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Ri'Cha ri Sancho

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Walden University
2019

Abstract

Stakeholder Experiences and Operations in Implementing an Elementary Civil Leadership Program

by

Ri'Cha ri Sancho

MA, Southern Wesleyan University, 2009

BS, Morgan State University, 1998

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

June 2019

Abstract

Elementary school students may display uncivil behaviors that affect peer interactions, and school or community climate. Some middle and high school leaders have implemented programs to improve student interactions by enhancing student leadership skills, character education, and students' understanding of civic education. However, few programs combine these goals with aspects of culturally relevant pedagogy (CRP) in elementary schools. The purpose of this qualitative case study was to explain the motivating factors, challenges, and rationales of school administrators and leaders who implemented a student civil leadership program in a K–6 elementary school and to understand how the program was established, how it operated, the extent to which CRP was facilitated through instruction, and how students benefited. The conceptual framework was based on Allport, Ewald, and Ladson-Billings's ideas of similar and dissimilar group interactions. Data were collected through interviews of school leaders, observations of program facilitators, and artifacts. Data were analyzed using initial and simultaneous coding, which led to the development of 4 key findings: the implementation of the GCP program was due to trust and consensus among stakeholders, the curriculum bore resemblance to CRP in implementation, instruction promoted civil leadership in students through the design of program activities, and establishing the program fostered community support. The findings of the study indicated that positive social change may result from continued and trusting collaborations between school and community leaders, particularly when they are aimed to implement civil leadership programs with effective programming and an underlying foundation of CRP.

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Dedication

The completion of this documentation could not have been possible without the perseverance and guidance of the most fantastic dissertation committee ever connected. Dr. Katherine Emmons, who served as the chair of this committee, stressed the need for me to speak to the general population and to demystify the prevalent passive voice I used to convey most of my ideas. Thank you for guiding me towards scholarly writing. Dr. Cheryl Keen, who doubled as a prior class mentor and methodologist never allowed me to think I knew more than I really did. She made me consider questions I would be asked by people outside of the committee and had me double my labor to be able to give responses to those questions; questions that were of the utmost importance. Just how is civil leadership difference from civic education, social emotional learning, or civic engagement, anyway??? Now, I know the answers. Dr. Eichholz, who served as the URR of this committee, caught what three heads did not and supported only what was relevant. Thank you for all for being the glue that held me steadfast. I will never forget your dedication and collaboration. Through your guidance, I learned much more than how to write. Forever enlightened by you, R. Sancho.

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Chapter 1: Introduction

Increases in the numbers of immigrant people arriving in the United States and changes in racial and ethnic minorities' migratory patterns are expected to cause current minority populations to become the majority by 2040 (U.S. Department of Education, 2015). Uncivil student behaviors arise, in part, as a result of such changes in racial and ethnic populations as students attempt to maintain their cultural identities (Benner & Graham, 2013; Lebedeva et al., 2013). Additionally, ongoing traditional practices of racism and discrimination, once rampant in the southern United States, have been prompting uncivil behaviors from students (Hardie & Tyson, 2013). The presence or absence of civil behavior by students in schools is often reflected in the surrounding communities (Anderson, Bullock, Cross, & Powell, 2017; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Gonzalez, Steele, & Baron, 2017). Civil behavior helps form a foundation of social culture, thus effecting the future for all people (Ballard, Hagan, Townsend, Ballard, & Armbruster, 2015; Ewald, 2001).

Although school leaders are tasked with maintaining the safety of students in their care, students enter schools having different backgrounds and a range of experiences that can lead to unexpected, uncivil interactions. Behaviors taught in the home and in the community, trust factors, and cultural differences all play an important role in the dynamics of socialization for students and their readiness to accept new ideas (Griffith & Larson, 2016; Yeager, Purdie-Vaughns, Hooper, & Cohen, 2017). When students are provided the opportunity to explore ways to aid their communities, examine their identities, and learn about cultural or ethnic differences from peers, peer-to-peer

socialization has been found to improve, sometimes fostering amelioration and change in surrounding communities (Bertrand, Durand, & Gonzalez, 2017; Kremmer, Maynard, Polanin, Vaughn, & Sarteschi, 2015). Leadership programs at the elementary school level to help affect this type of change are not as prevalent as they are in middle and high school. The lack of civil leadership programs in elementary schools specific to the southeastern United States, serves as a gap in literature related to this phenomenon. One goal for this study was to reveal the ways a civil leadership program was implemented and helped shape elementary student growth and change as related to CRP. The way school leaders endeavored to increase students' sociopolitical consciousness led to social implications. These implications were that students gained exposure to community partners, experienced a more diverse learning atmosphere, and enhanced their civil leadership skills. Additionally, community partners added value to school activities through their frequent and engaging activity with school leaders and students.

Background of the Study

The term *civil leadership* can be defined by Ewald's (2001) ideas that leadership and civility should not be separated. Civility refers to the positive ways people and groups interact harmoniously with one another, while leadership refers to people's development in effectively guiding themselves and others in a working environment (Ballard et al., 2015; Mortensen et al., 2014). Ewald explained that civil leadership is an essential trait in both leaders and in the general public that allows dissimilar groups to "live together and get along" with the understanding that civility is a "constituent component" of "effective leadership" (p. 3). The core values of civil leadership bear a

close resemblance to facets of civic education or civic engagement instruction, and also to character education (moral value development). However, civic education, civic engagement instruction, and character education do not always specify ideas of sociopolitical consciousness and the notion of cultural identity that civil leadership does. Sociopolitical consciousness and cultural identity can be understood in Ladson-Billings's (1995) three domains of culturally relevant pedagogy (CRP) which were intended to help improve the ways children of ethnic and racial minorities were taught in school systems. The three domains are: (a) academic success through high standards, (b) the study of one's own cultural and that one at least other cultural group, and (c) the development of sociopolitical consciousness through the examination of social challenges at the community level (Ladson-Billings, 1995). In Ladson-Billings's second and third domains of CRP, she described the need to understand one's own cultural identity before being able to understand the sociopolitical structures of the wider community. The domains of CRP can thus be interpreted as the underlying bases for civil leadership (Ewald, 2001). Civil leadership also includes the recognition and reduction of perceived inequalities and unequal access to resources, which are also the underlying reasons for prejudice and discrimination, as presented by Allport's (1954/1979) theory of prejudice.

An important aspect of Allport's (1954/1979) theory of prejudice is that it encouraged individuals to seek the root causes of perceived inequalities, prejudice, and discrimination, to reduce or circumvent potential threats to civility. Often, instances of uncivil behaviors by students are addressed with discipline by educators with minimal attention or detail to what prompted the onset of the disturbance. This research (Allport,

1954/1979; Ewald, 2001; Ladson-Billings, 1995) and additional literature relating to classroom practices (Durlak et al., 2011; Gonzalez, Steele, & Baron, 2017) and programs instituted to reduce negative social interactions (Ansary, Elias, Greene, & Green, 2015; Benner & Graham, 2013; Monkman & Proweller, 2016) and increase prosocial behavior and positive school climates (Griffith & Larson, 2016; Lin, 2015) filled such gaps in information that can assist school leaders in finding solutions. The research findings may provide an understanding of the potential positive civil interactions students can have with peers. There is a gap in the literature concerning the implementation of civil leadership programs at the elementary school level. This study may contribute to new knowledge about how such programs that may improve social conditions in school settings can be implemented.

Problem Statement

Reports of school and community youth related violence in the United States (and across the globe) are causing K–12 leaders to recognize there is a growing need for programs that help students learn how to engage in positive social interactions with one another (Monkman & Proweller, 2016; Smolkowski, Strycker, & Ward, 2016; Yeager et al., 2017). In some instances, violence in schools stems from prejudice, discrimination, and students' perceptions of inequality; the manner in which school leaders respond to these situations can mitigate students' perceptions of distrust and institutional racism (Benner & Graham, 2013; Carter, Skiba, Arredondo, & Pollock, 2017; Yeager et al., 2017; Yeung & Johnston, 2014). Problems of racial discord and discrimination are magnified in the southern region of the United States, where scholars have heavily

documented their history (Carter et al.; 2017; Hardie & Tyson, 2013; U.S. Department of Education, 2015). Left unchecked, these problems exacerbate students' distrust of school systems and they are more likely to grow up with the idea that they are affected by institutional racism. Eventually, these ideas can negatively affect entire communities (Ansary et al., 2015; Benner & Graham, 2013; Goodman & Hooks, 2016; Griffith & Larson, 2016; Yeager et al., 2017).

There are several gaps in the research that suggest the importance of a study that examines school leaders' decisions to implement student civil leadership programs into schools. First, there is a lack of research in rural and southern regions of the United States about schools that have instituted programs that include CRP (Benner & Graham, 2013), despite a growing need as described in the literature (Durlak et al., 2011; Yeager et al., 2017). Second, there are many studies of character education, civic engagement and student leadership programs in middle and high schools (Deer, Malinin, & Banasiak, 2016; Lin, 2015), but civil leadership is an underexplored area for all age groups. Third, although researchers have determined the elementary school years as an optimal time to reduce prejudice in children (Gonzalez et al., 2017; Griffith & Larson, 2016; Rutland & Killan, 2015), few elementary schools have implemented leadership programs inclusive of CRP. Lastly, there is an abundance of research on CRP implemented in elementary schools through classroom practices (Benner & Graham, 2013; Worthy, Consalvo, Bogard, 2012), in-school and after-school programs (Monkman & Proweller, 2016), and school wide practices (Midgett & Doumas, 2016), but few about the motivations, views,

and perspectives of the implementers (school leaders, teachers, and other stakeholders) of such programs.

Purpose of the Study

The purpose of this case study was to explain motivating factors, challenges, and rationales for school administrators and leaders opting to implement a student civil leadership program in a K–6 elementary school environment. I sought to understand how the program was established, how it operated, and the extent to which CRP was facilitated through the program's implementation. Perceived benefits to students' growth and change by program facilitators was also explored.

Research Questions

The following research questions guided the study:

Research Question 1 (RQ1): What are the motivating factors and challenges of stakeholders (district leaders, school administrators, and program facilitators) in establishing and sustaining a civil leadership program at the elementary school level?

Research Question 2 (RQ2): How is culturally relevant pedagogy apparent in the development and delivery of this civil leadership program?

Research Question 3 (RQ3): What growth or change in student participants have stakeholders observed in alignment with civil leadership and culturally relevant pedagogy?

Conceptual Framework

There were two guiding frameworks in this study. The first was Allport's (1954/1979) nature of prejudice theory. Allport's (1954/1979) seminal work extensively explained the breadth of behavior processes that lead to prejudice, and the reasons that global and domestic positive change should be desired. More directly, the educational benefit of Allport's (1954/1979) theory briefly proposed a framework for providing interventions to decrease prejudicial behavior through indirect and direct approaches. The second theory was CRP by Ladson-Billings (1995). CRP emerged through the observation of teachers successful in enhancing learning experiences for racial and ethnic minority students. CRP is now prevalent in classroom settings and cross-cultural school wide interventions and programs designed to follow the three domains: increase positive social interactions between students, enhance their academic growth, and sociopolitical consciousness. These two theories provided a map of reasons for the onset of prejudicial (uncivil) behavior, the role teachers and school leaders can play in helping guide positive change, and strategies for developing positive interaction outcomes for elementary populations in conjunction with relevant research articles for this dissertation.

As the nature of prejudice theory and CRP are deeply rooted in the study of human behavior, potential benefits or challenges realized during this study arose from a thorough examination of humans (stakeholders, school leaders, and teachers) and their practices. Although responses to RQ1 were primarily gathered by interviewing program facilitators and district and school leaders, researcher observation provided a more sufficient understanding of the program in operation to satisfy the remaining two research

questions. A clearer connection to the apparent use of CRP in the facilitation of the program was found through observing teacher led dialogue, presentations made in the classroom, activities, and resources rendered for promotion to the school district and student families. These resources enabled me to engage in triangulation by properly recording the observations of teachers and facilitators implementing curriculum components of CRP in a classroom setting. Further, observations afforded me the opportunity to connect CRP strategies found in the literature to the occurrence of similar practices in the classroom setting by watching facilitators interact and share with one another and students.

Nature of the Study

I sought to explain motivating factors, challenges, and rationales for school administrators and leaders opting to establish and sustain a student civil leadership program, in a K–6 elementary school environment as well as to understand how it currently operated, the extent to which CRP was facilitated through instruction, and how students benefited. I selected a case study design as the appropriate design for this study due to the nature of the social phenomena (civil leadership in an elementary school program) outlined in part by Ladson-Billings's (1995) CRP and its alignment with the civil leadership program under study. Yin (2018) explained that a basis for case study exists when there is a desire or need to study contextual conditions in relation to a phenomenon. This case study included interviews from key school personnel about the advent of the program and observations of the program as implemented in a classroom setting. Key personnel include: district administrators, school administrators, and

facilitators (who are teachers and community partners) who authorized or participated in the implementation of the program. Collected data included artifacts (i.e., student work samples, curriculum activities, newsletters, etc.).

The phenomenon under study included the rationales, strategies, benefits, and challenges of establishing and sustaining a civil leadership program at the elementary school level. Additionally, to better understand the connection between motivations, practices in implementation, and the presence of CRP in the program, observed program delivery by facilitators was important. School personnel (administrators and facilitators) directly affiliated with the approval and facilitation of the program were invited for interviewing. Interviews and observations were primary sources of data, but other information such as artifacts (i.e. pictures taken of paraphernalia on walls, website pages, and documents) also proved valuable. Data analysis of these data sources took place using initial, simultaneous, and emergent coding. As described by Saldaña (2016), emergent coding includes hand-coding and database software to store and manage data for the purpose of establishing patterns and themes for analysis.

Definitions

The following definitions are central to understanding terms related to the study:

Civil behavior (civility): Civility refers to the positive ways people and groups interact harmoniously with one another.

Civic education: The preparation of individuals for "political participation, economic life, and culture"; understanding democratic processes and the need for such processes (Hedtke, Proeschel, & Szukala, 2017, p. 5).

Civic engagement: Refers to the way individuals partake in civic based activities at the national and local levels; which could include community service, voting, and being engaged in politics (Hope & Jagers, 2014).

Civil leadership: An essential trait in both leaders and the general public that allows dissimilar groups to "live together and get along" with the understanding that civility is a "constituent component" of "effective leadership" (Ewald, 2001, p. 3).

Cultural competence: One's awareness of their culture and that of others; a willingness to actively promote unification strategies for all (Tormala, Pagel, Soukup, & Clarke, 2018).

Culturally relevant pedagogy (CRP): The institution of three domains of conscious effort put forth by school leaders to actively encourage: a) academic success through high standards; b) the study of one's own cultural and that one at least other cultural group; and c) the development of sociopolitical consciousness through the examination of social challenges at the community level (Ladson-Billings, 1995).

Uncivil behavior: Defined as the behavior that disrupts or prevents a harmonious and cooperative classroom environment, divided into passive (i.e., lateness, inattention, shuffling of papers during instruction) or active (i.e., obscene language, insults, challenge authority or knowledge of instructor, physical threats) categories (Ballard et al., 2015, p. 38).

Assumptions

There were a number of assumptions to be considered in this study. These assumptions included, but were not limited to, those that referred to program design,

availability of participants, and base of operations. The first assumption was that during the course of the study program facilitators would maintain consistent meeting times and dates, and that facilitators on site were an integral and continual part of the implementation, including the decision-making processes. The second assumption was that the participants would provide sincere and unbiased details about the benefits, challenges, and rationales for implementing the program. The third assumption was that I would collect objective and unbiased observation data. Last, was the assumption that any potential researcher bias would be closely monitored with a journal notebook for reflection and field notes.

Scope and Delimitations

Uncivil student behaviors in school systems have prompted the need for school leaders to respond by implementing school-wide and classroom-based initiatives to address the issues (Carter et al.; 2017; Smolkowski, Strycker, & Ward, 2016) and teach leadership skills to enhance students' self-assessment and self-discipline for long-term sustainability (Monkman & Proweller, 2016). Classic and current theories propose that researchers can first seek to understand the underlying issues of these behaviors in order to anticipate and prevent them from occurring (Allport, 1954/1979; Ewald, 2001). When researchers explore this understanding, they can proactively target the factors that stimulate these behavior, as well as focus on the age groups most suited to affect positive change (Gonzalez, Steele, & Baron, 2017; Rutland & Killan, 2015). In this study, I aimed to understand the motivating factors of school leaders who implemented a civil leadership program at the elementary school level.

The scope of this case study was a civil leadership program at a single elementary school in the southeastern United States. Members of the district office and school leadership staff who were directly responsible for approving various aspects of the program were invited to participate in the study, as well as program facilitators (comprised of community partners). This elementary school was selected because it was the first to implement the program in the district and had the longest history with implementation in fourth and fifth grade.

One delimitation of the study was that students were not direct participants. The scope did not include their first-hand perceptions of the program. The scope instead included the rationale that adults had for establishing the program and the particular focus that they delivered to students. A second delimitation was that the study did not be extended to other schools within the district, even if they operated a similar program, because they had fewer years in operation, and because it was expected that sufficient data would be collected for the single case at this one research site.

Limitations

One limitation of the study was the amount of time I spent at the research location. Although the program ran during the school year, my time was limited to 2.5 weeks spent on site to collect data. Classes meet less than two times a week, therefore only a small number of observations (two) were possible to obtain, but nonetheless provided insight about the execution and delivery of the program to students. A second limitation of the study was that program leaders from other schools in which the program operated would not be a part of this study. The study was conducted in this school

because it was the first to operate the program inclusive of other components, such as arts and entrepreneurship. Likewise, time constraints and feasibility did not allow for the study of additional schools within the district and their implementation practices. This study has the potential to emerge as a base for further, more in-depth studies at this location and others interested in its results.

Significance

This study may provide information that can help to enhance positive social change by documenting the reasons a civil leadership program is instituted in an elementary school and what factors played a part in the decision-making process by school administrators. Given the supporting documentation in the literature that shows elementary students are at the prime age to have notions of prejudice and other uncivil behaviors curtailed by school stakeholders, in a more positive direction (Allport, 1954/1979), school leaders interested in taking a proactive stance to improve their school environments may take interest in this study. Of particular interest was the implementation of such a program in the southeastern area of the United States where similar programs being offered to students are not well known, specifically including programs that may be inclusive of CRP. The participation of facilitators (as community partners) involved in the program implementation process offered a unique perspective on the value they can offer students and the community when invited to participate in civil leadership programs at the elementary school level. These areas under study facilitated a greater understanding of the role schools and facilitators as community

partners play in improving civil leadership for students at the elementary school level and how the community collaboration is established.

Summary

Chapter 1 included the social and research problems, purpose, research questions, conceptual framework, and limitations for the study. Chapter 1 also included the significance of the study at the school and community stakeholder level. The idea that this school district chose to implement a civil leadership program, inclusive of elements of CRP, for elementary school students is one that has not been duplicated in other districts in the surrounding area. Likewise, there was a lack of information in research studies that showed similar programs designed to teach leadership through CRP to students at the elementary school level.

In Chapter 2, I outline research that provided reasons that perpetuate uncivil behavior in students, the reason uncivil behaviors should be examined, and how other schools are currently implementing programs designed to teach leadership to students. An emphasis is placed on “civil leadership” as an emerging term for programs that combined CRP and a range of components that were seemingly present singularly in character education and social and emotional learning (SEL) programs. My synthesis of these articles details the connection and difference between civic education and civil leadership and what research had to say about the importance of schools teaching the behaviors associated with each. A final component of the synthesis performed for Chapter 2 is to illuminate the lack of elementary schools implementing programs specifically designed to enhance CRP and civil leadership abilities in students.

Chapter 2: Literature Review

Introduction

In the wake of population shifts taking place across the United States, prejudice and discrimination remain social challenges in the southeast region of the country (Wilkinson & Bingham, 2016). The primary intent of this study was to explain the motivating factors, challenges, and rationales for school administrators and leaders who opted to implement a student civil leadership program, in a southeastern K–6 elementary school environment. Of additional interest was how the program was established, currently operated, and the extent to which CRP was facilitated through instruction. In the literature review, I provide reasons and strategies used in the implementation of leadership programs in school environments, and the role of educators and school leaders as change agents through their involvement in implemented programs and in some cases, as visible school leaders. In the literature review, I explained the need for using the term "civil leadership" to help distinguish these programs from those posed to teach civic education or to institute SEL.

Literature Search Strategy

To gather literature for this study, I performed an initial search of the keywords and phrases: *leadership programs*, *elementary*, *elementary school(s)*, *civil programs*, and *social and emotional.* Secondary keyword searches included the keywords, phrases, and Boolean operators: *after-school programs*, *competence*, *civic education*, *civil engagement*, *civic programs*, *SEL*, *CRP*, *culturally relevant pedagogy*, *multilingual*, *prejudice*, *race relations*, and *culturally relevant programs.* Multiple databases returned

research articles relevant to the study matter: Academic Search Complete, Academic Search Premiere, Education, Education Source, ERIC, Middle Search Plus, PsycARTICLES, PsycINFO, SAGE Journals, SocINDEX, Teacher Reference Center, and Web News. I used Ulrich's Periodical Global Service Directory to ensure the use of peer reviewed research to build the literature review.

Conceptual Framework

The guiding frameworks for this study were Allport's (1954/1979) theory of prejudice and Ladson-Billings's (1995) CRP. A synthesis of these conceptual frameworks was used to help in understanding: (a) why people behave uncivilly and hold prejudice, (b) what processes reduce uncivil actions, and (c) how students might develop aptitudes that allow them to critically examine their role in school and community environments (essentially, knowing oneself). Allport (1954/1979) and Ladson-Billings (1995) gave a background of essential elements necessary to ensure the success of school programs geared toward reducing prejudice. Additionally, these frameworks in conjunction with the notion of civil leadership as defined by Ewald (2001) suggest a need for the term "civil leadership" to be applied to programs created to reduce prejudice and discord in school systems to move beyond the scope of civic education and SEL.

Factors Contributing to Uncivil and Prejudiced Behavior

Factors that may cause children's behavior are a primary component in the level of ease individuals will experience when attempting to remedy or ameliorate them. Allport (1954/1979) contended that the primary justification for prejudice is that it exists within all people to a degree and is an inherent aspect of being human. Prejudices are

internal opinions that serve as precursors to externally displayed uncivil behaviors. Not to be confused with mere assumptions, misconceptions, or discrimination, prejudice is considered a natural part of human development and is defined as "actively resistant to all other evidence that may unseat it" (p. 9). This means that prejudice exists when a fact is presented to a person in opposition to a previously held prejudice and the person chooses to maintain their prejudice in light of the new information. According to Allport (1954/1979), the natural occurrence of prejudice stems from human beings' propensity to form mental categories based on their personal values and emotional experiences, as well as hearsay and fantasy. Likewise, when researchers understand the reasons prejudice develops, they can anticipate and maintain perspectives to find solutions to the problem.

One example of prejudice as presented by Allport (1954/1979) was when people make generalizations. For instance, if a person harbors a negative opinion about a group of people (i.e. all people in a certain neighborhood have poor financial skills) and later discovers information in opposition to the opinion, but chooses not to dismiss the opinion, this qualifies as prejudice. It is important to note that prejudice is not predisposed to solely being a negative construct; it is possible to be prejudiced in favor of something or someone. Prejudice has been found in young children, which supports a need for researchers to begin examinations of prejudice development during childhood (Allport, 1954/1979).

Prior to the development of prejudice, children create a positive affiliation with someone they consider a nurturer (Allport, 1954/1979). This positive affiliation forms a bond that develops into dependency and fondness. It is within this realm of fondness that

children learn to "identify" themselves with an object of "love" which simultaneously forms their in-group and dispositions toward what or whom they will dislike (Allport, 1954/1979, p. 25). In this case, Allport (1954/1979) suggested that children follow the guidance of their primary nurturers in determining their own actions. Likewise, children establish behaviors and opinions based on those that are encouraged (and displayed) by the people within their in-group, until such a time that opposing views cause rivalry with previously held notions.

The origins of these conflicting “opposing views” are often situated within communities and school systems, two of the most widely frequented areas by children in the United States. School leaders and teachers bear a significant impact on being potential change agents for student’s perceptions because they meet students so frequently throughout their lives (Allport, 1954/1979). Schools offer children a different environment than that of their home and can offer experiences that may oppose certain views taught in the home. The root of student perceptions may originally rest with the nurturer(s) but is ultimately open to modification, which Allport (1954/1979) deemed a very slow but possible process. While Ladson-Billings (1995) did not specifically refer to prejudice reduction in the development of CRP, she placed an emphasis on the idea that students benefit from knowing their personal cultural relevance as well as that of another person. A similar idea was proposed earlier by Allport (1954/1979) as a necessary component to reduce prejudice.

Reducing Uncivil Behavior

The idea that prejudice is an inherent human trait and children take their cues for behavior from the people they consider nurturers (Allport, 1954/1979) helps researchers understand the presence of uncivil behavior in children and provides a starting point for its reduction. Allport (1954/1979) and Ladson-Billings (1995) suggested that remedies for prejudice and the importance of multicultural education are often a difficult for people to talk about with those around them. Allport (1954/1979) expressed that few people will point out the existence of or condemn prejudice when members of their in-group either fail to acknowledge it as a problem or actively participate in maintaining the prejudice. Likewise, it can be a daunting task for many teachers and education leaders to have conversations about solutions for improving education environments with these types of social challenges (Allport, 1954/1979; Keen, 2010; Ladson-Billings, 1995; Ladson-Billings, 2014). These conversations are especially difficult when teachers and education leaders are unaware of their own cultural backgrounds and social positions (Ladson-Billings, 1995).

The importance of understanding oneself. A primary aspect of reducing any social disparity is being able to identify it and accept its presence as real, yet undesirable. Although many people deny the presence of prejudice in themselves and those around them, there are sometimes psychological dynamics that make the recognition of social disparities impossible and denial an illusion of truth (Ladson-Billings, 2014). Two such dynamics are a lack of knowledge about one's social position or influence and a lack of cultural identity (Allport, 1954/1979; Ladson-Billings, 2014). Together, these dynamics

make it difficult for children and adults to respond effectively to pressing issues of social injustice and to navigate their own response behaviors to realms of positive and inclusive multicultural interactions. Yet, if these dynamics are reduced, children and adults have a more varied landscape on which to base their evolving views, perspectives, and personal experiences.

A lack of knowledge about one's social position, influence, or cultural identity is often connected to the experiences a person has in childhood. A quote from Allport (1954/1979) makes these elements clearer, "No person knows his own culture who only knows his own culture" (p. 486). Children are most often compelled to share experiences within their in-group communities and are often limited to the views of those they encounter in these settings (Allport, 1954/1979). Therefore, many children are not exposed to experiences outside of their homes until they become students in a school that may give them a chance to meet members of out-groups. The same is true for students who learn only of their culture in school and those who live in a specific area (i.e. country, state, city) for long periods of time; their knowledge and perceptions are typically limited to their sedentary experiences in the environment (Allport, 1954/1979). For these reasons, children may be wholly unaware that people exist in out-groups with different cultural experiences and backgrounds from their own (Ladson-Billings, 1995). Moreover, they could also be wholly unaware of the stereotypes and norms that may be ascribed to their in-groups on a global and national scale (Allport, 1954/1979). This understanding of possible childhood experience is paramount in determining ways to reduce issues of uncivil behaviors that lead to conflicts in schools.

Ladson-Billings (1995) stressed the importance of students being culturally competent, aware of their cultural identities, and abreast of social challenges through the second and third domains of CRP. The second domain reflects the importance of teaching students cultural competence by teaching them about at least one culture outside of their own, with an emphasis placed on first learning about their culture. The third domain promotes sociopolitical consciousness, in which educators are encouraged to discuss social issues with students about their communities and their role in affecting positive change. Ladson-Billings (1995) maintained that students who are culturally competent and have strong sociopolitical consciousnesses are better equipped to respond positively to changing environments and multicultural school settings. Further, educators and school leaders who have examined their cultural identities and display positive cultural competence serve as role models for students through their verbal and non-verbal actions (Hudson, 2007; Ladson-Billings, 2014). As schools are typically the first places students have consistent interactions with out-group members, they become relevant arenas to teach the importance of positive intergroup interactions through indirect or direct approaches employed by school leaders (Allport, 1954/1979, Hudson, 2007).

Direct and indirect approaches to implement in school programs. Allport (1954/1979) provided an overview of several methods likely to reduce prejudice and intergroup conflicts when combined, to develop a multifaceted approach for long-term success. The methods described for children in school settings fall under two categories: direct and indirect approaches. Direct approaches refer to espousing an intentional focus of a societal issue in a group setting, whereas indirect approaches involve projecting

vague descriptions or analyses of societal issues to a group, often as a by-product of another topic under examination. Ladson-Billings (1995) and Allport (1954/1979) claimed that the combination of these two approaches affect the greatest change; direct approaches alone to bear greater results than indirect approaches alone; and indirect approaches to have minimal outcomes of change.

Examples of school instituted direct approaches include: participation methods (direct involvement with members of out-groups), discussions about community or cultural intergroup challenges, projects designed to inform other people about how the students will solve a societal issues within the community, and field experiences in group settings outside of one's typical community or school setting (project methods). Indirect approaches include: reading about the history of a different cultural group (informational methods), taking informal assessments focused on a social challenge, listening or watching fictional audio-visual presentations about perspectives of societal and global challenges (vicarious method), and writing a synopsis of reading material about cultural groups (Allport, 1954/1979). Although some aspects of cultural competence are learned through discussions or reading about other cultures, Allport (1954/1979) and Ladson-Billings (1995) suggested this vague intake of subject matter as an indirect approach to cultural competence has not been found sufficient to reduce prejudice and uncivil behavior in children or adults. Even though decades of study separate them, Allport (1954/1979) and Ladson-Billings’s (1995) ideas concurred that children need a combination of these approaches to first experience the unfamiliar and then relate the experience to the world around them. How these approaches are presented in schools

varies but can often be found in classroom activities, programs within school settings, or school-wide implementations of models to increase positive civil behaviors and reduce conflict.

Derivation of Civil Leadership

For this dissertation, I constructed civil leadership as involving the promotion of leadership through the lens of the second and third domains of CRP. Civil leadership addresses inequality and promotes the development of skills necessary to help students become leaders in independently processing situations of conflict while maintaining an empathy and understanding of those who are different from themselves. Ladson-Billings (1995) suggested that students needed to explore and familiarize themselves with their own culture and then the culture of others in order to advance their knowledge, demystify interactions with peers who were different from themselves, and learn to examine their role in the interactions. Ewald (2001) contended that civil leadership seeks to reduce perceptions of social injustice by encouraging civil behaviors that assist in establishing leadership in individuals. Allport (1954/1979) stated that indirect and direct approaches are necessary to help reduce the presence of uncivil behaviors due to the complex nature of sources, thus creating stewards of personal behavior. The combination of these ideas birthed the term "civil leadership program" to demonstrate a concerted and unique quality that many civic or character education programs do not specifically address. Additionally, these theorists have placed particular emphasis on facets of inequality and the importance of social justice in schools in a direct manner (Allport, 1954/1979; Ewald, 2001; Ladson-Billings, 1995), whereas other school implemented programs may defer to

leadership and civic education titles with a promoted goal of developing students into good citizens. With a foundation of similar basis as the constructed idea of civil leadership, these theorists offer a collective modification of past views as present necessities. A synthesis of these views can be found in Table 1.

Table 1

Framework Similarities Supporting Civil Leadership

	Allport (1954/1979) Prejudice Reduction	Ladson-Billings (1995) Social Injustice Reduction	Ewald (2001) Inequality Reduction
FACTORS	Recognize that prejudice (bad and good) is an inherent quality, thereby unavoidable.	Recognize a lack of sociopolitical consciousness begets discord and failure.	Recognize civility is an essential component of leadership and when civility is lacking it is threatened by incivility.
LEARN	Expand knowledge of oneself and others; explore and redefine previously held beliefs.	Learn of personal culture and that of one other person; learn societal role and challenges to address.	Learn the impact of one's personal goals on the outcome of the collective; recognize threats to civility.
APPROACH	Use direct and indirect approaches to gain knowledge; a multifaceted approach.	Use direct and indirect approaches; CRP domains two and three.	Use direct approach through discourse.
APPLY	Arrange meetings with out-group members, contact theory (direct); read books, explore literature (indirect)	Participate in class discussions about social injustice and one's culture (direct); read history and fiction (indirect)	Examine leadership roles, promote active engagement by educators and school leaders (direct)

Review of Literature

The literature review provides reasons and strategies used in the implementation of leadership programs in school environments, and the role of educators and school

leaders as change agents through their involvement in implemented programs and in some cases, as visible school leaders. Allport (1954/1979) suggested that one must understand the underpinnings of any social phenomenon before hoping to gain momentum in its resolution. The same mode of thought can be applied to school systems in relation to the uncivil behaviors that threaten the school environment. The body of literature that I collected for this study demonstrates a justification for exploring uncivil behavior and the importance of this exploration, reasons for instituting leadership programs, the execution of programs implemented in schools, and the role school leaders and teachers play in the program implementations.

Justification for Exploring Uncivil Behavior

It is not wholly uncommon to understand that some instances of uncivil student behavior are dismissed as reflections of lacking manners, unruly home environments, or obstinacy (Ballard et al., 2015). Uncivil behaviors by youth may also prompt imposed disciplinary measures by adults without further examination. When further examination is forgone, students (children or adolescents) may move toward greater tendencies to elevate more minimal uncivil behaviors to more pronounced behaviors, thereby causing more long-term damage to themselves and others (Yeager et al., 2017). Researchers have advocated for more focus on determining the root causes of uncivil behavior to not only anticipate future behaviors and ways to address them, but to also develop and implement ways to prevent them from occurring (Allport, 1954/1979; Ewald, 2001; Ballard et al., 2015; Ladson-Billings, 1995). The primary encouragement of this search for information

stems from a desire to diminish future societal imbalances and improve human interactions between all people.

Motives for uncivil behavior. Several complex reasons exist that justify the presence of uncivil behaviors exhibited by students. While there are different motives that drive uncivil behavior for every student, research has helped generate an exhaustive but well-purposed body of data that can assist in demystifying the complex reasons that lead to uncivil behaviors (Ansary et al., 2015; Domitrovich, Durlak, Staley, K., & Weissberg, R., 2017; Hope & Jagers, 2014). In many cases, the onset of uncivil behaviors in school by elementary aged children are traceable to ideals taught in the home or observations of adult behavior in school systems (Allport, 1954/1979, Bandura, 1977, Hardie & Tyson, 2013; Yeager et al., 2014). However, additional reasons children commonly display uncivil behaviors in schools are due to cultural based challenges, perceptions or experiences of adult imposed inequality, and issues of trust pertaining to school leaders and schools as institutions (Benner & Graham, 2013; Carter et al., 2014; Yeager et al., 2017; Yeung & Johnston, 2014). To gain a better understanding of how these reasons play a part in students displaying uncivil behavior, it is necessary to review the research.

Experiences in the home. Students are pre-disposed to certain behaviors by relatives in the home before reaching their first day of school. The nature of these behaviors are ingrained in the student by the time they begin kindergarten and are challenged daily by conflicting or confirming attitudes of adults they begin to interact with daily in school systems (Allport, 1954/1979). At a young age, children will

duplicate behaviors they have observed, whether of empathy, depression, kindness, or prejudice, in equal display, as they are generally unaware of the signals these behaviors send to others (Bandura, 1977; Degner & Dalege, 2013). Some researchers have found support for this unawareness stems not only from age, but also from the fact that it is likely that the adults being observed by children are remiss in that they are displaying prejudices implicitly and not recognized consciously (Duguid & Thomas-Hunt, 2016). Once children reach elementary ages, near middle school, many students become aware of prejudice, inequality, and the nature of inappropriate behaviors (Griffith & Larson, 2016; Yeager et al., 2014). School leaders often assume the task of navigating and remediating uncivil behaviors by students engrained with home engrained ideals that lead to discord in classroom and school settings.

Experiences of cultural difference. Being culturally different from a majority group can spark positive or negative feelings in students. Often, cultural differences may not be present as physical differences (skin color, eye color, etc.) but are such that students may participate in different religions, speak different languages, and engage in holiday practices due to national affiliations with other groups. When students perceive these differences as positively accepted by their school leaders, they have a higher likelihood of positive social interactions with teachers and peers (Benner & Graham, 2013; Ladson-Billings, 2014). Likewise, when students fail to see positive references to their culture, other teachers from their culture, or a lack of reinforcement that they exist as a part of the culture, research has painted a dim view of students finding success in school (Ladson-Billings, 2014; Hernandez & Murakami, 2016). Ballard et al., (2015)

found that identical behaviors performed by university students across different cultural backgrounds could be interpreted as having different meanings. Moreover, multilingual students have different adjustment periods and needs when submerged in varying dialects in language and a new majority population (Mitchell, 2013). When scant efforts are made to help guide them in finding a comfortable way to process these varying elements, behaviors of withdrawal may be seen as uncivil by school leadership. Therefore, children from different cultural backgrounds than the majority population are prone to face challenges due to minor and major variations in their everyday activities.

Perceptions of adult imposed inequality in school settings. There are instances where students feel adults (school leaders and teachers) impose unequal punishment or unjust repudiation toward them. These instances, whether perceived or realized, create a dangerous platform for the development of uncivil behaviors. In fact, Domitrovich et al. (2017) found that developments of these perceptions unaddressed at the school level promoted criminal activity and violence later in life for students. Additionally, research demonstrates that members of minority student groups are often disciplined more harshly by teachers and administrators than their majority peers for the same infractions, such as speaking out of turn, wearing certain items of clothing, and failing to bring turn in homework (Carter et al., 2014; Yeager et al., 2014). Hardie and Tyson, (2013) found a similar occurrence however, inequalities were overlooked by school teachers and administrators due to underlying traditionally held southern based belief systems. When students experience such inequalities by those deemed to be in support of their welfare, they begin to mistrust the individuals and the larger system that supports them – schools.

This may lead to uncivil behaviors and institutional mistrust.

A lack of trust in institutions. In general, institutional trust is perpetuated by a person's positive experience in an institution that affords them a reason to be more likely to trust in the institution. Along with this trust, follows trust for the individuals that act on behalf of the institution. For schools, this alignment would be the school and staff. Yeager et al. (2017) found by the 6th grade, students were aware of societal stereotypes placed on their group. When these stereotypes or acts of inequality surface in school systems, elementary and college-aged students are keenly aware of them and are more prone to rebel against authority figures (Ballard et al., 2015; CDF, 2017; Yeager et al., 2017). Instances of rebellion are what prompt action on the part of administrators but sometimes discipline is not enough to correct the behaviors. By understandings possible underpinnings of civil behavior, school leaders can begin to examine long-term possibilities for addressing and not addressing these challenges.

Reasons to Examine Uncivil Behavior

Demographics in the United States are changing rapidly, causing a need for more knowledge and understanding to be shared about and between diverse social groups. The Children's Defense Fund reported nearly 1 million children resided in the state of this study in 2016, with 45% representing children of diverse racial and ethnic backgrounds who do not identify as Caucasian or White (CDF, 2017). These statistics are in accordance with the U.S. Census Bureau's report of the expected new majority group to emerge in the year 2044 (US Census Bureau, 2013). Due to research denoting that children carry experiences from their youth into adulthood, children who have expressed

a lack of trust in schools, perform acts of violence, demonstrate passive uncivil behaviors, or live in disadvantaged neighborhoods are more likely to have unpleasant social interactions, inclusive of individuals and peers outside of their in-groups (Bandura, 1977; Festinger, 1957; Witherspoon, Daniels, Mason, & Smith, 2016). Likewise, Degner and Dalege (2013) found that parental inter-group attitudes were significantly related to those of their children, a further connection to Allport's (1954/1979) explanation that children carry the attitudes about others from their parents. Domitrovich et al. (2017) found that social and emotional deficits in adolescents are predictive of aggression and substance abuse, difficulty stabilizing employment by age 25, and dependency on public assistance. However, higher levels of social competence were inversely related to criminal activity and a dependency on public assistance later in life (Domitrovich et al., 2017). These findings raise hope that students can experience growth that will reduce uncivil behaviors with positive effects that are sustainable.

By examining the causes of uncivil behaviors that lead to these severe social challenges, researchers and stakeholders can begin to reduce societal imbalances slated for students in the future. One prominent area shown to have impact on uncivil behavior is peer and school group norms. Research depicted that peer group norms about out-group members were positively significant when there was a school norm of inclusion and children were accountable to teachers; contrastingly, when a school norm of inclusion was absent, peer groups norms about out-group members were less positive (Rutland & Nesdale, 2015). Cyberbullying is another area that showcases uncivil behaviors by students. Elementary students are experiencing cyberbullying which

impacts their ability to develop prosocial behaviors and puts them at risk of not continuing open lines of communication with adults to report such issues (DePaolis & Williford, 2015). In fact, DePaolis and Williford (2015) found that only 50% of third through fourth-grade students who experienced cyberbullying reported it to adults. Additionally, students witness violence in schools by peers and are sometimes exposed to negative psychological effects of being victimized by weapons brought to school aimed to threaten and harm them by their peers (Esselmont, 2014). Esselmont (2014) found that the number of middle school students who carried weapons to school decreased (15% to 9%) when bullies were omitted from the statistical model. This indicated that when students who displayed negative behaviors were removed from school environment, safety for the general population was increased with reduced exposure to weapons and thus more positive perceptions of the school setting. Negative behaviors from students in school systems shed light on the pervasiveness of influence that peer groups have on students and the value of school wide implementations of inclusion (for all students) to curtail them.

Some researchers report that racial differences, institutional discrimination, and injustice though unfair treatment are causes for negative or uncivil behaviors students exhibit (Gilliam et al., 2016; Gregory & Fergus, 2017; Hope, Skoog, & Jagers, 2015; Mitchell, 2013). These behaviors sometimes intensify in adulthood (Lauring & Selmer, 2013). When students of racial and ethnic minorities perceive or experience racial discrimination in schools, they take this as a sign that they are devalued in the school and community (Hope et al., 2015). Consequently, these interpretations of devaluation are

shown to correlate with feelings of inequality that can lead to severe uncivil behaviors, such as violence. (Carter et al., 2014; Hope et al., 2014).

Several industries, such as business, education, and health, set forth examinations of uncivil behavior in adults, college-aged students, and children for multifaceted purposes that include (but are not limited to): psychological impacts for the future well-being of children, community and society based negative effects of uncivil behavior, and economic repercussions of unaddressed issues of uncivil discord (Jackson, Sweeny, & Welcher, 2014; Volpone & Avery, 2013). Research has created a case that these behaviors are so closely related to socially shared, damaging challenges for the future that examination and a desire to eliminate them should be of the utmost importance to education stakeholders, now.

Establishing Leadership Programs

The prior section details the importance of understanding uncivil behavior derivations and the case for examining the phenomenon however, implementation processes created to address the issues are just as important. Large-scale programs, such as the Safe and Civil Schools Program, have been replicated to address issues of disruptive behaviors, fear and insecurities by school staff, and retention efforts for teachers and students (Smolkowski et al., 2016). School leaders and teachers are finding that the best ways to alleviate uncivil behaviors are by instituting activities at the classroom or schoolwide level (Domitrovich et al., 2017; Yeager et al., 2017). As not all schools are financially equipped to implement large programs, there are a range of strategies from past and present research that demonstrate effectiveness in reducing

uncivil behavior and implicit biases, that are often performed at the classroom level (Bandura, 1977; Gonzalez et al., 2017). These interventions assist teachers and school leaders in managing smaller populations of students, while recognizing that youth leadership interventions can help all students during the process of implementation (Domitrovich et al., 2017). The classroom has also become a platform to instruct students on the merits of social justice though their personal experiences (Aronson & Laughter, 2016). Students' ideas of their ability to lead themselves and others may play a part in how well they respond to implemented programs.

How students view leadership. Leadership training for children and adults may seek to have similar outcomes but are differentiated in their methods of delivery and impact. Although many youth leadership programs encourage civic engagement through civic education and other aspects of adult leadership models (Engel, 2014; Hedtke et al., 2017), student ideas of leadership may not align with those perpetuated by adults (Monkman & Proweller, 2016; Mortensen et al., 2014). Adults tend to focus more on authority, civic responsibility, public speaking, and status achievement through leadership, according to findings by Mortensen et al. (2014). These areas of concern highlight the differences that can come with varying stages in life and general responsibilities associated with age. Mortensen et al. (2014) discovered that youth are underutilized as leaders in their communities and considered the cornerstone of good leadership to encompass helping others, listening to the needs of people, and being good role models. From this study, researchers learned that leadership to youth means being able to increase the well-being of the community and those within it. Youth leadership

programs typically steer students toward adult roles in society however, the programs that cater to the needs of youth and the sociopolitical work they can become involved with now has been found to attract their interest (Monkman & Proweller, 2016; Zeldin, Krauss, Kim, Collura, & Abdullah, 2018). Hope et al. (2014) found that adolescents participated in boycotts and protests more than young adults and showed an interest "in engaging sociopolitical systems" (467). Naturally, a desire to improve communities also requires the ability to interact with individuals from different cultural backgrounds, which Vygotsky (as cited in Driscoll, 2005) proposed made a difference in interactions but not one's ability to learn through interacting. Supported also by the work of Allport (1954/1979) and Ladson-Billings (1995) is the notion that individuals need opportunities to experience dialogue and interaction with individuals different from themselves for the best chance at achieving long-term change. While this aspect of leadership may not be the ultimate goal of many programs targeting uncivil behavior, the development of youth as productive members of society (community participants) realizing positive interactions in the midst of cultural difference often surfaces as a byproduct of implementation.

SEL and civic education nearing the mark. There have been several programs documented to mold, modify, and remediate the behaviors of students with varying strategies in place to reach a common goal, to better schools' climates and peer-to-peer interactions. A noted strategy instituted in the primary grades is the implementation of social emotional learning (SEL) programs, designed to teach students how to perform more affectively based behaviors in hopes of stimulating a long-term adherence to appropriate behaviors and empathy toward others (Ansary et al., 2015; Gregory &

Fergus, 2017). Durlak et al.'s (2015) meta-analysis of 230 studies, comprised of over 270,000 pre-school and elementary school-aged students found that students participating in school-wide SEL implementations made significant gains in developing prosocial behaviors, self-regulation, academic scores, and empathy toward others. Other researchers have found similar success in improving the social emotional competence of students with instituted programs at the elementary level, demonstrating that an appeal to the affective resonates with students and can be helpful in reversing dominating attitudes learned in the home (Domitrovich et al., 2015; Gregory & Fergus, 2017). Along another continuum, Witherspoon et al., (2016) provided that "racial-ethnic identity is a psychological process" and is connected to positive "social and development outcomes" (p. 88). SEL does not specifically address this area, specific to the growth and development of racial and ethnic minority students but succeeds in leading students to future well-being. School leaders and teachers encounter many different views and attitudes from students that surface from home training, which researchers have found are subject to change under their guidance.

While SEL programs garner much support in their positive findings, middle and high school students are also the recipients of civic based education programs designed to improve their behaviors through understanding their roles as members of a democratic society. Civic education is designed to empower and train students about the civic nature of their country and processes of democracy in which they can partake (Hope & Jagers, 2014; Lin, 2015). Researchers have found some aspects of civic education implementation by school leaders (and teachers) to be biased in their delivery or lacking

effectiveness among racial and ethnic minority population (Hurtado, 2007; Knowles, 2018). Programs designed to infuse leadership in students through civic education teach students the importance of being upstanding, productive citizens but can also be delivered by teachers who inadvertently skew content, by allowing their own ideology to surface. Knowles (2018) found through quantitative analysis that the civic and political ideology of teachers reflected the way they delivered information to students, the resources they used to deliver content, and the projects (collaborative or not) they assigned for completion. Often the "ideological predisposition" of teachers made greater discussions of democratic practice in the real world impossible for students to experience (Knowles, 2018, p. 92). In this case, students learned the importance of demonstrating positive civic behaviors, their democratic roles in society, and how political governments operate but were not able to discuss controversial topics that could lead to the practice of strengthening their sociopolitical consciousness.

Another area some civic education programs were lacking was the historical content of the topic of race, a crucial aspect of civic education. Some researchers reported that avoiding this topic did a disservice to students, lowered the effectiveness of programs among racial and ethnic minority students, and inhibited the experiences students would face in real world interactions (Hurtado, 2007; Hope et al., 2014). Ladson-Billings (1995) called for school teachers and leaders to begin enhancing the sociopolitical consciousness of students with talks about their role in society and community challenges they face. This dialogue would expose students to controversial topics, teaching them the importance of having discussions about societal areas of discord

(such as race and inequality) to make a difference for the future. Hurtado (2007) warned the topic of race must be discussed and not overshadowed or buried in the delivery of civic initiatives. While students are experiencing racial injustice in school systems (Gregory & Fergus, 2017; Yeager et al., 2017), additional detrimental student behaviors (Esselmont, 2014; DePaolis & Williford, 2015) are plaguing some school systems causing a plethora of implemented programs to arise to ameliorate environments.

Programs Implemented to Reduce Uncivil Behaviors

As school leaders are finding a host of threats that were not so prevalent decades ago, school programs are becoming tools of hope to address these challenges. Research has shown that perceptions of inequality (Buggs, 2014; Gilliam et al., 2016), unequal discipline (Carter et al., 2014; Gregory & Fergus, 2017), differences in culture and home training (Degner & Dalege, 2013; Ingraham et al., 2016; Mitchell, 2013), cyber victimization (DePaolis & Williford, 2015), and weapons of assault (Esselmont, 2014) are capsulated in student experiences however, researchers have found that interventions and programs can make a significant difference in reducing negative effects of these elements for students. Some programs are designed to focus on increasing cultural self-awareness for students of racial and ethnic minorities and teacher development, specifically African, African-American, Latino, and Native American children (Henderson, Ruff, & Carjuzaa, 2015; Hernandez & Murakami, 2016; Nastasi & Jayasena, 2014; Waston, Washington, & Stepteau-Watson, 2015). Other programs are focused on enhancing youth leadership and the ability to effectively interact with members of out-groups (Griffith & Larson, 2016; Lin, 2015; Monkman & Proweller, 2016). Research has

established a need for these programs to be instituted at the elementary school level (Schonert-Reichl et al., 2015). Further, Midgett and Doumas (2016) found some elementary school students sometimes display increased aggression nearing fifth grade but when placed in leadership school interventions also show the greatest desire to learn ways to improve their prosocial behaviors (Midgett & Doumas, 2016). Students are benefiting from programs designed to mold and shape their behavior as future leaders.

Distinctive programs to enhance student leadership. Programs implemented in school systems vary in the way their programs are facilitated and the activities they complete to enhance student leadership. Research denotes programs that focus on physical, cultural, and empowerment qualities are used to help students enhance their leadership abilities (Lebedeva, Makarova, & Tatarko, 2013; Waston et al., 2015). One ideal focus of leadership programs is that students learn self-regulation (among other attributes). To help establish this connection to self, counselors are often invited as expert contributors in the creation or delivery processes of leadership programs, specifically those implemented during the school day (Ingraham et al., 2016; Lebedeva et al., 2013). Counselors have been found to provide key details about the benefits of active and affective strategies (rather than passive and cognitive) to ensure the psychological well-being of students and can offer assistance in implementing programing that teachers (without this training) are unable to provide (Midgett & Doumas, 2016; Nastasi & Jayasena, 2014).

In the Russian Federation, high school multiethnic students from the north and south were having difficulty relating to one another and getting along. The Training of

Intercultural Competence and Tolerance (TICT) program was implemented as a six-day in-school program and facilitated in part by school psychologists, teachers, and invited trainers familiar with the school setting (Lebedeva et al., 2013). Results showed that students with a bleak outlook of future interethnic interactions improved their outlook significantly by the end of the program. Additionally, a noticeable increase in the "valence of ethnic identity" arose and demonstrated a positive correlation to civic identity (Lebedeva et al., 2013, p.45). These findings support Allport's (1954/1979) and Ladson-Billings (1995) theories that knowing one's cultural identity helps encourage positive behaviors and recognition of oneself as a positive component of society. The success of TICT was so well noted, it was expanded to middle schools and other schools in the Federation.

In some cases, traditional strategies are not sufficient to engage current populations of youth. Researchers have also found when school leaders strive to meet students where they are (i.e., culturally, socio-economically), they are able to see greater student participation in discussions, open-mindedness, and a willingness to interact freely with others (Ladson-Billings, 2014). Some programs call on *hip-hop* as an aspect of youth culture to help enforce culturally sustaining connections among student groups (Ladson-Billings, 2014). "Culturally sustaining" refers to an understanding that all culture is evolving and therefore is intertwined with current movements of racial and ethnic minorities (Kuttner, 2016; Ladson-Billings, 2014). Among middle and high school students in programs and groups such as Project HIP-HOP and the Youth Affordabili(T) Coalition, students improved their understanding of social justice and

demonstrated positive interactions when engaging others. Program facilitators' efforts to include all student participants was made by disallowing phrases such as "our history" to surface during the program, causing disruption to the collaborative efforts of the whole (Kuttner, 2016). Facilitator's attention to these details illuminate the counterproductive impact some words and phrases can have in programs.

In these examples, researchers communicated that students prized being able to discuss the challenges they faced in their communities. One student shared her view about those who refrain from increasing youth leadership, "If you are just sitting around talking about where you are personally, you're not confronting the real issues and how they really are playing out in the neighborhood" (Kuttner, 2016, p. 547). Similarly, Vakil (2014) found success in increasing the social political consciousness of middle and high school students with the implementation of culturally relevant instruction in a science, technology, engineering, and mathematics (STEM) program promoted as a cognitive based mobile app development program; using Google's APP Inventor for Android (AIA). Technology poses a disparity for some marginalized students, yet is believed a viable approach to reduce aspects of community based challenges (i.e., poverty, environmental justice) by some researchers (Vakil, 2014). Students were able to view organizations participating in social justice activities as components of their business, which sparked discussion and interest to assist students in wanting to make a difference in their communities (Vakil, 2014). An in-school bullying program, run by school counselors under researcher direction, revealed that fifth grade students can be placed in peer-advocate leadership roles to identify and address bullying in their schools (Midgett

& Doumas, 2016). Enabling fifth-grade students with the guidance they need to effectively generate peer team solutions to intervene in bullying situations can improve the social climate of younger elementary students and those of middle school students, as these trained youth advance through school promoting pro-social behaviors. After-school programs such as these improve social interactions, give youth additional avenues to career paths, and place mentors (peer or adult) at their disposal.

Keeping in line with the creative continuum, school leaders may choose to appeal to creative physical practices to inspire leadership in some students. Waston et al. (2015) saw positive changes in behavior by using a cultural approach to inspire leadership in African-American male students by exposing them to traditional African drumming in conjunction with mentorship and discussion. Drumming is an invigorating activity that requires coordination, concentration, and physical endurance. The same is true for physical sports activities. Playworks, a youth program in 23 United States cities, encouraged fourth and fifth-grade students to become leaders and mentors by participating in two hours of training each week during the school year (Massey et al, 2018). Students increased their leadership skills of learning conflict resolution, how to engage others in activity, and how to promote social inclusion (Massey et al., 2018). Junior coaches practiced these skills with younger peers in monitoring their play and teaching them how to play games.

Implemented mindfulness techniques have garnered positive results among elementary school students. The MindUP program facilitators imparted mindfulness techniques to students three times a day (Schonert-Reichl et al, 2015). These techniques

consisted of a breathing technique designed to quiet the mind and participating students performed higher on the most difficult tasks "requiring inhibitory control," greater working memory, and higher emotional regulation (Schonert-Reichl et al., 2015, p. 63). MindUP program facilitators used cognitive, behavioral, and neurophysiological investigations to determine how well students responded to a once a week (40-50 minutes), in-school program to improve SEL (Schonert-Reichl et al., 2015). Similarly, a mixed-method study of a mindfulness intervention conducted with fourth-grade students (89% Hispanic population) had their hearts monitored during the act of mindfulness practice (Keller, Ruthruff, Keller, Hoy, Gaspelin, & Bertolini, 2017). The researchers found students with negative perceptions of their schools were somewhat resistant to certain mindfulness practices than students with positive perceptions of their school. Overall, both groups displayed significant, positive results from the practices (Keller et al., 2017).

Whether physical, cultural, or cognitive based, programs made to instill leadership qualities in students, inclusive of bettering social interactions, have marked effective outcomes. These programs also give students the opportunity to be mentored by adults they trust, which in turn teaches them how to mentor others. Each program is distinct and worthy of note however, few combine sociopolitical activity and lessons of cultural competence in elementary school settings. These programs demonstrate an opening for civil leadership programs that stretch the bounds of the affective (as noted in SEL), include the understanding of various light components of the democratic (civic education), and encourage a platform for the delivery of sociopolitical awareness and

cultural competence (domains of CRP).

Exploring Civil Leadership

Programs implemented in schools that teach students self-regulation, coupled with an understanding of their identities and in relation to their surrounding community are civil leadership programs. Ewald (2001) espoused that civil leadership is that trait in both leaders and the general public that allows dissimilar groups to "live together and get along" with the understanding that civility is a "constituent component" of "effective leadership" (p. 3). There have been many programs that endorse the development of social and emotional learning, which focus more on empathy enhancement in students (Domitrovich et al., 2017; Durlak et al., 2011) but do not specifically seek to produce an air of cultural understanding of both oneself and others in students. Although in Russia, Lebedeva et al. (2013) found that students could be led toward a greater propensity to have empathy for students of other ethnic groups, a higher view of the future of interethnic interactions, and increased civic identity when their own ethnic identity increased. The findings were similar for students in the United States found in studies decades in the past (Allport, 1954/1979; Durlak et al., 2010; Ladson-Billings, 1995). Several studies have shown that cultural and ethnic differences lead to perceptions and actual experiences of inequality by children, adolescents, and college-aged students (Yeager et al., 2017; Yeung & Johnston, 2014). Youth participatory action research (YPAR) is research driven by youth who work with adults to apply change in the real-world. YPAR is considered to embody civic instruction but concentrates on empowering marginalized populations and is specifically guided by critical race theory (CRT) and

decolonizing theories (Bertrand, Durband, & Gonzalez, 2017). While also aiming to improve the lives of marginalized youth, civic leadership is not regulated to one particular population. The original context of civil leadership, explained by Ewald (2001), promoted the concept that similar and dissimilar populations need to exist harmoniously with one another. Therefore, civil leadership is a tool that can be used to reduce uncivil behaviors and increase cultural competence for students of all backgrounds. School leaders and teachers have difficulty navigating the complex factors that create an onset of uncivil behaviors, yet one can find that programs are available to effectively assist in reducing uncivil student behavior (Smolkowski et al., 2016). Despite the bleak state of problems that seem to intensity uncivil student behavior, programs have shown encouraging results that school leaders and teachers can guide student progress toward positive interactions.

The Role School Leaders and Teachers Play in Increasing Civil Leadership

School leaders and teachers can achieve success in overturning uncivil student behaviors, due to the many hours they spend with students each school day and the demeanors they exhibit. Yeager et al. (2017) reminded education stakeholders that "the product of observing and social interaction continue to exert an influence on development [for students] for years to come" (p. 671). These sentiments were originally posed by Bandura (1977) and later supported by Yeager et al., (2014, 2017) who included trust as a factor to gage how well students would follow adult leads. School leaders and teachers provide information to students through topics of study, but they provide character lessons to students in their interactions with other teachers and students as well (Lin,

2015; White & Waters, 2015). Students who reported that they trusted teachers or school leaders demonstrated prosocial behaviors with their in-group and out-group peers; some even excelled more academically (Benner & Graham, 2013; Yeager et al., 2017). This indicates that students value trust and need to perceive this as an apparent connection to school teachers and leaders to help guide them to successful progress.

At times, school leaders take up the task of collaborating with other educational professionals across the world to create sustainable programs that will meet the cultural needs of their students when this is seen as a barrier to progress (Nastasi & Jayasena, 2014). Some researchers are finding that sustained collaboration with affiliates in other countries can dynamically change the direction of the programs they institute school-wide to improve student behaviors (Nastasi & Jayasena, 2014). Whether in the United States or abroad, school leaders and teachers bear significance in the lives of students. They spend inordinate amounts of time as the temporary caregivers for students in the absence of their parents or guardians and many work diligently to help students meet success.

The role of teachers. Students depend on teachers to provide them with positive learning experiences and to protect their interests in the classroom. Teachers can become easily overwhelmed with aspects of teaching they may not have been adequately prepared to experience or address, such as student perceptions of inequality, student violence or aggression, or student from racial and ethnic groups outside of their own (Gilliam et al, 2016). For these reasons, teachers need quality training and the chance to express themselves in safe settings to help influence students positively (Hernandez et al., 2016;

Ladson-Billings, 1995). In an affluent university setting, undergraduate racial and ethnic minority teacher education students were disappointed to see the majority of their peers were Caucasian or White females, who held the view that racial and ethnic students were disadvantaged (Ladson-Billings, 2014). Following participation in an undergraduate teacher education class with the inclusion of a racial and ethnic student cohort, Caucasian or White students and those in the cohort were able to convey their ideas, fears, and realities through drama and creative writing. In this class, the cohort established the majority and assisted Caucasian and White students in providing their surprise that students of the cohort raised critical topics and "pushed" the discourse (Ladson-Billings, 2014, p.80). It also helped that the teacher established guidelines that required students from both groups to intermingle and partner for coursework. The take away was enlightening experiences for all students who were able to learn from one another in a safe space under the guidance of a trained teacher.

In many school settings, the exposure of teachers to students who are different from them racially or socioeconomically is challenging. Early education Caucasian or White teachers reported they were more offended by African-American student infractions than majority students and therefore punished them more harshly (Gilliam et al., 2016). In a data set of over 700 pre-kindergarten students, African-American and Latino students showed no difference in social skills near the beginning of the school year based on the race of their teacher. However, an increase in teacher reported behavior issues by African-American boys ensued from the fall to spring by Caucasian or White teachers than that of African-American teachers (Gilliam et al., 2016). Chao

(2013) explained that teachers cannot be expected to change their belief systems when enrolled in superficial classes that are not successful in sustaining support for teachers in the area of cultural interactions. Teachers who have improved understanding of their own cultural identities are more willing to learn how to best serve students that are different from them and grasp the importance of culturally relevant practices (Chao, 2013). Researchers are now finding that teachers and school leaders (even in alternative school settings) need to have a willingness to change in order to realize trust and change in student behavior (Benner & Graham, 2013; Hodgman, 2016; Yeager et al., 2014). Ladson-Billings (1995, 2014) provided that her early theoretical presentation of CRP is barely recognized when implemented in some schools; especially when relegated to "books about people of color, having a classroom Kwanzaa celebration, or posting 'diverse' images" in a classroom (p. 82). Research has shown that training is a positive way to assist teachers in transforming their thinking and reassessing their personal biases through self-examination. School leaders can also be helpful in ensuring the proper protocols come into fruition in school settings.

The role of school leaders. School leaders have responsibilities in maintaining the internal and external safety of schools, but they also provide positive opportunities for students to learn leadership through their actions. Large scale programs and those requiring funding or research authorization require the approval of district level staff for K-12 school implementation (Goodman & Hooks, 2016; Kremer et al., 2015; Smolkowski et al., 2016). However, smaller scale programs, after-school programs, classroom interventions, and those instituted outside of the United States may require the

authorization of the school level leader, notably the principal. School leaders are then entrusted with monitoring and delegating duties to teachers and staff to properly institute these initiatives while maintain a sufficient attention to administrative duties (Hernandez et al., 2016).

There are school leaders who chose to adopt social justice leadership to address the needs of diverse or multicultural school populations. Social justice leadership in multicultural schools involves an examination of the wider society to effectively understand the challenges teachers will face in bringing school-wide goals and objective to fruition (Zembylas & Iasonos, 2017). While carrying out one of many divergent duties school leaders have, sometimes their own cultural background can affect their leadership style, selected offerings for students, and initiatives for school climate control (Zembylas & Iasonos, 2017). Whether of a racial and ethnic majority or not, school leaders have the same duties, need training (Hernandez et al., 2016), and are equally observed by students as authority figures and potential role models. There are some researchers who have found that school leaders of the same racial and ethnic background of their majority student population realize greater academic gains and report less uncivil student behavior (Gilliam et al., 2016). Some also believe that racial and ethnic students need to see more racial and ethnic minority administrators to feel confident and safe in their school environments (Hernandez et al., 2016). Conversely, other findings support school leaders of all racial groups as having decreased uncivil behaviors by students when they were perceived as active advocates for students of racial and ethnic minorities, fair in their discipline practices, and willing to interact with surrounding communities to impact

social interactions positively (Benner & Graham, 2013; Goodman & Hooks, 2016; Henderson et al., 2015; Ladson-Billings, 1995, 2014). Research studies are numerous about inequality and injustice in discipline, thrust upon racial and ethnic minority students from elementary to high school (Hardie & Tyson, 2014; Wesley & Ellis, 2017; Yeager et al., 2017). Aside from these reports to substantiate injustice, there are also those that show teachers improving classroom environments with restorative practices in multiethnic classrooms and student-centered outreach university programs reaching out to communities are improving civil behaviors of students (Goodman & Hooks, 2016; Ingraham et al., 2017). These collaborative efforts are permeating communities to lead cultures and long-standing traditional practices that may have been prior deterrents to social inclusion for all people.

The role of community. Education stakeholders have made increased progress in developing community-based partnerships that extend the reach of in-school programs, into surrounding communities. Community organizations, universities, and K-12 school personnel that incorporate collaborative efforts in addressing the social climate of school environments have found success in their efforts (Mortensen et al., 2014; Goodman & Hookman, 2016; Poynton, Kirkland, & Makela, 2019; Witherspoon et al., 2016). Mortensen et al. (2014) proposed that youth should be considered leaders in the undertaking to positively change communities by organizations. The desire and willingness to engage in affecting social change in communities develops for some students as a by-product of implemented school leadership programs. A qualitative study by Mortensen et al. (2014) suggested that promoting civic engagement and leadership in

youth while they are youth may produce “a larger cadre of adults” instrumental in transforming society “in the future” (p. 451). A result of this nature is most possible, as long as students feel valued and see benefits from the collaborations and outcomes that reflect their involvement.

If students are unaware of outcomes that recognize their involvement, partnerships may not prove fruitful. In a university-community participatory partnership with middle school students, efforts were made to include middle school applied science students in the design of the new school building while giving them access to architecture and design processes through graduate student mentors (Derr, Malinin, & Banasiak, 2016). During the multiple year partnership, undergraduate students found that middle school students took pride in sharing their ideas about the design but were disappointed in the resulting building. Some misconceptions about sustainable design by middle school students and variations in scheduling that prevented collaborative meetings with undergraduate students and architecture companies left students feeling excluded (Derr et al., 2016). Middle school students expressed their disappointment in collaborative sessions and undergraduate students found behaviors middle school student behaviors were not improved (Derr et al., 2016). The efforts of the university-community partnership leaders forced a review about ways to improve, ensure students realize more return, and university or company objectives are instituted separately from those proclaimed to benefit students (Derr et al., 2016). This case highlights the importance of reflective assessment by program leaders of community-based school projects and informs organizers of potential pitfalls.

One way universities seek to improve teacher education programs and surrounding communities is to affect change that includes stakeholders and residents of minority and majority populations. Collaborative efforts between a South Carolina university teacher education program and an early childhood program in a public school elevated trust among diverse linguistic student families and their school teachers and leaders (Goodman & Hooks, 2016). In this collaboration, CRP was used to improve classroom experiences for multiethnic students under the guiding principle that students who find their communities honored by educators and school leaders learn more readily and have higher perceptions of school leaders and their school as an institution (Benner & Graham, 2013; Goodman & Hooks, 2016). University leaders who consider using CRP to help instill a sense of community in school environments find this is decision is apropos because CRP helps improve the communicative styles of children within and without the majority culture in a school setting.

Communities reflect the attitudes and behaviors of their residents and are inevitably positioned to change over the years. Positive community characteristics, referred to as *neighborhood characteristics* by Witherspoon et al. (2016), were found to contribute significantly to elementary students "efficacy beliefs" in their academic aptitudes. The affirmation of their racial-ethnic identities by neighborhood adults, even in disadvantaged neighborhoods, created social capital which in turn lead to positive behaviors and student perceptions of "hope" for the future (Witherspoon et al., 2016, p. 97). A study of Malaysian high school students in afterschool programs, yielded that perceptions of safety helped students improve their relationships with community adults

and increased their leadership voice. Just as safety is a concern with adults, so is it with students and school leaders' willingness to include surrounding communities in their paradigm of leadership activity can make noteworthy impacts on student behaviors. Additionally, when school leaders become familiar with student cultures and the surrounding climate of community, they are more likely to receive the support and involvement student families. A local southeastern school board member exclaimed in frustration that external facilitators of a community-based program "came into our community…they knew nothing about our community" (Anderson et al., 2017). Communities are impacted by the total sum of their resident populations and the influences that exist within them. Education stakeholders are in a position to use the aspiring desire of youth to affect positive social change and to ultimately change the landscape of their communities for many years to come.

Summary

Many programs exist to improve the prosocial behavior of students. K-12 and collegiate environments are populated with students who have experienced positive and detrimental life circumstances (Aviles & Heybach, 2017; Yeager et al., 2014, 2017). Despite these varied differences, all students are expected to make earnest efforts to behave civilly with their fellow peers (Ewald, 2001). Research makes a case that disadvantaged, marginalized, and psychologically impaired youth need more support in learning how to project prosocial behaviors among their majority peers (Hope et al., 2015). Likewise, research also supports the promotion of programs, such as SEL and civic engagement, designed to improve civil behaviors among the majority (Durlak et al.,

2011; Lin, 2015). Through the lens of CRP, correctly implemented, minority and majority students are taught cultural competence which fosters positive civil behavior (Anderson et al., 2017; Goodman & Hooks, 2016; Ladson-Billings, 1995). Likewise, students with positive perceptions about educators and school leaders have been found to feel greater trust for their institutions, appreciation of their cultural groups, and show improvements in their ideas of leadership (Benner & Graham, 2013; Wesley & Ellis, 2017; Yeager et al., 2017). Leadership programs may also give students an opportunity to share their voices, mentor peers, and develop sociopolitical consciousness (Mortensen et al., 2014). Such studies are few in the elementary environment. Developments at the elementary level may ultimately affect student engagement in communities and map a terrain for long-term sustainability for future generations (Mortensen et al., 2014). School stakeholders have the chance to improve the lives of youth while engaging them as social leaders to join communities in their movements toward positive social change. Chapter 3 provided the methodology of the planned study to help examine this underexplored phenomenon of civil leadership programs implemented at the elementary level.

Chapter 3: Research Method

Introduction

This chapter includes the outline for this study, inclusive of the research design, rationale, methodology, issues of trustworthiness, and ethical procedures. The purpose of this case study was to explain motivating factors, challenges, and rationales for school administrators and leaders opting to implement a student civil leadership program in a K–6 elementary school environment as well as to understand how the program was implemented, how it currently operated, the extent to which CRP was facilitated through instruction, and how students benefited.

Research Design and Rationale

I used three research questions to guide data collection in addressing the primary phenomenon of this study, which is the implementation of a civil leadership program at the elementary school level:

RQ1: What are the motivating factors and challenges of stakeholders (district leaders, school administrators, and program facilitators) in establishing and sustaining a civil leadership program at the elementary school level?

RQ2: How is culturally relevant pedagogy apparent in the development and delivery of this civil leadership program?

RQ3: What growth or change in student participants have stakeholders observed in alignment with civil leadership and culturally relevant pedagogy?

Programs to increase leadership skills are typically implemented at the middle and high school levels, despite the fact that elementary aged students show greater plasticity

in deep seated attitude adjustment than adolescents (Mortensen et al., 2014). The phenomenon of greater plasticity for elementary students encouraged was the development of civil leadership and its presence in the facilitated elementary school program under study.

The research tradition I selected for this study was case study research as a qualitative design. It was essential to separate *case studies* and *case study research*, as titles, due to the newfound common use of the term *case study* for various projects and arenas that are not specific to the conducting of actual research (Yin, 2018). Qualitative design allows researchers to remain "sufficiently" open to explore whatever fieldwork and early interviewing may reveal, therefore availing the researcher to more flexibility in discovering the unexpected during a study (Patton, 2015, p. 322). Yin (2018) suggested that published case studies provide nonspecialists with awareness and solutions to situations (p. 224). Likewise, case studies are useful in establishing a more in-depth body of knowledge about a phenomenon outside of "dense or abstract" statistics that may not adequately convey what the researcher seeks to detail (Yin, 2018). Observations give case study researchers a mode of data collection to gain thick-rich descriptions of study matter, objectively and factual described without cluttered and "irrelevant minutiae" (Patton, 2015, p. 332). Becker (as cited in Patton, 2015, p.332) explained that only through the collection of observational data can researchers determine what "schools… do, rather than accepting conventional answers." Determining what "schools do" was an objective I sought to complete in this study through observation.

Researchers perform case studies to explore and understand the existence of certain social phenomena. The purpose of the study aligned well with case study. Yin (2018) explained that case study is appropriate when: (a) the focus of the study is how and why a phenomenon has occurred, (b) studying the contextual conditions of a phenomenon is believed essential to the study, (c) it is not possible for the behavior of participants to be manipulated, or (d) boundaries are vague or blurred between context and phenomenon. Case study is also deemed appropriate when researchers seek to "retain a holistic and real-world perspective" (Yin, 2018, p. 5) of groups under study. Patton (2015) also stated that when observations and descriptions specifically focus on a particular program or group, case study analysis is appropriate. Patton (2015) reminded researchers that social phenomenon can be examined using many different approaches. However, case study is frequently selected when studying the contextual conditions in a setting can further benefit data collection. This single case study was aimed to further an understanding of how this program evolved and operates.

The nature of this particular study lent itself to a case study design because I explored the implementation of an elementary civil leadership program through the collection of: five to eight interviews with implementers and facilitators, observations of facilitators implementing the program in a classroom setting, and artifacts (i.e., student work samples, curriculum activities, newsletters, etc.). Yin (2018) proposed case study research as a design that allows researchers to obtain "an up close and in-depth coverage of the case" (p. 234) with multiple data points to capture emerging themes. Perceptions of implementers and facilitators, as well as procedural explanations about the program

were provided through interviews and observations. A combination of these data collection methods provided the detail needed to describe the facilitation of any CRP activities and strategies that may be facilitated through classroom instruction. These observations assisted me in noting instances of CRP that surface in the program delivery to further enlighten, coincide, or potentially digress from interview responses.

I considered a generic qualitative design for this study as well but did not select it because of the importance observations would serve in further describing what happened in case setting and the extent to which CRP was apparent in curriculum delivery. Patton (2015) detailed generic qualitative inquiry as practical in "observing matters of interest in real-world settings" (p.154), which aligns with Creswell's (2009) explanation of qualitative study. Generic qualitative inquiry provides the freedom of uncovering new information and determining what is happening in programs without ascribing to a specific philosophical (or epistemological) tradition (Patton, 2015). Patton (2015) also offered that generic qualitative design gives researchers the freedom to conduct open-ended interviews about a topic and then observe them performing the topic of interest in the natural setting.

In this study, I reported on the manner CRP was delivered through GCP using scholarly explanations of CRP to assist in aligning interview data collected with the activities I observed during the program. Once specified, this information gave readers a better understanding of the how the domains of CRP were or were not apparent in the facilitation of the program. As the program under study was offering a newly formed

combination of strategies to teach leadership, I used an exploratory case study to assist in painting a detailed picture of the program's operations and implementation.

Role of the Researcher

In this study, I served in the capacity of interviewer as well as observer during school hours in an elementary school. The role of the researcher is paramount to facets of a study that may lend themselves to biases or greater experiences within a study (Creswell, 2009). Researchers need to carefully consider their roles in a study. Yin (2018) gave examples where the role of participant observer may require too much attention of the researcher by direct involvement and the role of participant-observer may not offer an adequate collection of data if time or trust by the participants proves a challenge.

For this study, I existed as an observer in the classroom setting and an interviewer with school personnel in accordance with their availability. The justification for this choice was to make intentional efforts to interact with necessary participants to gain their insight and interpretation of implementation processes, while also observing facilitators delivering program components in their natural state without influencing the setting directly. As the sole researcher in this study, I also designed interview protocols, conducted all interviews, observed facilitators in the classroom setting, examined artifacts (i.e., student work samples, curriculum activities, newsletters, etc.) pertaining to the program, and analyzed the data collected.

At the setting for this study, I interacted with district personnel, school administrators, and facilitators. The site for this study was nearly 150 miles away from

my current residence, at a school district in which I did not have any known affiliations. Although I served as a certified school teacher in the same state where the school is located, I had not taught, nor interacted professionally or socially with any of the potential participants in the school district selected for this study. There were no existing professional affiliations that I held in conjunction with any of the intended participants at the district or school administration level. Additionally, I did not hold any authority or affiliations of authority over any of the intended participants in the study, nor was I aware of any relationships that may exist between external advocate or professional groups of which I am a part and intended participants. I was not aware of any affiliations that I may have held with program facilitators who were to serve as participants in this study.

To help ensure potential biases did not become a hindrance in this study, I maintained a reflective journal to document feelings that I experienced during data collection and therefore will strengthen the output of data when analyzed. Although there were no biases that were known to me at the time of the study, I monitored my feelings (elation, confusion, judgement, etc.) that surfaced in the interview process and remain dutiful (and vigilant) to following the guiding interview questions as outlined for participants. Further, I deferred to the expertise of my dissertation committee members to help me identify and moderate any potential biases that were not apparent to me.

Methodology

This section on methodology provides an outlook of the participant selection process, instrumentation, and recruitment measures used to conduct the study. Further, the plan I employed for data collection and data analysis is also included in this section.

Setting

This study took place in a southern United States based elementary school serving preschool through fifth-grade students in which school leaders implemented a civil leadership program. It was one of three schools in the district using this program. Outside of this school district, surrounding districts within a 25-mile radius were not known to have similar programs. At this time of this study, the program was offered solely to fourth-grade students who attended sessions comprised of 20 – 25 students in each class session, once or twice a week.

Participant Selection Logic

Participants for this were five district leaders, school administrators, and facilitators of the program. This total included one district leader, two school leaders, and two program facilitators. Specifically, these individuals were those who are or were directly involved with approval processes for the program (district and school leadership) and those individuals who facilitated instruction in the classroom. This case study was intended to explain motivating factors, challenges, and rationales for school administrators and leaders opting to implement a student civil leadership program, in a K – 6 elementary school environment. I sought to understand how the program was implemented, currently operated and the extent to which CRP was facilitated through instruction. Facilitators of the program during the school day were comprised of onsite school administrators, teachers, and community partners.

I used purposeful and criterion sampling to identify participants in the study. Purposeful sampling is a non-probability sampling technique that gives researchers the

opportunity to select participants specific to the study who can provide information-rich details pertaining to the phenomenon of study (Patton, 2015; Yin, 2018). Purposeful sampling met the need to have school personnel participants, with key knowledge about the program to address the research questions of the study. Of particular interest was RQ1 which addressed the benefits and challenges associated with the initial implementation of the program, as well as ongoing processes. Purposeful sampling allowed me to gather information from the best candidates with information-rich detail to lend to the study.

I used to criterion sampling to determine which facilitators were best suited as participants. Criterion sampling was used to satisfy a predefined purpose and includes those who have experienced a phenomenon (Creswell, 2018). The purpose of inviting facilitators was to obtain their experiences about and perceptions of the program regarding their personal involvement. Community partners served as facilitators of the program, while school administrators and other staff members are required to be present in class sessions due to school policy. A past facilitator of the program showed an interest in sharing his or her experience related to the creation of the program and practices that still remained as part of the currently program. Some researchers permit leeway for opportunistic sampling that allows for unexpected leads to be examined (Creswell, 2018). I also considered opportunistic sampling to allow for the realization of unexpected information (i.e. school employees in the classroom) conveyed to me by participants during the study.

Sampling sizes for each group of participants varied according to their availability, involvement, knowledge, and facilitation of the program. For this study, a range of three district and school leaders and two program facilitators was sufficient to collect the views and knowledge of participants while achieving sufficient saturation of information. Small sample sizes are found often in qualitative studies due to the nature of the information under study and the fact that information specifications and not generalizations are to be made from collected data by the researcher (Creswell, 2018; Yin, 2018). Case studies typically have small numbers of participants, but researchers must endeavor to collect extensive details from participants in these selected samples to (Creswell, 2018). I used the interview guide to assist me in collecting data from the participants to meet saturation.

Contact and recruitment. The process of contacting and recruiting participants proceeded as follows. I contacted the school district office staff in charge of research approval processes. The staff members referred me to communicate with the principal at the first school to implement the program in the district. District office personnel and school leaders (principal and assistant principal) provided details about the program to confirm its existence and general details before providing me with documentation that must be completed to establish official approval through the school board. District office and onsite school leaders expressed interest in sharing more about the growth of the program through a study. With the assistance of my dissertation committee members, I completed and submitted documents to the district's Director of Accountability for review and written approval was granted by the school board.

Following written approval from the district, I awaited Institutional Review Board (IRB) approval (0-19-18-0437666) from Walden University. After this time, I reconnected with district and school leaders to begin procedures to collect data (i.e. schedule interviews, distribute letters of consent). I forwarded a letter of cooperation to the school principal to expound on recruitment, data collection, and the dissemination of results, as a three-page summary, from the study. Following a signed confirmation of the letter of cooperation from the principal, I forwarded consent forms (via email and by courier mail) to the school administrators and program facilitators to provide particulars of the study. Consent forms provided the background, procedure, nature of the study, security of privacy, closing statement, and verbatim IRB language for participant review. Additionally, Creswell (2009) stated that consent forms helped to ensure participants that their rights would be protected during a study. Upon the completion of these actions, approvals granted by district school leaders signaled me to begin collection procedures.

Instrumentation

This instrumentation section provides the detail of proposed data collection instruments to be used in the study: an observation protocol (Appendix A), document and artifact form (Appendix B), and interview guide to align research and interview questions (Appendix C). Multiple methods of collecting data are considered helpful in building triangulation in case studies (Creswell, 2018; Yin, 2018). To maintain close proximity to fact-based information, researchers rely on data collection tools to help gather pertinent information, free from perceived bias.

I used an observation protocol to document my observations from classroom visits. Accuracy in observation data is essential to aid to the reputability of the study (Patton, 2015). Direct first-hand observations help researchers take note of what is happening “rather than simply assume” to “know” (Patton, 2015, p. 331). Observation protocols are recommended by Creswell (2009) to include a single page with a vertical line of division to separate descriptive and reflective notes from one another and may include demographic details (see Appendix A for the observation sheet I developed). Any field notes were kept in a journal to ensure I remain focused and reviewed the area as observed.

I used a document and artifact form to maintain organization of any documents I collected (see Appendix B). Artifacts (i.e., student work samples, poster images, newsletters, etc.) provided information that was advertised or put forth to parents and community members about the program from the school district. Additionally, public documents (i.e. state accreditation reports and state annual reports) aided in gaining unobtrusive access (Creswell, 2009) to aspects of the program that may have assisted in its development, growth, or continued progress. The document and artifact form allowed me to record the source and purpose of the documents for later analysis. Creswell (2009) suggested that researchers also record the “reliability and value” of data sources (p. 183).

For the interview protocol, I developed an interview guide that allowed for the examination and alignment of research questions, conceptual framework and interview questions. Additionally, I performed a field test of the interview questions with expert reviewers aligned closely with the nature of each participant group (district leaders,

school administrators, and program facilitators). Expert reviewers consisted of: (a) a licensed psychologist with a PhD in educational psychology, who is also a former higher education professor and developer of federally funded programs and clinics; (b) an executive director of a national organization that houses and develops state and community programs; (c) a B.A. holder in psychology from Walden University with three children (two elementary school aged and one freshman in college). These expert reviewers afforded me the opportunity to assess strengths and weaknesses of the interview questions. I modified some of these questions to aid in gathering more pertinent details needed to address research question from interviewees. An alignment of the interview questions to the research questions can be found in Appendix C.

Interviews were used to explore participant experiences and their knowledge of the phenomenon of interest in this study. Researchers are encouraged to generated open-ended questions for interviews to elicit rich, thick descriptions from participants (Patton, 2015). Therefore, each question in the interview guide for the three groups was open-ended for district leaders, school administrators, and program facilitators. In addition to asking the same questions of interviewees in each participant group, I noted additional information that surfaced from participants unexpectedly and necessitated a modification in interview questions.

Data Collection

This section outlines the potential manner in which participants were engaged, debriefed, and communicated with during the study. Table 2 showed a summary of data collection details aligning each data collection instrument to research question. As

summarized in Table 2, data was collected primarily through interviews, observations, and artifacts. As the researcher, I was the sole collector of the information for each listed collection method. Interviews were limited to 60 minutes in respect of participants' time. I endeavored to schedule interview times to fit the schedules of the potential participants and ensure infringes on their time are minimized. Observations were made in school classroom with facilitators, at the regularly scheduled class meeting times. Class visitations occurred two times during the 3 week duration of the data collection period. Data for each item was recorded using the following recording methods:

- Interviews – I used audio software on a laptop to capture voice recordings of each participant allowable through consent. My phone audio recorder was used as a backup method to collect interview data. The use of captured audio data helped maintain accuracy in data collection and analysis (Yin, 2018). I captured additional notes, as needed, with a journal during interviews. I avoided typing on a laptop during any participant interview, to capture interview data.
- Observations – I prepared and used an observation protocol to ensure objective and factual data was captured during the observation of facilitator involvement in the classroom setting (Appendix A).
- Documents and artifacts – I used a document and artifact form to categorize and maintain organization for any documents or artifacts (i.e., student work samples, curriculum, lesson plans, newsletters, etc.) acquired in the data collection process (Appendix B).

Table 2

Research Question and Data Source Alignment

	RQ1 What are the motivating factors and challenges of stakeholders in establishing and sustaining a civil leadership program at the elementary school level?	RQ2 How is CRP apparent in the development and delivery of this civil leadership program?	RQ3 What growth or change in student participants have stakeholders observed in alignment with civil leadership and CRP?
Interviews with district and school leaders, program facilitators	Yes	Yes	Yes
Artifacts		Yes	Yes
Documents		Yes	
Observations		Yes	

As each interview session drew to a close, I thanked participants for their time. Participants were debriefed with a reminder of the verbiage from the consent form in regards to their confidentiality. I verified the contact information for each participant for correctness. Participants were reminded that I would communicate with them (via mail or in-person) at a later date to provide a transcript of their interview responses to ensure accuracy of provided details. I sent all participants a $10 gift card, as promised in the Consent Form for study participants. This performance of transcript review allowed for assurance in the quality of the data, before analysis. There were no extenuating circumstances to take place. Therefore, follow-up interviews were not necessary.

The general timeline set forth for the study was 2 1/2 weeks and included:

- First week – distribution of consent forms to district and school leaders and program facilitators; interview dates and times will be arranged to suit the schedules of the participants once signed consent forms were completed.
- Second week – interviews were held with participants; observations were made of the classroom setting during two live sessions.
- Remaining days – these days were reserved to distribute transcriptions (via email) to participants for transcript review and to collect artifacts or public documents that may not have been collected during interview sessions, for triangulation.

Data Analysis Plan

For data analysis, I endeavored to create a sensible explanation of text, artifacts, and audio acquired this study. Interview, observation, artifact and public document data was analyzed using qualitative content analysis, which also included emergent coding to capture and identify developing themes. Patton (2015) described content analysis as the analysis of text for recurring words or themes. Qualitative content analysis helped reveal patterns in text which were categorized into evolved themes. The process by which this examination took place was coding.

Coding is a process that evolves and constantly reinvents itself through researcher manipulation of data. Data collection and data analysis occur simultaneously in qualitative studies (Creswell, 2018; Patton, 2015). Data can be captured through manual or electronic means (Creswell, 2009). Therefore, I used a desktop computer, Microsoft Word and Excel software, and relevant field notes to enable the appropriate recording of information for coding. Saldaña (2016) encouraged pre-coding and preliminary measures

to help researchers achieve more seamless data analysis. Coding procedures will include but will not be limited to the use of color coding, Post-it notes, multiple worksheets, and hard copies of primary and secondary data analysis phases for clarity and data security in multiple locations. Within the primary and secondary data analysis phases, I also examined the observation and public document and artifact forms for themes and their connection to interview data themes. By coding these areas of collected data, I allowed for the emergence of themes to develop in a holistic and organized manner.

Issues of Trustworthiness

Credibility, transferability, dependability, and confirmability represent ways to protect accuracy in data collection and analysis, which can also enhance replication of studies. Patton (2015) provided a reminder that qualitative research is "personal" (p. 3) and inclusive of "judgment" (p. 520). This statement not only alludes to the uncertain nature of qualitative data collection, it also explains the reason researchers outside of the qualitative arena may raise questions about the credibility of developed studies. Predispositions and biases of researchers are also contributors to potential validity threats (Patton, 2015). Researcher consideration and inclusion of credibility, transferability, dependability, and confirmability details in a study will lead readers to make an informed decision about the overall quality of the research.

Credibility

I employed internal validity methods to help enforce the credibility of the study. Researchers suggested: locating negative cases to show an opposite view of the topic and triangulation are appropriate to enhance credibility (Creswell, 2009; Patton, 2015). I was

able to examine several alternate and seemingly similar education categories. These examinations were performed to effectively eliminate confusion for the audience when reading Chapter 2 and to deliver a clear, concise definition of the topic being explored. The empirical literature review of education strategies I reviewed in designing this study were: civic engagement, civic education, character education, and social and emotional learning. Additionally, to ensure validity strategies lead to credibility, I conducted transcript reviews of data and ensured transparent informed consents. Researchers are obligated to ensure rigor and credibility exists in qualitative processes; to remember that no single method of data collection is adequate in resolving opposing explanations; and to capture and report multiple perspectives without seeking to find a single truth (Creswell, 2009; Patton, 2015). By triangulating the data from multiple data sources (observations, interviews, and artifacts), I was able to move toward a justifiable development of themes during data analysis. This combination of processes helped me achieve credibility.

Transferability

Transferability refers to the manner in which information is or could be transferred to external audiences and other settings, also known as external validity. Transferability can be seen as an "analog to external validity" (Patton, 2015, p. 684). Some ways researchers can achieve transferability are to vary participants in a study to obtain varied perspectives and to generate rich, thick descriptions (Creswell, 2018). To help increase transferability for this study, details of recruitment and data collection were evidenced providing a diverse group of participants to provide data (district leaders,

school administrators, and program facilitators). Additionally, rich, thick descriptions were given for the participant selection criteria and the same was afforded context and setting. Patton (2015) attributed the importance of transferability to ensuring readers could easily connect similarities of the study to other cases. As the study became underway, more information and rich thick descriptions were added to the descriptive nature of the findings to further support transferability.

Dependability

One key aspect of dependability was that the study was capable of replication with dependable details to support the study design. This was met by the researcher following a "systematic process" in conducting the study, thus ensuring reliable practices and acknowledging their ability to adhere to authenticity (reflexive consideration of one's personal perspectives) during a study (Patton, 2015). Further explanation of dependability informed the researcher that the study must include a "logical, traceable, and documented" (Patton, p. 685) design process. In this study, I provided elements necessary to meet this characteristic by providing research design description, data collection procedures, ways to ensure credibility and will report flaws or other areas in need of change as the study progresses. These documented processes gave readers an audit trail in which to trace information. This study outlined all of the components above in the headings and sections easy to locate for the readers to review dependability.

Confirmability

Confirmability is a concept that returns researchers to the idea that their preconceived notions or potential biases can have a significant impact on a study.

Potential biases are reduced by the researcher's participation in reflexive practices, such as journaling. To ensure confirmability, researchers must define their role, show evidence of triangulation, leave a transparent audit trail, and explain the coding process to themes (Creswell, 2018). For this study, the role of the researcher was defined in detail, a transparent audit trail was created, and the coding process was defined and explained. Further, Janesick (2011) promoted journaling as an on-going reflective exercise to help researchers evaluate, improve, and clarify writings, which overall lead to the development of more attuned scholars. To meet this standard, I maintained a researcher journal to evaluate my thought processes before and after interviews and during the data analysis phase. This journal served as a reflective body of details to keep my focus on the elements of alignment, data collection and analysis processes, and resulting social value I endeavored to offer through this study.

Ethical Procedures

Challenges in ethics can be navigated when researchers take care in developing their research design. Researchers are tasked with protecting their research participants, promoting research integrity, and putting safeguards in place to avoid misconduct that may reflect negatively on themselves or their institutions (Creswell, 2009). For these reasons, I put steps in place to help avoid potential challenges of an ethical nature of participants of the study and myself. One of the first steps in achieving ethical security is to ensure no data collection begins until Walden University's Institutional Review Board (IRB) and the review board of the school district has provided approval for the researcher to conduct the study. IRB templates of Letters of Cooperation and Informed Consent

Forms were disseminated to potential participants. The benefit of these documents were that they help protect participants, researchers, and organizations from rising ethical concerns because they explain the intentions and promises of all parties included in the study (Creswell, 2018). Processes put in place to safeguard against ethical concerns can be found below.

Participants were identified by pseudonyms and I noted this fact in the consent document. Their confidentiality was ensured by the researcher through the coding of names that evolved as the study progressed, known only to the researcher (i.e., P1, P2, P3). Further, participants were made aware that their participation in the study was voluntary and that they would not be penalized by their organizations for opting not to participate. Participants were notified through the documentation phases that they would be asked to review transcribed interviews for accuracy. I thanked them for their participation and later issued a $10 gift card.

Ethical concerns related to data collection. During the course of data collection, possible ethical concerns could have arisen from participants or events. Creswell (2018) described these concerns as potentially physical, psychological, social, economic, or legally harmful. For this study, the likelihood of psychological harm was slim but possible. There is always the possibility of psychological harm because individual's responses to questions or interview settings may result in stress.

Participants may have chosen to not participate in the study and withdrawal their consent. They were afforded this right according to the consent documentation. All participants decided to proceed with the study without withdrawing their consent. When

it is determined that negative effects can be reversed that are in the researcher's control and meet the standards of ethics necessary to conduct the study, I obliged to alleviate the negative effects (i.e. having to meet in a public library). Additionally, changes in the participant population was noted in the study with notes surrounding the cause (if provided) and how they impacted the collection of data. Last, I recognized that my presence in the classroom setting to observe program facilitators may have caused a mild disturbance. Creswell (2018) gave ideas on how to minimize classroom disturbances for observers. To minimize this potential for disturbance, I sat in the back of the room, out of the sight of students but in view of the facilitator. Further, I inquired as to the best days to visit the classroom setting as a silent observer.

Ethical concerns for the treatment of data. Researchers must take necessary steps to provide reasonable protections for data. I ensured hard copy confidential data (i.e., transcriptions, consent and confidentiality documents) was maintained in a lockbox. Electronic (soft copy) confidential data was maintained in password protected files in all storage locations (i.e., cloud, flash drive, hard drive). I also generated hard and soft copies of documents and will keep them secure for 5 years.

Summary

The research methodology and design for this study is provided here in Chapter 3. Participant selection processes, issues of trustworthiness, and ethical concerns were also addressed. Efforts to maintain IRB procedures to ensure study approval were covered with a strong reliance on the IRB Ethics Checklist and Education Checklist. Further, I provided ways to reduce researcher bias and make accommodations that may be

necessary for special participant circumstances. The data collection and analysis process was provided with tables that displays the alignment of interview questions to data sources and research questions.

Chapter 4: Data Collection and Analysis

Introduction

The purpose of this qualitative case study was to explain the motivating factors, challenges, and rationales of school administrators and leaders who opted to implement a student civil leadership program, in a K–6 elementary school environment, as well as the extent to which CRP was facilitated through instruction, and what benefits to students were observed by these stakeholders.

The research questions I explored in this case study were:

RQ1: What are the motivating factors and challenges of stakeholders (district leaders, school administrators, and program facilitators) in establishing and sustaining a civil leadership program at the elementary school level?

RQ2: How is culturally relevant pedagogy apparent in the development and delivery of this civil leadership program?

RQ3: What growth or change in student participants have stakeholders observed in alignment with civil leadership and culturally relevant pedagogy?

Setting and Participant Demographics

I conducted this case study in an elementary school located in the southeastern region of the United States and included three groups of participants. As one of the largely populated elementary schools located in the district (educating approximately 30,000 students), Globe Elementary School (pseudonym) was considered a high poverty school and received Title 1 federal funding. Three to 4 years prior to this study, the school was deemed failing according to state documentation.

Participants represented district office administration, Globe Elementary School administration, and facilitators of the Globe Civil Program (GCP) who served the school district and greater community. More specifically, interview participants included a district administrator for community partnerships, the principal and assistant principal of Globe Elementary School, and two community program managers considered "program facilitators" in the school district. Each participant had served 4 or more years in their current roles, with the exception of the newest facilitator, who arrived during the current 2018 – 2019 school term.

At the time of the case study, a new GCP facilitator was being acclimated to the school setting. The new GCP facilitator was supervisor to the former facilitator during the initial GCP implementation and assumed responsibility of facilitating the program for the 2018-2019 school term. The change in leadership is significant to note, as it was mentioned as an area of uncertainty and challenge in interview responses from participants. Additionally, participants mentioned the change in leadership as the cause for the program start date being delayed from October to December for the 2018 – 2019 school term.

During this study, the GCP facilitator met twice a week with school leaders or teachers. Classroom GCP sessions were held with students once a week, for 30 minutes in the 2018-2019 school year. GCP sessions were cut short by five minutes or so when students entered and prepared to exit the classroom. Prior to the 2018 – 2019 school year, GCP sessions were extended by perhaps an additional five to ten minutes, according to participant interview responses.

Data Collection

For this case study, data collection included: interviews, observations, field journal, and artifacts. I conducted in-person interviews with a total of five individuals during the study; each ranging between 25 and 45 minutes in length per the interview protocol (see Appendix C). The district office served as the interview location for the district administrator, while Globe Elementary School served as the interview location for the school administrators and one GCP facilitator. A public library, local to the Globe Elementary School location, served as the interview location for the second GCP facilitator. In order to capture interviews, I used recording software on a laptop computer and additional notes were recorded on paper and in a field note journal during the interviews.

I conducted observations during two, 35-minute classes conducted by a GCP facilitator, with the intermittent assistance of two school staff members and a school administrator. An additional 20-minute, unexpected observation was made of the GCP facilitator in a GCP related activity outside the classroom. I utilized observation protocol documents (Appendix A) to record observation data.

Several types of artifacts (i.e., program goals objectives, parent permission forms, uniform requirements, and GCP information documents) were provided by the administration. I collected other artifacts (photos, visual materials on display, a music sample, media promotion, school accreditation document, and student work samples) through the use of a digital camera or as provided by a GCP facilitator. I then recorded artifacts using document and artifact collection tools (Appendix B).

Although there was no change in the design of the study proposed in Chapter 3, there was a reduction in the number of program facilitators expected to participate at a minimum during the actual study and unanticipated individuals in the classroom setting. Rather than three to four facilitator participants, two program facilitators participated in the study. From their interview responses, I learned that GCP facilitators also invited guests to interact with students as a part of the program initiatives however, they were not teachers with the school district. The facilitators were leaders in the community organization, contracted to provide GCP to the school. There was an additional school administrator or staff member in the classroom to assist the facilitator during each class session I observed. I documented their presence and I received further explanation of their purpose during interviews with participants. There were no other modifications to the anticipated design plan during data collection.

Data Analysis

In developing themes for the data, I used precoding, initial coding, and simultaneous coding during analysis. As recommended by Saldaña (2016) for qualitative studies with a variety of data forms, initial coding allows researchers to determine a starting point for the exploration of data. Additionally, simultaneous coding is described as the presence of "two or more codes in a single datum" (Saldaña, 2016, p. 6). Prior to uploading files to Microsoft Word, I employed manual processes that included the use of note organization and colorizing documents and text.

Initial and simultaneous coding included the following processes: (a) renaming and reviewing participant transcripts in Microsoft Word processing software, (b)

assigning preliminary codes to participant quotes and passages of interest through the use of text highlight, text color, and text attribute features in the software, and (c) outlining codes within codes (simultaneous coding). Subsequent, second cycle coding processes included code mapping and landscaping to identity recurring or significant words and phrases (pattern coding). These words were located using manual notes and electronic transcript files.

I used the "find" feature in Microsoft Word to help me identify important words in the field notes, observations, and interview transcripts. Subsequently, I transformed the notes into bar graphs. Bar graphs served as visual depictions of the information to help me better recognize the presence of patterns as they emerged. During the course of the study, photographs, documents, and music captured from school settings were coded in the same manner as collected interview data. The inclusion of these artifacts and the capture of classroom observation data assisted in providing a better scope of analysis as support for research questions two and three. Saldana (2016) described code landscaping of various data sources as a "thumbnail" that lends to final write-ups (p. 225). Analysis of these data helped determine the resulting themes.

Evidence of Trustworthiness

Issues of trustworthiness are important in research; however, through the careful consideration of ways to reduce or eliminate challenges in credibility, transferability, dependability, and confirmability, qualitative researchers can ensure adherence to quality reporting measures. I outlined procedures used during the course of this study to increase issues of trustworthiness in Chapter 3. There were no deviations from the original plan

regarding these areas outside of the change in the number of participants.

The plan to maintain credibility was followed during interview and data collection phases. I provided consent forms to participants via email (and additionally in the mail for one participant). Each participant signed the forms prior to interviewing. I informed participants they would each receive transcript reviews at a later time, via email. To ensure delivery of the participant's incentive gift cards, I confirmed their addresses for the delivery. I requested that participants review the transcripts, confirm receipt with emailed responses, and inform me of potential areas of concern, if necessary. Four out of five participants returned responses that they received their transcript reviews and did not report any areas of concern. Triangulation was performed when I collected and examined multiple sources of collected data (observations, interviews, and artifacts).

To ensure transferability, I maintained close adherence to the intended plan outlined in Chapter 3, which entailed varying the participant pool to obtain diverse perspectives and rich, thick descriptions. These varied participants represented individuals in a range of positions in the school district, as well as community partner hierarchy (district leader, school leaders, facilitators who served in director capacities).

The first step toward dependability was in the review of intended procedures from Chapter 3. The research design process was evaluated by three committee members and approved by the IRB. To ensure the guidelines were followed, I reviewed the plan and maintained contact with the committee chair through conferencing and email to ask questions and to validate procedures. Further, the "logical, traceable, and documented" (Patton, 2015, p. 685) nature of the guide, as presented in this study, formed a pathway

for me follow during data collection procedures. Deviations from this pathway did not occur during the study.

Chapter 3 detailed steps for confirmability. I maintained researcher notes on hard copies of data collection documents and a journal to minimize the development of any potential biases. I used research notes and the journal to illuminate unexpected or interesting moments that occurred during data collection and analysis.

Results

With the collection and analysis of data from multiple sources, a landscape emerged to reveal GCP implementation processes, operations, and collaborative outreach endeavors that led to a community initiative. The five participants in the study are labeled as P1, P2, P3, P4, and P5, with no specific identification of their titles, to safeguard confidentiality. However, the name "Dr. Burton" will appear as a pseudonym for the superintendent of the school district, when stated in participant quotes. Interviews from the five participants initially resulted in a number of themes that aligned with the research questions. These were confirmed in analysis, and ultimately refined into additional subthemes during the coding process.

RQ1 related to the motivating factors and challenges of district leaders, school administrators, and program facilitators who established a civil leadership program at the elementary school level. There were three themes that emerged during data analysis for this research question. Theme one was the GCP implementation process, with three subthemes as follows: (a) trust: a precursor to implementation, (b) recognition of student needs, and (c) comparison of district and school models of performance to GCP. Theme

two was the advantages of implementing GCP and included the three subthemes of: (a) enhanced public image, (b) uniform requirements, and (c) students anticipating GCP classes. The final theme for RQ 1, theme three, was the challenges of implementing GCP and had five subthemes: (a) planning for time constraints, (b) maximum participant constraints, (c) student discipline, (d) challenges in funding, and (e) GCP facilitator leadership.

RQ2 pertained to whether CRP was apparent in the development and delivery of GCP. The three themes apparent for RQ2 were realization of GCP initiatives, emergence of CRP in documentation, (neither of which had subthemes), and emergence of CRP in practice. Theme six was comprised of four subthemes: (a) maintaining academic excellence, (b) discussions of cultural diversity and inclusion through understanding, (c) student participation in culture-based activities, and (d) building community partnerships.

RQ3 related to the growth or change in students that was observed by stakeholders, in alignment with CRP and district education models. Two themes emerged for this research question. The first was theme seven: improvements in social interactions. The second theme was theme eight: fostering leadership, which included the subthemes: a) leadership through observing, (b) leadership through setting, (c) leadership in the real world, and (d) student development of intrinsic value. These eight themes and related subthemes reflect the analysis of data collected in this case study.

Theme 1: The GCP Implementation Process

The first theme largely entails the manner in which GCP was implemented into Globe Elementary School from the highest levels of oversight to operative status, and

subthemes were trust, recognition of student needs, and comparison of district and school models of performance to GCP. In their discussion of the implementation, district and school leaders explained the needs of students and the school system in general, without specifically directing these needs as reasons that prompted the implementation of GCP. Yet, they described how district and school models of performance allowed an alignment of goals that addressed students' needs; and these aligned to the objectives of GCP. An undercurrent in these processes was trust. Participants reported that trust was a factor that impacted the decision to implement the program in the school district.

Interview data documented how these three subthemes interrelated, and how district and school leaders implemented GCP through a hierarchy of protocols which highlighted community-partnership as an element of success in the district model for success. Figure 1, The hierarchy of implementation, I created to depict a visual of the hierarchal process of GCP implementation started by community partner leaders requesting to implement the program into the district. Documents such as district protocols included community partnership as a goal of the district, which was a framed graphic at the district office and schools, as well as online materials related to the district. The large size of the district student population encouraged leaders to exercise a district-wide dependence on community collaboration to enhance student experiences. Therefore, Globe School District recently employed a district level, full-time community partnership director, who also served as a participant in this study. According to the person eventually hired for this position, required tasks called for "making connections for the school district" and "focusing strictly on partnerships."

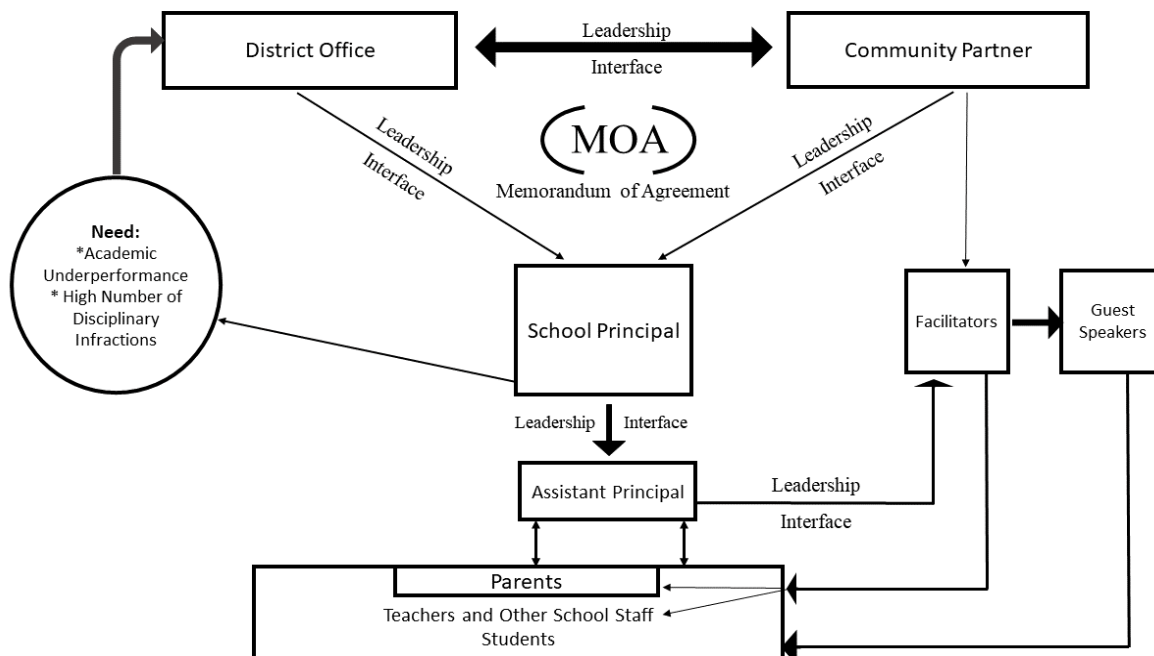

Figure 1. The hierarchy of implementation was started by the community partner. Leadership interfacing refers to discussions between stakeholders.

Trust: A precursor to implementation. Trust was an important aspect of the implementation process and a subtheme of the theme GCP implementation process. Participant's views on the implementation process varied little; however, their views included reports of trust (between them) that was pertinent to the process of implementation. During interviews, participants clarified the importance they placed on trust, face-to-face dialogue, and input from district, school, and GCP community partner leaders. P3 referred to this collective input as necessary for all parties to "buy into it [GCP]." When asked to describe the implementation process of the program, some participants mentioned that contributing factors were the trust they placed in members of the hierarchy and the reputation of the community partner organization and its members.

For instance, P1 stated, "Then my superintendent was bringing me something that she thought would be good for us to consider." An additional comment was made by P1 in regards to confidence or trust held for a district level supervising agent, "also with respect to the Globe District Community Partnership director, I thought, well, this might be something that's good." P1 provided this further description of the implementation process:

> Well initially, it [GCP] was brought to me by the Globe District Community Partnership director from my district office. Dr. Burton who was then our superintendent, decided that this would be a good partnership for us to consider having ...so, I made the decision after an initial meeting with the district community partnership director and the GCP program manager that ...we would pilot the program.

Participants explained that the executive director of the community partner organization and the GCP program manager first brought the program idea to district leaders. In this meeting, they introduced GCP offerings and objectives to the district leaders. P2 confirmed that during the meeting the superintendent informed the GCP program manager, "yes, we want you to do this [implement the program]." Subsequently, the GCP manager consulted with the principal of Globe Elementary School and arranged a face-to-face meeting for the three stakeholders.

The Principal responded, "yes, absolutely" to the prospect of starting GCP in Globe Elementary School. P3 expressed that a Memorandum of Agreement was also executed between the school district and the GCP community partner organization. P1

explained that following the completion of the memorandum of agreement and the acceptance of the program, the principal and assistant principal met "to discuss the logistics" and "how it [GCP] would be implemented." The next series of ongoing meetings would take place between the principal, assistant principal and GCP facilitators directly. The program oversight, as described by P1, was then primarily monitored by the assistant principal.

P5 explained, "The district gave us the green light to meet with principals." P1 stated that the reason school leaders decided "to take a chance and look and see what we could offer to our students" from the community partner organization was because it was deemed a "high quality organization." P1 continued, “This is probably not the best determiner but they are a group with a lot of history that has backed, advocated, and lobbied for healthy community relations" in the area.” More specifically, P1 added, "The persons on the board were people I remember being familiar with, which is not always the case."

Participants shared that additional stakeholders were also needed to complete the implementation process. “There were a lot of moving parts...our parent educator helped ... and our school counselor would help pick up the boys...our custodians [also] played a role,” (P1). Each group of stakeholders were perceived as important to the implementation process and represented a bridge to officially connect students with GCP facilitators. It was explained by P4 that once school leaders ensured that their wants and needs were confirmed with the GCP facilitator, teachers were needed to execute the next steps. To help me better understand the in-school implementation process, P4 explained:

> So either admin, school counselors and teachers...they have an option to select four students per class...and I also work with our school counselor to see are there any students who she feels would benefit from the program...so, once the teachers submit their names to me, then I kind of go over the list. And then from there, parents have to give permission.

P4 expressed, "With anything, you have to know your who." P1 also mentioned a similar sentiment by saying, "Who knows the students better than the teachers, beyond the parents? We rely on teacher recommendations." P1 pointed out that once parents gave permission for their students to join the program, in-school parent advocates and school staff became a secondary level of implementation in the school environment. As noted above, P1 clarified that the parent educator helped with getting students to the class location without detracting time from a certified teacher. Likewise, the school counselor worked to ensure school operations were maintained on schedule as GCP students were immobilized.

Recognition of student needs. There were three student needs that surfaced during interviews with district and school leaders as they reflected on the pre-implementation phase: the need for exposure, the need for behavioral support, and the need for mentoring. These needs were detailed by some participants during responses to the prompt, "Describe the reasons [GCP] was implemented in the school district (or school)," and in addition, participants added extra details about these needs during responses to other interview questions or during follow-up questions. Although the GCP community partner organization approached the school district to pilot the GCP (and not

vice versa), district and school leaders recognized that student experiences in these three areas were limited or below par and that GCP offered ways to impart positive development to students. Although participants spoke to each of the three subthemes of the GCP implementation theme in their interviews, I also located artifacts from the state education website that corroborated student disciplinary infractions (inclusive of in-school assaults) and the failing state of the school, prior to the implementation of GCP through archived reports.

The need for exposure. Most participants exacted "exposure" as a definite need for students because of the limited scope of their current experiences. P1 clarified that the focal point of GCP "has been to primarily expose them [students] to something that they might not have had the opportunity to be exposed to." P1 added this statement about school goals, “We are giving them what we could call a set of middle-class values that they might not have been exposed to or had access to." P1 made the point that Globe Elementary School was a "high poverty school" and that one of the challenges of being a "high poverty school is exposure." P2 commented that “We thought [Globe Elementary School] would be a good school to start with...they [GCP facilitators] expose them to things that these children just would not have the opportunity to do otherwise.” Regarding exposure, P4 offered “So this [GCP] is exposing kids to things that they just may not see on a daily basis.” For example, P3 shared

> It may not sound like much to many but they’ve also never been in an airport…They got to see the planes take off and land…When you take 52 kids through TSA, it is not fun, but they had an amazing time and it was all about

exposure.

I located two years of social media posts for the district and school exhibited to validate GCP field trips to cultural locations and universities in the state. These images support the organization and execution of GCP program activities reported by participants who spoke of students' exposure to new experiences.

The need for behavioral support. Some participants reported that student behavior presented a significant need for modification and positive change. P4 offered that traditionally, disciplinary infractions were high at Globe Elementary School; however, "In the past, since I've been here...our discipline numbers have gone down tremendously." P1 stated, "When I came here our school was very underperforming... it was a failing school."

Annual district reports and a recent accreditation report secured as artifacts from the state department of education confirmed that failing academic statistics and higher instances of behavioral infractions at Globe Elementary School existed prior to the 2015-2016 school year. The school was reported as "below average" for 2 years prior to the implementation of GCP and average the year after implementation. Additionally, during the "below average" years, safety surveys indicated less than 45% of parents and students felt behavior in classes and hallways lent to safe learning environments.

The need for mentoring. During interviews, all participants remarked that students at Globe Elementary School were also in need of mentoring to help guide them to success. P3 stated that GCP fulfilled a need "to provide mentorship, leadership, and character development for kids that in most educational systems, I believe, get pushed

aside or disregarded." P4 was asked “Can you give a specific example of a need that you wanted to see addressed among the students?” P4 responded “Like I said, that mentor piece and just exposure to things outside of [our town] per se.” P1 replied similarly, "Mentoring would be the biggest piece, because the way the program was described to me was to give students an opportunity to make connections."

Comparing district and school models of performance to GCP. The district and school maintained a collective model of performance that included eight elements of success for students, which also aligned with GCP program offerings. To protect the anonymity of the district, these eight elements will not be disclosed in their entirety. Mentoring and leadership were two main elements discussed by participants to establish an alignment to district and school models of performance. In describing other aspects of the program operations (aside from implementation steps), participants revealed that GCP was in harmony with the district and school model of performance, although not one participant alluded to a pre-calculated or executed review process to establish such an alignment, prior to implementation. P2 said, "This [GCP] was kind of, probably not the first ever, but it was more of a concerted effort to create a mentoring program." Just as mentoring was mentioned by three of five participants as a possible aid to help students begin to improve their social interactions, GCP was deemed by district and school leaders as a program to offer mentorship opportunities; as noted in their own words. P2 said “they [GCP community partner] wanted to bring it [GCP] into the schools and we wanted to have mentoring programs for our children;” P3 said “I was the director for a non-profit that was partnering with the district to provide the mentoring program;” and P4 said

"when the program first started, that was the only mentor program we had for male students."

Other aspects of this theme that emerged in interviews were corroborated by artifacts as well. In particular, an examination of the district model of performance showed an emphasis on community partnerships, enhanced cultural and environmental experiences, commitment to academics, diversity and inclusion, and happiness. The full spectrum of the model elements was showcased in a framed graphic by the district, photographed by me, and added to the artifacts for this study. There were some divergences in interviews related to the theme and vision of the school, respectively. However, when school level participants were asked about the culture and environmental element of the district model and its connection to GCP, answers were more similar.

In response to the question, "Can you tell me about the theme of the school?" participants from district and school leadership mentioned that the school had a theme of "leadership, character, and entrepreneurship." One participant said that "the theme was that Globe Elementary School was a location where every student was destined "be somebody." This participant regarded the school leadership phrase as the "vision" of the school, rather than the theme. An additional district administrator also considered the theme of the school to be the leadership phrase pertaining to entrepreneurship.

All participants expressed that leadership was an offering of GCP that also matched to the theme of Globe Elementary School. From the district and school level, P4 explained that GCP students are often reminded about leadership, "You know, you are a part of this [GCP] because you are a leader or you can be a leader." P2 said, "In every

mentoring program we put together, we always are looking at teaching leadership, giving opportunities to lead, putting kids in positions that would allow them to lead in a very safe kind of environment." Leadership was part of the theme in the school, which was also depicted in school posters, bulletins, and the school website.

Theme one provided an overview of the implementation process of GCP by district and school leader's standards. According to participant's interview responses, stakeholders (administrators, parent educators, staff, counselors, and teachers) were available to offer support and to cultivate GCP processes with students, during and after student participation selection. Participants also described that trust was important in the implementation process, as well as the role it played in the system of hierarchy, in terms of collaborative efforts between the district and the community partner. Although the GCP community partner requested an opportunity to implement GCP in the school district (rather than vice versa), district, school, and community partner leaders maintained scheduled meetings and discussions to review and update program activities throughout the school year.

Theme 2: Advantages of Implementing GCP

Theme two provides a focus of interest on participant perceptions regarding the advantages of implementing GCP into the Globe School District and Globe Elementary School. Participants provided a range of responses to the interview question, "What have been the advantages of implementing GCP in the district or school? Participants considered some advantages to be enhanced public image, uniform requirements, and students anticipating GCP classes, which I present here as subthemes. Participants

appeared to concur when mentioning that these three advantages were the experiences students gained in GCP classes.

Enhanced public image. In their responses, participants suggested the idea that GCP students could affect change in students outside of the program and the community. This level of change was thought to occur if learning conditions were well maintained and GCP activities were shared with the community appropriately. From a district standpoint, GCP's advantages were gauged by the growth of the students in the program and the impact of district efforts had in the community. P2 said advantages of GCP included enhanced student experiences and promotional value for the district:

> Well, the advantages are surely for our children first and foremost...that is an advantage to let people know that Globe School District is doing this. It's a promotional kind of affect that we get for being connected to this program as it advances and grows.

GCP provided an enhanced public image for the school district and instruction to the students to improve social interactions.

Uniform requirements. During interviews, some participants responded that advantages of implementing GCP were directly related to students, such as the benefit students gained from wearing uniforms for the program. Data collected via artifacts included a document displaying appropriate shirts, pants, and shoes that were allowable as part of the required uniform. Additionally, a parent letter (also an artifact) informed parents that students were expected to wear these uniforms each week for GCP classes. Archived data of social media events displayed GCP students dressed in khakis, white

button-down shirts, and bowties while having field experiences. During observations, I documented that the GCP facilitator dressed in professional attire (slacks, blazer [Day 1], sweater [Day 2], and a button-down shirt) and greeting students, some of whom were also dressed in uniforms, with handshakes.

Uniforms were considered an important requirement of GCP to some participants. P1 and P3 confirmed that purchases were made for students who did not have access to uniform selections. “For those students who didn’t have that attire, or bowtie, or khakis, then I made sure we had that” (P1). P3 recounted, "other kids laughed" at the GCP students "because all the other kids were wearing regular clothes." P3 further expressed that when students dressed in regular clothing began to "hear about all the great GCP activities" and "politicians coming in to visit" the GCP students,” they suddenly wanted to join the class as well. P3 clarified that wearing uniforms set an example for the non-uniformed students in the school and enhanced the pride of GCP students. "I would always tell the boys, 'You're the example. So, at all times you're a leader, at all times. There are people watching you. Everywhere you go'" (P3). P2 said, “all the boys wore a shirt and tie and khakis. I believe in that. It’s something to be said for that.”

Student anticipation. Similar to offering students the chance to make connections to people, P3 held that advantages were exposure "to just more than what they see on a daily basis" and "providing kids with different people to be around that is just more than what they see or know." More suited to positive atmospheres and peer connections as advantageous for students, P1 stated, "I think the advantage is that our students look forward to it" and "there is something for them in it, that engages them -

that camaraderie, that brotherhood, you know, we're together. What's this going to be?" Just as environment was a formal element of the district model for performance, P1 encouraged its development for students in the classroom by explaining, "If we don't create that environment where kids want to get to what we have for them, then, we're missing the mark."

Theme 3: Challenges of Implementing GCP

Theme three provides a focus on participant perceptions in regards to the challenges of implementing GCP into the Globe School District and Globe Elementary School. Participants were asked to respond to the question, "What have been the challenges of implementing GCP in the district or school? There were some participants who did not consider there to be any challenges of implementation and others who paused for 3 to 4 seconds before responding. Challenges that were mentioned included: planning for time constraints, maximum participant constraints, student discipline, funding the program, and GCP facilitator leadership, which are the subthemes of this section. Additionally, certain terms such as *exposure* were offered as an advantage (i.e. students gain more exposure through experience) but also a challenge (i.e. students do not get enough time for exposure) by participants. Challenges were varied among participant responses, and these responses appeared to relate to their roles and positions in the program. A general consensus among participants reflected that time and maximum participant constraints were areas of concern although, none of the participants espoused these challenges as insurmountable.

Planning for time constraints. P1 said, "I wish they had more time...2 hours or

something like that. If we could afford to give up that much time, that would be something. "P1 also expressed that the program could be replicated by school staff if there was time to create it and that the current time constraints may have been impacting the quality of the program. "More quality, creating a richer experience and more quality is a challenge," P1 added. From participant responses, it appeared that a change in the class schedule may have occurred during the 2018-2019 school year because prior years were reported to have been slightly longer than 35 minutes. P3 offered that in order to acclimate into the school culture and bond with students, "It became more than just coming to this program for 45 minutes and sitting in a session."

During a class observation, I noted that the GCP facilitator was somewhat rushed to complete planned activities (developing vision boards) due to time constraints. On that day, the class session included a yearbook picture session, held several minutes prior to the regular class time. Although the GCP facilitator was assisted by a school staff person, the GCP facilitator was unable to provide enough assistance to students for them to complete their vision boards for the day. The activity was postponed for completion in the next class. Vision boards were tri-fold poster boards on which students were required to affix their names, most important present aspect of their lives, and future goals. During the next class I observed, the GCP facilitator attempted to have students complete their vision boards however, limitations on class time posed an issue for completion. During the second observation, the assistant principal was present in the room however, no additional assistance (outside of the occasional disciplinary comment) was provided to assist the GCP facilitator by the assistant principal. Again, the activity was postponed to

be completed during a later session.

Maximum participant constraints. An area of challenge noted by participants was the limited number of students allowed to participate in the program. Typically, a GCP class consisted of 20-25 students. Usually, this meant that 40 - 50 students could participate in a school term. However, for the 2018-2019 school year, only 20, fourth-grade participants were a part of the program. Fifth-grade students were offered a mentoring program by the school district. P4 considered the only disadvantage of the program's implementation as "Not being able to have more students take part. You can't include everybody in everything. That's the only disadvantage." Per P4, "It's always a desire to grow the program...grow in the number of students we're able to serve." P4 maintained that in the future it would be most optimal that this disadvantage be overturned.

Student discipline. Participants were clear in pointing out that due to "limited staffing" and a lack of parental support, discipline could become a problem in the classroom. P5 suggested that this could result in a potential challenge related to retaining student participants. "I would hope that we start with 20 [students] and we end with 20" (P5). Further, P5 remarked that it was important to quickly and tactfully address potential concerns when they occurred. P5 revealed that "20 boys" could be "very excitable."

P3 noted that when parents held different views or backgrounds than what students were learning about in GCP, challenges sometimes surfaced in the behavior of students. “Kids go back home to an environment where they have mom and dad, who

don’t know, don’t understand, and never had conversations about college.” P3 found a solution to address this issue by collaborating with school leaders to offer GCP parent sessions at regular PTO meetings. In these sessions, GCP parents would learn about higher education and avenues available for their children. P3 found that these sessions seemed to encourage parents to support their students more in excelling with GCP objectives. Additionally, P3 said that following these sessions “parents barely making ends meet and [didn’t] see college as a potential option” were more enlightened. Coincidentally, P3 maintained a philosophy about addressing disciplinary concerns, when perceived as a challenge. P3 stated that first one must consider, “How do you nurture this child without feeding that behavior, for it fester and grow?" The solution provided by this participant was to hold students "accountable for their behavior" and the following advice was offered:

> The biggest word we had was being accountable. You're not accountable for a lot of things but what you are accountable for is coming to school, being responsible, and having good behavior...and if you can't tackle this, then...you're not gonna make it. It's going to be hard.

Discipline infractions were addressed by GCP facilitators in the classroom when they occurred and with teachers in the school when GCP students were disciplined outside of class.

Challenges in funding. P2 explained that although funding was typically a challenge for most educational systems, funding GCP did not prove difficult from the district or school level. GCP was offered at no charge during the first year of

implementation. However, the school district sought to assist in funding GCP the second year but was unable to do so from their standard funding sources. The responsibility then fell to school leaders and community partner liaisons to negotiate terms of funding. P2 said, "I don't know that there were any challenges" and went on to explain that, "Principals at both schools felt this was an important thing to do, and so they used some of their financial pots of money to be able to fund it."

There were differing ideas among participants about the derivation of funds for GCP, once underway. Although some participants acted under the assumption that GCP was not specific to "high poverty" funding streams, (i.e. Title 1), several participants provided the basis for subsequent year's activity as reliant on Title 1 funds. The first year GCP was implemented, it was offered as an in-kind program donation to the district. P1 called year one "a pilot" of the program. Participants made similar statements regarding funding**.** "We write it into our Title 1 plans" (P1), "They were both Title 1 schools" (P2), and "They [Globe Elementary School and an additional school that housed GCP] used some of their Title 1 monies" (P5).

GCP facilitator leadership. Some participants considered a leadership challenge to exist for the 2018-2019 school year. For instance, a few participants mentioned that there was some uncertainty surrounding the way the program would progress given new leadership in the community partner organization and a new GCP facilitator introduced into the school setting. It was stated by P1, that uncertainty was present "With the changes in leadership, and you know just periods of ups and downs with certain aspects of the program." Participant responses showed that the former GCP facilitator was

highly engaged with counselors, teachers, and parents in an ongoing three-year relationship. This level of commitment seemed to help establish a sustainable balance of trust among school employees, but most importantly with students and parents. P2 optimistically expressed that "hopefully" the new facilitator could get the program "in working order fairly quickly." P2 also explained that the former GCP facilitator had an open line of communication and sent images and updates about program activities in the classroom, during field studies, and end of year events to district administration.

Advantages and challenges exist in the implementation of many educational programs similar to GCP. The advantages and challenges reported by GCP participants seemed to follow the hierarchical order of their individual positions; making concerns for one individual different from those of another. Concerning the implementation process, Globe School District leaders and the GCP community partner organization worked collectively assist one another in minimizing most challenges mentioned in interview responses. These leadership representatives collectively shared in the recognition and rewards of perceived advantages for students.

Theme 4: Realization of GCP Initiatives

The basis of Theme four relates to the realization of culturally relevant pedagogy in the delivery of GCP program initiatives and the GCP initiatives that align with CRP. Participants were asked to respond to prompts, such as “How does GCP teach civility to students?” and “Describe a typical class day.” Students selected to participate in the program were not a part of the CRP relevance but were pertinent to the student base requirements set by GCP. Domains of CRP were uncovered during data collection as an

underlining aspect of the GCP program and evidenced in participant's interview responses. All three domains of CRP emerged in collected artifacts (specifically documentation). As documentation offered a smaller revelation, it will be explained in the emergence of CRP in documentation sub-theme. This will be followed by the emergence of CRP in practice sub-theme that relays data from classroom observations. Further, theme four will explain how the data suggested students were able to use their experiences to help establish community partnerships within their own circles of development.

Through details gathered by participants, GCP documents, GCP website, and observations, the main initiatives of GCP were promoted as: (a) helping students maintain academic excellence, (b) encouraging the development of civil behavior, good character, and strong leadership skills, and (c) discussing cultural diversity and inclusion through understanding. While (a) and (c) are specific to theme six, (b) is better suited to theme eight and will appear in that section. Additionally, it should be noted that the actual initiatives of GCP outlined an acronym for the program. However, not all initiatives of GCP are in conjunction with aspects of this study, nor do they correspond with the pseudonym acronym GCP. Civility was represented as a part of the program's primary focus, hence the primary connection to the theoretical principles of this study. Although not all participants expressly stated that they knew GCP initiatives, they all addressed the importance of the three initiative areas as they pertained to either GCP or district and school initiatives.

Student pool for instruction. An important aspect of GCP to bear in mind when

examining initiatives is the intended student pool. It is helpful to understand the relationship between the student pool expected by GCP facilitators to satisfy the components of the program and the student pool selected by the school. GCP was designed to cater to students who were in between at-risk and gifted student populations. P3 more accurately described inappropriate and appropriate GCP participants with this statement:

> Though, they [non-GCP students] are doing really good and excelling and they're in Honors programs; they're in Honors Band, and there are all these different activities. If they [non-GCP students] are trouble makers, they are pulled out and put in this program to help redirect them or they are sitting in the counselor's office. They're getting some level of attention. Good or bad. But what about the ones not making any noise? They're not bad. They're not trouble makers. They're not disturbing the class. They're not overachievers. They're just making it through the system. That's what [who] this program was geared toward.

From the standpoint of the school administration, who guided the student selection process, students were divided into two groups, those who needed support and those who could be supportive as "positive role-models," yet still positioned to benefit from GCP offerings. P4 considered the selected student pool to be a "mixture of students" and offered the following:

> You don't put all of your low kids in one class, you do a mixture and then it's like your circle of friends, you gotta have somebody you aspire to be like and you should inspire each other so that you're all trying to climb to the top. So, that's the

> mindset to have when we say a mixture of students; some who would benefit from mentorship and some who could serve as a role model.

School administrators and GCP community partner understandings of an appropriate GCP student group may seem slightly unparalleled however, as noted by P1, "teachers know who needs more in that area." Also, students who may have had disciplinary infractions were not necessarily considered "at-risk" by participants. Therefore, terminology may once again contribute to the appearance of differences between the two groups.

Theme 5: Emergence of CRP in Documentation

Artifacts featuring GCP initiatives bore a striking resemblance to CRP domains, even though CRP did not emerge within interviews as an intentional focus of the program or as one that facilitators were aiming to fulfill. The three domains of CRP address the encouragement of high academic standards, learning about one's own culture and that of at least one other culture outside one's own, and encouraging dialogue about socio-political topics. Each of these areas surfaced in the GCP initiative document provided to the school administration and parents. For example, the document stated that some objectives would teach students about "cultural diversity and inclusion" and the importance of maintaining "high academic standards." GCP documentation nor facilitating community partners mentioned CRP in the delivery of their interview responses that pertained to the implementation or delivery of the program. Likewise, there was a divergence between the details the school put forth to parents as the intentional focus of GCP (in a parent letter) and what GCP provided in their introductory

materials for parents.

The guardians of each potential GCP student were provided an introductory letter and GCP initiative document that gave background details about the facilitator, program objectives, and expectations of the program. This document stressed that GCP was specific to students who were not already enrolled in other similar programs to enhance one's character. Along with this document, the school also included a parent permission form that mentioned details about GCP, that were not provided in the documents created by GCP. These details focused on specific uniform requirements, exposure to guest speakers, various activities, the day and time of the week on which meetings would be held, and field study trips. The one area the school document reinforced from GCP documents was the name of the new facilitator.

While the school and program documents provided many aspects of the program to parents, synonymous terms as initiatives (or objectives) were difficult to locate within them. Additionally, the term "mentoring" was present on the school parent permission slip but not in GCP documents; the term "leadership" was present in GCP documents but not on the school parent permission slip. Therefore, it seemed differences existed between school and community leadership about what GCP would offer students in terms of major content. However, despite differences in written communication, participant responses, observed facilitator performance, and GCP documented initiatives showed a closer alignment of participant perceptions than written words presented to parents revealed during document review.

Theme 6: Emergence of CRP in Practice

The basis of theme six denotes that GCP initiatives were closely aligned to the three domains of CRP and evidenced in planning and classroom practice. According to Globe district models of performance, high academic standards, understanding of culture and environment, and the practice of inclusion were among several elements of learning that students were expected to gain from teachers and administrators in the district. Each of these performance elements were depicted in observed class environments and interview responses, which also showed the emergence of CRP within them. Some interview prompts were, “Describe a typical classroom day” and “How does GCP teach civility to students?” This section will detail two of the three GCP initiatives (maintaining academic excellence and discussing cultural diversity and inclusion through understanding) as subthemes, while also explaining where CRP surfaced in each.

Maintaining academic excellence. GCP facilitators placed an importance on students maintaining academic excellence. I found that helping students maintain “academic excellence” was one of the objectives on the GCP initiative document artifact. One way GCP facilitators helped students maintain “academic excellence” was by incorporating weekly visits to classroom teachers of GCP students to check on their academic progress and behavior. P4 validated that these classroom visits were made with the comment, "The first, second, and third Thursday is an actual face-to-face session with the GCP facilitator. That fourth Thursday, the GCP facilitator does classroom visits." P3 expressed that whereas classroom visits outside of GCP sessions were not a requirement of the program for facilitators, these visits were necessary because "it took time" to foster

connections with students. P5 reported becoming acclimated to the school environment in the following way, "I met with all the fourth-grade teachers here at this school, last week. I also visited three of the classrooms during the GCP time period." An additional motivation to do well academically came in the form of GCP field studies. GCP facilitators collaborated with teachers to enhance relationships with students, often noted as an unspoken strategy to encourage student achievement.

Encouraging research and real world mathematics. One facilitator found direct instruction through mathematics and research activities helpful in inspiring academics. P3 used student interests to explore real world experiences tethered to academics. In one instance, P3 found that students had an unrealistic view of how people obtain "really, nice, beautiful" cars. By instituting an activity that answered these questions "What kind of car do you want? Well, how much does that cost? Well, what type of job do you think you're gonna have to be able to afford a car like that?" Though P3 expressed some people were of the opinion this conversation was "too soon" to discuss with fourth graders. The facilitator stated firmly, "Well, they are exposed to so much more already. So, why not expose them to something that no one else is and that's a future." P3 further explained "so, we took the tangible that they recognized and really put numbers to it." Students were able to look up the value of cars and complete a math centered activity (or unit) on which jobs could help them afford certain vehicles in the future.

Encouraging cognitive redirection. Several participants commented that GCP made students "think" (P1, P2, P5). When asked how civility was taught in classes and how a typical class session was taught, P3 and P5 provided these explanations. P3

employed a research method to encourage academic standards, while P5 encouraged students to be "cerebral." In explanation, P5 stated, "I want them to think about the concepts that we discuss and not look for the answer [from the facilitator]." "We've [students and GCP facilitators] talked about retraining their brains and learning how to think" (P5). This psychological based method of encouraging academic standards upheld "thinking" and a belief in oneself as precursors to achievement and problem solving.

During the start of each class I observed, P5 addressed students in a choral response fashion emphasizing the importance of believing in oneself, recalling lessons learned from the prior week, and granting students permission to make mistakes. In fact, a graphic capturing a statement by education leader, Frank Wilczek, near the room stated, "If you don't make mistakes you're not working on hard enough problems, and that's a mistake." P5 offered "We start off each class remembering [recall] three important things." P5 explained that students were "to always know that they are better than they think they are," they were fluent in English, and knew an incredibly long word in English. The choral response at the start of the class allowed students to speak in unison after a period of pauses and questions were answered by P5 when they arose. P5 said:

> Who is smarter than a computer? We know letters, shapes, and dimensions - a computer doesn't. You know the hardest language in the world to learn and the longest word in the hardest language in the world to learn! What is it? [Pneumonoultramicroscopicsilicovolcanoconiosis]. What does it mean? There is nothing you can't master!

P5 asked students to recall supplementary reading material the class explored from a

prior session. It was Robert Frost's, "The Road Not Taken." P5 also presented Einstein's theory of relativity as a springboard to inspire students to obtain and remain committed to getting their education. P5 asked the class, "$E=mc^2$. Who's ever heard of this? Who knows what this is?" He was met with a response from a fourth-grade student that explained the parts of the equation and P5 documented this on the whiteboard in the following manner "Energy = mass x the speed of light squared." From there, P5 instructed the class about perseverance by describing their ability to do Algebra given the fact that they knew "numbers and letters" and that "Einstein was a genius but he failed Algebra."

Once a week through GCP, students received a segment of learning based on the encouragement of academics. P5 invited the choral response mantra that "Education is learning and learning is fun!" Within GCP classes and the school building in general, students received matching messages that P4 presented in saying, "Teaching and learning is a priority."

GCP's initiative to encourage high academic standards in students paralleled the first domain of CRP. While the program was not specifically set to offer core subject instruction, a foundation to promote high academic standards was touched upon during GCP activities and in weekly sessions as a way of advancing in life. Additionally, during observations, I documented notes of the class environment and learning space to include: posted graphics relating to science and mathematics, single terms (i.e. nerds!, unite, explore), and phrases such as, "Ask questions! Find problems to solve." These were methods used to encourage students and to enforce the understanding that education was

a benefit to be preserved.

Discussing cultural diversity and inclusion through understanding. GCP's initiative to discuss cultural diversity and inclusion with students was evidenced through personal facilitators' stories delivered to students, guest speakers, and the school environment. These initiatives also corresponded to the second and third domains of CRP. Additionally, two of the elements of the Globe School District models of performance were culture, environment, and diversity and inclusion. Participants were asked to explain how GCP students demonstrated civility and how they were taught to engage civility in dissimilar groups. As a part of interview sessions, school administrators were asked to give their perceptions of how GCP aligned with the cultural and environmental aspect of the district performance model.

Personal stories to cultivate self-recognition. GCP facilitators shared their personal stories with students and described this as a way to connect with students. P5 explained, "I am familiar with each one of these boys and I told them, 'I am you.'" The second domain of CRP encourages teachers to instruct students about their own cultures and to create lessons to help students gain more knowledge about their own cultures and at least one additional culture. "This is a very diverse world and I want them to have a diverse understanding," (P5). GCP facilitators had different work experiences and were different genders, yet they shared similar views on ways to delivering culture specific content to the students. For instance, P5 informed GCP students about life in a "single parent home." P5 shared:

When I grew up, when I was their age, I was in a single-parent home…my mother

> always provided opportunities for us [siblings] to have mentors…Some of them were in Boy Scouts and Cub Scouts and others were coaches.

From this support system, P5 expressed that this inspired feelings "to give back and I've done that since I graduated from undergrad." Further, P5 expressed that this early support system cultivated a desire to aspire to even greater degree levels in college and an entrepreneurial spirit. According to P5, these motivations were intended to inspire GCP students to understand they could achieve similar success. "They can do anything they want to, as long as they prepare" (P5). In a similar fashion, P3 shared, "if I had someone that really took the time and mentored me, I think that my pathway through high school, I would have chosen some different things" however, P3's youth situation birthed the GCP program and led to other personal entrepreneurial endeavors of P3's as well.

Guest speakers to cultivate similar cultural understanding. Another method used to teach students about aspects of culture (both their own and that of other people) and environment was through meeting guest speakers. GCP guest speakers emphasized the importance of education and enlightened students about their occupations. GCP facilitators selected guest speakers to offer students exposure to both familiar and unfamiliar environments, as their environment was changed with the introduction of each new guest. Some speakers were selected to introduce students to people who came from similar backgrounds (social and racial) as their own but also had success stories to share about personal trials and triumphs. P3 referred to GCP guest speakers in the statement, "I had males that looked like our little brown boys because they needed to see successful men, outside of their communities that were doing things beyond what they saw in their

communities, every day." When asked to describe the meaning of "little brown boys," P3 provided that, "I say brown because they [GCP students] were mixed, black and Hispanic." P1 echoed that sentiment that exposure to individuals "that look like you [GCP student]" promotes a feeling of "Oh! That's something I can do as well." Students were able to receive advice about how to transcend their ails to gain new opportunities.

Guest speakers to cultivate dissimilar cultural understanding. Other speakers were selected because their backgrounds (social and racial) were different than GCP students and their experiences were widely varied from what students may have been exposed to in their daily lives. "That's why everyone that I bring here won't be another Black male - and not everyone is going to be male" (P5). P5 expanded upon plans to expose students to associates with familiar and unfamiliar cultural backgrounds to students through SKYPE and also on school grounds. P5 informed me guest speakers would be "The astronaut who's in Houston. A friend of mine who's an opera star, over in Atlanta. He played football in college and then he became an opera star" and "the CEO of a major corporation in the US...from San Diego." P5 expressed that when images of potential guests were displayed as P5's friends and associates, a discussion opened up because of students' inquiries. Students wanted to know how the friendships came about which invoked discussion about culture and diversity in one's "circle of friends," as P4 previously stated.

Participants were asked: "How are components of civility taught to students in regards to dissimilar groups?" P5 appeared to take a clear stance that this message should be conveyed to students through GCP, " I want them [GCP students] to have a diverse

understanding but also understand that in that they should include others, in their journey, and it will be better for them." P3 explained, "We come into this world, we know absolutely nothing...I believe cultural biases and racism are learned behaviors. Kids don't know that." To clarify this point further, P3 stated that two men were involved with teaching sessions to GCP students, "They were two white men and so, we had this classroom full of brown boys and two white men." When the time came for the guest speakers to depart on their last visit, P3 continued "The boys were heartbroken ... They just saw two men that were committed, consistent, and there for them. So, kids don't see color. We infiltrate that and we put that in the minds of children." Further, GCP facilitators reported civility was imparted to students through their positive affiliations with individuals whose cultural backgrounds were dissimilar from their own. "That's what we [GCP facilitators] are focused on, appreciate when people appreciate you and show respect to you and you show respect" (P3). P5 remarked, "You want to make friends that allow you the opportunity to broaden your horizons" and later explained that civility made inclusive friendships possible.

Ambiance to cultivate cultural connections. I captured several artifacts captured during observations that demonstrated a connection to GCP students' culture within the school and classroom. A safe, home environment was promoted in the school with tranquil, instrumental music playing in the front lobby (at all times of the day) and several sofas, love seats, throw pillows, rugs, lamps, bookcases, and end tables set to a matching color scheme, displayed throughout the entrance areas. The principal discussed the ambiance of the lobby and inner halls as one that was intended to be inviting for

students and took hard work to cultivate. Curtains and painted wall art (i.e., murals of the area) were brightly displayed throughout the school and especially in the front lobby areas and areas of high student traffic.

Additionally, quotes by well noted cultural icons were displayed on the walls to encourage appropriate behaviors toward all people. This quote by Maya Angelou was painted on a wall in a lively colors, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." Likewise, on a hallway bulletin board, a quote from Dr. Martin Luther King Jr. read “I look to a day when people will not be judged by the color of their skin, but the content of their character.” The GCP classroom had cultural and thematic posters on the walls representing the ancient civilizations of China, Egypt, Greece, and Rome. Messages such as "think interdependently" and "work together" were interweaved in these displays. Globe Elementary School students experienced a collective intent of district, school, and GCP initiatives to promote cultural diversity daily.

Participating in culture-based activities. GCP facilitators took students on field experiences that allowed them access to different cultures and activities through community partnerships. These activities were wide-ranging and sometimes encompassed the attendance of school administrators and staff. Per P1, "one of the goals within the GCP program is to take them [GCP students] on field studies," therefore, "one year we took them to the Nutcracker" (P2, P4). P1 also offered that students visited the state aquarium. For future planned trips, P5 discussed taking GCP students "to the Citadel." In social media pages for the school, GCP students were in pictures having a

field experience by visiting a cultural museum, standing in line, and wearing their uniforms. Field studies were a required learning experience component of GCP.

An example of a cultural-based need that arose with GCP students could be considered a byproduct of their social status. P3 explained that GCP students were sometimes unprepared with clean uniforms for class. Students explained that their "mom, didn't wash the clothes" or "she said she's not gonna wash clothes." Understanding the need and recognizing that the GCP classroom was equipped with a sink inside of it, P3 stated "Well, let me teach you how to wash it out in the sink and wash it yourself, or wash it in the tub." Effort on the part of P3 circumvented what could have led to decreased student confidence and performance about a socio-political situation. Similar to P1, who expressed, "I want them to know things that they may not have had an opportunity to know," P3 taught self-sufficiency to apply know-how. P3 added, "The glass is always half-way full. You gotta give solutions. That's all." P1 insisted that community partnerships were one way to bring in more assistance to students and increase solution-based opportunities and that without "we are really short-changing them [students]."

Building community partnerships. GCP initiatives fostered the connection of community partners with students to shed light on educational and character-building practices. P1 suggested that GCP helped "amplify" community partnerships and their exposure to students. P2 affirmed that GCP as an active community partner helped showcase the district. "Globe School District is mentor-minded and looking in this direction and actually doing something, not just talking about it" (P2). Although Globe

Elementary School had several community partners (i.e. fraternities, sororities, Rotary clubs, and religious institutions), each partner had different objectives and ways in which they assisted the school. GCP opened the door to colleges and universities for fourth-grade and fifth-grade students as another parallel into developing young leaders of the future. Not only were organizations community partners, parents were as well.

Parents became a sounding board for the program and let others know the impact of GCP. P5 expressed "I did hear from one of the administrators that a parent noticed a change, positive change, in their son and it was about the 'GCP thing,' as they say...and they wanted to know about it." P5 confided that perhaps a chance would present itself that would allow P5 to attend a PTA meeting to speak to parents. Likewise, P3 established a "session with the parents who had kids in program" where they were taught the same thing as students, "because they too can go to college." This added attention focused a grasp on a sector of the community that had a significant impact on students' performance in school. Once engaged, parents were able to "understand and learn all these things that the kids" were "learning" (P3). According to P3, parent engagement reduced the challenge of students not having support from parents who previously misunderstood the value of the instruction.

Theme 7: Improving Social Interactions

Theme seven outlines one of the primary initiatives of GCP, which was to encourage the development of civil behavior, good character and strong leadership skills through expectations and validations. In conjunction with district and school models of performance, GCP helped to further impart strategies to students that would benefit them

in improving their social interactions with peers and adults alike. For instance, a common theme mentioned by many participants included the value of wearing uniforms to ensure students were "living the part, as well acting the part" (P2). Participants commented that by wearing uniforms, a certain change in behavior existed in the boys, which prompted better behavior. P3 stressed that if students did not have what they needed (i.e. bowties, shirts, khakis), "Overtime, we got donations for ties and bow ties." The institution of uniforms was suggested by the Globe Elementary School principal and made mandatory for GCP at their school. However, the requirement of wearing uniforms was encompassed in a ring of expectations that promoted character and leadership development opportunities to students to improve their social interactions.

Expectations and validations. Developing good civil behavior through character building was a primary initiative of GCP, expected from all students and validated when satisfied. Program documents informed students that they were expected to attend weekly classes, wear uniforms that consisted of a white button-down shirt, khakis and a bow tie or tie, display civil behavior at all times (both inside and outside of class), and participate in field study activities. When adhering to the expectations of the program, students received validation through positive reinforcement, awards, and other means.

Expecting weekly uniform apparel. Uniforms invoked a sort of-sense of presence in the students by instilling pride in one's appearance. Students were provided a detailed list of acceptable uniform apparel and images to view as examples. Among this documentation was the mention that uniforms were to be worn on all GCP field trips. P3 and P1 expressed that students needed to "not just be the part" but also "dress the part" to

feel successful. P4 provided that students were told that they were expected by society to present a certain appearance and needed to be aware of these societal expectations. For this reason, students were recognized when they followed directions.

Overall, students were validated when their behavior met expectations. Throughout the course of the GCP program, smaller rewards were often given to students. These rewards did not translate into school-based incentives. They were specific to GCP. P3 explained that when students were not behaving in their academic environments, they were not given permission to attend field studies or other off-site opportunities. Validation was invoked during the meeting of expectations and not so, in the reverse.

***Expecting civil leadership*.** Civil behavior through leadership was another central initiative of the GCP program. Civil behavior was also promoted in messages posted throughout the school environment. Daily, students met a WORDLE graphic display that projected the words "respect" and "sharing" when they arrived at school. Within the GCP classroom, messages posted on the walls read, "Think before you act! Get it together! Stop and think! Ask questions, find problems to solve and manage impulsivity!" There were other posted graphics on bulletins throughout the school reminding students that "your mindset is everything."

During the observed classroom experience, students were asked by P5 to talk about the meaning of "being civil." They were encouraged to complete 10 push-ups (with the facilitator at the start of each class), shake hands while looking in the eyes of the person in front of them, and were asked to state their names in a firm and clear voice.

Students were told these were actions that generated respect when meeting other people. Students were reminded of how to "be kind" and "courteous" (P5). References to a rapper (known by the GCP students) were made to help bring a greater understanding to the topic of civility.

Students were asked to help explain aspects of civility while P5 interjected connecting words to assist them. P5 explained "part of civility is knowing how to be polite, respectful." P5 gave students negative examples such as how some people allow doors to swing back on others when they enter or exit it. GCP students were asked to raise their hands if they were guilty of such an act and later in the class P5 said, “Are we all being civil?" As the class progressed, P5 tacked on a new responsibility for students to not only behave civilly in classrooms with their teachers but also each time they entered or exited a door outside of school. P3 explained that one way students were validated when they demonstrated an understanding of an idea through practice was with snack time or small gifts as an incentive to encourage continued progress in students to practice civility. Civility was presented to GCP students as a stepping stone to obtaining leadership opportunities.

Theme 8: Fostering Leadership

Theme eight explores participants’ perceptions of how leadership was instilled in students and the growth they noted in students throughout the program. Participants were asked to respond to the question, “What growth or changes have you noted in GCP students?” Participants provided the following as ways to instill leadership in students: (a) through modeling, (b) environment, and (c) understanding grade point averages

(GPA's). These practices present throughout the program and school environment were reported as a precursor to students developing intrinsic value. Therefore, intrinsic value is covered as a sub-theme of this theme, as well as activities and classroom practices that participants felt were instrumental in developing intrinsic value in students.

Leadership in observing. GCP facilitators, district leaders, and school leaders spoke confirmed the rewards of students behaving civilly when observing positive role models. In the two GCP classes I observed, students were encouraged in best practice to become leaders by seeing other leaders in action (or those training to be leaders) in colleges or universities. P1 considered modeling to be of great importance when cultivating young leaders. P1 stated, "we cannot overstate the power of one." P1 suggested that students were constantly monitoring adults in the school and therefore adults were mindful of their actions on a regular basis.

As a standard part of GCP, students who behaved in class were given the opportunities to meet professors and students on college campuses for tours and talks. During the course of GCP instruction, P1 recognized that students gained leadership skills and were challenged when there was "someone in front of them… imparting some type of wisdom to them." For example, one set of guest speakers were college students from a nearby university. "One was a student athlete who was a political science major," said P4. Students learned a new phrase that day, "political science" and what political majors typically aspired to be later in life. P3 revealed that these opportunities were not to be taken for granted. If students were "misbehaving in class [outside of GCP] ... they would forfeit the trip" because "it was almost like an awards system" (P3). Students were

said to anticipate these opportunities to ask questions and experience a new environment where they could visualize a potential future following graduation.

Leadership through setting. GCP students did not need to step on a college or university campus to find leadership. When GCP students entered their school building, they were reminded of "leadership" and "achievement" by a large visual graphic of these words affirming that they were leaders and that leadership was expected to meet achievement. In class with GCP facilitators, students were taught that they were each leaders in their own ways. While conducting an observation I observed P5 quiet the room by saying, "I want you to listen to the other GCP leaders." In this statement, "GCP leaders" meant the "GCP students." Students were being acclimated to being called leaders. This type of psychologically-based inspiration, referred to by P5 as “cerebral” was made to project a subtle idea to foster positive growth and leader-like behavior.

Leadership in the real world. Students received reminders about academic achievement and grades, and how behavior could influence GPAs in the future. P3 explained that GPAs were an important aspect of leadership for students because they also required an understanding of “soft skills” and how to use them efficiently. Students were reminded that "soft skills" were important and that "people may take for granted there are certain things you have to do and say, not just here, but in society as a whole" (P4). Therefore, a classroom activity was developed where the GCP student with the highest GPA was deemed *the leader* and all other students were told they had to respect the instructions of that student. P3 expressed that this occurs in real life and students needed to be prepared not only to be leaders but to respect other leaders as well. GCP

facilitators used the classroom setting to have students monitor and assist one another to ensure they were putting the aspects of civility they were encouraged to display into practice.

Intrinsic value and confidence. GCP students were expected to display new positive behaviors, inspired by the intrinsic values and greater confidence. Most participants found confidence to be the greatest area of growth noted in students after participating in GCP. P2 stated, "I think the growth on the students' part .... there's a change in confidence from not having been a part of anything bigger than yourself and then learning all these different things." District and school administrators remarked they were also privy to watching the development of intrinsic value manifest in some students over time. P4 considered intrinsic value to be the “greatest incentive” students could earn and look forward to developing for themselves.

P4 described one student's experience after returning from a college tour. He was initially focused on becoming a basketball or football player.

> No one talks about being a coach. No one talks about being a sports agent because you know sports is more than just throwing or tossing a ball...We took students on a college visit last year and at the end of the tour we were doing a group picture and the one of the guys said to me, he said..."I know what I want to do"..."I want to go to college."

P2 recounted an experience where intrinsic value was gleaned although two students had not reached a point of proficiency with the task at hand. Two students were self-motivated to helping one other with the same confidence of individuals who truly knew

how to tie a tie. P2 provided:

> They had several men from the community there teaching them [GCP students] how to tie a tie and trying to give them little hints, swing this over, put this through, and what I saw was one little boy trying to help another little boy. He didn't have his totally tied but he was working to help somebody else...you could see, you could see, it was working.

P1 and P4 recalled a student who progressed through a year of GCP and refused to cut his hair, even after several recommendations to do so. P1 acknowledged that the student had behavioral challenges and was sometimes difficult to manage. However, unexpectedly, he had a change of heart. P4 recounted: “When the program was over, he cut his hair and he was recognized by the district as the "Best Around Student," meaning he actually had some challenges behavior-wise, but before the end of the school year, his grades improved and his behavior improved.

Observing an intrinsic value activity. I observed a GCP facilitator lead students in an activity to self-assess their current status and create personal ideas of success for their futures. Students were required to develop visions boards. I witnessed P5 introduce the activity to students as one that would let them display their current and future intentions in a visible posture to be realized. Students were placed in groups and provided tri-fold boards, markers, cut graphics (of images of money, cars, familial words and phrases, sports, and people) and tape. Students were asked to write their full names on the boards and to affix the most important aspects of their lives as graphics on one side of their board. P5 directed students to affix graphics of future intentions in different

locations on their board. Throughout the activity, P5 reminded students of their capability to succeed and their statuses as future leaders. Although students did not complete the activity prior to the conclusion of observations, they were asked to share content with each other and P5 actively participated in helping each student with an individual aspect of their board development. The vision boards represented a way for students to map out their future intentions for success, which generally stems from intrinsic consideration.

Summary

GCP participants provided a plethora of information to address the three research questions related to program implementation, the possibility of CRP underpinnings in GCP, and potential growth and change of student behaviors per the domains of CRP. GCP students received an encompassed collaborative effort from the district, school, community, and parental stakeholders to help them gain effective strategies and tools to improve their social interactions, advance their leadership skills, and adhere to district and community partner objectives. While GCP was not specifically stated as the sole reason for changes in GCP students overall school performance, it was credited with providing powerful connections (both mental and physical) to new experiences and opportunities by GCP participants. These connections extended to students learning new skills to allow them to fit into mainstream environments, students being recognized for improvements to behavior, community partners from dissimilar backgrounds than students communicated and shared their personal life experiences to foster positive and diverse social interactions, and to parents receiving instruction in the same areas the GCP

partner worked to instill in students, culminating in an intention to educate the family unit to make lasting social change possible for the future.

CRP was evidenced through observations that were comprised of classroom activities, facilitator collaboration outside of the classroom with students, and the intentional ambience designed by school leaders to cultivate a safe, home environment. Also, CRP was found underlining planned classroom activities, planned and actual facilitator dialogue with students, and curriculum documentation (inclusive of objectives). Participants expressed that the implementation of GCP marked a credible relationship with community partners and the opportunity to serve students with a more varied experience to help meet district models of performance and school themes. District models of performance and school themes were also closely aligned to the domains of CRP. Likewise, through the development of these themes, students were led to develop intrinsic motivation and behaviors toward bettering oneself while self-monitoring. GCP employed collaborative efforts of district and school leaders to reach common goals and planned initiatives. Chapter 5 will address potential implications and recommendations of these data analyses.

Chapter 5: Discussions, Conclusions, and Recommendations

Introduction

The purpose and nature of this case study was to explain motivating factors, challenges, and rationales for school administrators and leaders opting to implement a student civil leadership program, GCP, in a K–6 elementary school environment. I sought to understand how the civil leadership program operated, the extent to which CRP was facilitated through instruction, and how students were perceived by school leaders to have benefitted from the program in alignment with CRP. Key findings of the study indicated that (a) the implementation of the GCP program was largely instituted due to trust and consensus among stakeholders which promoted consistent collaboration, (b) the underlying foundation of the GCP curriculum bore a striking resemblance to CRP in implementation, (c) GCP instruction promoted civil leadership in students through the design of program activities, and (d) instituting the program established a community initiative of support that extended beyond the classroom. These four findings represent a condensed outlook of eight themes listed in the interpretation of findings section.

Chapter 5 includes findings that surfaced from the analysis of data, their interpretation, and the manner in which they relate to the literature. This chapter also includes a discussion of the findings as they relate to the conceptual framework of the study. Limitations, recommendations, and social implications of the study will conclude this chapter.

Interpretation of Findings

I examined literature to explain the reason schools usually implement programs to improve student interactions, the role teachers and school leaders play in guiding students to have positive interactions, and civil leadership as a separate construct from civic education and SEL. Findings from the study revealed a total of eight themes that aligned with the three research questions and key literature presented in Chapter 2. The research questions were:

RQ1: What are the motivating factors and challenges of stakeholders (district leaders, school administrators, and program facilitators) in establishing and sustaining a civil leadership program at the elementary school level?

RQ2: How is culturally relevant pedagogy apparent in the development and delivery of this civil leadership program?

RQ3: What growth or change in student participants have stakeholders observed in alignment with civil leadership and culturally relevant pedagogy?

The eight themes that emerged to support the research questions related to Globe Elementary School were: theme one, trust between leaders to execute the GCP implementation process; theme two, advantages of implementing GCP; theme three, challenges of implementing GCP; theme four realization of GCP initiatives, theme five, emergence of CRP in documentation; theme six, emergence of CRP in practice; theme seven, improvements in social interactions, and theme eight, fostering leadership. Themes one through three corresponded to RQ1; themes four through six corresponded to RQ2, and themes seven and eight corresponded to RQ3. An interpretation of these

findings as they relate to the empirical literature is organized by the eight themes, starting with trust between leaders to execute the GCP implementation process according to the most pertinent needs of students in the district.

RQ1: Implementing a Civil Leadership Program

Prior to the implementation of GCP, the elementary school was noted as a high poverty school with failing academic scores and low safety ratings, indicating a tremendous need for positive change and behavioral support. GCP challenges were motivations for school leaders to implement a program slated to address such needs. Smolkowski et al. (2016) determined that an effective means of reducing interaction challenges (among others) in most school environments stemmed from implementing "foundations training" that prepared school leaders and teachers to realize success through outcomes. GCP facilitators were trained by the community partner organization and worked cooperatively with school leaders, teachers, and staff on a weekly basis. Training was not extended to staff employees per the program specifically; however, GCP facilitators, school leaders, and staff maintained consistent collaboration about the implementation of program components and student response throughout the school year. Although, GCP was not mentioned by participants or in state documentation to be solely responsible for the increase in academic standards and safety ratings following the implementation of GCP, it was one program that added to the positive dynamics of a collaborative school environment, where trust and community affiliations, that represent the two subthemes of this theme, helped school leaders to aid students.

Trust in GCP implementation. Trust is an invaluable asset for school leaders and teachers to model to students through genuine communication with one another. Students who perceive a lack of trust in institutions have been found to rebel against authority figures (Ballard et al., 2015; CDF, 2017; Yeager et al., 2017). An important component in the implementation of GCP was the level of trust the district and school leaders placed in the community partner organization. Globe School District leaders opened communications with the GCP community partner due to the reputation it held in the community and the advantages they believed would be associated with creating a collaborative partnership with community stakeholders willing to enter schools for the purpose of improving student success. Poynton et al. (2019) found that district superintendents considered proactive engagement with community partners as a method to build trust in the school district and its ability to protect and educate students affectively. Similarly, when students witness cohesion amongst school leaders, teachers, and other stakeholders within the schools, they have been found to develop a trust for these individuals (Yeager et al., 2017) and the likelihood of poor social interactions and rebellion lessens. Likewise, literature shows that when trust exists between school district leaders, school leaders, students, and community, "whole-school" achievement is possible (Durlak et al., 2015). Community attention to social justice can be promoted (Zembylas & Iasonos, 2017) better when students trust school leaders. Harmful occurrences that inevitably challenge societal systems are likely to be reduced (i.e. students in prison and family dependency on welfare systems) when students have positive experiences interacting with school leaders and peers (Hodgman, 2016; Wesley

& Ellis, 2017). Positive change has been found to be more likely in these areas when trust is present between stakeholders.

Advantages of implementation. GCP participants commented on varying advantages that arose from the implementation of the program, however the advantages of enhanced public image and student anticipation aligned with the literature. District and school leaders have been found to form relational trust with community stakeholders when they engage, show willingness, and action in improving school climate (Poynton et al., 2019). This in turn can improve the public image of the school district and the extent to which it endeavors to provide safe and valuable learning for all students. External parties who request or are hired to run programs in schools are often scrutinized if they do not have knowledge of the social and cultural climate of a school district (Anderson et al., 2017). This type of unfamiliarity is damaging to the future of positive outcomes. Thus, equity is placed in school districts by stakeholders when public displays of the district's efforts are transparent and progressive.

Stakeholders, such as parents and school leaders, are similarly informed when students find a particular program or other activity engaging. GCP participants spoke about how excited students were to attend classes and field experiences and how their opportunity to participate in experiences hinged on behavior both in and outside of the GCP classroom. GCP facilitators reported that students developed an interest to speak about their personal experiences (some community related) and grew confident in their ability to excel with greater education and communicate with those dissimilar from themselves. Researchers found that whether students took part in STEM related

programs designed to enhance their understanding of sociopolitical climates or anti-bullying programs geared to promote peer-mentoring and leadership skills, students were engaged because they anticipated participation (Midgett & Doumas, 2016; Vakil, 2014). The extent to which students become engaged in a program and the successes they are able to achieve can be aligned to their anticipation and excitement about program offerings.

Challenges of implementation. As for many programs instituted in school systems, funding and appropriate scheduling can prove challenging. Unlike other school intervention programs which may be sought after for contracting by school districts, the GCP community partners saw a need for change in the schools and made a presentation to offer the program at no cost to the school district for one year. Results indicated that funding from the district was not possible for GCP and therefore, if implemented, individual schools in the district would need to obtain funds. Large–scale programs often require a large amount of funding and extensive implementation processes to achieve success (Smolkowski et al., 2016). However, schools with smaller budgets can benefit from programs designed to improve school climates at the school or classroom level (Domitrovich et al., 2017; Yeager et al., 2017). Globe Elementary School was a school with a smaller budget and was said to maintain GCP after the initial free year of implementation because a positive change was evidenced in student behavior.

School leaders have an obligation to protect core instructional time for students in order to encourage academic success. Many programs implemented in schools commence after school hours (Anderson et al., 2017; Vakil, 2014); this preserves

instructional time for teachers. However, in-school implementation of programs such as MindUp found improvements easier to gauge and monitor due to the in-school design of the initiative (Schonert-Reichl et al., 2015). School leaders managed scheduling by protecting instructional time for the first 2 years of GCP. However, according to participant interview responses, the time for GCP classes seemed to be cut by a few minutes during 2018 – 2019, which caused difficulty when facilitators set out to achieve planned activities for the day. GCP was designed for facilitation at the classroom level but emerged as a larger collaborative effort between district and school leaders that proved to further enhance ties in the community. In the midst of time constraint challenges, relationships were still created with stakeholders by GCP facilitators which led to the development of civil leadership in students. Overall, these related actions promoted aspects of self-discipline in students' interactions with others.

RQ2: Culturally Relevant Pedagogy in the Design and Delivery of a Civil Leadership Program

An important aspect of program delivery is realizing goals and outcomes as intended. Programs have a wide variety of goals that are divergent from one another: they could require counselor participation (Midgett & Doumas, 2016; Nastasi & Jayasena, 2014), participation in group open forums (Ladson-Billings, 2014), or the prohibited use of certain phrases by students that may oppose program objectives (Kuttner, 2016). Regardless of the nuances present for programs, such nuances are often the key to achieving a particular outcome set forth by program developers.

Emergence of CRP. GCP facilitators and school leaders created a safe, familial environment for students by noting students' similarities, which aligned closely with CRP. Support for CRP as an undercurrent to GCP was present in Ladson-Billings's (2014) ideas of learning about one's own culture and those of dissimilar individuals and the importance of facilitating instruction that address inclusion, culture, and environment (and underpinning of sociopolitical structure). Globe Elementary School and GCP leaders demonstrated an alignment to CRP by enhancing visual and physical school spaces with positive messages promoting acceptance and inclusion for all people. The display of physical graphics on bulletins and verbal reminders to help students celebrate individuals (and sometimes peers) from dissimilar groups were closely aligned with activities performed by teachers of CRP, as well as schools with successful implementation of CRP on a school wide level. The presence of these messages served as support to help students engage in sociopolitical discussions. Further, school leaders and GCP facilitators fostered learning spaces with community guests who were equipped to participate in dialogue with students about sociopolitical topics.

The realization of CRP within the GCP program was greatly supported by the behaviors and practice of the school leaders and GCP facilitators. In order to enact positive change in student behaviors, school leaders need a willingness to participate in the instituting actions specifically for this purpose (Hodgman, 2016; Yeager et al., 2014). Globe Elementary School school leaders and GCP facilitators practiced willingness to change with deliberate intention. Similar aspects of this deliberate notion were experienced by elementary students having physical play 2 hours a week to become more

socially aware of their behaviors toward one another and how to exact social inclusion with peers (Massey et al., 2018). GCP students were able to see themselves (and people from dissimilar groups) in the fabric of the school, engage in sociopolitical dialogue, and develop goals to improve their interactions and expectations for future success. School leaders and GCP facilitators went a step further to ensure they collaborated with one another for the well-being of students to help generate a model of how a well-rounded family support system would typically operate.

Building community partnerships. GCP strengthened community partnerships and future benefits by increasing students' ability to demonstrate civil leadership when exposed to community leaders and advocates from a wide variety of industries. Some school programs designed to attract the assistance of university and business community partners were found to have opposite but noteworthy effects on students. Students who were taught to actively demonstrate positive civil behaviors, through engaging practices, felt a great sense of connection to their communities (Derr et al., 2016). Students increase their desire to protect and better their communities when they are afforded the opportunity to actively participate in learning how to make such transformations (Derr et al., 2016). GCP students were exposed to university professors and students in the classroom and in field experiences. They also met and actively communicated with community leaders who experienced hardships but rose above their challenges to become successful.

Students can benefit greatly from access to community leaders, however program facilitators can better guarantee success by reflecting on the outcomes of such

collaborations. Instances of student exposure to community leaders may have unintended effects on students if they feel disconnected from the final outcome of objectives proposed by community partners, specifically in the area of university-partnerships formulated to initiate skill building and positive interactions (Derr et al., 2016). This makes reflection and continual review of ways to improve program collaboration efforts essential to improving outcomes for students (Derr et al., 2016). Additionally, according to Mortensen et al. (2014), when youth learn to develop civil behaviors and leadership skills they are more likely to transform society positively in the future when they reach adulthood. This outcome closely paralleled that of GCP's initiatives to inspire lasting change in students.

RQ3: Growth or Change by Students in Alignment with CRP

GCP participants commented on the improvement students showed in the areas of confidence, exhibited intrinsic value, and social interactions, when observing positive role models. Students were empowered by GCP facilitators to believe they were capable of great learning due to the cognitive and emotional strengths they possessed (i.e. speaking English, one of the hardest languages in the world to learn and the willingness to assist one another). Students were taught to introduce themselves by stating their names in a clear voice, while maintain eye contact with the person whose hand they were shaking. These messages and actions of constant empowerment, giving others respect, and increasing trust through interactions, aided in the development of student confidence (Hodgman, 2016) and intrinsic value in the students. Students were also encouraged to build confidence by communicating the extent of their knowledge base with fellow peers,

which demonstrated another example of willingness in action. DePaolis and Williford (2015) found that there can be an unwillingness by students to inspire change, perhaps underlined with fear (a lack of confidence), especially when asked to report incidents of bullying and other related harassment. DePaolis and Williford (2015) found only 50% of elementary aged students reported incidents of bullying to school leaders and teachers, although some students experienced these tribulations on a regular basis. GCP facilitators spoke about the growth of GCP students and the positive changes of students who previously exhibited behavioral challenges and those who were learning to guide the regulation of their behavior due to having a particular attribute of their recognized in class (i.e. holding the highest GPA). Through routine classroom practices, GCP facilitators helped to instill confidence in students that promoted a willingness in them to make positive changes without reward, thus establishing the onset of intrinsic value.

Improving social interactions. Civil leadership supported the initiative of GCP as an underlying construct in improving student interactions with peers and adults from similar and dissimilar groups. GCP initiatives emphasized civility as a primary goal to mark student achievement in the program. Students were taught the importance of being civil through direct instruction by GCP facilitators and exposure to community partners and affiliates to afford them an opportunity to apply civility in novel situations. GCP facilitators also deemed that the similarities they shared with students were capable of creating strong representations of familiarity that could promote healthy student outcomes. Similarly, Zembylas and Iasonos (2017) found that some school leaders had the belief that students thrived in environments where instruction was given by teachers

who were members of their in-group. However, GCP students were taught the value components of behaving civilly in any environment.

The idea that "mindset is everything" was reflected in a graphic representation on the GCP classroom wall. This was aimed to help students to understand that even in situations where students may have been treated unfairly, the best recourse was to maintain civility, as was also found by Gilliam et al. (2016) in a study of Caucasian and minority teachers. Students were often asked by their GCP facilitator "are we being civil?" during class. The benefit of this was echoed in studies that found a positive relationship between the behaviors exhibited by school leaders and teachers and those mirrored by their students (Lin, 2015; White & Waters, 2015). Additionally, when students were found to trust and place value in their teachers who exhibited prosocial behaviors with both similar and dissimilar groups, they replicated these actions and some excelled more academically (Benner & Graham, 2013; Yeager et al., 2017).

Leadership through observing. Previous studies affirmed that elementary students are at a prime age to have their developing behaviors influenced by observations of their parents and nurturers (Allport 1954/1979; Schonert-Reichlet et al., 2015). Results of this GCP study featured participant responses that confirmed school leaders were aware of the value (and potential damage) that such observations could have on the personal behaviors of students. School leaders emphasized to teachers and staff the importance of making positive impressions on students and more specifically when they were unaware students were in the vicinity. Yeager et al. (2014) found that when trust was perceived by students, they would follow the lead of school leaders more readily,

therefore goals of programs were more likely to be accomplished when school climates were balanced. Likewise, students were found to engage in sociopolitical dialogue and community forums when they were allowed to observe and engage with role models who taught them the proper structure of this delivery in society (Monkman & Proweller, 2016; Zeldin, Krauss, Kim, Collura, & Abdullah, 2018). GCP students found these role models at the school and classroom levels and developed a greater sense of civil leadership because of it.

Student leadership in community. GCP initiatives were designed to connect community leaders and advocates to students for face-to-face interactions in the school setting. These experiences gave students access and exposure to community stakeholders who held students' best interests in high esteem and gave direction to students when they shared their personal experiences. When students perceive prejudice or unfair treatment in school systems, they begin to feel devalued in both school and community (Hope et al., 2015). GCP's initiative to invite positive role models (such as those noted for excelling through tremendous odds) for face-to-face communication with students increased the chance that students would achieve higher levels of social competence. Higher levels of social competence have been determined to negate internalized conflict (Domitrovich et al., 2017). This has even been the case when elementary students exhibited damaging behaviors learned in the home (Domitrovich et al., 2015; Gregory & Fergus, 2017); they associated education as an important construct to their success later in life. GCP facilitators instituted parent classes to teach about the significance of education for their students and avenues that were actually open for them to grasp.

Students with and without social and emotional deficits benefit from positive social interactions, especially with adults, and are less likely to experience predictive associations of aggression and substance abuse (Domitrovich et al., 2017). Additionally, Domitrovich et al. (2017) found an inverse relationship between higher levels of social competence and criminal activity and dependency on public assistance later in life. GCP's inclusion of community stakeholders as role models to students could facilitate a long-lasting impact on students, families, the school, and community.

Interpretation in light of the Conceptual Framework

The conceptual framework used in this study comprised the theories of prejudice (Allport, 1954/1979), CRP (Ladson-Billings, 1995), and civil leadership (Ewald, 2001). Results of the study connected to major ideas posed in the framework section of Chapter 2 relating to (a) the derivation of prejudice as a precursor to uncivil behavior, (b) processes that reduce uncivil behavior, and (c) students being able to critically examine their role in school and community environments. These ideas were realized in GCP study results in the several ways.

The first idea related to understanding the reasons for prejudice and that prejudice stems from internal opinions that serve as precursors to externally displayed uncivil behaviors. Allport (1954/1979) contended that since prejudice was inherent to humans, an understanding of its derivation should precede attempts to improve behaviors. GCP facilitators maintained that the derivation of students' ideas of similar and dissimilar groups were shaped by their environments and access to experiences. Therefore, GCP facilitators sought to use experiences and direct instruction to teach students the value of

thinking positively about themselves and treating others civilly. GCP facilitators and school leaders also placed students in open forum environments to interact with community liaisons and partners from dissimilar groups.

The second idea focused on ways to reduce uncivil behavior among student populations. Allport (1954/1979) introduced the idea of direct and indirect instructions which would place students explicitly in environments with dissimilar group members (direct) and could also provide them with literature about different cultures, discussions of different cultures, and information posted on walls or bulletins about the lives of individuals from dissimilar groups (indirect). GCP initiatives were designed to teach students the importance of maintaining civil behavior in diverse populations by presenting to them community leaders who modeled how to reach goals and achieve success through telling their personal stories and interactions with students. Both Allport (1954/1979) and Ladson-Billings (1995) subscribed to students learning about other cultures as a step toward better interactions with individuals from dissimilar groups. Ladson-Billing (1995) also imparted in the domains of CRP, that students should be taught about their own culture. During the course of the study, GCP facilitators shared their personal stories with students to foster connections and inspiration. They considered themselves to have similar backgrounds as their students. Students were also placed in working environments where they viewed posters of people from different cultural backgrounds and were taught literature and poetry from authors of dissimilar groups.

A third idea that closely connected conceptual frameworks and results was that students needed to be able to critically examine their role in school and community environments. Civil leadership, as presented by Ewald (2001), and expanded upon in this dissertation, reflects a student's ability to understand that civil behaviors are paramount to peaceful interactions across dissimilar groups. Also, civil leadership in this expanded form was comprised of the second and third domains of CRP as the underlying foundation to encourage self-assessment through leadership in students. Ladson-Billing's (1995) third domain suggested that students need instruction that affords them opportunities to speak about sociopolitical challenges that may be present in their communities and surrounding areas. Allport (1954/1979) went so far to suggest that some individuals exist wholly unaware that there are dissimilar groups present in the world or what stereotypes there may be for their in-group as perceived by dissimilar group members.

GCP facilitators and school leaders took multiple opportunities (i.e., direct instruction, positive verbal encouragement, school ambience, and posters and graphics in hallways) to introduce students to ways potential stereotypes can be reduced and imparted strategies to help promote positive thinking, consistent learning, and the ability to self-assess and adjust. GCP facilitators also held discussions and demonstrations with students to allow them to present problems they faced (e.g. lack of clean clothes, unsupportive parents, and inquiries about diverse individuals) within a safe environment to arrive at sound solutions.

Limitations

Limitations initially expected for this study as laid out in Chapter 1 included concerns about the small amount of observation class time, and confinement of the study to one elementary school in which GCP operated. As expected, classes were held once a week and the facilitator visited an extra day each week to check on the well-being of students with school leaders and teachers. This small class frequency resulted in a small number of classroom observations during the study. I conducted two classroom observations and had many visits to the school within the span of three weeks that allowed for the observation of the setting and communications between staff and community partners. Most participants willingly provided documents during interview sessions. Other documents and artifacts (i.e. images and recorded music) were obtained from posted areas in and around the school lobby. Additionally, prior to the start of the study, GCP was being operated in more than one school in the district. Due to the change in leadership, when the study began, GCP was operating only in the original school to host it in the district. Therefore, since the capture of data from other schools who hosted GCP was not completed, this could still be viewed as a limitation. The findings of this study are very similar to other case studies in a single setting, which have limited transferability. It is my aim to provide the reader with enough depth of the data and detail so as to help clarify what this small study might shed light on in another setting."

Recommendations

Recommendations for research in this section were developed from findings of the study. The first recommendation would be to modify the study design. This study

was a qualitative study, however, survey study or mixed methods study of a larger number of schools of the processes that could be performed and then instituted to ensure school and program alignment may shed light on program outcomes as they relate to students. GCP was implemented based on the trust of school districts and community partner affiliations and resulted in a community initiative that worked well with students but had minimal outcome data and alignment documentation to substantiate successes.

A second recommendation for future research would be to invite a wider set of stakeholders such as school counselors, school staff members, community guests, and parents to take part in a similar study of implementation processes and shared perceptions. Information shared by such participants could help further guide how objectives and goals were realized for GCP and the school district. Further, these additional stakeholders may have their own set of goals and objectives that may related to the GCP program. Engaging them would be a way to determine whether GCP inspired an even greater reach than determined through findings of this study. Due to the scope of this study, it was not feasible to gather data from other stakeholders however, results indicated that others played a pertinent role in executing the program and could provide integral pieces of missing data for exploration.

The final recommendation for further research would be to examine other student groups and schools in which GCP operates. During interviews, I found that the community partner organization hosts GCP in additional schools outside of the Globe School District. It may be beneficial to school and community stakeholders to understand the impact of a civil leadership program with a different population of

students in a different school environment. More specifically, this study could be conducted with a mixed group of participants (both boys and girls), which would add a new dimension to data collection. GCP has been implemented in this school district, thus far, in single gender male and female classroom environments.

Implications

Implications for GCP

This study suggested implications for both the local program and school district as well as the wider United States school systems serving an increasingly diverse population of students. During the course of the study, some implications that may assist in improving GCP operations emerged. Globe School District maintained a model of performance including eight elements for student success, however there was no verification process that this model was considered or reviewed prior to the implementation of the program into the district. Additionally, GCP was deemed a "mentoring" program throughout school leaders' interviews, however was not considered as such in GCP community partner promotional materials or letters forwarded to parents. An implication for practice that may be helpful for school leaders and GCP facilitators is to consider the institution of collaborative sessions with community partners, prior to program implementation, to ensure that models of performance and other district goals are directly connected to the offerings of a program. Additionally, once a program is underway, a review of program initiatives as they relate to student progress would benefit school and community partners. A mid-year or mid-point follow-up would aid school leaders and community partners in making any decisions to adjust or add new objective

for students. Finally, a year-end review of student progress in meeting program objectives can provide a pathway of how the program maintained district and school models of performance. These steps could alleviate district leader and community partner differences in terminology and expectations associated with program offerings.

A second implication for practice that may aid facilitators in the delivery of the program includes the assistance of required classroom school employees. Classroom school employees could enhance the delivery of the program and thus the public image of the district by participating in the delivery of class activities to students. During the course of the study, time constraints and a single facilitator made it difficult for students to complete planned activities for the day. School employees who were in the classroom during my observations included front desk staff, a teacher, and an assistant principal. In some instances, a simple practice of distributing materials would have allowed the GCP facilitator to better complete a planned activity. Contributions by required school employees can be limited, but even in such a capacity they could prove helpful to the overall circle of success for students and the school district.

Implications for Improved Social Climate in Schools

Social implications for this study include a continued effort to understanding the United States demographic landscape and the impact school systems have on the social and financial aspects of students and communities. By 2044, a new majority group will exist in the United States (U.S. Census Bureau, 2013) with a rising number of children from diverse racial and ethnic backgrounds (CDF, 2017) enrolling in school systems. This study sought to address the reasons for uncivil behaviors in students and ways to

reduce them in school settings through the use of civil leadership, underlined by CRP.

Study findings pointed to enlisting the assistance of community partners to aid in realizing positive social change in the school climate. Both school leaders and community partner organizations play a part in gathering funding sources to create and implement small and large scale programs into school systems designed to impart positive social change (Hodgman, 2016; Smolkowski, Strycker, & Ward, 2016). The assistance of community partners in the school setting can offer students the opportunity to learn from the personal experiences of the guests and students can exercise their understanding of social justice from the standpoint of seeing positive role models in face-to-face settings. Students can learn that they are an integral part of their community's tapestry and that community leaders need them to uphold the balance of harmonious interactions with people of all backgrounds in their surrounding areas; especially when racial and ethnic diversity applies to a community (Witherspoon et al., 2016). This study has implications for students, student families, school districts and leaders, law enforcement officials, and community organizations. Further, positive social change can be realized at the policy level for incorporating guidelines that assist schools in implementing and monitoring the outcomes of funded programs.

Conclusion

Daily, students are entering United States school systems and are expected to interact peaceably with similar and dissimilar individuals around them, under the direction and guidance of school leaders. Civil leadership fosters a way to change school climates when students are taught by role models who exhibit positive behaviors in this

vein of personal stewardship. School leaders are faced with many variables in maintaining harmonious school climates and seek to implement programs that can assist them in teaching students how to be good stewards of their own behavior (Massey et al., 2018; Schonert-Riechl, 2015). One solution to enhance behaviors before they surface as external actions (i.e. discrimination, violence, and self-inflicted harm) is to know oneself and about at least one other culture outside of oneself, especially if daily interactions with dissimilar groups is inevitable (Ladson-Billings, 2014). Allport (1954/1979) wrote, "No person knows his own culture who only knows his own culture" (p. 486). Civil leadership, as expanded in this dissertation to include CRP, allows students to grow as leaders while also understanding the importance of self-assessment in the greater aspects of their surrounding communities. Likewise, when taught by community leaders, considered to be positive role models and those who have overcome adversity, students with difficult and stress-free backgrounds benefit mutually. Hope et al. (2015) found that prosocial behaviors in youth can be developed by their association with those of positive influences. Moreover, these associations help elementary students who gain the ability to showcase civil behaviors, a greater influence in their peer groups (Massey et al., 2018). Therefore, school systems can benefit from engaging community partners in collaborative efforts (even in small ways) to help revitalize or reform school climate. The outcome could be the difference in students meeting undesired outcomes and the creation of community wide team that garners effects change in students as adults who will have the skills and knowledge necessary to prevent or reduce future societal ills.

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Appendix A: Observation Protocol

Observation Data Capture

Date: __________________ Start time: ___:___ End time: ___:___

Program Facilitator: Male ___ Female ____ Pseudonym _________
Administrator ____ Teacher ____ Community ____

Posted Objective(s) and/or Essential Question (s): ____
____
____

Descriptive Notes	Reflective Notes
# of People in room: Walls (arts, signs, words): Layout of Room & Learning formation: Location and delivery of Goals\Objectives (posted, verbal, etc): Progression of Class: (time stamp, worksheets provided, instruction delivered by ___ & activities): Facilitator references to CRP (discussion, lecture, etc):	

Appendix B: Documents and Artifacts Collection Tool

Documents and Artifacts

I used this form in the organization of all documents or artifacts provided by participants.

Date of Collection	Artifact or Document Type	Source	Alignment to Research Questions

Appendix C: Interview Questions

There were three research questions in this study. Interview questions for each group of participants are listed below. The alignment of interview questions to research questions follows the interview protocol.

RQ1. What are the motivating factors and challenges of (district leaders, school administrators and program facilitators) in establishing a civil leadership program at the elementary school level?

RQ2. How is culturally relevant pedagogy apparent in the development and delivery of this civil leadership program?

RQ3. What growth or change in student participants have stakeholders observed in alignment with culturally relevant pedagogy and educational methods?

<u>District and School Leaders</u>:

1. What is your role in the district?
2. How long have you been the (role)?
3. Describe the reasons the ABC program was implemented at ABC school? (Tell me about a specific time or example of ...?)
4. Describe the process for the implementation of the ABC program in the district? School?
5. What role have you played in the implementation of the ABC program?
6. What has been the most exciting part of implementing the ABC program in your school? (Tell me about a specific time or example of ...?)
7. What have been some of the advantages of having this program at ABC Elementary School?
8. What would you say were challenges in implementing this program?
9. How have they improved or been dissolved (if applicable)?
10. What growth or changes have you noted in students who have participate in the program?

11. What are future plans for the ABC program? (Tell me about a specific time or example of ...?)

Program Facilitators:

1. What is your role in the district?
2. How long have you been the (role)? Other roles?
3. Describe the reasons the ABC program was implemented at ABC school? (Tell me about a specific time or example of ...?)
4. Describe your motivation for wanting to assist in the implementation of the ABC program in the school?
5. What role have you played in the implementation of the ABC program?
6. Describe a typical class day? (Tell me about a specific time or example of preparation or activities taught...?)
7. How does the program teach the civility and leadership components to students?
8. How are these teachings demonstrated by students?
9. What have been some of the advantages of implementing this program to students?
10. What have been some of the challenges of implementing this program to students?
11. How are challenges addressed with students?
12. What growth or changes have you noted in students who have participate in the program?
13. How are students celebrated in the program?
14. What has been the most exciting part of implementing the ABC program in your school? (Tell me about a specific time or example of ...?)

Alignment

The following details the alignment of each interview question to the three research questions, separated in accordance with the participant group to be asked the question.

RQ1. What are the motivating factors and challenges of stakeholders (district leaders, school administrators and program facilitators) in establishing a civil leadership program at the elementary school level?

District and School Leaders

1. What is your role in the district?
2. How long have you been the (role)?
3. Describe the reasons the ABC program was implemented at ABC school? (Tell me about a specific time or example of ...?)
4. Describe the process for the implementation of the ABC program in the district? School?
5. What role have you played in the implementation of the ABC program?
6. What has been the most exciting part of implementing the ABC program in your school? (Tell me about a specific time or example of ...?)
7. What are some of the advantages of having this program at ABC Elementary School?
8. What would you say were challenges in implementing this program?
9. How have they improved or been dissolved (if applicable)?
10. What growth or changes have you noted in students who have participate in the program?
11. What are future plans for the ABC program? (Tell me about a specific time or example of ...?)

Program Facilitators - facilitators are asked the same questions as those posed to the District and School Leader group with the exception of the following:

1. Describe your motivation for wanting to assist in the implementation of the ABC program in the school?
2. What have been some of the advantages of implementing this program to students?
3. What have been some of the challenges of implementing this program to students?

RQ2. How is culturally relevant pedagogy apparent in the development and delivery of this civil leadership program to elementary students?

Program Facilitators - facilitators are asked the same questions as those posed to the District and School Leader group with the exception of the following:

1. Describe a typical class day? (Tell me about a specific time or example of preparation or activities taught...?)
2. How does the program teach the civility and leadership components to students?
3. How are students celebrated in the program?

RQ3. What growth or change in student participants have stakeholders observed in alignment with culturally relevant pedagogy and educational methods?

Program Facilitators - facilitators are asked the same questions as those posed to the District and School Leader group with the exception of the following:

1. How are these teachings demonstrated by students?
2. What growth or changes have you noted in students who have participate in the program?