress management have shown to provide students with “metacognitive strategies for planning, monitoring, and modifying their cognition” (Pintrich & DeGroot, 1990, p. 33).

Social-Awareness. Weissberg et al. (2015) defined social awareness as, “the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports” (p. 5). Schools have become diverse places. Students who demonstrate social awareness also show to demonstrate cultural awareness (Weissberg et al., 2015). Cultural awareness includes understanding an individual’s cultural competence which is the set of knowledge, beliefs, practices, and motivations that enable individuals to communicate and cooperate with people who do not share their cultural background (Kohli et al., 2010).

Relationship Skills. Weissberg et al. (2015) defined relationship skills as “the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed” (p. 6). Relationships are a critical element of students’ lives and student-teacher relationships have shown to influence student success

(Durlak, et al., 2011). To demonstrate effectiveness, students must learn to communicate, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek help when needed (Yoder et al, 2020).

Responsible Decision-Making. Weissberg et al. (2015) defined responsible decision making as, “the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others” (p. 6). Students who demonstrate autonomy show improvements in motivation and learning (Flowerday & Schraw, 2000). Conversely students who experience less autonomy show deficits in their motivation and self-determination (Ryan & Deci, 2000). Students who demonstrate effectiveness learn to identify the problem, analyze the situation, solve the problem, consider ethical responsibility, evaluate, and reflect (Yoder et al., 2020).

SEL in Application

The presentation of eighth grade reading and math achievement data from the NAEP data from Chapter I demonstrate a failure to improve academic performance on standardized exams (Bernstein, 2018). Researchers have scrambled to discover the causal relationships that can explain the overall stagnation demonstrated by scores instead of looking for theories that influence social and emotional factors and how those factors have inhibited student learning. For example, Sylwester (1995) asserted that emotion “drives attention, which drives learning and memory” (p. 72). This points to the need to focus not on why students are not progressing, rather we need to examine how we can develop their social and emotional needs that will lead to increased learning outcomes as

shown in the SEL literature base. This is in consideration of Elias et al. (1997) who stated, “Social and emotional issues are also at the heart of the problem behaviors that plague many schools, communities, and families, sapping learning time, educators’ energy, and children’s hope and opportunities” (p. 5).

Therefore, to discover a sustainable solution that would counter these social and emotional issues that show an adverse impact on student learning, researchers must continue to discover and lead to a further understanding of developing social and emotional practices that would improve learning. Other evidence can include an examination of the benefits SEL has on students and student learning. Moreover, an analysis on teachers’ social and emotional competence can impact teaching and learning.

Teacher and School Leader Perceptions of SEL

Considering the benefits SEL has shown on various student outcomes, this section examines teacher and school leader perceptions of SEL are demonstrated in two separate national surveys. First, Bridgeland et al. (2013) conducted a national teacher survey to examine the perceptions of teachers on the status of SEL in their schools. Second, DePaoli et al. (2017) conducted a national survey that examined responses from 884 Pre-K-12 public school principals, interviews with 16 superintendents, and 10 district level research and evaluation specialists.

Similarities. In terms of their attitudes toward SEL, teachers and leaders overwhelmingly agreed that SEL is teachable and a program that would benefit all students regardless of background. Additionally, SEL programs show to influence a positive school climate, civics engagement, improve student-teacher relationships, prepare students for the workforce, and improve academic success and graduation rate,

reduce bullying and general behavior issues. Moreover, both teachers and leaders are committed to improving non-cognitive skills within their students. One hopeful outlook to supporting a paradigm shift is evidenced by the positive perceptions from educators themselves who overwhelmingly agree that a focus on SEL is needed and SEL is a credible solution to optimize the short- and long-term benefits for students.

Differences. Despite these shared positive attitudes, teachers and principals show a difference in opinion in terms of SEL implementation. For example, 35% of principals reported having a plan for teaching SEL and 70% reported having an expectation that teachers apply SEL with students (DePaoli et al., 2017, p. 4). Conversely, Bridgeland et al. (2013) discovered “Teachers are more than four times as likely to say their school places too little emphasis on developing social and emotional skills (30 percent) versus developing students’ knowledge and skills in key content and subject areas (7 percent)” (p. 17). This finding demonstrated that leadership priorities are more focused on traditional curriculum and testing and supported by DePaoli et al. (2017) who found that only 61% of leaders were convinced that SEL would have a major impact to those scores.

Other Findings. When asked about SEL and district priority, 72% of principals reported that their district places an emphasis on developing students’ social and emotional skills yet, only 40% reported that their districts require a school site plan for it (DePaoli et al., 2017, p. 4). However, when examining those items related to the CASEL benchmarks that help guide SEL implementation, only 25% of principals reported they were “high implementers of SEL” and 39% reported they were “moderate SEL implementers” (DePaoli et al., 2017, p. 4). The evidence suggests that although school leaders believe in SEL and its benefits, those leaders’ actions contradict those beliefs.

Follow Up Study. In a follow up study conducted by Atwell and Bridgeland (2019) discovered that school leader perceptions of SEL have improved. Compared to DePaoli et al. (2017), Atwell and Bridgeland (2019) found that the perceptions of school leaders that believe SEL needed to be reflected in state standards nearly doubled. The results demonstrate that SEL is increasing becoming popular. Additionally, 70% of principals reported that SEL should be implemented as a formal curriculum compared to 43% of principals in 2017. The findings demonstrate an openness to, and need for, a more systematic approach for SEL.

SEL Benefits for Students

As previously mentioned, Durlak et al. (2011) conducted a meta-analysis examining the findings from 213 “school-based, universal social and emotional learning (SEL) programs involving 207,034 kindergarteners through high school students” (p. 405). The following six variables examined in the study included social and emotional skills, attitudes toward self and others, positive social behaviors, conduct problems, emotional distress, and academic performance. In this study, Durlak et al. (2011) discovered that students in SEL programs show greater outcomes within each of those six variables. Specifically, those students who experienced an SEL program demonstrated an 11-percentile gain in achievement.

Additionally, other findings have demonstrated additional benefits of SEL. For example, Taylor et al. (2017) analyzed the impact of SEL interventions of students six months to eighteen years post SEL intervention. They discovered that students in SEL programs demonstrated improvements to their social and emotional skills, attitudes, and indicators of well-being including positive effects identified in areas including academic

success, safe sex, fewer conduct problems, reduced emotional distress, and drug use.

Moreover, Yoder et al. (2020) examined skills employers look for in terms of potential new hires and compared those with the known skills developed through the application of CASEL's framework. The results of their analysis found that social and emotional skills are desired by employers and often missing from the high-quality candidates they come across when engaged in hiring new staff. Therefore, "it is essential to create an integrative education-to-work pipeline that deeply embeds SEL into classrooms as well as workforce development to develop future-ready students" (Yoder et al., 2020, p. 8).

Pedagogical Practice

The accountability paradigm has narrowed the focus as to how school effectiveness and professional quality are measured and evaluated. In the book *Visible Learning for Teachers: Maximizing Impact on Learning*, Hattie (2012) presented the results of a meta-analysis which examined instructional practices and their effect on student achievement, that maintained the limited focus within the accountability paradigm, even stating himself that, "This book is concerned with achievement; we require much more, however, from our schools than mere achievement" (p. 3). Hattie (2012) failed to consider, "The need to refocus American schools on the holistic development of children is profound" (Durlak et al., 2015, p. xi).

Approaches to teaching and learning must consider more than simply the effects they have on student achievement. Schonert-Reichl (2017) asserted that "teachers don't just need to know how to explicitly teach social and emotional skills; they also need the knowledge, dispositions, and skills for creating a safe, caring, supportive, and responsive

school and classroom community” (p. 142). To that end, the field must shift its focus to discovering instructional practices that influence developments to students’ SEC and examine how those practices affect the development of the whole child.

A great deal of consensus exists among educational researchers and professionals that teachers have an impact on student learning (Chetty et al., 2014). Durlak et al. (2011) discovered that the effect between teachers (individual classrooms) and their students’ social and emotional skills was .62; a considerable indication that demonstrates the impact instruction had on those developments. In terms of teaching and SEL, Schonert-Reichl (2017) contended “Teachers are the engine that drives SEL programs and practices in schools and classrooms” (Schonert-Reichl, 2017, p. 138). However, within the standards and accountability paradigm, “Teachers have been deskilled” and “relegated to technicians whose sole objective appears to be enforcing a deadening instrumental rationality in which teaching to the test becomes the primary model of teaching and learning” (Giroux, 2015, p. xii). Therefore, there is more that needs to be done to prepare teachers within a new paradigm of teaching and learning.

Pedagogical Practice and the Development of Students’ SEC

Yoder (2014a) conducted an analysis of teacher evaluation frameworks to discover the “practices teachers currently use in their classrooms that impact student social-emotional development” (p. 7). Yoder (2014a) identified ten teaching practices that “represent[ed] instructional strategies that can be used in classrooms to support positive learning environments, social-emotional competencies, and academic learning” (p. 10). Yoder (2014a) presented ten teacher practices in the analysis including Student-Centered Discipline, Teacher Language, Responsibility and Choice, Warmth and

Support, Cooperative Learning, Classroom Discussions, Self-Reflection and Self-Assessment, Balanced Instruction, Academic Press and Expectations, Competence Building-Modeling, Practicing, Feedback, and Coaching. The following subsections consist of a theoretical presentation of those ten practices that include additional literature that illustrates what each of those ten practices entails.

Student-Centered Discipline. Student-Centered Discipline “refers to the type of classroom management strategies teachers use in their classroom...that are developmentally appropriate for their students and that motivate students to want to behave in the classroom” (Yoder, 2014a, p. 11). Congruently, Jones et al. (2014) contended learning can be impacted by “a teacher’s ability to manage the group as a whole – keeping the attention of 30 or more students, redirecting negative or distracting behavior, and continually assessing the pulse of the room to optimize student motivation and engagement” (p. 19). An example of student-centered discipline explained by Jennings and Greenberg (2009) who expressed that:

If a teacher understands that a student’s challenging behavior and difficulty with self-regulation results from problems faced at home, [then] he or she may show greater concern and empathy and be better able to help the student learn to self-regulate rather than resorting to punitive or coercive tactics (p. 493).

Therefore, a teacher who recognizes the ways in which a student’s emotions influence their actions, demonstrates teachers’ social awareness that is part of their SEC. To be successful with this strategy, teachers promote “students to connect the rules to the overarching vision of how the classroom is run and increases student buy-in” (Yoder, 2014a, p. 11). Moreover, Jones et al. (2014) contended that, “effective [classroom]

management is about supporting students to manage themselves throughout daily learning and activities” (p. 19).

Furthermore, Jones et al. (2014) outlined four principles of effective classroom management. First, classroom management is based on planning and preparation because “classroom disruptions are inevitable and this type of management-oriented planning “enables teachers to manage problems in responsive, not reactive, ways” (p. 20). Second, demonstrated by Marzano, et al. (2003), effective classroom management is an extension of the quality of relationships in the room. Third, effective classroom management is embedded in the environment since “A well-managed classroom includes direct material supports as well as a consistent set of routines and structures throughout the day” (p. 20). Finally, effective classroom management requires ongoing processes of observation and documentation to help teachers keep track of interactions with students and documenting allows them to see trends in student behavior that otherwise would be lost.

Teacher Language. Teacher Language comprises the communications between teachers and students. Yoder (2014a) explained that those conversations should not consist of praise for accomplishments and instead “encourage students how to monitor and regulate their own behavior, not just tell students how to behave” (Yoder, 2014a, p. 12). Congruently, Deci et al. (1999; 2001) have criticized the frequent use of praise and rewards. The effects of praise and rewards were demonstrated in earlier research. Deci and Ryan (1980) presented the Cognitive Evaluation Theory (CET) in literature. CET helped deconstruct what motivation is and structurally individuals we found to have two motivation systems: intrinsic and extrinsic motivation. The overall goal of teacher language is to avoid “events that decrease perceived self-determination will undermine

intrinsic motivation, whereas those that increase perceived self-determination will enhance intrinsic motivation” (Deci et al., 2001, p. 3).

The debate over the use of praise and rewards can be found in the literature (Cameron & Pierce, 1994, Eisenberger & Cameron, 1996;). However, Deci et al. (1999) examined 128 studies that tested the relationship between the use of rewards that had been reported by Deci and Ryan (1980) and concluded that, “tangible rewards do significantly and substantially undermine intrinsic motivation” and suggested that teachers exercise care when using reward-based incentive systems in the classroom (Deci et al., 2001, p. 2).

Therefore, in terms of teacher practices, key conclusions include the avoidance of the use of tangible rewards including material rewards such as pizza parties or symbolic rewards such as classroom awards (Deci et al., 2001). Moreover, “rather than focusing on rewards for motivating students’ learning, it is important to focus more on how to facilitate intrinsic motivation” through the development of more interesting and challenging activities and providing students with more choice (Deci et al., 2001, p. 15).

Responsibility and Choice. According to Yoder (2014a), responsibility and choice “refers to the degree to which teachers allow students to make decisions about their work in the classroom” (Yoder, 2014a, p. 12). To further deconstruct responsibility and choice, one theory to consider is Self-Determination Theory (SDT). Ryan and Deci (2000) examined SDT in terms of facilitation of intrinsic motivation, social development, and well-being. SDT “the investigation of people’s inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration” (Ryan & Deci, 2000, p. 68). In summary,

The teacher creates a classroom environment where democratic norms are put into place and where students provide meaningful input into the development of the norms and procedures of the classroom as well as the academic content or how the academic content is learned (Yoder, 2014a, p. 12).

The inclusion of students in the development of norms for the classroom and for making classroom decisions is a model behavior for this practice.

Warmth and Support (Teacher and Student). Warmth and Support (WS) consider the “academic and social support that students receive from their teacher and from their peers” (Yoder, 2014a, p. 13). Here, “teachers need to create structures in the classroom where students feel included and appreciated by peers and teachers” (Yoder, 2014a, p. 13). The importance of teacher-student relationships seems suitable to explain warmth and support. Qualitative research has identified that high school students face hurdles to graduation including, “instability or negative experiences in their families and other close relationships, as well as a greater incidence of overall adverse life experiences” (Hynes, 2015, p. 11). The report discovered that relationships between students and adults in the school mattered and suggested a need to focus on the social and emotional needs of students as a mode for continuous improvement to yield developments of graduation rates.

Teaching the social and emotional skills that underpin positive peer relationships was an interest of Noble and McGrath (2016). In consideration of Wentzel and Caldwell (1997) and Wentzel and Watkins (2002), Noble and McGrath (2016) contended:

The key social skills that are related to both learning activities and out-of-class interpersonal interactions are skills for: sharing resources and workload (i.e.,

cooperation), respectfully disagreeing (stating points of agreement before explaining where you disagree), negotiation, playing fairly, responding empathetically, having an interesting conversation, presenting to an audience, telling a funny story or joke, and managing conflict well (p. 45).

Furthermore, Engels et al. (2001) and Rhodes et al. (2000) both contended that students who experience positive relationships with teachers or peers are more likely to have improved mental health, physical health, attendance, relationships with adults, and learning outcomes. The purpose of WS is that “The teacher creates a classroom where the students know that the teachers care about them” (Yoder, 2014a, p. 13).

Cooperative Learning. Cooperative Learning (CL) “refers to a specific instructional task in which teachers have students work together towards a collective goal” (Yoder, 2014a, p. 14). CL has been found to have theoretical roots to Vygotsky’s social constructivism by Li and Lam (2013). Knowing that learning is a social process, “In Vygotsky’s social constructivism, social interaction is an important way in which children learn knowledge available in their culture” (Li & Lam, 2013, p. 3). To implement this strategy effectively, Yoder (2014a) suggested that teachers must consider the following five basic elements: positive interdependence, individual accountability, promoting one another’s successes, applying interpersonal and social skills, and group processing (p. 14).

Congruently, Li and Lam (2013) also outlined the same steps. They define ‘positive interdependence’ as the group working together toward achieving a collective goal and ‘individual accountability’ to ensure all group members are active within the process. For ‘promoting one another’s successes,’ Li and Lam (2013) see that as not

simply telling a fellow group member that their contributions are meaningful but, offering feedback, challenging perspectives, as well as supporting and helping others within the group setting. For applying interpersonal and social skills, Li and Lam (2013) contend that it is to “develop and practice trust-building, leadership, decision-making, communication, and conflict management” (p. 4). Finally, ‘group processing,’ is the group’s ability to assess their progress.

There are several advantages to CL. Elias et al. (1997) asserted that, “Having students work in well-structured cooperative learning formats helps develop SEL skills that are particularly important in today’s team-oriented work environment” (p. 54). Li and Lam (2013) contended that the use of such strategy is helpful to students to “learning how to learn” (p. 10) and the benefit is it “exploits the diversified abilities of students to increase their cognitive, psychological, and social performance” (p. 10). “However, the use of cooperative learning methods in any subject area requires that some component SEL skills be in place, such as the basic self-control, role taking, and communication skills” (Elias et al., 1997, p. 54).

Classroom Discussions. “Refers to conversations students and teachers have around content” (Yoder, 2014a, p. 14). Additionally, “In order to have effective classroom discussions, teachers should develop students’ communication skills. Teachers ensure that students learn how to extend their own thinking and expand on the thinking of their classmates. Students need to be able to listen actively and pick out the main ideas of what classmates are saying” (Yoder, 2014a, p. 15). Elias et al. (1997) claimed that “Group discussions are a primary instructional method for SEL programs” (p. 50). Moreover, there are different threads of discussion, Elias et al. (1997) organized the

different discussions to (1) adopt the perspective of all participants in the problem, (2) generate solutions, (3) discuss consequences and obstacles, and (4) perform role plays of viable solutions (p. 50). “Other discussions may focus more on the feelings generated than on problem solving – for example, understanding the perspectives of participants, providing students with the opportunities to share their emotional reactions, and developing empathy for the different feelings and perspectives of the participant” (Elias et al., 1997, pp. 50–51).

Self-Reflection and Self-Assessment. Self-Reflection and Self-Assessment “are instructional tasks whereby teachers ask students to actively think about their own work” (Yoder, 2014a, p. 15). Senge (2006) considered reflection as one of the disciplines of mental models; one of his five disciplines. He claims that individuals who aspire to be lifelong learners must develop the skill to be a “reflective practitioner” (p. 176). Reflection is considered an interpersonal learning skill and “developing those skills (mental models) requires regular opportunities to practice, the whole point of infrastructures that embed reflection in the work environment” (Senge, 2006, p. 236).

Moreover, “Students need to learn how to assess more rigorous work against performance standards that have been provided by the teacher” (Yoder, 2014a, p. 15). The reason for this is, “If students do not know what they are working toward, how to accomplish those goals, or when those goals have been accomplished, students will be less invested in the classroom” (Yoder, 2014a, p. 15). Elias et al. (1997) understood that self-reflection and goal setting was a “crucial dimension of developing decision-making and problem-solving skills is the ability to set goals that are meaningful and appropriate to the individual student” (p. 53). However, the ability of teachers to engage their

students in reflection does not come as easy as one would think. Elias et al. (1997) stated:

High school students may find quiet, reflective periods to be sources of refreshment and focused attention. Others, especially younger students, may become fidgety and distracted during quiet times. Relaxation exercises and art materials can help these students focus their attention and enable them to gradually expand their periods of concentration (p. 53).

It is important that reflection be facilitated by the teacher to ensure students are effective at using it in a way that results in behavioral change or implantation of an action plan.

Balanced Instruction. According to Yoder (2014a), balanced instruction “Refers to teachers using an appropriate balance between active instruction and direct instruction, as well as the appropriate balance between individual and collaborative learning” (Yoder, 2014a, p. 16). Larson and Keiper (2011) contended that direct instruction “meets the specific purpose in the classroom and is an effective approach that helps students learn course content” (p. 115). Moreover, that direct instruction provides the teacher with more control. However, Durlak et al. (2011) emphasized the importance of active forms of learning within SEL as an effective instructional strategy to boost skill acquisition in general. A challenge to active learning is that it requires students to be focused and Durlak et al. (2011) suggested that teachers demonstrate effectiveness by creating a classroom environment that has “clear and specific learning objectives over general ones” (p. 408). Yoder (2014a) asserted that “Through balanced instruction, teachers provide students with opportunities to directly learn about the material as well as engage with the material” (Yoder, 2014a, p. 16).

Academic Press and High Expectations. Academic Press and High Expectations

“Refer to a teacher’s implementation of meaningful and challenging work, and academic expectations focus on the teacher’s belief that all students can and will succeed” (Yoder, 2014a, p. 17). Rist (1971) discovered that practitioners who consistently communicate high expectations to their students, show to improve their motivation and build their self-concept. Moreover, teachers who demonstrate this practice effectively are specific with what those expectations are, encourage students to meet those expectations, and offer praise when those expectations are met (Rist, 1971). Yoder (2014a) asserted that teachers must be tactful in their approach when stating that, “Teachers should ensure that students feel pressure to succeed as well as feel responsible for accomplishing or failing to accomplish their academic work” (p. 17). Practitioners must balance those expectations through knowing what “their students are capable of doing academically and how they will emotionally respond to challenging work” (Yoder, 2014a, p. 17).

Competence Building. According to Yoder (2014a), “Competence building occurs when teachers help develop social-emotional competencies systematically through the typical instructional cycle: goals/objectives of the lesson, introduction to new material/modeling, group and individual practice, and conclusion/reflection” (p. 17). Dusenbury et al., (2015) conducted a review of SEL programs and concluded four strategies that promote the development of SEC across the CASEL five. First, practitioners can utilize free-standing lessons that outlines step-by-step instructions to develop age-appropriate skills on topics including “labeling feelings, coping with anxiety or stress, setting and achieving goals, developing empathy and compassion, communicating effectively, resolving conflict, being assertive, and making responsible decisions” (p 2). For example, students in high school can learn vocabulary that describes

how they feel and when shared with their peers, they can learn that other people can experience different feelings for similar situations. Second, practitioners can reframe their general teaching practices that support the development of SEC in the classroom and in the school's context.

To demonstrate this strategy, practitioners can establish a positive classroom climate and foster positive student-teacher relationships. Third, practitioners can integrate competency building that supports SEL across the curriculum. For example, the RULER approach has been used to develop emotional literacy in students ranging from kindergarten to either grade. RULER includes Recognizing, Understanding, Labeling, Expressing and Regulating emotions. The fourth strategy includes guidance to school leaders on how they best can support a school wide SEL program. Dusenbury et al. (2015) discovered that leaders do this by “restructuring the school’s organizational structures, operations, and academic, social, and emotional learning goals” (p. 5).

Instructional Leadership

Effective leadership has been a highlight of educational research for decades. In response to policy demands to improve student achievement, the focus began by analyzing what makes a leader effective and how the role is structured through management processes. This spawned interest to discern a distinction between leadership and management. Though significant contributions were made, policy and accountability continued to impede and threaten the traditional managerial role of the principal (Graczewski et al., 2009, p. 72). In response, the role of the school leader needed to be relooked at to include the impact on instruction and student outcomes (Elmore, 2000). With this heightened pressure, the quest to explore what that leader would look like

resulted in the emergence of instructional leadership (Chase & Kane, 1983).

Past studies focused on school effectiveness indicated that principals spend most of their day on managerial tasks and little time developing and evaluating instructional methods (Kmetz & Willower 1982; Peterson, 1977). The consensus at the time was that teachers were solely responsible for the learning that took place. As time progressed, research shifted its focus and yielded the most critical finding that principals have an influence on student learning (Brookover & Lezotte, 1979). Later, Robinson, et al. (2008), concluded that instructional leadership had a significant and positive relationship on student achievement.

As instructional leadership has been viewed as the force that drives student achievement, Leithwood (1994) took an interest in transformational leadership, a form of leadership used by political leaders (Burns, 1978). As studies on transformational leadership steadily increased, scholars such as Robinson et al. (2008) and Hallinger and Heck (1996) came to the defense of instructional leadership. They argued that transformational leadership focused on organizational capacity for survival and maintained little focus on teaching and learning. Among the most critical findings was that instructional leadership has a far greater impact on student achievement than transformational leadership (Robinson et al., 2008).

Attempts to understand instructional leadership in terms of its definition, studies have provided us with the knowledge of instructional leader's specific roles/tasks. Other researchers including Glickman et al. (2000) discovered that instructional leadership is "the glue that binds together school wide goals, teacher needs and student learning". Other definitions suggest instructional leadership is simply improving instruction and

overall school success.

To accomplish this, instructional leaders promote teachers to self-reflect, make suggestions, providing feedback, modeling, giving praise, supporting collaboration, and applying the principals of adult learning to professional development (Blase & Blase, 2002). Hallinger (2005) reviewed a collection of research related to effective instructional leadership and discovered instructional leaders are strong, culture builders, goal oriented, focused on student achievement, hands on with curriculum, and exhibit managerial duties.

Recent research has set out to examine the size of the principal's effect on student achievement. In a systematic synthesis of educational leadership research over the past two decades, Grissom et al. (2021) examined the effect leaders have on student achievement and other school related outcomes. Using six rigorous studies, Grissom et al., (2021) discovered the effect school leaders have on student achievement was much greater than what was previously known. When compared to the effect teachers have on those same outcomes, a principals' contribution was "as large as the average effects of teachers identified in similar studies" (p. xiv).

Grissom et al. (2021) study confirmed Leithwood et al. (2004) conclusion that leadership is one of the most important school related factors that contributed to student learning. Examples included engaging in instructionally focused interactions with teachers, building a productive climate, facilitating professional learning communities, and managing personnel and resources strategically were among the behaviors most likely to contribute to those achievement outcomes (Grissom et al., 2021, p. 58).

Principals who serve as instructional leaders understand that teachers know

firsthand how their students learn and what they require to enhance the learning process. With this knowledge, it is to the advantage of administration to motivate teachers and build their capacity as teacher leaders and encourage them to collaborate on instructional and curricular reform as well as help shape goals and form a school culture. This inclusive governance approach is a key element to the success of effective instructional leaders (Hallinger & Murphy, 1985; Marks & Printy, 2003).

The Instructional Management Framework

One of the first frameworks of instructional leadership was introduced by Hallinger and Murphy (1985) through examining leaders in effective schools (Gurley et al., 2015, p. 134). They observed ten common instructional management tasks school leaders engaged in and organized those tasks across three themes (dimensions) including (1) Defining the School Mission, (2) Managing the Instructional Program and (3) Promoting a Positive Learning Climate. The following section presents Hallinger and Murphy's (1985) Instructional Management framework followed by Table 3 that organizes the ten tasks included in the framework and a description of each.

Defining the School Mission. To determine the school's mission statement, instructional first evaluate the needs. According to Keeling (2013), "mission statements define the nature, purpose, and role of organizations: focus resources: and guide planning" (p. 30). The process of developing the school's mission and goals should be inclusive of all stakeholders and reflect the community priorities and themes that focus on the student growth sometimes beyond academic proficiency (Keeling, 2013).

School leaders communicate the mission of the organization in a tactful matter. This is vital to a principal's success because it will provide the initial momentum needed

for the leader to generate buy-in power among the organization members. This buy-in accession power is the key to future successes through implementing programs that will help achieve these goals. Furthermore, Hallinger and Murphy (1985) suggest that the goals of the organization should be reviewed to ensure that they are the center of the organizations day to day operation and reminds members that they are what has been identified to be important focus points to promote progress.

Managing the Instructional Program. This dimension is the apex of instructional leadership. It is what establishes the division between other types of leadership found within the field. The primary focus is to ensure that teachers utilize effective instructional techniques that not only work in conjunction to the mission and goals but generate and develop effective teaching practice. Supervising and evaluating instruction is one task that the leader must spend an adequate amount of time on. To complete this task, leaders must observe teachers and provide feedback to promote changes (Stallings, 1980). Feedback is vital in the ways it is presented to improve instructional performance. Additionally, Blase and Blase (1999) found that principals who model teaching techniques followed by a conference is an impressive and highly influential example of instructional leadership.

Coordinating the curriculum must be inclusive to ensure that there is continuity among grade levels and subject matter. According to Gurley et al. (2015), “principals engaging in this dimension also must facilitate and support teacher collaboration around curricular and instructional issues and ensure that learning goals are being expertly translated into classroom instruction” (p. 135). Monitoring student performance should also be a collaborative effort among administrators and staff. According to Guerra-Lopez

and Blake (2011), “Effective leaders must make a decision based on relevant, reliable, valid and complete data, gathered through a sound investigative process that is aligned with desired, long-term outcomes and consequences and avoids premature solutions” (pp. 89–90). Furthermore, Blase and Blase (1999) found that talking with teachers and promoting reflection is a cornerstone of effective instructional leadership.

Developing a Positive Learning Climate. Climate can be defined as, “the norms and attitudes of the staff that influence learning in the school” (Hallinger & Murphy, 1985, p. 223). Moreover, they insist the school leader influences student and teacher behaviors through incentives awarded if the organization's mission and goals are met. Instructional leaders can demonstrate Developing a Positive Learning Climate through building a daily schedule that provides teachers with adequate instructional time to ensure the structure of learning will lead to academic development.

Tasks such as promoting professional development and developing and progress monitoring academic standards are important facets of instructional leadership. It is evident that a leader’s overall knowledge capacity is limited and that they may lack fluency in different areas of curriculum. However, to conquer that, Blase and Blase (1999) found that effective instructional leaders use six teacher development strategies. These strategies include: the ongoing study of teaching and learning, supporting collaboration efforts among educators, encourage and supporting the redesign of programs, applying the principals of adult learning, continuous growth, and the development of teachers’ instructional practices and lastly, implementing action research to inform instructional decision making (Blase & Blase, 1999).

Visibility is a common strategy found across literature for effective instructional

leadership practices. Hence, Whitaker (1997) observed how leaders spend their time on any given day on office operations, discipline, paperwork, and conferences. However, he argued that for the leader to have a sense of the school they must be seen in classrooms, playgrounds, cafeteria and interacting with the school itself. Also, Niece (1993) discovered that effective instructional leaders are people-oriented and use interactions as a tool for building trust and relationships among all stake holders.

The last two tasks included incentives for teachers and incentives for learning. Currently, Hallinger and Murphy (2012) see this as a nonmonetary contingent reward to boost motivation. Leaders can recognize individuals' accomplishments through recognition and tokens of appreciation. This will help build a community that fosters growth and achievement aligned to the organization's goals and mission. The most beneficial result is it helps instructional leaders build collaborative and trusting relationships for continued success.

Table 3*Instructional Management Tasks*

Task	Description
Frames the School's Goals	To determine the mission statement, instructional leaders first must evaluate what the school needs to yield overall improvements. The process of developing the school's mission and goals should be a collaborative experience that includes all stakeholders. Effective mission statements must reflect community priorities and include themes that focus on the growth of the students sometimes beyond academic proficiency (Keeling, 2013).
Communicates the School's Goals	School leaders communicate the mission and goals of the organization in a tactful matter. It is vital to a principal's success because it will provide the initial momentum needed for the leader to generate buy-in power among the organization members. This buy-in power is the key to future successes through implementing programs that will help achieve these goals.
Coordinates the Curriculum	The primary focus is to ensure that teachers utilize effective instructional techniques that not only work in conjunction with the mission and goals but generate and develop effective teaching practice.
Supervises & Evaluates Instruction	Leaders must observe teachers and provide feedback to promote changes (Stallings, 1980). Feedback is vital to improve instructional performance. Additionally, Blase and Blase (1999) found that principals who model teaching techniques followed by a conference is an influential example of instructional leadership.
Monitors Student Progress	Monitoring student performance should also be a collaborative effort among administrators and staff. According to Guerra-Lopez and Blake (2011), "Effective leaders must make a decision based on relevant, reliable, valid and complete data, gathered through a sound investigative process that is aligned with desired, long-term outcomes and consequences and avoids premature solutions" (pp. 88–89).
Protects Instructional Time	A task of instructional leaders here is to build a daily schedule that provides teachers with adequate instructional time to present the curriculum needed for students' academic development.

Table 3 (continued).

Task	Description
Provides Incentives for Teachers	Hallinger and Murphy (2012) see this as a nonmonetary contingent reward to boost motivation. Leaders can acknowledge individual accomplishments through recognition and appreciation. Adherence to this task can help build a community that fosters growth and achievement aligned to the organization's goals and mission.
Provides Incentives for Learning	School leaders can influence student and teacher behaviors through incentives presented when and if the organization's goals and mission are met.
Promotes Professional Development	Blase and Blase (1999) found that effective instructional leaders use six teacher development strategies. These strategies include the ongoing study of teaching and learning, supporting collaboration efforts among educators, encourage and supporting the redesign of programs, applying the principals of adult learning, continuous growth, and development of the teachers' instructional practices and lastly, implementing action research to inform instructional decision making (p. 363).
Maintains High Visibility	Whitaker (1997) observed that most of the day, leaders are caught up in office operations, discipline, paperwork, and conferences. However, he argues that for the leader to have a sense of the school they must be seen in classrooms, playgrounds, cafeteria and interacting with the school itself.

Espoused Theory and Theory-in-Use

Argyris and Schön (1974, 1996) asserted that people present espoused theories (what people say), verses their theories-in-use (what people do) (Bolman & Deal, 2008). Argyris and Schön (1974, 1996), introduced the self-protected model of interpersonal behavior. One assumption of this model is that people should be cautious of their coworkers who could have ulterior motives. This stressful environment limits learning to a single loop, stresses relationships, and makes decision making difficult (Bolman & Deal, 2008). To help overcome this assumption, Argyris and Schön (1974, 1996)

encouraged management to consider advocacy and inquiry with others. Furthermore, Salovey and Mayer (1990) discovered emotional intelligence (EI) is a critical component for developing and maintaining interpersonal relationships. EI provides individuals with the ability to gauge others on how they are responding to the message you are attempting to convey (Salovey & Mayer, 1990).

Model 1 verses Model 2

The concept of single and double-loop learning was discovered by Argyris (1991) while examining how to improve an individual's ability to understand the cause of problems and how they solve them. Argyris (1991) contended, "most people define learning too narrowly as mere "problem solving," so they focus on identifying and correcting errors in the external environment" (p. 99). This practice, also known as single loop learning, are quick solutions designed to remedy a problem that arises. However, Argyris (1991) argued that single loop learning was not sufficient and instead leaders must aspire to engage in double loop learning that "is a reflection of how they [people] think-that is, the cognitive rules or reasoning they use to design and implement their actions" (Argyris, 1991, p. 100).

Argyris (1991) found that skilled professionals are proficient in the single loop learning process but more challenged by double loop learning. One observation can be when professionals fail, they often distance themselves from taking responsibility and avoid an opportunity to engage in double loop learning (Argyris, 1991). However, Argyris (1991) claimed that organizations can address individual defensiveness through teaching people how to reason in ways they might not have done before. This process must begin with upper management who also must analyze their own theories-in-use

before modeling those behaviors with others (Argyris, 1991).

Chapter II Summary

It is evident that practitioners in the field overwhelmingly agree with the inclusion of SEL programming in schools and that the benefits of SEL for students reach far beyond the classroom (Bridgeland et al., 2013; DePaoli et al., 2018; Hawkins et al., 2008). The development of students' SEC in the classroom has been met by scholars who cautioned that a teacher's SEC impacts the developments of the students' SEC (Marzano et al., 2003; Milkie & Warner, 2011). Considering teachers show to have the most impact on student learning (Chetty et al., 2014), instructional leadership theory was constructed on those assumptions and provided the framework that shifted the school leaders and school leadership teams' focus from managerial tasks toward other efforts encouraged teachers to reflect on their practice and provide them with constructive feedback to influence improvements in their practice (Blase & Blase, 2002).

What is learned from the literature is that the theory of instructional management is limited and its focus on student performance outcomes fails to address the teachers' SEC. Moreover, identify classroom practices that influence the development of students' SEC. These are beyond the instructional practices that seek to improve students' scores on exams. Therefore, the focus of this research uses Yoder's (2014a) identify ten classroom practices to serve as the focus of this research. Moreover, to learn about those leaders' priorities and to examine leadership priorities to know where those leaders place themselves between both the accountability paradigm and the new paradigm.

CHAPTER III: METHODOLOGY

Chapter III includes an outline of this research's purpose and a brief review of the theoretical framework being examined in this study. Also, Chapter III includes a review of the research questions and null hypotheses examined. It provides details on the overall research design including the instrumentation used, the variables of interest, and reports the data collection and analysis procedures that were followed.

Purpose

The purpose of this study is to aid in the development of a new student-centered and holistic school leadership paradigm for school leadership teams that includes both social and emotional learning leadership as well as the common school instructional leadership framework that principals currently emphasize, practice, and are evaluated on.

Theoretical Considerations and Conceptual Frameworks

This research is based on instructional management theory (Hallinger & Murphy, 1985), school leadership team's SEL leadership priority described by their theory-in-use (Argyris & Schön, 1974, 1996), and teachers' SEL pedagogical practice (Yoder, 2014a). Evidence found in the literature demonstrates that students' SEC has a positive effect on their learning (Durlak et al, 2011), and teachers' proficiency in SEL pedagogical practice has a positive effect on students' SEC (Yoder, 2014a).

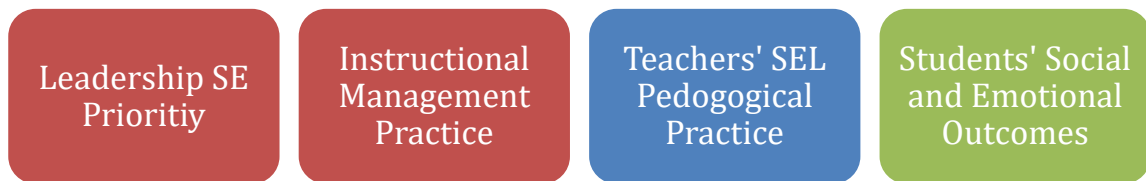
As previously presented in Chapters I and II, there are multiple studies which demonstrate that the use of SEL and effective classroom management practice improves student learning (Jones et al., 2014; Marzano et al., 2003; Schonert-Reichl, 2017; Yoder

2014a). Moreover, the use of instructional management practices (Hallinger & Murphy, 1985) has demonstrated to have a positive effect on teachers' practices in the classroom. While not evaluated in this study, it is assumed that should a positive relationship between school leadership teams' instructional management practice and the teachers' SEL-related pedagogical practice exist, then students' SEC will be positively impacted and therefore their learning will also be increased.

Conceptually, this study theorized that there is a relationship between how school leadership teams prioritize SEL, the instructional management practices that they implement in schools, and the use of SEL pedagogical practice that their teachers utilize in their classrooms. Therefore, this study seeks to discover if school leadership, measured by the school leadership team's SEL priority and instructional management practice, supports the teachers' measured use of SEL pedagogical practice, which would then affect students' social and emotional outcomes (See Figure 4).

Figure 4

Conceptual Model



Research Questions and Hypotheses

This research was guided by the following overarching research question: Is there a relationship between the teachers' perceptions of their school leadership teams' prioritization of SEL, the teachers' ratings of their school leadership teams' instructional management practice, and the teachers' frequent and effective use of SEL pedagogical practices in the classroom?

To answer this question, the following set of five null hypotheses were developed and statistically analyzed to test the theoretical model proposed in this study:

Null Hypothesis One: There is no relationship between the teachers' perceptions of their school leadership team's prioritization of SEL and their frequent and effective use of SEL pedagogical practices in the classroom.

Null Hypothesis Two: There is no relationship between the teachers' ratings of the school leadership teams' instructional management practice and their frequent and effective use of SEL pedagogical practices in the classroom.

Null Hypothesis Three: The teachers' perception of their school leadership teams' prioritization of SEL and their ratings of their school leadership teams' instructional management practice does not influence the teachers' frequent and effective use of SEL pedagogical practices in the classroom.

Null Hypothesis Four: Select school related factors (i.e., socioeconomic status, percent minority students, and if the school has an existing SEL program or not) do not moderate the relationship between the teachers' perceptions of their school leadership teams' prioritization of SEL and the teachers' frequent and effective use of SEL pedagogical practices in the classroom.

Null Hypothesis Five: Select school related factors (i.e., socioeconomic status, percent minority students, and if the school has an existing SEL program or not) do not moderate the relationship between the teachers' ratings of the school leadership team's instructional management practice and the teachers' frequent and effective use of SEL pedagogical practices in the classroom.

Context of the Study

This study was set in one of the twelve largest school districts in the United States, herein referred to as Urban School District (USD). Participants included in this study were elementary school teachers from five public elementary schools. According to USD, in FY 2020-2021, USD serviced a total student population of 167,378 students from diverse backgrounds. The breakdown of the student population by race included 30.3% White, 28.1% Black, 34.8% Hispanic, .8% American Indian, 3.1% Asian, and 2.9% two or more races. Moreover, 58.5 % of the student population receive free and reduced lunch.

Based on the state's rating system, in FY 2018-2019, USD achieved an 'A' rating and was ranked 4th in both English Language Arts and Mathematics performance. Recent student performance data were not available due to changes in reporting because of the COVID-19 pandemic. Additionally, USD had a 95.9% graduation rate that was above the state average of 90% for the year. In terms of employees, USD employed 13,080 teachers across 179 operated schools led by 190 principals and 434 assistant principals. The following subsections will describe in detail the context of the five participating public elementary schools (FHE, GAE, CPE, MLES, and LGES) in this research.

The data reported were publicly sourced from the state's Department of Education

(DOE). The information recorded in the subsections below includes a presentation of the demographic breakdown of the student population across each school, a presentation of the student population’s academic performance in terms of its overall proficiency in ELA and Math, a breakdown of the school’s overall performance as rated by the state’s school grading system, and a breakdown of three moderating variables (i.e., socioeconomic status reported as the percent of students who qualify for free and reduced lunch benefit, percent minority population, and whether or not the school has an established SEL program or not) that were tested in Hypotheses Four and Five. It is worth noting that the state’s Department of Education reports race in six categories including White, Hispanic, Black/African American, American Indian, Asian, Two or More Races. Interestingly, ethnicity is not a data element recorded in the state’s database and therefore not considered as a variable in this study.

Participant Schools’ Demographic Analysis

The data recorded in Table 4 demonstrate the demographic characteristics of the student population for the 2021–2022 school year and include their gender, race, and other characteristics for each of the five-participant public elementary schools included in this study.

Table 4

Demographic Characteristics of the Student Population Across the Study Sites

	CPE		FHE		GAE		LGES		MLES	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender										
Male	343	53	418	53	385	53	330	55	338	54
Female	304	47	370	47	342	47	270	45	288	46

Table 4 (continued).

	CPE		FHE		GAE		LGES		MLES	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Race										
White	45	7	55	7	51	7	282	47	63	10
Black /African American	463	72	142	18	80	11	48	8	138	22
Hispanic	95	15	543	69	574	79	234	39	413	66
American Indian										
Asian	26	4	24	3	7	1	12	2	0	0
Two or More Races	19	3	0	0	0	0	12	2	0	0
Other Characteristics										
ELL	214	33	378	48	327	45	66	11	269	43
ESE	123	19	173	22	124	17	156	26	100	16
Homeless	13	2	32	4	22	3	18	3	0	0
Total Student Population	647		788		727		600		626	

CPE. The data in Table 4 show that, in 2021-2022, CPE served a total student population of 647 students comprised of 53% Male and 47% Female. The breakdown of the student population by race included 7% White, 72% Black, 15% Hispanic, 4% Asian, and 3% reported two or more races. American Indian was too small to report. Additionally, the data show 33% of students are classified as English Language Learners, 19% are ESE, and 2% were homeless.

FHE. In 2021-2022, FHE served a total student population of 788 students comprised of 53% Male and 47% Female. The breakdown by race shows the student population included 7% White, 18% Black, 69% Hispanic, and 3% Asian. American Indian and two or more races were too small to report. Additionally, the data show 48% of the total student population are classified as English Language Learners, 22% ESE, and 4% homeless.

GAE. In 2021-2022, GAE served a total student population of 727 students comprised of 53% Male and 47% Female. The breakdown by race included 7% White, 11% Black, 79% Hispanic, and 1% Asian. American Indian and two or more races were too small to report. Additionally, the data show 45% of students are classified as English Language Learners, 17% are ESE, and 3% were homeless.

LGES. In 2021-2022, LGES served a total student population of 600 students with a staff that included 52 teachers. In terms of gender, LGES's student population was comprised of 55% Male and 45% Female. The breakdown of the student population by race included 47% White, 8% Black, 39% Hispanic, 2% Asian, and 2% two or more races. American Indian was too small to report. Additionally, the data show 11% of students were classified as English Language Learners, 26% ESE, and 3% homeless.

MLES. Finally, in 2021-2022, MLES served a total student population of 625 students with a staff that included 55 teachers. In terms of gender, MLES's student population was comprised of 54% Male and 46% Female. The breakdown of the student population by race shows 10% White, 22% Black, and 66% Hispanic. American Indian, Asian, and the percent of students who classified as two or more races were too small to report. In terms of the other student characteristics, the data show 43% of students were classified as English Language Learners, 16% ESE, and 0% homeless.

Participant Schools' ELA and Mathematics Proficiency

The data recorded in Table 5 include a breakdown of the students' academic proficiency in ELA and Mathematics, specifically the percent Level 3 and above, across the five study sites for the 2021 – 2022 academic year.

Table 5*ELA and Mathematics Proficiency of the Five Study Sites*

	CPE	FHE	GAE	LGES	MLES
ELA Proficiency	45	53	42	61	39
Math Proficiency	58	50	50	68	35

The data reported in Table 5 show MLES students outperformed by the students across the other study sites in both ELA and Mathematics. LGES performed the best in both categories. In terms of ELA proficiency, FHE and LGES show an ELA proficiency above 50%. In terms of overall Math proficiency, the data show a 33% disparity between MLES and LGES. Overall, the data show that the schools included in the study sites were more proficient in Mathematics than in ELA.

Participant Schools' Accountability Performance

The data reported in Table 6 demonstrate the performance of the five study sites in accordance with Florida state's school accountability grading system between 2015 and 2019.

Table 6*School Performance Outcomes of the Five Study Sites*

School	2019	2018	2017	2016	2015
CPE	B	C	B	A	C
FHE	B	A	B	C	C
GAE	B	A	B	B	C
LGES	A	B	B	B	B
MLES	C	B	C	C	C

The data recorded in Table 6 show the trends in overall school performance between 2015 and 2019. Performance data for 2020 were not reported due to the COVID-

19 pandemic. Of the five schools included in this study, LGES had the greatest overall performance as measure by the state’s accountability system. Also, in terms of performance consistency, both LGES and MLES have maintained performance outcomes over the last five years.

Participant Schools’ Moderating Characteristics

Table 7 demonstrates the participant schools’ characteristics that are the moderating variables needed to analyze Research Questions Four and Five.

Table 7

Moderating Characteristics of the Five Study Sites

	CPE	FHE	GAE	LGES	MLES
Free & Reduced Priced Lunch (%)	44	94	95	64	89
Minority (%)	54	93	93	53	90
SEL Program (Yes/No)	Yes	Yes	No	No	No

The data reported in Table 7 show, in terms of the percent of students receiving the free and reduced priced lunch benefit, MLES with the highest number of students qualifying for this benefit whereas CPE shows the least. In terms of the percent of minority student population, FHE, GAE, and MLES show a minority population above 90%. All the schools show a minority population above 50%. Finally, in terms of the having an SEL program or not, two of the five schools included in this study, CPE and FHE, had an established SEL program when this study took place.

Research Design

This quantitative study included the use of descriptive statistics and a causal-comparative analysis to examine phenomena between the school leadership teams’ SEL priority and the frequency of their instructional management practice (the independent

variables) to the teachers' frequent and effective use of SEL pedagogical practices (the dependent variable). This study's design moved through five areas of investigation.

First, this study examined the relationships between the teachers' perception of their school leadership team's SEL priority to their frequent and effective use of ten SEL pedagogical practices. Second, this study examined the relationships between the teachers' ratings of the school leadership teams' instructional management practice to the teachers' frequent and effective use of the ten SEL pedagogical practices. Third, this study examined the degree to which the teachers' perceptions of their school leadership teams' SEL priority and the teachers' ratings of their school leadership teams' instructional management practice influenced the teachers' frequent and effective use of the ten SEL pedagogical practices, and if any of those variables contribute more to their use of those practices. Fourth, this study examined the degree to which selected school related factors moderate the relationship between the teachers' perceptions of their school leadership teams' SEL priority and the teachers' frequent and effective use of the ten SEL pedagogical practices. Finally, this study examined the degree to which selected school related factors moderate the relationship between the teachers' ratings of their school leadership teams' instructional management practice and the teachers' frequent and effective use of the ten SEL pedagogical practices.

Sample Size

To best approximate the number of teacher participants needed to test the five null hypotheses that were examined in this study, five independent *a priori* statistical power analyses were conducted to obtain the estimated sample size (*n*) that would, in theory, avoid a false rejection of the null hypothesis.

Sample Size for Overarching Hypothesis One & Two. To analyze H_{01} and H_{02} , the researcher applied a statistical Power of .8; having an 80% chance of the test having a significant result. Moreover, the researcher decided to find a medium effect, .5, using Cohen's *d*. Knowing that the likelihood of Type 1 error is increased when testing multiple null hypotheses in one test, the researcher applied Bonferroni's (1936) approach to address this concern. Therefore, the Type 1 error was shared across the ten variables evaluated by the PERSEP by simply dividing the typical .05 by ten, the number of variables across the PERSEP. The resultant alpha of .005 was applied to run these tests. The resultant *n* for H_{01} and H_{02} was 39.

Sample Size for Overarching Hypothesis Three. To examine H_{03} , the researcher determined that an *a priori* power analysis was needed to be tested to approximate the number of teacher participants to detect an effect. With three predictor variables accounted for, the researcher applied a statistical power of .8 to detect a medium effect .5 and, as described above, and a .005 confidence level. The resultant *n* for H_{03} was 42.

Sample Size for Overarching Hypothesis Four and Five. To examine H_{04} and H_{05} , the researcher conducted an *a priori* power analysis using an F test – linear multiple regression to approximate the number of teacher participants needed to test a .5 medium effect at a statistical power of .8. The researcher again considered Bonferroni (1936) to account for Type I error across the ten variables evaluated by the PERSEP and applied a .005 confidence level to run the analyses. The resultant *n* for H_{04} was 39.

Sample Size Summary. Based on the results of the *a priori* power analyses conducted, the minimum number teacher participants estimated to obtain significant

results across the five hypotheses was 42. Further details on the recruitment process and the sample obtained for this study are found later in Chapter III and in Chapter IV.

Instrumentation

Three instruments were deployed to collect data from the participants. The three instruments included: (1) The Professional Evaluative Report on Social-Emotional Practices (PERSEP), (2) The School Leadership Prioritization Scale (SLPS), and (3) The Principal Instructional Management Rating Scale (PIMRS). Two instruments, the PERSEP and the SLPS, were developed as part of this research project and the procedures followed for their development and report their reliability and validity in Chapter IV. However, briefly, the PERSEP is a self-reported instrument that measures the teachers' frequent and effective use of specific actions in common everyday practice that demonstrate the ten SEL pedagogical practices and the SLPS measures the teachers' perceptions of their school leadership teams' SEL priority.

Principal Instructional Management Rating Scale

The Principal Instructional Management Rating Scale (PIMRS) was developed by Hallinger (1982) and contained "11 subscales and 72 'behaviorally anchored' items" (Hallinger, 2011, p. 277). The instrument was later refined to 50 items (Hallinger, 1990) that were evaluated on a 5-point Likert-style scale. The frequency-based scale applied to the PIMRS prompted respondents to choose between "Almost Never" (1) to Almost Always (5). The PIMRS is scored by calculating the mean for each leadership task (behavior). In terms of the meaning of the scores, "High ratings across various job functions [behaviors] are perceived as engaging instructional leadership behaviors associated with principals in effective schools" (Hallinger & Murphy, 1987, p. 60). The

PIMRS applied in research as a self-reported instrument, by principal supervisors, or distributed to the teachers in the school. District and school leaders can use the results to identify key areas of professional learning (Hallinger & Murphy, 1987).

The key information regarding the reliability of the PIMRS was provided by Hallinger et al. (2013). Hallinger et al. (2013) identified 33 studies between 1983 and 2012 where reliability of the PIMRS was examined. From those studies, 18 data sets were combined that measured reliability through examining Cronbach's alpha. The results reported the average Cronbach's alpha output across all 18 data sets for the ten practices assessed by the PIMRS. The results were as follows: Frames the School's Goals (.91), Communicates the School's Goals (.89), Supervises and Evaluates Instruction (.87), Coordinates the Curriculum (.89), Monitors Student Progress (.87), Maintains High Visibility (.82), Provides Incentives for Teachers (.84), Promotes Professional Development (.90), Provides Incentives for Learning (.88), and Protects Instructional Time (.87). Considering that this research applied the Teacher Form in data collection, Hallinger et al. (2013) asserted that "The results indicated that the PIMRS Teacher Form meets applicable standards of reliability required for use in both personnel assessment and research" (Hallinger et al., 2013, p. 296).

Recruitment

Based on the participant sample previously described, convenience sampling methods were used to recruit participants for the study. To garner district level support for this research, alignment was made between the purpose of this research and the school district's strategic plan.

To obtain participants for this study, a letter was sent via email (see Appendix A)

to twelve elementary school leaders to seek their willingness to participate. In that letter, it was stated that schools that voluntarily participate would be provided with a summary of the findings and a set of recommendations, evidenced by the data, for their consideration. Of the twelve emails sent, two leaders replied and opted out, four did not respond, and six indicated a willingness to participate.

For each school leader that expressed interest, a 30-minute meeting was scheduled to discuss the process for data collection and answer any question they had. At the end of each call, the school leader was asked to provide a contact list containing the first name, last name, and email addresses of all teachers in their school assigned to classrooms with students. Teachers' first names, last names, and email addresses are public records and therefore not sensitive in the education context. Teachers who were instructional coaches that did not have a designated roster of students were excluded from participating. This was the only selection criteria applied to the sampling procedures.

Once the school sites were selected, the school leader was provided with an informational email (see Appendix B) to distribute to all teachers that met the sampling criteria. The letter informed teachers details about the study and encouraged them to participate. To quell any fears of confidentiality, the email clarified that the research was not designed to cause them harm nor to be used as an evaluation of their pedagogical practice. Instead, it was made clear that their participation would support the data needed to inform a new model for school leadership for teaching and learning.

Data Collection

As previously mentioned, data were collected through the application of the three instruments (PERSEP, SLPS, and PIMRS). Data collection was split in to two steps and

was managed entirely through Qualtrics. Step One included the SLPS and PERSEP surveys (See Appendix C) and Step Two included the PIMRS (See Appendix C). The surveys were divided into two steps to mitigate any potential issues of survey fatigue. There was no specific reason for pairing the SLPS with the PERSEP in Step One over the PIMRS. The other data needed to demonstrate the three selected school related variables applied in Research Questions Four and Five, were publicly sourced through the state's Department of Education website and are recorded in Table 7.

After the contact list for each participating school was received, it was uploaded in Qualtrics and destroyed. Participation in this research was completely anonymous. The participants' email addresses were only needed to digitally transmit the surveys to all potential teacher participants that met the sampling criteria.

Data collection began with an email that was sent to all potential participants that included a link to access the two surveys that were combined into Step One. All participants were given the option to opt out of the study via a separate link that was included at the end of the introductory email. If clicked, the potential participant was removed from the sample list and not contacted again by the automated system. This feature is included in the Qualtrics program. Only teachers who participated were then asked to respond to the online consent form included in Step One (see Appendix C) and again in Step Two (see Appendix D). Only those participants who consented were able to access the survey and submit their response.

Timeline of Data Collection

The timeline for data collection differed due to the rapid transmission of the COVID-19 Omicron variant that emerged in late November 2021. During the time of

data collection, teacher absences were increased due to contraction of the virus. Other conditions that posed a challenge for data collection included the school calendar – specifically the timing of the district’s Winter Break and Spring Break. To best manage the environmental challenges during this time, the school leader and the researcher coordinated on the timing of survey dissemination to improve the studies success.

After seven days from when the initial email that included the link to the surveys in Step One was sent to the teachers, the researcher contacted the school leader to update them on the number of responses that were received. The seven-day check-in provided the researcher and school leader with an opportunity to assess the environmental conditions and decide how to proceed with data collection. Either a reminder email was sent to improve the response rate to Step One or a new email was sent to disseminate Step Two. The procedures for administering Step Two were the same as the procedures followed to administer Step One.

Table 8

Timing of Data Collection Across the Study Sites

	Step One	Step Two
CPE	03/07/2022 – 03/08/2022	04/11/2022 – 04/13/2022
FHE	12/13/2021 – 12/17/2021	01/05/2022 – 01/11/2022
GAE	11/17/2021 – 12/04/2021	12/06/2021 – 12/20/2021
LGES	01/11/2022 – 01/25/2022	01/24/2022 – 02/07/2022
MLES	01/27/2022 – 03/03/2022	01/27/2022 – 03/03/2022

Table 8 demonstrates the timing of data collection across the five schools that participated in this study. It is important to note that data collection in the sixth school (WES) only yielded two responses to Step One. After two check-in meetings with the school leader to improve the response rate, it was decided that the school be dropped

from moving forward to Step Two. Data collection across the remaining five school sites occurred between December 13, 2021, and March 8, 2022.

Data Organization

Data collected from the three surveys were downloaded from Qualtrics and organized onto one master Excel spreadsheet. To create the master Excel spreadsheet, two spreadsheets were downloaded from Qualtrics for each of the five participating schools. One spreadsheet contained the responses to the SLPS and the PERSEP surveys that were included in Step One and the second spreadsheet included the responses from the PIMRS that was included in Step Two. To prepare the data for analysis, any respondent that did not answer 50% or more of items on the three surveys was removed from the analysis. Data across Step One and Step Two were paired together using the IP address that was already collected by Qualtrics. To validate that the responses were paired appropriately, the consent form was used to verify that the two sets of data were accurately paired. Data from unable to be paired respondents were not included in the master spreadsheet. This process was repeated for the five study sites and all viable pairs were then merged onto a new spreadsheet called the Master Excel file for analysis.

Once the Master Excel file was completed, composite scores were computed for each variable. These scores represented the average response across the items associated with each variable. Table 9 shows the data dictionary of items and variables examined.

Table 9*Data Dictionary*

Instrument and Dimension	Code	Items	<i>k</i>
PERSEP			
Student-Centered Discipline	SCD	1–9	9
Teacher Language	TL	10–12	3
Responsibility & Choice	RC	13–17	5
Warmth & Support	WS	18–22	5
Cooperative Learning	CL	23–26	4
Classroom Discussions	CD	27–30	4
Self-Assessment & Self-Reflection	SRA	31–34	4
Balanced Instruction	BI	35–37	3
Academic Press & High Expectations	APE	38–40	3
Competency Building	CB	41–50	10
PIMRS			
Frames the School Goals	FSG	1–5	5
Communicates the School’s Goals	CSG	6–10	5
Coordinates the Curriculum	SEI	11–15	5
Supervises & Evaluates Instruction	CC	16–20	5
Monitors Student Progress	MSP	21–25	5
Protects Instructional Time	PIT	26–30	5
Maintains High Visibility	MHV	31–35	5
Provides Incentives for Teachers	PIFT	36–40	5
Promotes Professional Development	PPD	41–45	5
Provides Incentives for Learning	PIL	46–50	5

It is important to note the score obtained by the SLPS survey provided the T-TU variable, or SEL Priority, used in the analysis. The T-TU score was the position, on a ranking of one through eight, of how the respondent ranked the SEL item in terms of its priority amid the other seven instructional leadership tasks.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics 28 and Morris and Lieberman’s (2021, 2022) Criterion software. Before testing the five hypotheses, the reliability of the PERSEP and the PIMRS was needed to ensure the instruments

performed as expected. Reliability was examined by evaluating the internal consistency through computing for coefficient alpha. Coefficient alpha was examined using SPSS and was computed for the twenty variables. The last step before moving forward with the analysis included a descriptive analysis to demonstrate the demographic characteristics of the participants included in the sample. Demographic details included race/ethnicity, gender, years of experience, and training of the participants.

The following subsections will outline the procedures followed to examine the five hypotheses, a visual representation that illustrates the portion of the theoretical model that was examined by the hypothesis, and a table that outlines the research question(s), null hypotheses, and specifies the statistical operation applied.

Hypothesis Testing: H₀₁ and H₀₂

A correlation analysis was conducted using SPSS between the variables associated with the SLPS and the PERSEP for H₀₁ and a second correlation analysis was conducted for the variables associated with the PIMRS and the PERSEP for H₀₂. In both tests, the likelihood of Type 1 error is increased when testing multiple null hypotheses at once. In consideration of Type 1 error, Bonferroni's (1936) approach was applied to address this concern. Specifically, Type 1 error was shared across the ten variables associated with the PERSEP by dividing the typical .05 significance level by ten. Therefore, the new significance level of .005 was applied to each analysis.

H₀₁ examined the relationships between the teachers' perception of their school leadership teams' SEL priority ranking (T-TU) and the teachers' frequent and effective use of ten SEL pedagogical practices (SCD, TL, RC, WS, CL, CD, SAR, BI, APE, & CB). H₀₂ examined the relationships between the teachers' ratings of their school

leadership teams’ instructional management practice (FSG, CSG, CC, SEL, MSP, PIT, MHV, PIFT, PPD, and PIL) and the teachers’ frequent and effective use of the ten SEL pedagogical practices (SCD, TL, RC, WS, CL, CD, SAR, BI, APE, & CB).

For H₀₁, the T-TU score was how the teacher participants ranked the SEL item which was then correlated with the composite scores generated for each of the ten SEL pedagogical practices evaluated by PERSEP. Similarly, for H₀₂, the composite scores generated for each of the ten instructional management practices were tested for correlation to the ten composite scores calculated for the ten SEL pedagogical practices. Figure 5 illustrates the portion of the theoretical model tested for both H₀₁ and H₀₂ and Table 10 provides details on the sub-questions, null hypotheses, and statistical operation applied in the analysis specific to H₀₁ and H₀₂.

Figure 5

Examining the Relationships Between SEL Priority, Instructional Management, and SEL Pedagogical Practice

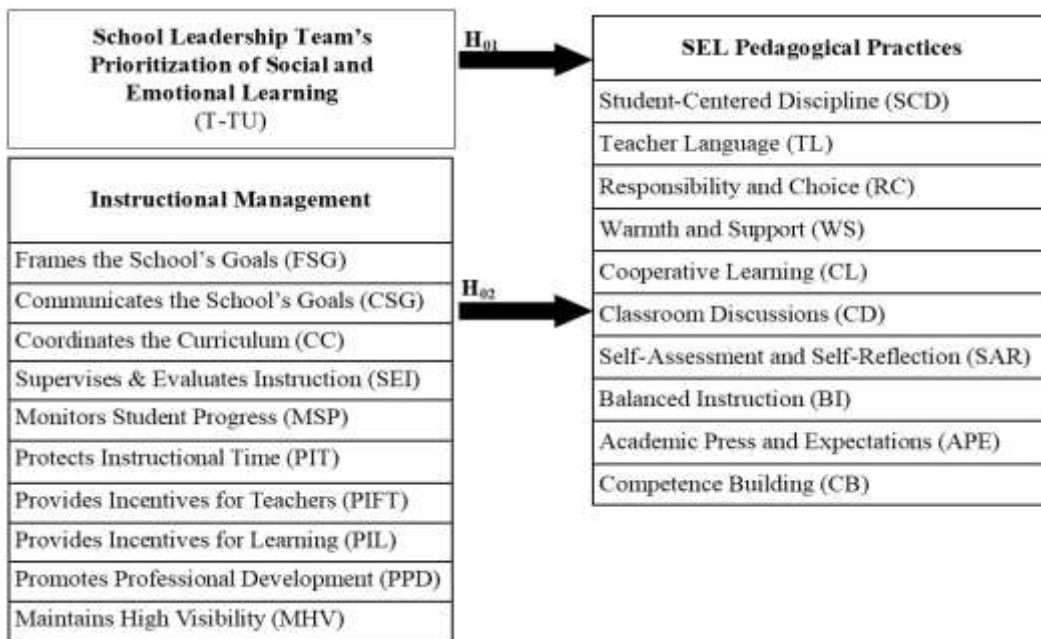


Table 10

Hypotheses One & Two – Research Questions, Null Hypotheses, and Statistical

Operations

Research Question	Null Hypothesis	Statistical Operation
1. What relationships exist between the teachers' perception of their school leadership team's SEL priority (T-TU) and their frequent and effective use of ten SEL pedagogical practices?	H ₀₁ : No relationship exists between T-TU and the ten SEL pedagogical practices.	Correlation
2. What relationships exist between the teachers' ratings of their school leadership team's use of ten instructional management tasks and their frequent and effective use of ten SEL pedagogical practices?	H ₀₂ : No relationships exist between the ten instructional management tasks and the ten SEL pedagogical practices.	Correlation

Hypothesis Testing: H₀₃

H₀₃ examined the degree to which the teachers' perceptions of their school leadership teams' SEL priority (T-TU) and the teachers' ratings of their school leadership teams' instructional management practice (FSG, CSG, SEI, CC, MSP, PIT, MHV, PIFT, PPD, & PIL) predict the teachers' frequent and effective use of SEL pedagogical practice (SCD, TL, RC, WS, CL, CD, SAR, BI, APE, & CB) in the classroom.

Ten multiple regression tests were conducted — one for each pedagogical practice. Interest was to discover the significant correlations (2-tailed), at the .005 confidence level, between the dependent and the eleven predictor variables. The R² value determined the portion of variance predicted from all variables examined in the model, and the Beta values to determine which predictor variable contributed most. Figure 6 illustrates the theoretical model tested by H₀₃ and Table 11 organizes the sub-question,

null hypothesis, and the statistical operation applied in the analysis.

Figure 6

Examining the Predictability of SEL Priority and Instructional Management Practice on SEL Pedagogical Practice

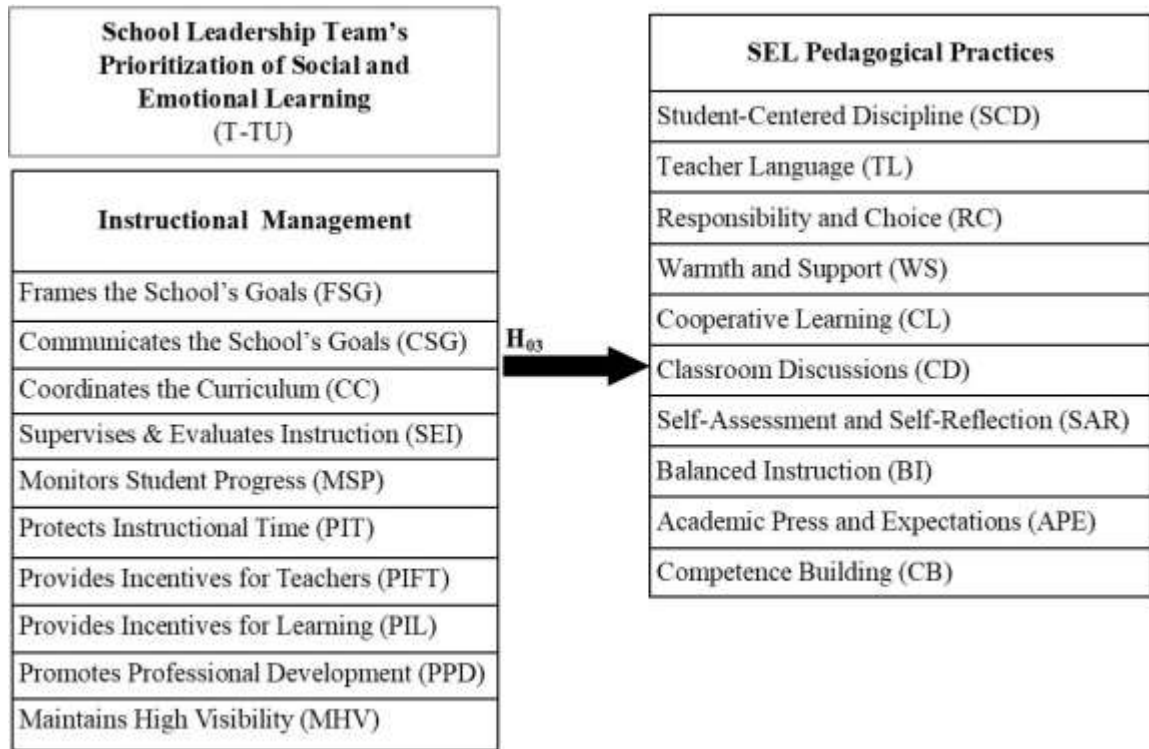


Table 11

Hypothesis Three—Research Question, Null Hypothesis, and Statistical Operation

Research Question	Null Hypothesis	Statistical Operation
3. To what degree do the teachers' perceptions of their school leadership teams' SEL priority and their ratings of the school leadership teams' use of instructional management predict their use of the ten SEL pedagogical practices? And do any of those variables contribute more over others?	H ₀₃ : SEL priority and the use of ten instructional management leadership tasks does not predict the teachers' use of the ten SEL pedagogical practices in the classroom. And, neither contributes more than the other.	Regression Analysis

Hypothesis Testing: H₀₄

Hypothesis Four was developed to examine the degree to which select school related factors moderate the relationship between the teachers' perceptions of their school leadership teams' SEL priority and the teachers' frequent and effective use of ten SEL pedagogical practices. To examine the three moderating variables tested in H₀₄, a set of 10 sub-null hypotheses were developed for each moderating variable. Since there was only one predictor variable examined against ten criteria, 30 tests were run.

To test the 30 sub-null hypotheses, the researcher decided to apply Morris and Lieberman's (2021, 2022) Criterion software that helps to conduct a moderation analysis with ease. The benefit of this software is that it automatically centers the variables for the test and the required product terms. In the case of the moderator, having an SEL program or not, this variable is already a dichotomous and therefore does not need to be centered. However, for percent student minority population and free and reduced priced lunch rate, those two did require to be centered prior to analysis. Therefore, to avoid any unnecessary errors using SPSS, Criterion was used to help with the centering process. The result of the test is represented by the *p* value for the product term β (Beta). Figure 7 illustrates the portion of the theoretical model being tested with H₀₄, and Table 12 organizes the research question, null hypothesis, and the statistical operation applied in the analysis.

Figure 7

Examining the Moderation Effect of Select School Related Factors on the Relationships Between SEL Priority and SEL Pedagogical Practice

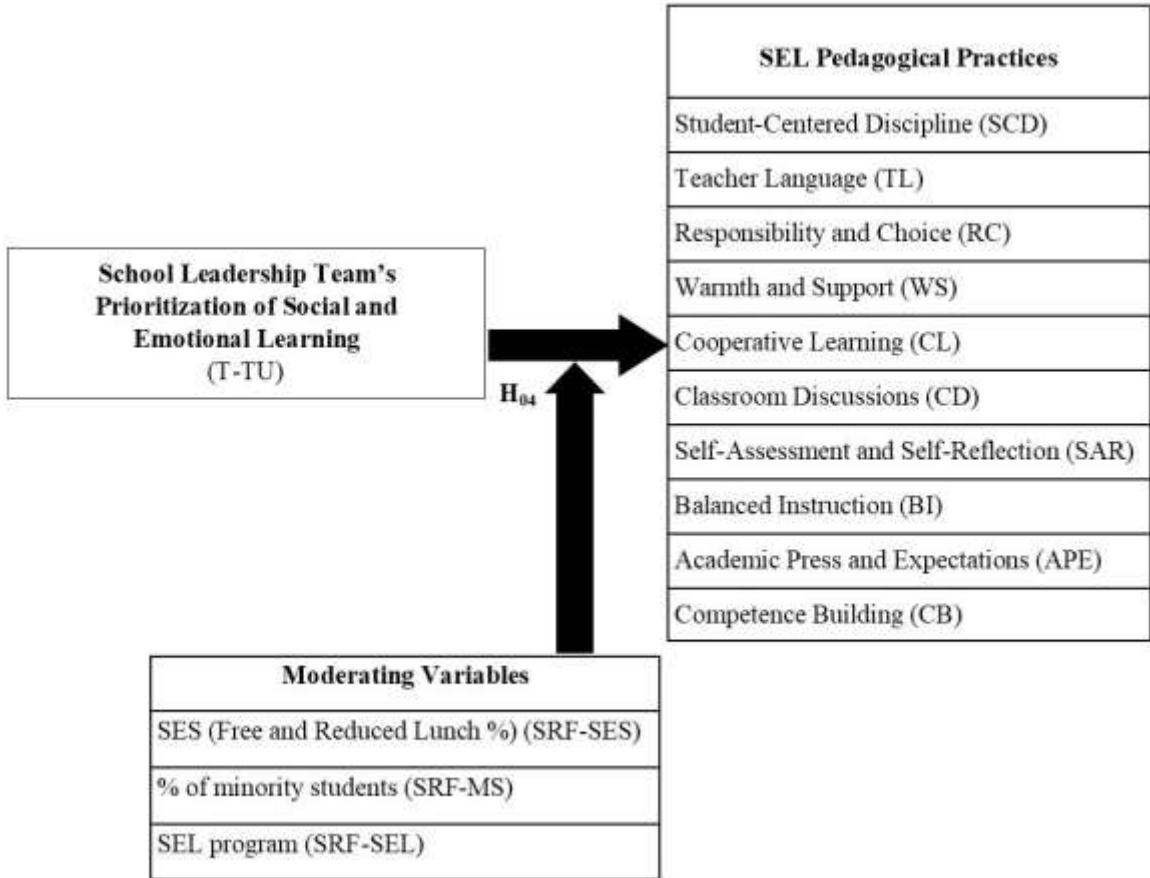


Table 12

Hypothesis Four — Research Question, Null Hypothesis, and Statistical Operation

Research Question	Null Hypothesis	Statistical Operation
4. To what degree do select school-related factors moderate the relationship between the teachers' perceptions of their school leadership teams' SEL priority (T-TU) and their use of the ten SEL pedagogical practices?	H ₀₄ : School-related factors does not moderate the relationship between SEL priority and teachers' use of ten SEL pedagogical practices.	Regression analysis of 330 sub-null hypotheses

Hypothesis Testing: H₀₅

Hypothesis Five examined the moderation effect of select school related factors on the relationship between the teachers’ ratings of the school leadership team’s instructional management practice and the teachers’ frequent and effective use of SEL pedagogical practices in the classroom. To examine H₀₅, a set of 300 sub-null hypotheses were developed — 100 for each moderating variable. Like H₀₄, Morris and Lieberman’s (2021, 2022) Criterion software was used to perform the tests. Figure 8 illustrates the portion of the theoretical model tested by H₀₅, and Table 13 organizes the research question, null hypothesis, and statistical operation that were applied in the analysis.

Figure 8

Examining the Moderation Effect of Select School Related Factors on the Relationships Between Instructional Management and SEL Pedagogical Practice

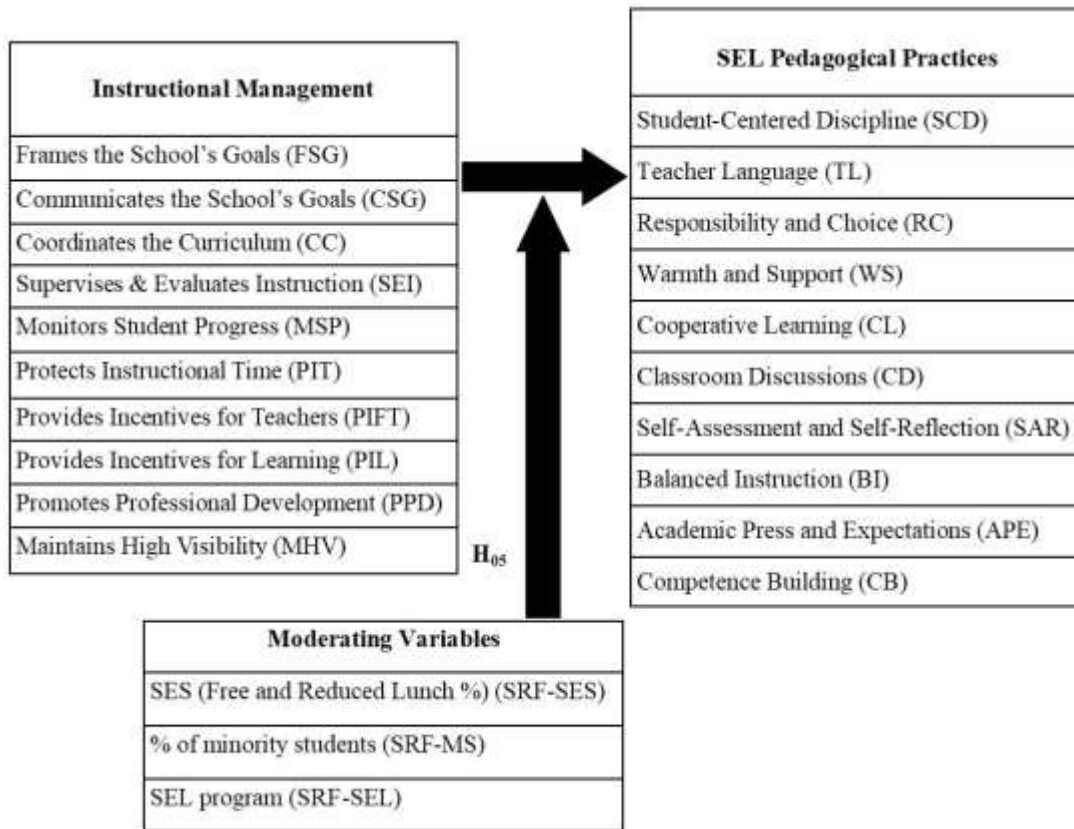


Table 13

Hypothesis Five – Research Question, Null Hypothesis, and Statistical Operation

Research Question	Null Hypothesis	Statistical Operation
5. To what degree do select school-related factors moderate the relationship between the teachers' ratings of their school leadership teams' use of the ten instructional management tasks and their use of the 10 SEL pedagogical practices?	H ₀₅ : School-related factors do not moderate the relationship between the use of ten instructional management tasks and the teachers' use of ten SEL pedagogical practices.	Regression analysis of 300 sub-null hypotheses

Chapter III Summary

Chapter III included an outline of the methods and procedures applied in this exploratory analysis to test the theoretical model being examined in this study. As mentioned, this study examined the practice of instructional leadership to determine if it by school leadership teams is sufficient to influence the use of SEL pedagogical practices by their teachers. To examine the theoretical model and the five hypotheses that have been developed for this study, this research targeted responses to the three surveys applied to data collection from teacher participants across the five-participant public elementary schools included in this study.

Schools were recruited to participate in this study using convenience sampling. All principals that volunteered to participate were promised an individual school-based report that will include a summary of the study's findings to aid in their improvement. Due to the challenges presented by the COVID-19 pandemic, the timing for data collection was decided on in collaboration with the principal of each participating school. Once data collection was complete, data were organized and merged on to one master

Excel spreadsheet that included the responses for all viable pairs; teachers who responded to the three surveys across Step One and Step Two. Any respondent that did not complete more than 50% of the survey was removed from the analysis.

Finally, this chapter included a breakdown for how the five hypotheses will be examined using SPSS IBM Statistic software. The breakdown included the research question(s), null hypotheses, and statistical operations that will be used to obtain the results and a visual representation of the section of the study's theoretical model with which it was associated.

CHAPTER IV: RESULTS

This study examined the relationships between the teachers' perceptions of their school leadership teams' SEL priority, the teachers' ratings of their school leadership teams' instructional management practice, and the teachers' frequent and effective use of SEL pedagogical practices in the classroom. In terms of instrumentation, one of the instrument's (the PIMRS) psychometric properties was already presented in Chapter III. This chapter will begin with a report on the psychometric analysis conducted for the other two instruments that were developed and used in this research – the Professional Evaluative Report on Social and Emotional Pedagogical Practice (PERSEP) and the School Leadership Prioritization Scale (SLPS). It then reports on the overall response rate to the surveys deployed for data collection followed by a presentation of the demographic characteristics of the sample included in the analysis. To demonstrate confidence in the results of the five hypothesis tests conducted, this Chapter will also present the results of the reliability analyses for both the PERSEP and the PIMRS to demonstrate their performance in this research. Finally, this Chapter lists the variables, the statistical analyses applied to examine the five hypotheses, and reports the results of the hypothesis testing to answer the study's research questions along with their immediate interpretation.

Instrument Development, Validity, Reliability, and Psychometric Analysis

The following sections describe the two instruments that were developed and applied in this study. It is important to note these instruments were developed as valid and reliable instruments that can be applied in future applications.

Professional Evaluative Report on Social-Emotional Pedagogical Practices

The Professional Evaluative Report on Social-Emotional Pedagogical Practices (PERSEP) survey is a self-reported instrument developed to measure the teachers' frequent and effective use of ten SEL pedagogical practices. The PERSEP is based on a questionnaire called the Self-Assessing Social and Emotional Instruction and Competencies (SSEIC) (Yoder, 2014b). The SSEIC was designed to provide teachers with a self-monitoring tool to reflect on their SEL pedagogical practice. Permission to modify the SSEIC and turn it into a valid and reliable quantitative instrument applicable to research was granted on April 18th, 2019, by Yoder (2014b).

To aid in the PERSEPs development, Creswell and Guetterman (2019) contended, “Developing an instrument consists of several steps, such as identifying the purpose of the instrument, reviewing the literature, writing the questions, and assessing the questions with individuals similar to those you plan to study” (p. 156). A search for a step-by-step process to guide the development of the PERSEP yielded Benson and Clark's (1982) four-phase instrument development process. The four-phases included in the process included planning, construction, quantitative evaluation, and validation. The following subsections will describe the four-phase process in more detail and the procedures followed to revise the SSEIC into the PERSEP.

Planning. A large component of the planning process included the development of a literature review encompassing the ten SEL pedagogical practices the SSEIC was designed to evaluate. The literature review further defined each practice and discovered the specific teacher behaviors relative to conducting those practices effectively in the classroom. The information from the literature aided in the item development process

described in the construction phase below. The literature review is reported in the Pedagogical Practice section in Chapter II.

Another component included in the planning process was the need to identify the purpose and intended use of the instrument being developed. The PERSEP is a self-reported instrument that measures the effectiveness (frequency and quality) of specific actions that teachers use in common everyday practice that show to have a promising positive relationship on the students' acquisition of social and emotional competence. Each action, which have been made into testing items, are specific to one of the ten pedagogical practices. The data dictionary found in Table 9, organizes the items specific to each of the ten pedagogical practices evaluated by the PERSEP.

Another vital component of the planning phase included identifying the scale that will evaluate the items. As defined above, the purpose of the PERSEP is to measure the quality and frequency of specific actions by teachers that are relative to the effective application of them in the classroom. The six-point Likert-style scale applied to the PERSEP included the following response options: At No Time (0), Nevermore (1), With Difficulty (2), Reasonably Well (3), Well (4), and Extremely Well (5). Table 14 describes the six response options and includes the associated value assigned to each for the quantitative analysis.

Table 14*PERSEP Response Scale*

Response	Value	Definition
At No Time	0	I do not implement this practice. I have never done this before.
Nevermore	1	I have attempted this practice and determined that it does not work with my students. I have done this, but it has not always had a perfect outcome.
With Difficulty	2	I sometimes attempt to implement this practice, and when I do, I have a difficult time and students do not get much benefit.
Reasonably Well	3	I have attempted to implement this practice and do a reasonable job. My students get inconsistent benefit from it, but with more practice and support, I could implement this better.
Well	4	I implement this practice well on a regular basis. My students benefit from it.
Extremely Well	5	I consider this practice to be one of my best practices. I use this practice all the time and it is highly successful with my students.

The final component of the planning process prompted the researcher to provide a description of how the instrument will be scored. The PERSEPs application results in ten composite scores – one score for each pedagogical practice. The composite score was the average of the participants responses across all items relative to each practice. The ten practices and associated variable codes included: Student-Centered Discipline (SCD), Teacher Language (TL), Responsibility and Choice (RC), Warmth and Support (WS), Cooperative Learning (CL), Classroom Discussions (CD), Self-Reflection and Self-Assessment (SRA), Balanced Instruction (BI), Academic Press and High Expectations (AXP), and Competence Building (CB).

Construction. The construction phase included developing an item pool (Hinkin,

1995; Schwab, 1980) based on the literature review conducted in the planning phase. Item construction began by first analyzing the sixty-two items found on the existing Self-Assessing Social and Emotional Instruction and Competencies (SSEIC) questionnaire (Yoder, 2014b). New items were developed based on the literature review that was conducted in the planning phase. By the end of the construction phase, eighty-one items were developed across the ten practices. A breakdown of the number of items (*k*) are organized in Table 15.

Table 15

PERSEP Item Pool

Survey Construct	<i>k</i>
SCD	11
TL	5
RC	5
WS	10
CL	11
CD	6
SASR	8
BI	8
APE	5
CB	12

* *k* is the number of items.

Validation. After the construction phase, a validation study was designed to examine content validity. This was to ensure the items developed in the construction phase were consistent with the definitions for each of the ten pedagogical practices evaluated by the instrument. The decision to engage in the validity phase before the quantitative evaluation phase as presented by Benson and Clark (1982) was to verify that the items were aligned to the definition for each pedagogical practice. Moreover, to ensure that the items were easy to read and unambiguous, and to reduce the number of items across the instrument prior to piloting it.

To examine content validity, items were organized across two surveys in Qualtrics. The decision to split the survey in two was to avoid any potential issues of survey fatigue. ‘Survey one’ included items associated with Student-Centered Discipline, Teacher Language, Responsibility and Choice, and Warmth and Support. ‘Survey two’ included items across Cooperative Learning, Classroom Discussions, Student Assessment and Self-Reflection, Balanced Instruction, and Competency Building.

Participants included in the validation study were five doctorate-holding SEL Subject Matter Experts (SMEs). These individuals were selected based on their knowledge of SEL and scholarship. The survey was constructed to include the definition of the practice followed by the set of items that were constructed to evaluate it. SMEs were asked to read the definition and examine the set of items to determine if the items fit. SMEs rated each item by whether the item “Fits” the description, “Does Not Fit” the description, or “Fits but Needs Revision.” If an SME selected “Fits but needs revision,” they were then asked to provide a suggestion for how to reword the item to best fit the definition provided. Finally, at the end of each section, SMEs were asked to provide any additional suggestions to improve the section or offer additional items to be considered based on the description. This short answer was optional.

The results of the validation study were based on responses from the five SMEs. Responses were then analyzed for consensus among the participants for each item independently. For any response where an SME responded, “Does Not Fit,” the item was further analyzed by the researcher against the literature. The decision to revise the item or remove it was made based on that analysis. After all the data were analyzed, seventeen items were modified, nine items were removed, and two items were added. The

validation study reduced the items from 81 to 74.

Pilot Testing (Quantitative Evaluation). Once the items were validated by SMEs, a pilot study was conducted to examine the instrument's internal consistency measured by coefficient alpha. The 74 items resultant of the validation study were organized on to Qualtrics. Participants targeted for the pilot study were K–12 public school teachers enrolled in a Level 1 Educational Leadership Certification Master's Degree program. Data collection for the pilot study took place over two weeks in January 2020.

Coefficient alpha is an estimate of the accuracy of the instrument dependent on the number of items and the covariance matrix of the items. Coefficient alpha was computed using a tool called AlphaMax created on Microsoft Excel by Morris (1978a; 1978b). Unlike the commonly used statistical software IBM SPSS, AlphaMax considers all item combinations and provided a value for coefficient alpha for each of those subsets of item combinations. Based on all the possible combinations the tool provides, researchers choose which combination works best.

The benefit of using AlphaMax is that it provides a lesser-known product called the Standard Error of Alpha (ASE) (Duhachek & Lacobucci, 2004; Van Zyl et al., 2000). It is important to recognize that ASE is different from standard error of measurement (SEM). ASE informs the precision by which alpha is calculated and includes an upper and lower value of alpha that should be reported like confidence intervals (see Table 16). This alpha range informs the researcher of future expectations of alpha in future instrument applications. The closer the ASE is to zero the more precise and confident the researcher can be in terms of alpha in future applications. The results of the pilot study for the PERSEP are recorded in Table 16.

Table 16*PERSEP Reliability Study Results*

	<i>M</i>	<i>SD</i>	ASE	α [Confidence Interval]	<i>k</i>
Student-Centered Discipline (SCD)	42.67	4.98	.043	.830 [.745, .914]	9
Teacher Language (TL)	22.19	2.40	.046	.859 [.768, .950]	3
Responsibility & Choice (RC)	18.26	4.88	.056	.808 [.698, .917]	5
Warmth & Support (WS)	42.97	5.91	.025	.914 [.864, .963]	5
Cooperative Learning (CL)	31.57	5.44	.036	.880 [.809, .951]	4
Classroom Discussions (CD)	23.68	3.31	.084	.865 [.564, .893]	4
Self-Reflections & Self-Assessment (SRSA)	27.66	4.69	.044	.865 [.779, .951]	3
Balanced Instruction (BI)	28.79	3.62	.052	.841 [.739, .943]	3
Academic Press & High Expectations (APE)	11.83	2.29	.115	.665 [.466, .916]	3
Competency Building (CB)	44.41	7.094	.035	.874 [.805, .943]	10

Note: Based on a 95% confidence level.

The results of the pilot study recorded in Table 16 indicate that the PERSEP is a reliable instrument. Of the ten constructs included in the PERSEP, APE performed the poorest ($\alpha=.666$). Notably, nine of the ten constructs show a coefficient alpha value of .808 or higher (i.e., SCD, TL, RC, WS, CL, CD, SASR, BI, & CB). When examining the ASE results, APE and CB show the highest ASE values. The lower bound shown in the brackets for CD (.564) indicates with 95% confidence that coefficient alpha will not go any lower than .564 in future applications of the PERSEP. This does provide uncertainty for how the CD and APE constructs will perform in future applications of the PERSEP.

School Leadership Prioritization Scale (SLPS)

The development of the SLPS began with examining the ten instructional management tasks presented in Hallinger and Murphy's (1985) Instructional Management framework (see Chapter II) as the preliminary items. A focus group that included three doctorate-holding school leadership subject matter experts (SMEs) were asked to review the ten instructional management tasks and consider if any could be grouped together for possessing similar characteristics.

Based on the results of the focus group, the ten instructional management tasks were combined into seven factors. The purpose of the SLPS was to determine the school leadership teams' SEL priority. Since the Instructional Management framework is void of any item focused on supporting SEL, an additional SEL item was added to the scale and those same SMEs were asked to review the wording of the SEL item to ensure that the language of it was congruent with the other items. The panel then was asked to make recommendations in terms of how to present all eight items on the scale to minimize any ranking based on social desirability of the item based on the language used.

In terms of scoring the SLPS, the order in which the eight items are ranked is what is of interest. Specifically, the interest was in the position of where on the scale the participants ranked the additional SEL item. Participants rank the items from '1' to '8', with '1' being the teachers' perception of the leadership team's highest leadership priority currently in practice, and '8' being the teachers' perception of the leadership team's lowest leadership priority in practice. A pilot analysis was conducted to examine the level of difficulty and clarity of the instructions. The expert panel was asked to finalize and approve the instrument before its use.

Variables

As previously stated, this quantitative correlational study included the use of descriptive statistics and a causal-comparative analysis to examine phenomena between the variables examined by this research. The independent variables included the teachers' perceptions of their school leadership teams' SEL priority and the teachers' ratings of their school leadership teams' instructional management practice. The independent variables included the teachers' frequent and effective use of ten SEL pedagogical practices in the classroom. Table 17 organizes the variables and their associated definition being examined by this study and are organized by the instrument in which those variables were obtained (i.e., PERSEP, SLPS, PIMRS).

Table 17

Study Variables, Analysis Code, and Description

Variable	Variable Description
PERSEP	
Student-Centered Discipline (SCD)	The teachers' frequent and effective use of age-appropriate classroom management strategies.
Teacher Language (TL)	The teachers' frequent and effective use of strategies that promote positive communications with students to develop self-awareness.
Responsibility & Choice (RC)	The teachers' frequent and effective use strategies that provide all students with the opportunity to be a part of the decision-making process in terms of the curriculum and learning the teacher offers students.
Warmth & Support (WS)	The teachers' frequent and effective use of strategies that support students themselves and their positive interactions with others.

Table 17 (continued).

Variable	Variable Description
Classroom Discussions (CD)	The teachers' frequent and effective use of strategies for engagement in constructive dialog with the students and strategies that expand their view through exposure to different perspectives.
Self-Reflection & Self-Assessment (SRA)	The teachers' frequent and effective use of strategies that promotes students to reflect on their behavior and actions with themselves or interactions with others.
Balanced Instruction (BI)	The teachers' frequent and effective use of strategies in terms of active and passive instruction.
Academic Press & High Expectations (APE)	The teachers' frequent and effective use of strategies that promote academic rigor and high achievement.
Competence Building (CB)	The teachers' frequent and effective use of strategies in terms of students' social and emotional competence.
SLPS	
SEL Priority (T-TU)	The teachers' perceptions of what they believe is the priority of the school leadership team.
PIMRS	
Frame School Goals (FSG)	The degree to which the school leadership team frames the school's goals using data.
Communicate School Goals (CSG)	The degree to which the school leadership team communicates school goals across stakeholder groups.
Supervise & Evaluate Instruction (SEI)	The degree to which the school leadership team supports instructional improvements with teachers.
Coordinate the Curriculum (CC)	The degree to which the school leadership team participates in modifications to learning and curriculum development.

Table 17 (continued).

Variable	Variable Description
Monitor Student Progress (MSP)	The degree to which the school leadership team uses data to evaluate academic progress and share those results with the school community.
Protect Instructional Time (PIT)	The degree to which the school leadership team minimizes administrative disruptions during class time.
Maintain High Visibility (MHV)	The degree to which the school leadership team is present at school functions and seen by the school community.
Provide Incentives for Teachers (PIFT)	The degree to which the school leadership team recognizes teachers for their effort and success.
Promote Professional Development (PPD)	The degree to which the school leadership team engages in meaningful in-service training aligned to school goals.
Provide Incentives for Learning (PIL)	The degree to which the school leadership team recognizes students for their success.
Selected School Related Variables	
SES (SRF-SES)	% Free and reduced priced lunch
Minority Students (SRF-MS)	% Non-white student population
SEL Program (SRF-SEL)	Yes/No

Response Rate

Response rate was based on the number of viable survey pairs. As previously stated in Chapter III, a viable pair was any participant that responded to all three surveys applied in data collection. Any unpaired responses were removed from the analysis.

Table 18 demonstrates the overall response rate for both Step One and Step Two and the number of viable pairs included in the analysis.

Table 18*Response Rate (%)*

	Step One	Step Two	Viabale Pairs
<i>N</i>	295	295	295
<i>n</i>	202	154	107
<i>%</i>	68	52	36

As demonstrated in Table 18, there were a total of 107 viable pairs ($n=107$) included in the analysis. Overall, the findings of this research are representative of 36% of initial sample targeted across the five school sites included in this study.

Sample Demographics

Next, there was interest to examine the characteristics of the 107 teacher participants included in the sample. Table 19 demonstrates the demographic information of the participants in terms of their gender, race, and ethnicity.

Table 19*Sample Demographics Table – Gender, Race, and Ethnicity*

	<i>n</i>	<i>%</i>
Gender		
Male	6	5.6
Female	99	92.5
Prefer not to say	2	1.9
Race		
White	86	80.4
Black /African American	7	6.5
American Indian	0	0
Asian	2	1.9
Native Hawaiian / Pacific Islander	0	0
Other	12	11.2
Ethnicity		
Hispanic	26	24.3
Not Hispanic	78	72.9

The demographic information reported in Table 19 show that most of the participants were Female (92.5%), White (80.4%), and Not Hispanic (72.9%).

Other information collected to describe the sample demonstrate the participants' experience, background, and training. The information collected included level of experience in terms of the total number of years the respondent had been teaching, whether they graduated from a teacher preparation program or not, and if they received the district's Advancements Via Individual Determination (AVID) training. Table 20 demonstrates the additional information about the participants in this study in terms of their experience, background, and training.

Table 20

Sample Demographics Table – Experience, Background, and Training

	<i>n</i>	Percent (%)
Experience		
10 Years +	65	60.7
5–10 Years	21	19.6
1–5 Years	8	12.1
Background		
Graduated from a teacher preparation program	28	26.2
Training		
Received AVID Training	45	42.1

The information reported in Table 20 demonstrates that most of participants included in the sample were veteran teachers having completed 10 or more years of teaching experience (60.7%). Moreover, 26.2% of the participants graduated from a teacher preparation program. Finally, 42.1% of them have completed the AVID training offered to them by their school.

Survey Performance

Confidence in the results of this research can be demonstrated through a reliability analysis conducted for both the Professional Evaluative Report on Social and Emotional Pedagogical Practices (PERSEP) and the Principal Instructional Management Rating Scale (PIMRS). Reliability was examined by coefficient alpha. Table 21 demonstrates the results of the reliability analysis conducted for the PERSEP followed by Table 22 which presents the results of the reliability analysis for the PIMRS.

Table 21

PERSEP Reliability Analysis

	<i>M</i>	<i>SD</i>	ASE	α [Confidence Interval]
Student-Centered Discipline (SCD)	30.32	5.673	.023	.843 [.794, .885]
Teacher Language (TL)	13.31	1.772	.023	.865 [.821, .910]
Responsibility & Choice (RC)	16.43	4.786	.035	.776 [.708, .844]
Warmth & Support (WS)	18.05	3.825	.025	.841 [.790, .890]
Cooperative Learning (CL)	13.87	3.724	.016	.902 [.868, .929]
Classroom Discussions (CD)	14.75	2.825	.021	.869 [.824, .908]
Self-Reflections & Self-Assessment (SRSA)	13.15	3.631	.011	.928 [.905, .949]
Balanced Instruction (BI)	11.42	2.224	.026	.847 [.797, .898]
Academic Press & High Expectations (APE)	10.92	2.388	.040	.767 [.684, .839]
Competency Building (CB)	36.76	6.817	.022	.859 [.804, .892]

Note: Based on a 95% confidence level.

Table 21 demonstrates the reliability results for the ten dimensions that make up

the PERSEP instrument. The results indicate that the PERSEP held up in terms of its reliability performance in comparison to the results of the pilot study for when the PERSEP was developed which is reported in Table 16. Moreover, the results show that the values for coefficient alpha across the ten dimensions are all above .7. Therefore, the results are sufficient to move forward with the analysis of the four hypotheses. Notably, Self-Assessment and Self-Reflection and Cooperative Learning show the highest values of coefficient alpha whereas Responsibility and Choice and Academic Press and Expectations dimension show the weakest value of coefficient alpha.

Table 22

PIMRS Reliability Analysis

	<i>M</i>	<i>SD</i>	<i>ASE</i>	α [Confidence Interval]
Frames the School's Goals (FSG)	22.44	2.47	.028	0.82 [.745, .856]
Communicates School's Goals (CSG)	21.11	3.29	.026	0.84 [.772, .873]
Supervise & Evaluate Instructions (SEI)	21.34	2.81	.040	0.74 [.664, .819]
Coordinate the Curriculum (CC)	21.80	2.98	.018	0.87 [.838, .910]
Monitor Student Progress (MSP)	20.49	3.45	.024	0.85 [.794, .889]
Protect Instructional Time (PIT)	19.88	3.67	.035	0.79 [.700, .837]
Maintain High Visibility (MHV)	16.79	4.78	.025	0.83 [.783, .882]
Provides Incentives for Teachers (PIFT)	17.03	4.98	.014	0.91 [.883, .963]
Promote Professional Development (PPD)	20.24	3.59	.020	0.89 [.835, .913]
Provides Incentives for Learning (PIL)	18.02	4.92	.017	0.89 [.853, .920]

Note: Based on a 95% confidence level.

The results of the reliability analysis illustrated in Table 22 show the survey performed as expected. Notably, Provides Incentives for Teachers reported the strongest coefficient alpha whereas Supervise and Evaluate Instruction demonstrated the weakest outcome. The value of coefficient alpha for all ten dimensions were sufficient to move forward with the analysis of the four hypotheses examined in this study.

Descriptive Analysis

The following section describes the results of the teachers' perceptions of their school leadership teams SEL priority, their rating of their school leadership teams' instrument management practice, and the teachers use of SEL pedagogical practices. Information reported includes the mean and standard deviations for their responses across each variable included in this study and applied in the analysis of the five research questions that guided it.

SEL Priority

One of the theories included in the theoretical model was the school leadership teams' SEL priority. SEL priority was measured through the application of the School Leadership Prioritization Scale (SLPS). Teacher participants were asked to rank a set of eight items based on their perception of their school leadership team's leadership priorities. As mentioned in Chapter III, the research interest was the ranking (1–8) of where the teacher participants placed the SEL item on the scale. The closer that placement was to one, the higher the priority the task was perceived to be for school leadership team. Table 23 demonstrates a descriptive analysis of the teachers' perceptions of their school leadership teams' SEL priority for the sample.

Table 23*School Leadership Teams' SEL Priority*

	<i>M</i>	<i>SD</i>	Variance
Framing & Communicating School Goals	3.86	2.13	4.56
Monitoring Student Progress	4.35	2.32	5.38
Maintaining High Visibility	4.36	2.34	5.46
Protecting Instructional Time	4.45	2.29	5.23
Coordinating/Supervising/Evaluating Instructions	4.45	1.95	3.82
Fostering the Wellbeing of Students & Staff	4.46	2.42	5.84
Providing Incentives for Teachers & Learning	5.02	2.54	6.43
Promoting Professional Development	5.06	2.15	4.64

The data recorded in Table 23 demonstrate the teachers' perceptions of their school leadership teams' SEL priority from highest priority to lowest priority. Overall, the results show that the teachers' perceived the school leadership teams' highest priority was Framing and Communicating School Goals. Conversely, the teachers perceived Promoting Professional Development to be the lowest priority. As mentioned above, the result of interest was for Fostering the Wellbeing of Students and Staff. Out of the eight items the participants were asked to prioritize, overall, teachers perceived that their school leadership teams' SEL priority was six out of eight. This indicates that the SEL priority was lower compared to the other items assessed by the scale. The mean placement for the SEL item overall was 4.46.

Instrument Management Practice

The second theory examined in this study was the frequency of the school leadership teams' instructional management practice. Instructional management was measured through applying the Teacher Form for the Principal Instructional Management Rating Scale (PIMRS). The five-point Likert scale applied to the PIMRS examined the

teachers' ratings of their school leadership teams' instructional management practice.

Table 24 demonstrates a descriptive analysis of the teachers' rankings of their school leadership teams' instructional management practice for the sample.

Table 24

Frequency of Instructional Management Practice

	<u>Overall</u>		<u>Has SEL</u>		<u>Does Not</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Frame School's Goals	4.49	.494	4.51	.495	4.46	.498
Communicates the School's Goals	4.22	.658	4.21	.667	4.24	.652
Supervise & Evaluate Instruction	4.28	.562	4.27	.496	4.27	.647
Coordinate the Curriculum	4.36	.595	4.30	.613	4.45	.564
Monitor Student Progress	4.10	.690	4.05	.715	4.16	.657
Protect Instructional Time	3.98	.733	3.93	.691	4.04	.792
Maintain High Visibility	3.36	.955	3.21	.867	3.57	1.04
Provides Incentives for Teachers*	3.41	.997	3.12	.936	3.80	.954
Promote Professional Development	4.05	.718	4.00	.729	4.12	.705
Provides Incentives for Learning*	3.60	.984	3.35	.935	3.96	.945

Note: Results are based on 107 teacher responses for overall, 45 for schools that had an SEL program, and 62 for the schools that did not have an established SEL program.

The results illustrated in Table 24 demonstrate the teachers' ratings of their school leadership teams' instructional management practice. Overall, teachers felt that the school leadership teams' utilized Frames the School's Goals most frequently and Maintains High Visibility least frequently compared to the other tasks. When analyzing the results by whether the school had an established SEL program or not, there is a significant difference found for Maintain High Visibility and Provides Incentives for Teachers. The Levine's test of homogeneity of variance, tests the assumption that the means are the same across the ten instructional management tasks.

SEL Pedagogical Practice

The dependent variables examined in this research included the frequent and

effective use of ten SEL pedagogical practices. SEL pedagogical practice was measured through the application of the Professional Evaluative Report on Social and Emotional Pedagogical Practices (PERSEP). Teachers were asked to evaluate the effectiveness (frequency and quality) of their instructional practice on a six-point Likert style scale.

Table 25 demonstrates a descriptive analysis of the teachers' frequent and effective use of SEL pedagogical practice for the sample.

Table 25

Social and Emotional Learning Pedagogical Practices

	Overall		Has SEL		Does Not	
	M	SD	M	SD	M	SD
Student-Centered Discipline	3.79	.709	3.94	.630	3.68	.749
Teacher Language	4.44	.591	4.50	.589	4.39	.592
Responsibility & Choice	3.29	.957	3.44	.969	3.17	.940
Warmth and Support	3.61	.765	3.75	.746	3.51	.769
Cooperative Learning	3.47	.931	3.62	.875	3.35	.961
Classroom Discussions	3.69	.706	3.82	.661	3.59	.727
Self-Reflection & Self-Assessment	3.29	.908	3.4	.936	3.21	.885
Balanced Instruction	3.81	.741	3.8	.753	3.81	.738
Academic Press & Expectations	3.64	.796	3.70	.864	3.60	.747
Competency Building	3.68	.682	3.70	.632	3.66	.721

Note: Results were based on 107 teacher responses for overall, 45 for schools that had an SEL program, and 62 for the schools that did not have an established SEL program.

The results reported in Table 25 indicate that teachers utilized Teacher Language most effectively over the other practices evaluated by the PERSEP. Conversely, the results show that teachers are less effective utilizing Responsibility and Choice and Self-Assessment and Self-Reflection.

Hypothesis Testing

The following section presents the results of the five research questions posed for this study. The sections below are organized by each research question and includes a summary of the question being examined, the null hypotheses being tested, and the

resulting analysis based on the tests performed to answer the question.

Research Question One

Research Question One examined the relationships between the teachers’ perception of their school leadership team’s SEL priorities and the teachers’ use of ten SEL pedagogical practices in the classroom. The null hypothesis being tested suggested that there is no relationship between the teachers’ perception of their school leadership team’s prioritization of SEL and their use of ten SEL pedagogical practices in the classroom. To test this null hypothesis, a set of ten sub-null hypotheses were developed – one for each of the ten pedagogical teacher practices measured by the PERSEP instrument. Table 26 demonstrates the results of the correlation analysis used to test the ten sub-null hypotheses.

Table 26

Correlation Table – SEL Priority to Ten SEL Pedagogical Practices

	<i>M</i>	<i>SD</i>	<i>r</i>	<i>p</i> (2-tailed)
Student Centered Discipline (SCD)	3.79	.709	-.058 [-.323, .215]	.552
Teacher Language (TL)	4.44	.591	.050 [-.223, .316]	.611
Responsibility & Choice (RC)	3.29	.957	-.099 [-.359, .176]	.315
Warmth & Support (WS)	3.61	.765	-.195 [-.442, .078]	.045
Cooperative Learning (CL)	3.47	.931	-.113 [-.371, .162]	.250
Classroom Discussions (CD)	3.69	.706	.017 [-.254, .286]	.860
Self-Reflections & Self-Assessment (SASR)	3.29	.908	.067 [-.206, .331]	.495

Table 26 (continued).

	<i>M</i>	<i>SD</i>	<i>r</i>	<i>p</i> (2-tailed)
Balanced Instruction (BI)	3.81	.741	.008 [-.262, .277]	.934
Academic Press & High Expectations (APE)	3.64	.796	.041 [-.231, .308]	.675
Competency Building (CB)	3.68	.682	.038 [-.234, .304]	.702

*Correlation is significant at the .005 level (2-tailed).

** Correlation is significant at the .001 level (2-tailed).

The results reported in Table 26 show no significant relationships between the teachers' perceptions of their school leadership teams' SEL priority to their use of the ten SEL pedagogical practices. For the ten sub-null hypotheses tested in Research Question One, each failed to reject the sub-null hypotheses.

Research Question Two

Research Question Two examined the relationships between the teachers' ratings of the school leadership teams' instructional management practice and their use of the ten SEL pedagogical practices. The null hypothesis suggested that no relationships exist between the ten instructional management tasks and the 10 SEL pedagogical practices. To examine Research Question Two, a set of 100 sub-null hypotheses were tested. Considering that there were ten instrumental management practices and ten pedagogical practices, there were ten sub-null hypotheses tested for each pedagogical practice. Furthermore, just as done for Research Question One, a Type I error adjuster was applied (i.e., .005 or 99.5% confidence level) to examine Research Question Two. The results of the correlation analysis are recorded in Table 27.

Table 27 Correlation Analysis between SEL Pedagogical Practice and Instructional Management Practice

	1	2	3	4	5	6	7	8	9	10
1. SCD	–									
2. TL	.518** [.289, .690]	–								
3. RC	.686** [.512, .806]	.480** [.243, .663]	–							
4. WS	.584** [.374, .737]	.375** [.118, .585]	.640** [.449, .776]	–						
5. CL	.502** [.269, .679]	.396** [.143, .601]	.647** [.458, .780]	.656** [.470, .786]	–					
6. CD	.604** [.400, .751]	.455** [.212, .645]	.551** [.331, .714]	.596** [.389, .745]	.574** [.361, .730]	–				
7. SRA	.411** [.160, .612]	.373** [.116, .583]	.487** [.251, .668]	.548** [.328, .712]	.544** [.322, .709]	.635** [.442, .772]	–			
8. BI	.465** [.225, .652]	.529** [.304, .699]	.340** [.079, .558]	.337** [.075, .555]	.462** [.221, .650]	.561** [.344, .721]	.441** [.195, .634]	–		
9. APE	.449** [.205, .640]	.432** [.185, .628]	.411** [.160, .612]	.489** [.254, .670]	.460** [.219, .649]	.584** [.374, .737]	.736** [.583, .839]	.492** [.257, .672]	–	
10. CB	.611** [.410, .756]	.534** [.310, .702]	.566** [.351, .724]	.501** [.269, .678]	.538** [.315, .705]	.691** [.519, .810]	.633** [.439, .771]	.630** [.436, .769]	.682** [.506, .803]	–
11. FSG	.128 [-.145, .384]	.214 [-.058, .456]	.107 [-.167, .365]	.146 [-.127, .399]	.098 [-.175, .358]	.193 [-.080, .439]	.200 [-.073, .444]	.242 [-.028, .480]	.273* [.005, .505]	.311* [.046, .535]
12. CSG	.183 [-.090, .430]	.065 [-.207, .328]	.064 [-.208, .327]	.098 [-.175, .357]	.007 [-.262, .275]	.131 [-.143, .386]	.094 [-.179, .354]	.148 [-.125, .401]	.169 [-.140, .419]	.151 [-.123, .403]
13. SEI	.273* [.005, .505]	.129 [-.145, .384]	.155 [-.119, .406]	.100 [-.173, .359]	.141 [-.132, .365]	.22 [-.051, .461]	.117 [-.156, .374]	.228 [-.043, .468]	.227 [-.045, .467]	.253 [-.017, .488]
14. CC	.162 [-.111, .413]	.155 [-.119, .406]	.083 [-.189, .344]	.031 [-.239, .297]	.041 [-.230, .306]	.197 [-.075, .442]	.131 [-.142, .386]	.192 [-.080, .438]	.191 [-.081, .438]	.208 [-.064, .452]
15. MSP	.238 [-.033, .476]	.108 [-.165, .366]	.151 [-.122, .403]	.060 [-.212, .323]	.103 [-.171, .361]	.123 [-.150, .379]	.130 [-.143, .385]	.220 [-.051, .461]	.229 [-.042, .469]	.219 [-.053, .460]
16. PIT	.049 [-.222, .313]	.099 [-.174, .358]	-.015 [-.283, .254]	.031 [-.239, .297]	.144 [-.130, .397]	.090 [-.183, .350]	.065 [-.207, .328]	.285* [.018, .514]	.144 [-.129, .397]	.141 [-.132, .395]
17. MHV	.182 [-.090, .430]	.054 [-.217, .318]	.148 [-.125, .401]	.058 [-.214, .321]	.071 [-.202, .333]	.097 [-.179, .356]	.089 [-.184, .349]	.093 [-.180, .352]	.127 [-.147, .382]	.147 [-.126, .400]
18. PIFT	.092 [-.181, .352]	.083 [-.189, .344]	.147 [-.126, .400]	.129 [-.145, .384]	.199 [-.073, .444]	.128 [-.146, .383]	.230 [-.041, .470]	.125 [-.149, .381]	.282* [.014, .511]	.233 [-.038, .472]
19. PPD	.206 [-.066, .450]	.197 [-.075, .442]	.180 [-.093, .428]	.058 [-.214, .322]	.158 [-.115, .409]	.238 [-.032, .476]	.213 [-.058, .456]	.271* [.002, .503]	.293* [.026, .520]	.317* [.053, .539]
20. PIL	.113 [-.161, .370]	.182 [-.091, .430]	.187 [-.086, .434]	.083 [-.190, .344]	.195 [-.078, .440]	.125 [-.148, .381]	.163 [-.111, .413]	.208 [-.064, .451]	.122 [-.151, .378]	.174 [-.099, .423]

Table 27 (continued).

	11	12	13	14	15	16	17	18	19	20
11. FSG	–									
12. CSG	.687** [.514, .807]	–								
13. SEI	.673** [.493, .797]	.735** [.582, .838]	–							
14. CC	.681** [.505, .803]	.688** [.515, .808]	.754** [.609, .850]	–						
15. MSP	.573** [.359, .729]	.669** [.488, .795]	.683** [.507, .804]	.671** [.490, .796]	–					
16. PIT	.462** [.220, .650]	.467** [.266, .653]	.488** [.252, .669]	.554** [.336, .716]	.519** [.291, .691]	–				
17. MHV	.444** [.199, .636]	.498** [.264, .676]	.553** [.334, .715]	.541** [.318, .707]	.615** [.451, .758]	.469** [.230, .655]	–			
18. PIFT	.454** [.212, .644]	.416** [.167, .616]	.433** [.186, .628]	.535** [.312, .703]	.529** [.304, .698]	.408** [.157, .610]	.666** [.484, .793]	–		
19. PPD	.679** [.502, .802]	.541** [.318, .707]	.652** [.465, .783]	.643** [.452, .777]	.671** [.492, .796]	.552** [.333, .715]	.624** [.427, .764]	.556** [.338, .717]	–	
20. PIL	.457** [.215, .646]	.445** [.200, .637]	.478** [.240, .661]	.544** [.322, .709]	.625** [.429, .765]	.551** [.332, .714]	.585** [.375, .738]	.629** [.434, .768]	.611** [.409, .755]	–

* Correlation is significant at the .005 level (2-tailed)

** Correlation is significant at the .001 level (2-tailed)

The results in Table 27 reveal eight significant relationships between the teachers' perceptions of their school leadership teams' instructional management practice and their frequent and effective use of SEL pedagogical practices in the classroom. In terms of the school leadership teams' instructional management practice, there were three significant relationships discovered for Promotes Professional Development (PPD), two for Frames the School's Goals (FSG), and one each for Provides Incentives for Teachers (PIFT), Supervises and Evaluates Instruction (SEI), and Protects Instructional Time (PIT).

The correlation between PPD and Balanced Instruction (BI) was .285. The second finding for PPD was discovered between PPD and Academic Press and High Expectations (APE) (.293). The last finding revealed for PPD was between PPD and Competency Building (CB) at .317. For the two relationships discovered for FSG, correlations were found between FSG and APE at .273 and FSG and CB at .311. For PIFT, a relationship was found between PIFT and APE at .282. For SEI, a significant relationship was discovered between SEI and Student-Centered Discipline (SCD) at .273. Finally, the last significant relationship was discovered between PIT and BI at .285.

Research Question Three

Research Question Three examined to what degree do the teachers' perceptions of their school leadership team's prioritization of SEL, in addition to their ratings of the school leadership team's instructional management practice, influence their use of ten SEL pedagogical practices? The null hypothesis suggested that the teachers' perception of their school leadership teams' SEL priority and their ratings of their school leadership teams' instructional management practices does not influence their use of the ten pedagogical practices. To test Research Question Three, a set of ten sub-null hypotheses

were created. The predictor variables were the same for all ten sub-null hypotheses tested and included the school leadership teams SEL priority and the ten instructional management practices. These results indicate that there is no predictive validity between the teachers' perceptions of their school leadership team's SEL priority and the teachers' rankings of their school leadership teams' instructional management practice to their frequent and effective use of SEL pedagogical practice. A check for linearity outside of this test was conducted using scatterplots on SPSS and none showed any organization confirming the lack of any significant finding for Research Question Three.

Research Question Four and Five

Research Question Four examined to what degree do school related factors moderate the relationship between the teachers' perceptions of their school leadership team's prioritization of SEL and their use of ten SEL pedagogical practices. Research Question Five examined to what degree do school related factors moderate the relationship between the teachers' rankings of their school leadership teams; instructional management practice and their use of ten SEL pedagogical practices. The null hypothesis suggested that school related factors do not moderate the relationship between either the teachers' perceptions of their school leadership teams' SEL priority and their use of ten SEL pedagogical practices for Research Question Four nor do school related factors moderate the relationships between the teachers' rankings of the school leadership teams' instructional management practice and their use of ten SEL pedagogical practices for

To examine Research Question Four and Five, a set of 110 sub-null hypotheses were created for each moderating variable that was tested. Considering this research examined three moderating variables, there were a total of 330 total tests conducted

across both questions. The significant results are reported in Table 28.

Table 28

Significant Results Revealed for the Moderation Analysis

Moderator	Predictor Variable	Criterion Variable	<i>p</i>
SEL	Frames the School's Goals	Responsibility & Choice	.001
SEL	Communicate the School Goals	Responsibility & Choice	<.001
SEL	Monitoring Student Progress	Responsibility & Choice	.002
Minority	SEL Priority	Classroom Discussions	<.001
Minority	Supervise & Evaluate Instruction	Self-Assessment & Self Reflection	.003
Minority	SEL Priority	Balanced Instruction	.005
Minority	Supervise & Evaluate Instruction	Academic Press & High Expectations	.005

Note: Based on 99.5% confidence level and 106 respondents.

The results in Table 28 reveal the seven significant relationships discovered between Research Questions Four and Five. No significant findings were found for any of the tests run for the free and reduced priced lunch rate. However, three significant findings were revealed for schools that had an SEL program and four were revealed for minority student population.

For those schools that had an SEL program, three significant findings were revealed. First, in schools that had an SEL program, the relationship between the school leadership teams' effective use of Frame the Schools Goals and the teachers' frequent and effective use of Responsibility and Choice increased. Second, in schools that had an SEL program, the relationship between the school leadership teams' effective use Communicate the School Goals and the teachers' frequent and effective use of Responsibility and Choice increased. Finally, in schools that had an SEL program, the relationship between school the leadership teams' effective use Monitoring Student

Progress and the teachers' frequent and effective use of Responsibility and Choice increased.

When examining the results for minority student population, four significant relationships were revealed. First, as the minority proportion increased the relationship between school leadership teams' SEL priority and the teachers' frequent and effective use of Classroom Discussions increased. Second, as the minority proportion increased the relationship between school leadership teams' SEL priority and the teachers' frequent and effective use of Balanced Instruction increased. Third, as the minority proportion increased the relationship between school leadership teams' use of Supervise and Evaluate Instruction and the teachers' frequent and effective use of Self-Assessment and Self-Reflection increased. Finally, as the minority proportion increased the relationship between school leadership teams' use of Supervise and Evaluate Instruction and teachers' frequent and effective use of Academic Press and High Expectations increased.

Summary of Key Findings

School Leadership Teams' SEL Priority:

- School leadership teams' SEL priority was not significantly different in schools that have an established SEL program verses those that did not.

School Leadership Teams' Instructional Management Practice and Teachers' Use of SEL Pedagogical Practices:

- School leadership teams' frequent use of Promote Professional Development had a significant positive impact on the teachers' frequent and effective use of Balanced Instruction, Academic Press and High Expectations, and Competency Building.

- School leadership teams' frequent use of Framing School Goals had a significant positive impact on the teachers' frequent and effective use of Academic Press and High Expectations, and Competency Building.
- School leadership teams' frequent use of Supervise and Evaluate Instruction, had a significant positive impact on the teachers' frequent and effective use of Student-Centered Discipline.
- School leadership teams' frequent use of Protect Instructional Time had a significant positive impact on the teachers' frequent and effective use of Balanced Instruction.
- School leadership teams' frequent use of Provides Incentives for Teachers, had a significant positive impact on the teachers' frequent and effective use of Academic Press and High Expectations.

Instructional Management and SEL Pedagogies in Schools with an SEL Program:

- As school leadership teams' more frequently practiced Frames the School's Goals, Communicates School Goals, or Monitor Student Progress, teachers' more frequently and effectively implemented Responsibility and Choice into their instruction.

Instructional Management and SEL Pedagogical Practice in Schools with High Minority Populations:

- As the minority proportion increased the relationship between school leadership teams' SEL priority and the teachers' frequent and effective use of Classroom Discussions increased.
- As the minority proportion increased the relationship between school

leadership teams' SEL priority and the teachers' frequent and effective use of Balanced Instruction increased.

- As the minority proportion increased the relationship between school leadership teams' use Supervise and Evaluate Instruction and the teachers' frequent and effective use of Self-Assessment and Self-Reflection increased.
- As the minority proportion increased the relationship between school leadership teams' use of Supervise and Evaluate Instruction and teachers' frequent and effective use of Academic Press and High Expectations increased.

Chapter IV Summary

Chapter IV began with a presentation of the procedures followed to develop and pilot test the PERSEP and described the procedures followed for the development of the SLPS in preparation for the application in this study. The PERSEP was developed using Benson and Cark's (1982) four-phase instrument development model that included planning, construction, validation, and quantitative evaluation phases. Reliability was examined using AlphaMax (Morris, 1978a; 1978b). The results of the pilot study revealed that the PERSEP was a valid and reliable tool ready to be applied in the research process.

Participants in this study included 107 elementary school teachers. The results reported in Chapter IV included a descriptive analysis that demonstrated the participants demographic characteristics to describe the sample population and their experiences in terms of training and if they graduated from a teacher preparation program. The other descriptive analyses included a translation of the school leader teams SEL priority,

frequency of their instructional management practice, and the frequent and effective use of SEL pedagogical practices implemented in the classroom by teachers. A test of significance revealed that in schools that have an established SEL program, school leadership teams significantly utilized Maintain High Visibility and Provides Incentives for Teachers more than in the schools that did not.

Hypothesis testing for Research Question One revealed no significant relationships between school leadership teams' SEL priority and the teachers frequent and effective use of SEL pedagogical practices in the classroom. There were eight significant relationships discovered between the school leadership teams' use of instructional management practice and the teachers frequent and effective use of SEL pedagogical practices in the classroom for Research Question Two. No relationships were revealed for Research Question Three. However, seven significant relationships were discovered between Research Questions Four and Five when examining for the moderating effect of select school related factors. In total, this study revealed 15 significant relationships across the five research questions that were examined.

CHAPTER V: DISCUSSION

Chapter V presents the interpretation, discussion, and implications of the data analyses and findings reported in Chapter IV. The discussion includes interpreting the relationships found between the school leadership teams' instructional management practice and the teachers' frequent and effective use of SEL pedagogical practices. The discussion then continues with lessons learned from conducting the quantitative analyses in terms of the Type I error adjustment and follows with the limitations of SPSS. Implications and recommendations presented include (a) the use of the new valid and reliable tool utilized in this study for future research on SEL, (b) the benefits of SEL programs in schools, (c) school leader professional development, and (d) options beyond current accountability systems to measure school, teacher, and principal performance.

Figure 9

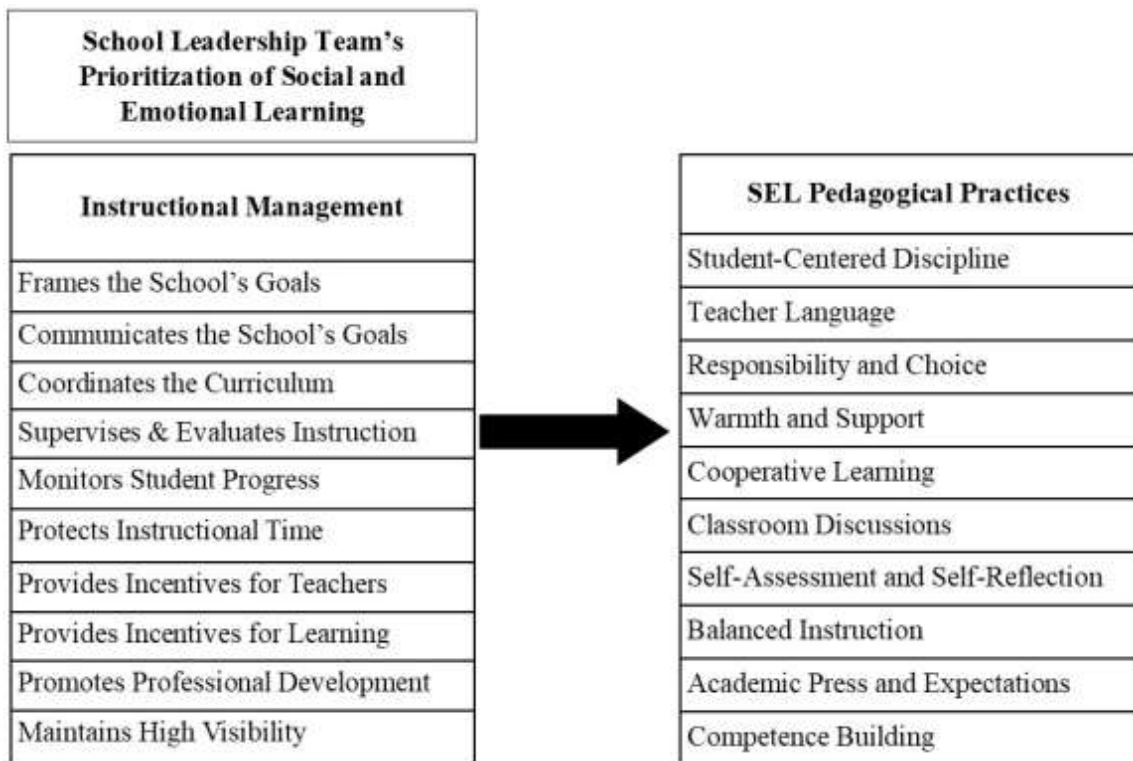
Conceptual Model



As demonstrated in Figure 9, this study utilized a conceptual model which theorized that school leadership teams' SEL priority would influence the use instructional management practices by those school leadership teams' which would then affect the teachers' frequent and effective use of SEL pedagogical practices thereby influencing the students' social and emotional competence outcomes. Moreover, this study was centered on a theoretical framework presented in Chapter I and referenced in Figure 10.

Figure 10

Theoretical Framework – Effective SEL School Leadership



Review of the Research Questions and Hypotheses

This research was guided by the following overarching research question: Is there a relationship between school leadership teams' prioritization of SEL, the frequency of their instructional management practice, and the teachers' frequent and effective use of SEL pedagogical practices in the classroom? To answer this question, the following set of

five null hypotheses were developed and statistically analyzed to test the theoretical model proposed in this study:

Null Hypothesis 1: There is no relationship between the teachers' perceptions of their school leadership team's prioritization of SEL and their frequent and effective use of SEL pedagogical practices in the classroom.

Null Hypothesis 2: There is no relationship between the teachers' ratings of the school leadership teams' instructional management practice and their frequent and effective use of SEL pedagogical practices in the classroom.

Null Hypothesis 3: The teachers' perception of their school leadership teams' prioritization of SEL and their ratings of their school leadership teams' instructional management practice does not influence the teachers' frequent and effective use of SEL pedagogical practices in the classroom.

Null Hypothesis 4: Select school related factors (i.e., socioeconomic status, percent minority students, and if the school has an existing SEL program or not) do not moderate the relationship between the teachers' perceptions of their school leadership teams' prioritization of SEL and the teachers' frequent and effective use of SEL pedagogical practices in the classroom.

Null Hypothesis 5: Select school related factors (i.e., socioeconomic status, percent minority students, and if the school has an existing SEL program or not) do not moderate the relationship between the teachers' ratings of the school leadership teams' instructional management practice and the teachers' frequent and effective use of SEL pedagogical practices in the classroom.

This chapter will present and discuss the main findings and end with the

implications considered and conclusions reached for this study.

Finding: Instructional Management Practice and SEL Pedagogical Practice

When testing for the relationships between the teachers' perceptions of their school leadership teams' instructional management practice and the teachers' frequent and effective use of SEL pedagogical practices in the classroom as outlined for Research Question Two, the results revealed eight significant relationships (see Table 27).

Considering there were ten instructional management variables and ten SEL pedagogical practice variables examined in Research Question Two, 100 sub-null hypotheses were statistically analyzed for a significant result. Out of the 100 sub-null hypotheses tested, only eight significant findings were uncovered. One plausible reason for the small number of significant findings (e.g., of the 100 sub-null hypotheses tested, eight were found to be significant) is that the practice of instructional management has little to do with the teachers' frequent and effective use of SEL pedagogical practice in the classroom. If we make this inference, it will provide partial evidence that current instructional management frameworks and professional standards for school leaders are insufficient in providing the structures for addressing the social and emotional learning needs of students.

Scholars across the field of educational leadership overwhelmingly agree that leadership matters and the effect that school leadership has on student learning outcomes has been understated for years (Grissom et al., 2021). Their impact can be contributed to a set of behaviors which include engaging in instructionally focused interactions with teachers, building a productive school climate, facilitating productive collaboration and professional learning communities, and managing personnel and resources strategically

(Grissom et al., 2021). These behaviors can be aligned to the tasks across Hallinger and Murphy's (1985) Instructional Management framework that this study examined through the application of the Principal Instructional Management Rating Scale (PIMRS). For example, Promotes Professional Learning aligns with facilitating productive collaborations and professional learning communities. Moreover, the three tasks included in the Managing the Instructional Program dimension (i.e., Coordinates the Curriculum, Supervises and Evaluates Instruction, and Monitors Student Progress) align with engaging in instructionally focused interactions with teachers.

This study's findings that demonstrate the influence of instructional management on SEL pedagogical practice provides the evidence that the current instructional management practice utilized in these schools has little influence on SEL pedagogies in comparison to the influence it has shown to have on student achievement when standardized tests are the measure (Hattie, 2012). The following sections will discuss those eight significant findings in further detail and is organized by the instructional management task to frame the discussion.

Promote Professional Development

Three significant findings were found for the frequency that school leadership teams' Promote Professional Development (PPD) in relation to teachers' frequent and effective use of SEL pedagogical practices. They were PPD and Balanced Instruction (BI), PPD and Academic Press and High Expectations (APE), and PPD and Competency Building (CB). These significant relationships align with the literature concerning professional development.

In a recent study, Grissom et al., (2021) examined two decades of research on the

link between leadership and learning outcomes of students and discovered four leadership behaviors that influence positive school outcomes. One of the four behaviors was facilitating productive collaboration and professional learning communities. This behavior aligns with Hallinger and Murphy's (1985) instructional management task of PPD. Similarly, Robinson et al. (2008) examined the impact of school leadership on academic and non-academic outcomes of students and concluded that promoting and participating in teacher learning yielded a strong positive effect ($ES=.84$) on influencing those outcomes. It is therefore not surprising that PPD was significantly related to the three areas: Balanced Instruction, Academic Press and High Expectations, and Competency Building.

As Grissom et al. (2021) observed concerning professional development, "Principals and their leadership teams not only conduct classroom observations, score them, and track scores over the year but provide feedback and plan for professional development for teachers based on what they observe" (p. 8). The Marzano model, dictated through state and district policy, is used for the coaching and evaluation of teachers. It has a strong component of professional development focused on the professional learning of teachers related to pedagogy. The increase in professional learning that the Marzano model and the high-stakes accountability systems dictated by the state's policies necessitates that school leaders engage in and facilitate professional learning with the goal of improving instruction. This may account for the significant relationships between PPD and the three SEL practices found.

The three significant relationships between PPD and the SEL pedagogical practices also offer evidence as to what pedagogies may have been the focus of the

schools' professional development program included in this sample. Interestingly, the experience and background of the teachers included in the study did show that the majority were products of teacher preparation programs (see Table 20). The relationships revealed between leadership teams' that frequently Promote Professional Development and these three critical areas of pedagogical instruction—Balanced Instruction, Academic Press and High Expectations, and Competency Building—could be attributed to the nature of these three areas since all are basic pedagogical practices that educators from non-traditional backgrounds would need reinforcement in.

In addition to the participants' education background, 45% of the participants included in the sample reported they completed the district-provided Advancement Via Individual Determination (AVID) training. This training is designed to support students with college readiness and, at the Elementary level, is “designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain schoolwide structure” (Urban School District, 2022–2023). Examples of the skills AVID seeks to develop in students include the development of classroom routine, focused notetaking, and group collaborations. AVID seeks to ensure that teachers believe that all students can learn and to champion high expectations to best prepare students for the college classroom. These AVID skills are reflected in the three SEL pedagogical practices that were significantly related to the leadership teams' promotion of professional development. Therefore, it is possible that the AVID training influenced this finding.

The participants in this study are all in schools from one district. The district's strategic plan defines the district's overall themes, objectives, and initiatives for its school

leadership teams. The current strategic plan has language that is demonstrative of Balanced Instruction, Academic Press and High Expectations, and Competency Building. Therefore, the significant relationships found between these three pedagogical practices and the promotion of professional learning by the leadership teams would indicate that the schools are engaged in fulfilling the district's strategic plan.

For Balanced Instruction, alignment between Yoder's (2014a) definition of Balanced Instruction and the language found on the district's strategic plan is parallel to the objective under strategic theme, Academic Excellence and Growth. Objective 2 which states, "Accelerate student learning using innovative and differentiated approaches" (Urban School District, 2022–2023). The language that speaks to the use of differentiated approaches is consistent with the teachers' need to balance active and passive learning opportunities for students.

For Academic Press and High Expectations, the language included in the district's strategic theme, Academic Excellence and Growth, is synonymous with Academic Press and High Expectations. For example, the first objective under this strategic theme states, "[To] Ensure all students engage in in teaching and learning that results in academic excellence" (Urban School District, 2022–2023). Moreover, Initiative 2a, "Implement innovative learning approaches including acceleration options in all four core subjects, project-based learning, and authentic assessment" (Urban School District, 2022–2023), is also an example of language demonstrative of Yoder's (2014a) definition of Academic Press and High Expectations.

Finally, Yoder (2014a) defined Competency Building through classroom management strategies (e.g., setting a classroom routine, developing positive

relationships, helping students improve self-regulation, clearly posting the learning objectives, etc.). Alignment between Competency Building and the district’s strategic plan can be found under the strategic theme, Mental Health, and Wellness Objective 2, “Increase comprehensive support for students and employee wellbeing” (Urban School District, 2022–2023). Moreover, under the same strategic theme, the four initiatives also show partial alignment to Competency Building.

If the strategic plan informs the professional development agenda for the teachers, any relationships discovered between the leadership teams’ promotion of professional development and the strategic plan would make sense. Yoder’s (2014a) definition of the three SEL pedagogical practices found to be significant aligns with the themes, objectives, and initiatives outlined in the district’s strategic plan.

Frame the School Goals

Another instructional management task that has shown promise to support the teachers’ use of SEL pedagogical practice was for school leadership teams that Frame the School Goals (FSG). FSG was significantly related to Academic Press and High Expectations (APE) and Competency Building (CB).

One could interpret that the goals set by school leadership teams included in the study sample, were focused on APE and CB. The current teacher evaluation method used by the school leadership teams to evaluate the teachers (Marzano’s teacher evaluation framework) is one such effort that systematically controls for many of the instructional strategies found within Yoder’s (2014a) definition for CB. In fact, Marzano’s teacher evaluation framework displays these as ‘look fors’ in terms of the deliberate practices school leadership teams should observe when conducting a classroom observation.

Literature demonstrates that effective school leaders use Frame the School Goals to set up a culture of high expectations and competency. Leaders must be strong at goal setting to increase student academic gains (Robinson, 2011), and goal setting is a vital source to set the tone of the organization and its desired direction (Fullan et al, 2018). Additionally, Hallinger and Murphy (1985) considered defining a mission and setting goals as collaborative and inclusive of all stakeholder groups and Keeling (2013) asserted that effective mission statements must reflect the community priorities. Therefore, the literature supports these findings that leadership teams using FSG were important on teachers' frequent and effective use of APE and CB.

Supervise and Evaluate Instruction

One significant relationship was found between Supervise and Evaluate Instruction (SEI) and teachers that frequently and effectively incorporate Student-Centered Discipline (SCD) in practice. Knowledge of SCD requires teachers to find a balance between supporting students to become more self-regulated while also ensuring their motivation to learn is not harmed in the process (Yoder, 2014a). The Marzano evaluation system that is currently in place for the teachers included in the sample has a heavy emphasis on student engagement (Marzano & Pickering, 2010). Examples of Marzano's tips that teachers should follow to ensure they are demonstrating effectiveness in this area of their evaluation include the development of more positive teacher-student relationships, incorporation of non-verbal cues from students in the learning process, expanding choice within the curriculum, and demonstrating a 'positive demeanor' to include students' emotional engagement (Marzano & Pickering, 2010, pp. 5–7). Therefore, it makes sense that the supervision and evaluation of teachers by the school

leadership teams who all use the Marzano's teacher evaluation and supervision system, would result in teachers' more frequent and effective use of SCD in practice.

Protects Instructional Time

Another finding in this study showed a relationship between school leadership teams' that Protects Instructional Time (PIT) and the teachers' frequent and effective use of Balanced Instruction (BI) in the classroom. Hallinger and Murphy (1985) defined PIT as leadership practice that seeks to reduce tardiness and truancy to increase the instructional time students are exposed to. The schools included in the sample have two district-sponsored programs designed to achieve those same goals. The Positive Behavior Support System (PBSS) is a three-tiered framework that tracks data on students to monitor and address the factors that negatively impact discipline and absenteeism. Moreover, the district-adopted Conversation, Help, Activity, Movement, and Participation (CHAMPS) program designed to support educators by managing student behavior through proactive and positive methods rather than punitive methods that reduce the instructional time for students (e.g., out-of-school suspension). One interpretation of the relationship between PIT and BI could be that the increased instructional time allows teachers more time to practice Balanced Instruction.

Provides Incentives for Teachers

For the instructional management task, Provides Incentives for Teachers (PIFT), one significant relationship was discovered between PIFT and Academic Press and High Expectations (APE). The schools and participants in this study do not receive any positive incentives (the traditional "carrots" of bonus pay or rewards), but in fact are subject to the high stakes accountability punishments when their students do not perform

well on their standardized tests. Therefore, this relationship is an interesting one. Further investigation is needed to determine what the teachers were understanding when they rated their administrators as being frequent in their use of PIFT, as there may be other incentives that they considered which are not a part of the traditional definition of PIFT.

Conducting Quantitative Analyses – Lessons Learned

It is important to reflect on the overall research project and suggest ways that this research could have been improved. The first lesson was with the Type I error adjustment that was applied in the analysis. Many quantitative studies ignore Type I error and the need to adjust for its phenomenon. This study demonstrates an important use of Bonferroni's (1936) approach, utilizing a method promoted by Morris et al. (1986). The second lesson learned was when executing the data analysis procedures. It uncovered a limitation to SPSS that was almost overlooked. The following subsections describe each of those experiences and includes the details for how they were overcome.

Type I Error Adjustment

One decision made in this study's analysis procedures was to apply a Type I error adjuster to account for the increased likelihood of Type I error for testing multiple null hypotheses at once. Since the analysis plan indicated that multiple null hypotheses tested at once for each of the five research questions examined by this, a Type I error adjustment was important to consider.

For this research, the decision was made to apply Bonferroni's (1936) approach which was to share the standard .05 alpha across the ten dependent variables (SEL pedagogical practices). This adjusted the confidence level increased from the traditional use of .05 alpha (95% confidence) to .005 or 99.5% confidence. This adjustment resulted

in fewer significant findings across the five research questions examined in this study than what would have been the case if the adjustment were not applied. For example, for Research Question Four, seven out of 330 tests were significant with the adjustment. However, if the Type I adjustment were not made then there would have been 35 total findings. Though the number of findings is not an issue for this study, the adjustment improved the confidence in the findings discovered between the variables examined in this study.

SPSS Limitation and Solution

While conducting the correlation analysis for Research Question Two, a frailty in SPSS was almost overlooked that could have led to a misinterpretation of the results. When examining the relationships between the ten instructional management tasks and the ten SEL pedagogical practices, the output from SPSS included a table with the associated confidence intervals for each result. As expected, SPSS automatically included an asterisk after the correlation coefficient that indicated the confidence level for that calculation. Typically, SPSS will show one or two asterisk (*) to specify the significance level of the findings. However, though the adjustment was made prior to running the test, the automatic coding for the asterisks used to flag the significant findings did not coincide with the adjustment that was set. Instead, SPSS ignored the adjustment and flagged the significant findings at the .05 level opposed to the .005 level that was indicated. Had a review of the confidence intervals not been done before reporting the results in Chapter IV, this error would not have been found.

A second limitation with SPSS was also discovered while analyzing Research Question Two that is worthy to report. SPSS provides the output for a 1-tailed test, not a

2-tailed, when running a correlation analysis with confidence intervals. A 2-tailed test is needed to determine the directionality of the relationship, either positive or negative, should a significant finding be discovered. Considering that APA (American Psychological Association) 7 now requires the reporting of confidence intervals with the p value whenever possible, this limitation might not yet be well known. To overcome this, the resultant correlation coefficients for the 1-tailed tests that SPSS provided were pasted into Excel and the 2-tailed values were computed by multiplying the 1-tailed value by two.

Tool to Measure of SEL Pedagogical Practices

The development and application of the Professional Evaluative Report on Social and Emotional Pedagogical Practices (PERSEP), one of the outcomes of this study, fills a void in the current body of SEL research. The PERSEP measured the teachers' frequent and effective use of the ten SEL pedagogical practices presented in the literature by Yoder (2104a). Based on the current promotion of these practices found in the literature (Bear et al., 2017; Darling-Hammond et al., 2020; Oberle & Schonert-Reichl, 2017; Yoder, 2014a), the use of these SEL pedagogical practices which are theorized to have valuable benefits to students should be included in teacher evaluation.

Teacher evaluation has been a focus of policy efforts for some time and research efforts have found that teachers perceived the current evaluation systems as disconnected from their actual work (Donahue & Vogel, 2018). Additionally, Donahue and Vogel (2018) found that the application of evaluation models are limited and unable to capture teachers' everyday experiences or the quality of their relationships with students. Interest in improving instruction to improve student outcomes has led to an increase in

engagement by school leaders around improvements to their instructional practice (Grissom et al., 2021). However, within the accountability paradigm, these interactions by school leaders with teachers are often focused on pedagogies that would yield improved student outcomes across standardized tests.

As previously mentioned in Chapter I, SEL is underrepresented in the major teacher evaluation frameworks currently in place (Bridgeland et al., 2013; DePaoli et al., 2017; Donahue & Vogel, 2018; Yoder, 2014a) that were developed based on the limited focus on accountability (Darling-Hammond, 2013). The development of the Professional Evaluative Report on Social and Emotional Pedagogical Practices (PERSEP) has been one effort to disrupt the current approach to teacher evaluation methods despite more recent shifts of those models being marketed for professional growth opportunities between teachers and school leaders.

Knowing that students enrolled in SEL programs show improved outcomes on standardized tests on its own merits (Durlak et al., 2011), a focus on SEL pedagogical practices that develop students' social and emotional competence (Yoder, 2014a) would result in longer term benefits that support students for life beyond the classroom (Hawkins et al, 2008). The PERSEP can be modified/used in several ways. For example, one potential use could be to support teachers' self-reflection on their SEL pedagogical practice – like how Yoder (2014b) presented it in his original work. In Yoder's (2014b) view, the self-assessment tool aimed to:

- Enable teachers to reflect and self-assess on SEL as an integral part of high-quality teaching and learning,
- Provide a broad measure of the teachers' ability to promote student SEL through

instructional practices,

- Provide a mechanism for teachers to reflect on their own SEL competencies and consider what impact their capabilities have on the implementation of practices that support SEL, and
- Provide teachers with self-reflective feedback as part of their professional development plan or educator evaluations. (p. 1).

Yoder's (2014b) self-assessment tool included a set of instructions for how the instrument is scored and set of reflection questions to support teachers' growth across the ten SEL pedagogical practices included in his work.

In terms of the potential use of the PERSEP by school leadership teams,' the PERSEP could be modified and used as a walkthrough tool to support school leaders' engagement with teachers around SEL practices that are void in many of the currently used teacher evaluations frameworks. For routine classroom observations, school leaders can use the instrument to examine the SEL pedagogical practices teachers are using in the classroom. Post observation, school leaders can meet with teachers to discuss the results of their observation and engage in coaching to support the development of skills needed to be more successful with the frequent and effective use of the SEL pedagogical practices evaluated by the PERSEP.

Implications for SEL Programming

Aside from the recent politicization of SEL (Zalaznick, 2022), educators and scholars believe that SEL benefits all students and leads to improvements to their academic outcomes and develops skills that can be applied to their lives beyond the classroom (Durlak et al., 2011; Hawkins, et al., 2008). Additionally, they promoted that

SEL should be included in the curriculum standards that are set by state level policy makers (Atwell & Bridgeland, 2019; Bridgeland et al., 2013; DePaoli et al., 2017). In terms of the implications on SEL programs, this study contributes several interesting points of discussion as they relate to relationships revealed between the three variables examined in this study.

When examining the teachers' perceptions of their school leadership teams' SEL priority, the results revealed no significant difference between the teachers' perceptions of their school leadership teams' SEL priority in schools that have an established SEL program verses those in the sample that did not. Survey research conducted by Bridgeland et al., (2013) and DePaoli et al., (2017) found that teachers and school leaders overwhelmingly agreed that SEL is important for students; a finding that still holds true today (Reed & Sheridan, 2021). This agreement between both the school leaders and teachers could explain why no significant difference was found. Though there was no difference in the school leadership teams' SEL priority across the schools included in the study's sample, the frequent and effective use of those SEL pedagogical practices by teachers in schools with an establish SEL program was significant.

In an analysis of district led SEL programs across the twenty districts included in CASEL's Collaborating District Initiative, CASEL (2017) set out to learn the key implementation strategies used by the districts that have successfully adopted SEL into their culture. It was found that, in successful schools, SEL is integrated across all systems in schools "from classroom instruction to school climate and culture to community family partnerships" (p. 6). Though the quality of the established SEL programs in the schools that were included in the study sample cannot be determined from this research alone, it

is known that the two schools that did have an established SEL program, did so through a recent grant opportunity from the Wallace Foundation. With that in mind, the additional learning provided to the teachers in those two schools as a benefit of the grant would more than likely provide the evidence for that finding.

Finally, the results from the test of moderation that examined the effects between the teachers' ratings of their school leadership teams' instructional management practice and the teachers' frequent and effective use of SEL pedagogical practice in schools that have an established SEL program verse those that did not, revealed three significant findings worth noting. It was discovered that school leadership teams in schools that have an SEL program that utilize Frames the School's Goals (FSG), Communicates School Goals (CSG), and Monitor Student Progress (MSP) more frequently, the teachers' show an increase in their frequent and effective use Responsibility and Choice (RC).

In a recent analysis of the twenty districts included in Collaborating Districts Initiative, Collaborative for Academic, Social, and Emotional Learning (2021) found that "SEL is woven into the fabric of the school system" (p. 8). Moreover, for SEL sustainability, "[educational] leaders' model and cultivate a shared vision for SEL" (p. 9). The goal of systemic SEL in schools is that it reaches every system that makes up the school, including the way students are evaluated (Cefai et al., 2021). SEL implementation in all schools begins with a needs assessment to determine the exact needs for the school. All SEL programming is contextual and schools that use the needs assessment can learn where they need to focus their resources and attention based on the results. Between these points, the focus on setting a vision for SEL is consistent with the findings associated with FSG, CSG, and MSP on the teachers' frequent and effective use of RC.

Implications for School Leader Professional Development

The findings from this study can inform professional learning needs for school leadership teams. In terms of the teachers' ratings of their school leadership teams' instructional management practice, the results of this study revealed a significant difference in the frequency of those practices in schools that had SEL programs versus those in the study sample that did not. The results recorded in Table 24 show that, in schools with an established SEL program, school leadership teams were more frequently utilizing Maintain High Visibility (MHV) and Provides Incentives for Teachers (PIFT) over other instructional management tasks examined by this research. These two findings indicate a need for more professional learning for school leadership teams that would support their use of MHV and PIFT.

Recommendations for Future Research

In terms of supporting a direction for future research, further investigation will be required to learn more about the ways instructional management influences other approaches to teaching and learning that are centered on the whole-child. One of this study's greatest contributions to the field of SEL research was the development and application of the PERSEP that measured the frequency and quality of the teachers' SEL pedagogical practices.

The PERSEP provides the field of SEL research with a quantitative tool to further investigate how these practices interact with other factors within schools (e.g., school leadership, school culture, etc.). Future studies that aim to strengthen the PERSEP instrument through the application of psychometric theory are one recommendation for future research based on this study's findings. Ideally, research focused on the PERSEPs

construct validity (factor analysis) to confirm the constructs are structurally unique. As previously mentioned, SEL is “the process through which children and adults develop skills, attitudes, and values necessary to acquire social and emotional competence” (Elias et al., 1997, p. 2). Once the field is certain that these ten practices are unique, further applications of the PERSEP in empirical studies that aim to examine the effect those SEL pedagogical practices (the processes) have on the development of students’ social and emotional competence (the goal of SEL), would be a strong recommendation for future research.

In terms of future research for school leadership teams, this study found that school leadership teams more frequently utilized Maintain High Visibility (MHV) and Provide Incentives for Teachers (PIFT) over the other instructional management tasks in schools that had an SEL program. Research by Bridgeland et al. (2013) and Greenberg et al. (2017) that aimed to examine teacher perceptions of SEL found that teachers felt they required further support from administrators to be successful with implementing SEL into the classroom (Bridgeland et al., 2013; Greenberg et al., 2017). Interestingly, in a similar study that examined the perceptions of school leaders on SEL found that 70% of school leaders reported an expectation that teachers teach SEL to their students yet, only 35% of school leaders reported had a plan for them to teach it (DePaoli, 2017, p. 4).

With the results of this study indicating that MHV and PIFT are practiced more in schools that had an SEL program and in consideration of educator perceptions of SEL, presents a gap in the literature that would aid school leaders toward successful SEL programing that would result in students’ receiving the benefits that SEL has shown to have for students (Battistich et al., 2004; Durlak et al., 2011; Gottfredson et al., 2002;

Hawkins et al., 2008; Hynes, 2015; Jennings & Greenberg, 2009).

In a recent report, CASEL (2017) examined the experiences of school leaders implementing SEL across districts included in the Collaborating Districts Initiative. It was mentioned that “[school] Leaders play an important role in the long-term adoption of SEL by putting SEL at the center of how they lead and build relationships with staff, students, families, and community partners” (CASEL, 2017, p. 11). However, when exploring the publications and resources that are publicly available and maintained by CASEL on their website, there has yet to be a filter for school leadership added to search for them. This could mean that there is insufficient evidence that would support the knowledge, skills, and dispositions school leaders need to implement SEL effectively. The one article that speaks to these leadership skills was focused on transformative leadership for SEL (Jagers et al., 2019).

Though there is a need for further research on SEL and school leadership, the website does provide school leaders with ample tools and resources (i.e., implementation rubrics, needs assessments) that support the systematic implementation of SEL in schools. Though these are useful, the field should make further investments to investigate specific competencies, skills, dispositions, and other factors school leaders need to effectively lead SEL programming that is not limited to offerings that help them to simply manage them.

On a final note, scholars have demonstrated the need to consider the teachers’ social and emotional competency (SEC) when studying these pedagogies. Jennings and Greenberg’s (2009) Prosocial Classroom model, conceptualized how teachers’ SEC flows through other classroom factors (e.g., classroom management) that ends with its influence

on students' social, emotional, and academic learning outcomes. Efforts made to focus on the implementation of Adult SEL as part of the professional development programming in schools that have established SEL programming. However, the field currently has a mixed understanding of what Adult SEL is and what it is not. Adult SEL is not professional development focused on how to successfully implement SEL interventions for students. Instead, as CASEL defined it, Adult SEL is the development of the teachers' (and other staffs') SEC – and a focus on those strategies to develop their SEC that are not related to the professional learning associated with strengthening their SEL practice for students. Efforts made to strengthen teachers' SEC will positively impact the social, emotional, and academic outcomes for students (Jennings & Greenberg, 2009). Therefore, with the benefits of SEL programming shown to be moderated by teachers' SEC, the exploration of how professional learning delivered by school leadership teams can influence teachers' SEC is a final consideration for future research.

Limitations and Delimitations

The following subsections describe the limitations and delimitations of this study.

Limitations

This study is limited by a few factors. First, the theoretical model tested instructional management theory, as presented in Hallinger and Murphy's (1985) Instructional Management framework. The quantitative tool based on this framework was applied to evaluate instructional management. It is well documented in the literature and shown to be a reliable and valid instrument (Hallinger, 2011; Hallinger et al., 2013). Although other theories of school leadership can be tested in future research, it should be noted that the findings in this study are limited to those school leadership behaviors as

promoted by Hallinger and Murphy (1985). They are the skills used across the major federal and state educational leadership professional standards.

A second limitation is that the variables measure is based on school leadership teams, not the school principal. Therefore, the results do not inform the relationships of individual principal leadership – only those of school leadership teams.

Finally, this study's findings are based on a response rate of 36%. Although the desired number of participants was achieved, the response rate was limited to the environmental conditions in terms of the COVID-19 pandemic that was prevalent during the time of data collection.

Delimitations

In terms of delimitations, it was previously stated that the use of the Type I error adjuster was the predicted cause for the limited significant results revealed by the tests. As described in the Type I error adjustment section included in this Chapter, the findings would have been much greater had the adjustment not been applied to test the five hypotheses that guided this research. However, though this decision resulted in far less significant findings, the decision to apply means that there is 99.5% confidence that a relationship indeed exists between the variables that a significant finding was discovered.

In terms of the context of this study, this research was delimited to urban public elementary schools, and specifically schools from one large district in Florida. This did allow for a consistency in terms of the type of leadership that would be exercised by these leadership teams given the similarity of their organizations. Further studies could be done at different school levels to see if school leader teams are holding similar priorities and how these are manifesting the exercise of SEL in schools.

Conclusion

The presentation of data from the National Assessment of Educational Progress (NAEP) reported in Chapter I shows that little progress has been made to improve reading and math outcomes for students over the last two decades. Scholars including Ravitch (2014), have urged the profession to show restraint in that American education has not failed rather, “We keep stumbling...because there is widespread disagreement about what should be improved, what we mean by improvement, and who should do it” (Ravitch, 2014, p. 223). This leaves us to question, what do we need to improve and focus on to help students learn?

In these current times, we are learning increasingly more each day about the impact the COVID-19 pandemic had on K–12 students across the nation. The “observed declines [in Math and Reading scores] are more substantial than during other recent school disruptions, such as those due to natural disasters” (Kuhfeld et al., 2022, p. 500). In addition to the documented learning losses, there is much research showing the growing mental health crisis facing youth. In a recent analysis by the Centers of Disease Control and Prevention (CDC), data collected and analyzed from high school-aged students shows that 37% of respondents indicated having experienced poor mental health during the COVID-19 pandemic (CDC, March 31, 2022). Additionally, the results revealed that 29% of students reported that a parent or adult in the house lost their job during the pandemic and 55% of students reported having experienced emotional abuse by a parent or other adult in the home including, swearing at, insulting, or putting them down (CDC, March 31, 2022). Though the mental health of high school students was already declining before the pandemic, the pandemic significantly made matters worse.

The growing mental health crisis facing students across the nation has led the U.S. Surgeon General to issue a Mental Health Advisory on December 7, 2021, that highlighted an increase in the overall rate of suicide among youth ages 10–24. One of the recommendations highlighted the need to support the mental health of children in educational, community, and childcare settings. Specifically, it was recommended that this be done by “creating a positive, safe, and affirming educational environment, expanding programing that promotes healthy development (such as social and emotional learning)” (Office of the Surgeon General, 2021, p. 12).

In conclusion, leadership is one of public education’s greatest assets for promoting substantial change in how we approach teaching and learning and educate youth. The field of educational leadership must look to reframe how it views instructional leadership as superior to all other forms/styles of leadership practice. It needs to investigate and promote other foci that support the development of the whole-child and not overemphasize those strategies that simply influence students’ academic achievement across standardized tests. What is clear by the limited significant findings that this study has revealed is that the theory of instructional management has little influence on the teachers’ frequent and effective use of SEL pedagogical practice.

The need for school leadership to continue to address the needs of the whole-child and seek to implement SEL programing in schools as a method to improve academic achievement and the mental and emotional issues students face, has never been more critical. As it has been stated before, “Social and emotional issues are also at the heart of the problem behaviors that plague many schools, communities, and families, sapping learning time, educators’ energy, and children’s hope and opportunities” (Elias et al.,

1997, p. 5). Therefore, if we are going to support students in this post-pandemic world, it will require strong and courageous leaders who can reframe instructional leadership by expanding its narrow focus that is tied to the age of accountability toward new theories of school leadership that include a heavier emphasis on SEL and one that will address the students' mental and emotional wellbeing to help them prosper in life—not simply on test scores.

Chapter V Summary

Chapter V presented the interpretation, discussion, and implications of the data analyses and findings reported in Chapter IV. Among the key findings for this research, interest for this study was focused on the instructional management practices by school leadership teams that influence the teachers frequent and effective use of SEL pedagogical practices in their classroom.

The results of this study revealed that in schools that had an established SEL program, as school leadership teams' more frequently practice Frames the School's Goals, Communicates School Goals, or Monitor Student Progress, teachers' more frequently and effectively implement Responsibility and Choice into their instruction. Though this study was the first to examine the influence instructional management had on SEL pedagogical practices, the few significant findings show a need for further investigation that would necessitate those instructional management practices influence on other teacher behaviors that support the development of students social and emotional competence.

APPENDICES

APPENDIX A: STUDY SITE RECRUITMENT LETTER

Email to Palm Beach County Elementary School Principals

Greetings [FirstName LastName],

We are seeking [Elementary School Name]'s participation in a research project that looks to further investigate how leaders and teachers are addressing non-cognitive learning (relationship building, social and emotional well-being, etc.). The purpose is to better inform the profession on what makes for improved and successful leadership to support development of the whole child.

Your elementary school is invited to participate in this quantitative, survey-based study. It will involve the participation of the teachers at your school who will be invited to participate in two questionnaires that will help us examine their perceptions of their school leadership team's priorities and the school leadership team's instructional leadership practices to determine if those influence the teachers' use of selected social and emotional instructional practices.

Surveys will be completed anonymously through Qualtrics – an online survey medium. The first survey will take 25-minutes to complete. About seven days after, those same teacher participants will receive a link to the final survey that will take about 25 minutes to complete. All data collected will be handled only by the FAU research team – no identifiable data will not be shared with the district.

All that we ask of you, if you are willing to let your school participate, is to provide us with the contact list of full-time teachers at your school, including first name, last name, and email address AND let your teaching staff know what they will be receiving an email inviting them to participate in this study. *The list you provide us will be confidential and only used to contact your teachers to recruit them into the study.* Please send your contact list to Co-Investigator John Critelli via his email – jcritelli2014@fau.edu.


If you choose to volunteer their school, you will receive a one-page report that will summarize the significant findings of this research to be used as a tool to support your leadership practice and provide evidence that establishes the professional learning needs for teachers. Furthermore, if desired, we will offer a one-hour training for all the teachers at your school centered on the ten social and emotional learning instructional practices outlined in this research.

If you have any questions concerning participation in this study, please contact the Co-Investigator John Critelli via email – jcritelli2014@fau.edu or by phone (561) 573-6272. We would like to begin data collection October 2021 and hope to collect the data over a two- week time period.

I truly thank you for considering this request and hope you can participate. Thank you profoundly for the leadership you demonstrate in serving our students, faculty, staff, and community.

Best Regards,

Daniel Reyes-Guerra, PhD
School Leaders Program Coordinator
Associate Professor
Department of Educational Leadership and Research Methodology FAU

 FAU Institutional Review Board	1800779-1	
	Approved On:	September 9, 2021
	Expires On:	Not Applicable

APPENDIX B: TEACHER RECRUITMENT LETTER

Email for teachers from teacher email list provided by the principal

Hi (Teacher Name)!

Your school has volunteered to participate in what we think will be an important study. The study looks to investigate how leaders and teachers are addressing non-cognitive learning (relationship building, social and emotional well-being, etc.). The purpose is to see if attention to the non-cognitive factors in the classroom is supported by the school leadership teams' instructional leadership practices. Using the data that only you can provide, our hope is to develop a new model for leadership in a post pandemic environment that supports students' well-being and life beyond the classroom.

If you volunteer to participate, there are two questionnaires you will be asked to take that will help us to understand:


1. Your school leadership team's priorities and their use of instructional leadership practices
2. Your use of certain classroom teacher instructional practices

If you agree to take part in this study, please click on the link below which will take you to the first questionnaire. It should take you approximately 25 minutes to complete. It begins with a consent form, which explains how this study is confidential, the data from this study will not be shared with the district or your leadership team, and how you are free to not participate. After about a week from taking this first questionnaire, you will receive the second questionnaire which will also take around 25 minutes to complete.

If you cannot take the first questionnaire right away, please hold on to this email and return to it when you have the time to fill it out.

Here is the link to get you started: [INSERT LINK HERE]

Research to improve practice is key to promoting the success of our students, and we sincerely hope that you are willing to participate. The FAU-School District of Palm Beach partnership has a tradition of improving practice and meeting the needs of students and educators alike. Thank you in advance for your consideration.

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APPENDIX C: STEP ONE OF DATA COLLECTION

The School Leadership Prioritization Scale and the Professional Evaluative Report of Pedagogical Practice

Introduction

Thank you for your interest in participating in our research. Through this self-reported measure, we intend to examine the teachers' perceptions of their school leadership team's priorities and emotional learning and the use of selected instructional practice. This, combined with the second survey that you will receive in approximately seven (7) days will help us examine the relationships that exist between these concepts. Your participation will add to the current body of literature encompassing best practices for teaching and learning.

As is standard practice in all studies, it is important that you provide your personal consent in participating in this study. Please click "Next" below and read the consent form in order to continue.

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	Expires On:	Not Applicable

ADULT CONSENT FORM

Consent Form Version & Date: [Version 1.0 – August 15, 2021]

- 1) **Title of Research Study:** Is It Enough? Examining Instructional Management in a New Paradigm of Teaching and Learning
- 2) **Investigator(s):** Principal Investigator: Daniel Reyes-Guerra, PhD; Co-Investigator: John Critelli
- 3) **Purpose:** The purpose of this study is to determine whether a focus on non-cognitive student learning by school leadership results in improved teacher practice.
- 4) **Procedures:** In order to participate, you will be asked to complete an online questionnaire and then, approximately seven (7) days of submitting the first questionnaire, you will receive a second one to complete. Specifically, to participate you will need to:
 - Complete this survey which will take approximately 25 minutes to complete
 - Complete a second survey that will be sent to you in approximately seven (7) of completing this one.
- 5) **Risks:** Risk is no more than what you would expect to encounter in your everyday life.
- 6) **Benefits:** The potential benefits include furthering the understanding of school principals concerning their focus on non-cognitive learning in their schools and an improvement of the understanding, teaching, and learning of non-cognitive skills in all schools.

Please note that there is no reward, class credit or compensation for participation in this study.

7) **Confidentiality/ Data Collection & Storage:**

This survey is anonymous and no identifying information will be recorded. Information collected about you will be kept confidential. Only the researchers working with or overseeing the study will see your data, unless required by law. The data will be kept for three (3) years in electronic storage on a Florida Atlantic University server. After three (3) years, any paper copies will be destroyed by shredding and electronic data will be deleted. Sometimes researchers need to share information that may identify you and your research records with people that work for the University, the Institutional Review Board (IRB), Research Integrity staff, or regulators. These people are responsible for making sure the research is done safely and properly. If this does happen, we will take precautions to protect the information you have provided. We plan to publish what we learn from this study. If we do, we will not let anyone know your name/identity unless you give us permission.



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8) Contact Information:

- If you have questions about the study, you should call or email the investigator(s) John Critelli at (561) 297-3553 or jcritelli2014@fau.edu or Daniel Reyes-Guerra at dreyes@fau.edu.
- If you have questions or concerns about your rights as a research participant, contact the Florida Atlantic University Division of Research, Research Integrity Office at (561) 297-1383 or send an email to researchintegrity@fau.edu.


9) Consent Statement:

I have read or had read to me the information describing this study. All my questions have been answered to my satisfaction. I am 18 years of age or older and freely consent to participate. I understand that I am free to withdraw from the study at any time without penalty. I have received a copy of this consent form.

I understand that by clicking on the "I CONSENT" button below, I am consenting to voluntarily participate in this study as outlined above.

Name: (please type in your name and date in the boxes provided below).

[I CONSENT BUTTON]

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	Approved On:	September 9, 2021
	Expires On:	Not Applicable

PART I: Demographics Questions – Optional

The following section will help us describe who our participants are.

Instructions: Place an “X” in the box next to the option you are choosing.

1. Please specify your gender.

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Please specify your race.

White	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>
American Indian or Alaskan Native	<input type="checkbox"/>
Asian	<input type="checkbox"/>
Native Hawaiian or Pacific Islander	<input type="checkbox"/>
Other	<input type="checkbox"/> Please describe if possible:

3. Please specify your ethnicity.

Hispanic or Latino	<input type="checkbox"/>
Not Hispanic or Latino	<input type="checkbox"/>

4. Please select any of the following:

	YES	NO
I have had AVID Training	<input type="checkbox"/>	<input type="checkbox"/>
I am working in a title one school	<input type="checkbox"/>	<input type="checkbox"/>
I have been teaching for up to 5 years	<input type="checkbox"/>	<input type="checkbox"/>
I have been teaching for over 5 up to 10 years	<input type="checkbox"/>	<input type="checkbox"/>
I have been teaching for more than 10 years	<input type="checkbox"/>	<input type="checkbox"/>
My undergraduate degree was from a teacher preparation program.	<input type="checkbox"/>	<input type="checkbox"/>



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PART II: School Leadership Prioritization Scale


Section 1: Your Personal Opinion on Leadership Priorities

The purpose of this section is for you to give the researchers an idea of what you think the school leadership team’s priorities currently in practice are.

Directions: Rank the following items based on your perception of the school leadership team’s priorities are. Number each of the following items (1) through eight (8) – eight (8) being the highest priority.

- _____ Framing & Communicating School Goals
- _____ Coordinating/Supervising/Evaluating Instruction
- _____ Maintaining High Visibility
- _____ Monitoring Student Progress
- _____ Fostering the Wellbeing of Students and Staff
- _____ Protecting Instructional Time
- _____ Providing Incentives for Teachers and Learning
- _____ Promoting Professional Development

Rationale: In the box below, please provide some reasoning behind the way in which you prioritized the above items.

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PART III – The Professional Evaluative Report of Pedagogical Practices Survey Questions

Instructions: For each and every section of this survey, you will be asked to answer the items using the following scale. For ease of use, we recommend that review this scale and refer to it as needed as you take the survey.

Please read each definition carefully so that you understand how to best respond to each item.

PERSEP RESPONSE SCALE	
<i>Prompt: How often and how well do you...</i>	
Response	Definition
Never Tried	I do not implement this practice. I have never done this before
Never Again	I have attempted this practice and determined that it does not work with my students.
With Difficulty	I sometimes attempt to implement this practice, and when I do, I have a difficult time and students do not get much benefit.
Reasonably Well	I attempt to implement this practice and do a reasonable job. My students get inconsistent (mixed) benefits from it, but with more practice and support, I could implement this better.
Well	I implement this practice well on a regular basis. My students benefit from it.
Extremely Well	I consider this to be one of my best practices. I use this practice all the time and it is highly successful with my students.

Once you feel you understand these definitions, continue on to the next sections and complete the survey. For each item, you will need to make an “X” in the box next to the response you feel best fits the item in terms of your practice in the classroom.

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Section 1: Please answer the following 9 items in terms of how often and how well you...

	Never Tried	Never Again	With Difficulty	Reasonably Well	Well	Extremely Well
1. strictly follow discipline protocol for broken rules.*						
2. give students the same consequence for similar offenses.						
3. include student input in the development of classroom rules and procedures.						
4. ask my students to reflect on their misbehavior when they misbehave.						
5. provide my students with strategies to manage their emotions that affect learning (e.g., stress, frustration).						
6. model strategies that help students regulate their behavior.						
7. have my students explain why they are having certain emotional reactions.						
8. have my students explain why their behavior was not aligned to our class's expectations.						
9. discuss with them why there are classroom procedures.						

Section 2: Please answer the following 3 items in terms of how often and how well you...

	Never Tried	Never Again	With Difficulty	Reasonably Well	Well	Extremely Well
10. let them know when they display good social behavior (e.g., acknowledge positive actions or steps to improve).						
11. let them know when they display good work habits (e.g., acknowledge positive actions or steps to improve).						




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12. praise them when their effort leads to positive results using specific examples.						
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Section 3: Please answer the following 5 items in terms of how often and how well you...	Never Tried	Never Again	With Difficulty	Reasonably Well	Well	Extremely Well
	13. plan learning objectives with the students.					
14. co-create classroom management norms with the students.						
15. give them choices on what individual learning activities they engage in.						
16. help them see the connection between their choices and potential consequences.						
17. assign them roles (e.g., collect homework, take attendance).						

Section 4: Please answer the following 5 items in terms of how often and how well you...	Never Tried	Never Again	With Difficulty	Reasonably Well	Well	Extremely Well
	18. include their interests in your teaching.					
19. ask them about their academic concerns.						
20. follow up with them on their academic concerns.						
21. ask them about their non-academic concerns.						
22. follow up with them on their non-academic concerns.						

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Section 5: Please answer the following 4 items in terms of how often and how well you...

	Never Tried	Never Again	With Difficulty	Reasonably Well	Well	Extremely Well
23. create learning experiences where students depend on each other for success.						
24. create learning experiences for students to work together.						
25. provide opportunities for students to receive feedback from each other.						
26. provide time to allow your students to process how they work together.						

Section 6: Please answer the following 4 items in terms of how often and how well you...

	Never Tried	Never Again	With Difficulty	Reasonably Well	Well	Extremely Well
27. ensure students make mental connections with the material in their own context.						
28. ensure students are engaged with the contributions of others.						
29. help students communicate their points of view (e.g., elaborate on their thinking).						
30. facilitate deep content-related discussions.						



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Section 7: Please answer the following 4 items in terms of how often and how well you...

	Never Tried	Never Again	With Difficulty	Reasonably Well	Well	Extremely Well
31. have students assess their progress towards the learning goals for each lesson.						
32. provide students with opportunities in lessons to reflect on their personal academic goals.						
33. create opportunities for students to reflect on their progress toward learning goals for each lesson.						
34. provide students with opportunities to reflect on their thinking.						

Section 8: Please answer the following 3 items in terms of how often and how well you...

	Never Tried	Never Again	With Difficulty	Reasonably Well	Well	Extremely Well
35. balance direct and indirect instruction daily.						
36. balance between individual and group activities.						
37. ensure students are fully engaged in learning.						



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Section 9: Please answer the following 3 items in terms of how often and how well you...

	Never Tried	Never Again	With Difficulty	Reasonably Well	Well	Extremely Well
38. ensure students take responsibility for failing to accomplish their academic work.						
39. consider the time spent on topics before administering challenging assignments.						
40. have students deal with topics that have more than one right answer.						

Section 10: Please answer the following 10 items in terms of how often and how well you...

	Never Tried	Never Again	With Difficulty	Reasonably Well	Well	Extremely Well
41. hold conferences with students on ways to make their work better.						
42. allow students to correct their mistakes based on peer feedback.						
43. provide students with specific feedback to let them know how they are doing in class.						
44. have students resubmit work corrected based on feedback.						
45. help students assess the quality of their work focused on the task at hand.						
46. collaborate with other colleagues to address my students' academic challenges.						
47. collaborate with other colleagues to address my students' social challenges.						
48. collaborate with parents concerning my student's social challenges.						
49. collaborate with parents concerning my student's academic challenges.						
50. recognize and reframe students' misconceptions to guide instruction.						



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APPENDIX D: STEP TWO OF DATA COLLECTION

Principal Instructional Management Rating Scale (PIMRS)

Introduction

Thank you for your interest in participating in our research. This is the second and final step in terms of your participation in this research. This instrument will assess the school leadership teams' instructional leadership behaviors across 10 subscales as rated by their teachers. This will then help us determine whether those practices influence pedagogical practices used in the classroom that around found across the Marzano teacher evaluation framework. Your participation will add to the current body of literature encompassing best practices for teaching and learning.

As is standard practice in all studies, it is important that you provide your personal consent in participating in this study. Please read the next two pages and, if you agree, sign and date the third page in order to continue.



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ADULT CONSENT FORM

Consent Form Version & Date: [Version 1.0 – August 15, 2021]

- 1) **Title of Research Study:** Is It Enough? Examining Instructional Management in a New Paradigm of Teaching and Learning
- 2) **Investigator(s):** Principal Investigator: Daniel Reyes-Guerra, PhD; Co-Investigator: John Critelli
- 3) **Purpose:** The purpose of this study is to determine whether a focus on non-cognitive student learning by school leadership results in improved teacher practice.
- 4) **Procedures:** In order to participate, you will be asked to complete an online questionnaire and then, approximately seven (7) days of submitting the first questionnaire, you will receive a second one to complete. Specifically, to participate you will need to:
 - Complete this survey which will take approximately 25 minutes to complete
 - Complete a second survey that will be sent to you in approximately seven (7) of completing this one.
- 5) **Risks:** Risk is no more than what you would expect to encounter in your everyday life.
- 6) **Benefits:** The potential benefits include furthering the understanding of school principals concerning their focus on non-cognitive learning in their schools and an improvement of the understanding, teaching, and learning of non-cognitive skills in all schools.

Please note that there is no reward, class credit or compensation for participation in this study.

7) **Confidentiality/ Data Collection & Storage:**


This survey is anonymous and no identifying information will be recorded. Information collected about you will be kept confidential. Only the researchers working with or overseeing the study will see your data, unless required by law. The data will be kept for three (3) years in electronic storage on a Florida Atlantic University server. After three (3) years, any paper copies will be destroyed by shredding and electronic data will be deleted. Sometimes researchers need to share information that may identify you and your research records with people that work for the University, the Institutional Review Board (IRB), Research Integrity staff, or regulators. These people are responsible for making sure the research is done safely and properly. If this does happen, we will take precautions to protect the information you have provided. We plan to publish what we learn from this study. If we do, we will not let anyone know your name/identity unless you give us permission.

8) **Contact Information:**

- If you have questions about the study, you should call or email the investigator(s) John Critelli at (561) 297-3553 or jcritelli2014@fau.edu or Daniel Reyes-Guerra at dreyes@fau.edu.
- If you have questions or concerns about your rights as a research participant, contact the Florida Atlantic University Division of Research, Research Integrity Office at (561) 297-1383 or send an email to researchintegrity@fau.edu.

9) **Consent Statement:**


I have read or had read to me the information describing this study. All my questions have been answered to my satisfaction. I am 18 years of age or older and freely consent to participate. I understand that I am free to withdraw from the study at any time without penalty. I have received a

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I understand that by clicking on the "I CONSENT" button below, I am consenting to voluntarily participate in this study as outlined above.

Name: (please type in your name and date in the boxes provided below).

[I CONSENT BUTTON]

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PART I: Demographics Questions – Optional

The following section will help us describe who our participants are.

Instructions: Place an “X” in the box next to the option you are choosing.

1. Please specify your gender.

Male	
Female	

2. Please specify your race.

White	
Black or African American	
American Indian or Alaskan Native	
Asian	
Native Hawaiian or Pacific Islander	
Other	Please describe if possible:

3. Please specify your ethnicity.

Hispanic or Latino	
Not Hispanic or Latino	

4. Please select any of the following:

	YES	NO
I have had AVID Training		
I am working in a Title Once School		
I have been teaching for up to 5 years		
I have been teaching for over 5 up to 10 years		
I have been teaching for more than 10 years		
My undergraduate degree was from a teacher preparation program.		



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PART II – The Principal Instructional Management Response Scale (PIMRS) Survey Questions

Instructions: For each and every section of this survey, you will be asked to answer the items using the following scale. For ease of use, we recommend that you review this page and refer to it as needed as you take the survey.

Please read each definition carefully so that you understand how to best respond to each item.

PIMRS RESPONSE SCALE	
Prompt: <i>How often and how well do you...</i>	
Response	Definition
Almost Always	
Frequently	
Sometimes	
Seldom	
Almost Never	

Once you feel you understand these definitions, continue on to the next sections and complete the survey. For each item, you will need to make an “X” in the box next to the response you feel best fits the item in terms of your practice in the classroom.

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Section I: Please answer the following 5 items to what extent does your principal... FRAME THE SCHOOL GOALS

	Almost Always	Frequently	Sometimes	Seldom	Almost Never
1. Develop a focused set of annual school-wide goals					
2. Frame the school's goals in terms of staff responsibilities for meeting them					
3. Use needs assessment or other formal and informal methods to secure staff input on goal development					
4. Use data on student performance when developing the school's academic goals					
5. Develop goals that are easily understood and used by teachers in the school					

Section II: Please answer the following 5 items to what extent does your principal... COMMUNICATE THE SCHOOL GOALS

	Almost Always	Frequently	Sometimes	Seldom	Almost Never
6. Communicate the school's mission effectively to members of the school community					
7. Discuss the school's academic goals with teachers at faculty meetings					
8. Refer to the school's academic goals when making curricular decisions with teachers					
9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)					
10. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)					



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Section III: Please answer the following 5 items to what extent does your principal...SUPERVISE & EVALUATE INSTRUCTION

	Almost Always	Frequently	Sometimes	Seldom	Almost Never
11. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school					
12. Review student work products when evaluating classroom instruction					
13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)					
14. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)					
15. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)					

Section IV: Please answer the following 5 items to what extent does your principal...COORDINATE THE CURRICULUM

	Almost Always	Frequently	Sometimes	Seldom	Almost Never
16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)					
17. Draw upon the results of school-wide testing when making curricular decisions					
18. Monitor the classroom curriculum to see that it covers the school's curricular objectives					
19. Assess the overlap between the school's curricular objectives and the school's achievement tests					
20. Participate actively in the review of curricular materials					



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Section V: Please answer the following 5 items to what extent does your principal...MONITOR STUDENT PROGRESS

	Almost Always	Frequently	Sometimes	Seldom	Almost Never
21. Meet individually with teachers to discuss student progress					
22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses					
23. Use tests and other performance measure to assess progress toward school goals					
24. Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)					
25. Inform students of school's academic progress					

Section VI: Please answer the following 5 items to what extent does your principal...PROTECT INSTRUCTIONAL TIME

	Almost Always	Frequently	Sometimes	Seldom	Almost Never
26. Limit interruptions of instructional time by public address announcements					
27. Ensure that students are not called to the office during instructional time					
28. Ensure that tardy and truant students suffer specific consequences for missing instructional time					
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts					
30. Limit the intrusion of extra- and co-curricular activities on instructional time					

Section VII: Please answer the following 5 items to what extent does your principal...MAINTAIN HIGH VISIBILITY

	Almost Always	Frequently	Sometimes	Seldom	Almost Never
31. Take time to talk informally with students and teachers during recess and breaks					
32. Visit classrooms to discuss school issues with teachers and students					
33. Attend/participate in extra- and co-curricular activities					
34. Cover classes for teachers until a late or substitute teacher arrives					
35. Tutor students or provide direct instruction to classes					



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Section VIII: Please answer the following 5 items to what extent does your principal...PROVIDE INCENTIVES FOR TEACHERS

	Almost Always	Frequently	Sometimes	Seldom	Almost Never
36. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos					
37. Compliment teachers privately for their efforts or performance					
38. Acknowledge teachers' exceptional performance by writing memos for their personnel files					
39. Reward special efforts by teachers with opportunities for professional recognition					
40. Create professional growth opportunities for teachers as a reward for special contributions to the school					

Section IX: Please answer the following 5 items to what extent does your principal...PROMOTE PROFESSIONAL DEVELOPMENT

	Almost Always	Frequently	Sometimes	Seldom	Almost Never
41. Ensure that in-service activities attended by staff are consistent with the school's goals					
42. Actively support the use in the classroom of skills acquired during in-service training					
43. Obtain the participation of the whole staff in important in-service activities					
44. Lead or attend teacher in-service activities concerned with instruction					
45. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities					



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Section X: Please answer the following 5 items to what extent does your principal...PROVIDE INCENTIVES FOR LEARNING

	Almost Always	Frequently	Sometimes	Seldom	Almost Never
46. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter					
47. Use assemblies to honor students for academic accomplishments or for behavior or citizenship					
48. Recognize superior student achievement or improvement by seeing in the office the students with their work					
49. Contact parents to communicate improved or exemplary student performance or contributions					
50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class					

Thank you. By filling out this last section, you have successfully completed this survey.



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