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Unmasking Whiteness: Progressing Toward Cultural Responsiveness Within a RTI Framework

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A Dissertation Submitted to The Graduate School at the University of Missouri-St. Louis in partial fulfillment of the requirements for the degree Doctor of Philosophy in Education with emphasis in Teaching and Learning Processes

December 2018

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Abstract

Response to Intervention (RTI) developed out of educational policies and practices that comprise NCLB and IDEA. RTI is a system to ensure all students receive high-quality instruction that meets their needs, increases opportunities to learn, and prevents reading failure. A culturally relevant RTI framework offers the most promising pedagogical approach to quality instruction and educational equity. The purpose of this study was to understand, describe, and explore the intersection of culturally relevant practices and RTI. The research questions that guided this study were: What can be learned about a culturally responsive approach to RTI by listening to teachers' perspectives and observing teachers' practices?; And how do teachers interpret and enact state and local policies in ways that maintain responsiveness to students' literacy learning? A basic qualitative research design was utilized to answer these questions.

Participants were teachers who incorporated culturally relevant practices into their interventions. Data sources included: Surveys, in-depth interviews, field notes of intervention instruction, follow-up interviews, and documents related to practice. The constant comparative method was utilized for analyzing each data source (Strauss & Corbin, 1998). Findings revealed tensions exist between legislations' way of schooling and teachers' way of responding to students. The nation's focus on the achievement gap was perceived by teachers as a societal issue perpetuated by institutional racism, gaps in opportunity, and neglecting teachers' knowledge. Teachers acknowledged the learned cultural behaviors of Whiteness and the events that helped them understand their privilege and biased views of others. At times, teachers disrupted the status quo and at other times reinforced it. Teachers were responsive to students by incorporating culturally

relevant practices, although teachers varied in approach and degree of implementation. Culturally relevant adjustments included ways to connect learning to the known, utilizing and supporting language development, using materials to connect concrete and abstract concepts, and using various assessments to make instructional adjustments. This study sheds light on how teachers interpret and enact educational policies.

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Chapter 1: Introduction

During the first quarter of the school year, I visited an intermediate intervention class. When I walked in, I immediately recognized most of the students, and they recognized me calling me by name welcoming me to the class. I was the building's literacy coach. Nine of the ten students were males and all but two students were African American. I sat next to Anthony, a student whom I had known since Kindergarten.

Anthony is a vibrant, outspoken boy who identifies himself as black. Since Kindergarten, teachers at King Elementary worked to raise his reading level through interventions.

Mrs. West, the intervention teacher, instructed through a guided reading format. Anthony was bothered by the last book they read. Anthony said, "How come it's always the black guy?" I inquired further. Anthony elaborated on the story indicating the Black guy had stolen something from a white character. Anthony wanted to know why Black characters are the characters doing bad things. He was alluding to the stereotype that African Americans are dishonest. While shaking his head, he looked at me with big brown eyes that anxiously desired the answer, "Why is that?"

Anthony picked up on the hidden message in this story. We had identified him as having a below level reader with a weakness in comprehension. However, he could glean from the story what others may not notice. I responded to Anthony pointing out how books we read often have hidden messages, and as a reader, we need to be able to critically think about what we read and measure it against truth. We discussed what this hidden message could lead others who read it to believe. Anthony shared how this portrayal of "the Black guy" made him feel mad. He was mad that others jump to conclusions about people just because of the color of their skin.

It has always been a challenge to get Anthony to read. At this point, Anthony was ready to be done with the conversation and had walked away from me ranting loudly about this book being unfair. Anthony has a presence about him. He is loud and confident. Knowing him for so long, I recognized this as a front he often put up when faced with a challenge. "Anthony, it isn't okay for the books we read to have stereotypes, but some do. I'm glad you recognized it. Not everyone does. How can we help others become aware and see what you saw?" He turned just his head to look at me. "I dunno Mz. Bass. What am I supposed to do? I'm a kid." We had a conversation about books and how to teach others to read critically and talk about stereotypes.

Although this guided reading intervention discussed higher order thinking such as thinking beyond the text, the program did not address the stereotype presented in this story. The teacher would need to adapt the lesson to support her students. This disjuncture from the lesson was important in Anthony's literacy growth. He had an important revelation about the books we read and his own identity as a Black male. Anthony and his classmates will continue to encounter texts like these. Learning how to identify bias and how to respond will help students navigate and make sense of the world in which we live.

As the teacher and I debriefed the impromptu discussion between Anthony and myself, we analyzed the text, Anthony's reaction, and the discussion around bias and race. Mrs. West was not comfortable discussing race, because she did not want to offend students or parents. She was also uncomfortable going off script indicating, "I didn't know we could do that." The teacher and I discussed plausible instructional decisions around this instance. For example, we could have indicated in the program to skip this

book in the future avoiding the tension. We felt this was not providing our students with a needed literacy skill - critically thinking about texts through a sociopolitical lens. We also discussed how we could have gone 'off script' to introduce the book differently to bring the bias to the forefront instead of waiting for student to notice or not notice the stereotypes. Mrs. West was excited and a little apprehensive to learn she could adjust lessons to be more responsive to students. We began making plans to meet and discuss ways we could purposely intertwine cultural relevance into the intervention and make an impact on the literacy learning of Mrs. West's 10 students - eight of which were African American males.

The above vignette came from my experience as a literacy coordinator and is one of the events that made me question how we do interventions. I was surprised to see 80% of the intervention group was black - not a proportionate representation of the school. I was also surprised at the limited response from the teacher. I reflected on how we got to this point and decided we needed to do something different. It prompted this study to investigate the cultural relevance of our response to intervention plan. The following provides the story's connection to the scholarship on the intersection of policy, literacy intervention, and culturally relevant pedagogy.

Reform is a constant in education in the United States. With each reform, public schools and teachers work diligently to implement the changes in hopes their students have greater academic success. Policies created by legislation, systems implemented by schools, and teacher pedagogy are meant to intertwine to support students' educational outcomes. However, legislation and policies can create tension for teachers and actually inhibit the very students laws and policies were seemingly created to help. For example,

accountability systems created through legislation have caused high stakes testing to narrow the curricula to focus on tested areas leaving out content that would advance student success (Means & Taylor, 2010). Under the microscope are the academic success rates of students who are placed in the categories of culturally, linguistically, or racially diverse and free and reduced lunch populations. Since NAEP began collecting data on students' reading achievement in 1971, students in marginalized categories do not appear to be exiting school with same level of academic success as their white peers (Hemphill & Rahman, 2011; Lee, 2002; Span & Rivers, 2012). This is an educational inequality. This has led to the widespread use of a misleading term, the Achievement Gap (Bass & Gerstl-Pepin, 2011; Ladson-Billings, 2006a; Morsy & Rothstein, 2015). The term achievement gap places all of the onus of socio-political inequities on school relieving other members of society from their responsibility to address such issues (Gillborn, 2008; Shields, 2004).

Legislation in the United States is depicted as addressing inequalities but is mottled with deficit mind sets and an echoing of old practices represented with new labels (Artiles, Bal et al., 2010). For example, the term 'at-risk student' is used throughout legislation. When students are categorized and labeled, the meaning of the label can negatively influence the teachers' expectations and instruction of the student (Harry & Klinger, 2007). Therefore, policies extend inequities within schools adding to the Educational Debt, a more comprehensive term for the achievement gap (Ladson-Billings, 2006a). Fair and just policies must acknowledge the past injustices in education for marginalized groups. Additionally, fair and just policies must move away from student-deficient orientations toward a focus on student potential. Curricula must grow

knowledge in many domains rather than promote knowledge of primarily the dominant culture. Curricula must also remove bias and stereotypes giving students a chance to critically think and understand the world in which they live (Brown, 2011; Freeman, 2010; Ladson-Billings, 1992; Warren-Grice, 2017). Policy and school systems can work together to provide a fair and just education for all students.

Schools operationalize policies by developing or adopting processes. One such process is Response to Intervention (RTI). RTI is a hopeful system. Hope lies in the preventative framework that offers a plan for helping all students be successful. RTI postulates implementing research-based instructional practices to all students catching most students with the first layer of defense, a core curriculum and instruction.

Additional layers of instruction are available for students who would benefit from more intense or tailored instruction (Fuchs & Fuchs, 2006; Fuchs, Mock, Morgan, & Young, 2003; Hoover, 2011; Johnston, 2010b). RTI has been implemented to some degree in most schools across the United States (Hoover, Baca, Wexler-Love, & Saenz, 2008). Educators have been hopeful this preventative process would catch students before they fail. However, culturally, linguistically, and racially diverse students and students receiving free or reduced lunch are in intense and tailored interventions longer or move on to special education at a higher rate than white peers. (Cartledge et al., 2016; Cartledge & Kourea, 2008; Cramer, 2015; Harris-Murri, King & Rostenberg, 2006).

Purposefully building systems, such as RTI, with equity in mind will help schools do their part to deliver a fair and just education to all students. This applies to processes within RTI and instruction during intervention. Students have experienced success when culturally relevant and sustaining practices are integrated into school. Culturally relevant

pedagogy (CRP) are needed to be responsive to students serviced through an RTI model. However, CRP are not found in the scripted programs often purchased to meet the policy requirement - researched best-practice. Therefore, teachers must adjust programs to include CRP for individual students (Wu & Coady, 2010; Wyatt, 2014). Incorporating CRP into RTI requires the teacher to have a knowledge of each student's way of living life. However, teachers often do not understand their students' cultures (Cartledge & Kourea, 2008; Doran, 2017; Ladson-Billings, 2006b; Montalvo, Combes, & Kea, 2014). Therefore, teachers have difficulty knowing ways to adjust instruction to include CRP practices. Few studies breach the topic of how to include CRP in intervention instruction. Descriptions of successful CRP integration into RTI will allow educators to see possibilities vicariously through others' accounts and will assist educators in developing their own integrated practices.

Purpose of the Study

The purpose of the study was to understand, describe, and explore the intersection of culturally relevant practices and response to intervention (RTI). Teachers are the ones implementing RTI on a day to day basis. Therefore, it is important to understand the phenomena from their perspectives. Although the concept of RTI grew out of legislative updates, legislation itself does not provide specific guidance to teachers on how to implement policies. Teachers and schools interpret such legislation and work to operationalize it into their current practices. Therefore, this study examines how teachers interpret policies - the policies that govern school systems and the policies schools implement to guide teachers.

Advocates of RTI posit it as a preventative framework. A preventative framework would reduce disproportionality and the achievement gap. However, a new framework will not solve the problems that have been plaguing our school systems and nation.

Instead, we must look at the root causes of disproportionality and the achievement gap.

Therefore, this study examines teachers' perspectives about race and socioeconomic status.

Policy has created a very narrow view of school. The focus has been tapered down to focus solely on academics. School curricula focus narrowly on the standards created by the state, which omit culture, history, and context. Culture, history, and context would deepen curricula to include other factors surrounding the curriculum standard - a fuller picture of our world. Culturally relevant practices focus on bringing to light those aspects of the world omitted from school curricula. Therefore, culturally relevant practices such as relationship and critical conversations are examined in this study.

Within the framework of RTI, culturally relevant practices have been omitted in much the same way they are omitted from curricula. Students victim to disproportionality and the achievement gap are typically students from oppressed groups - students who are black, students who are culturally diverse and speak other languages, and students from lower socio-economic homes. Implementation and practices have not considered cultural relevance. Additionally, insufficient research exists on the implementation of a culturally relevant RTI framework. Therefore, this study examines teachers' responsiveness to students and the inclusion of culturally relevant practices within a response to intervention framework.

Research Questions

The principle research questions that guided this study include the following and were answered across chapters with multiple data sources (Table 1), which are explained more fully in chapter 3.

Table 1: Research Questions, Chapters Mainly Discussed, and Data Sources

Research Question	Chapters Mainly Answered	Data Sources
What can be learned about a culturally responsive approach to Response to Intervention (RTI) by listening to teachers' perspectives and observing teachers' practices?	Chapter 4 - Without considering culture, RTI does not fulfill its promises.	In-depth Interviews Observational Field Notes
	Chapter 5 - Whiteness impacts teachers' ability to be culturally responsive to diverse students. However, teachers can deconstruct White ideology, work toward power sharing and fair educational practices to empower students.	In-depth Interviews Observational Field Notes MTSS Handbook
How do teachers interpret and enact state and local policies in ways that maintain responsiveness to students' literacy learning?	Chapter 4 - Teachers experience tension between legislation and practice. Socio-political factors contribute to educational outcomes.	In-depth Interviews Post Interviews Observational Field Notes MTSS Handbook
	Chapter 6 - Teachers pedagogical knowledge and flexible structures support teachers' in providing responsive instruction.	In-depth Interviews Post Interviews Observational Field Notes MTSS Handbook

Significance of the Study

This study examines the practices and ideologies within schools that perpetuate racism and classism. Specifically, this study examines the Response to Intervention

framework. Operationalization of legislative policies omit considerations regarding race, class, and oppression. Therefore, Whiteness permeates expectations, curricula, and student performance. Evidence of this can be seen in the way teachers perceive students (Cavendish et al., 2016). However, teachers can unmask White ideology - such as colorblindness (Moule, 2009; Polite & Saenger, 2003). This study offers and in-depth look at teachers, their culture, and how they go through a change process to view students' strengths and see their potential (Devine, 1989). Additionally, as this study examines the relationship between power and race, it also examines how teachers build relationships to move toward power sharing. Finally, this study addresses other scholarship that found failure in RTI implementation.

This study offers a way forward - although not flawless. Teachers in this study found ways around narrow and scripted curricula to be responsive to students - academically, socially, and emotionally. In other words, teachers considered the whole child. Where other scholarship finds RTI has failed due to teachers' lack of training, this study finds support and flexible structures empower teachers to develop efficacy and make decisions. Although a culturally relevant RTI framework has not been realized, this study offers next steps for professional learning to continue along toward fair and just educational practices.

Critical Race Theory as a Theoretical Framework

Critical race theory (CRT) was developed out of legal scholarship in the 1970's. This was at a point when the Civil Rights movement was waning, and indirect forms of racism were ever present (Delgado & Stefancic, 2001). CRT has transcended into other fields of research - including education. Those who study CRT are working toward

learning and making positive change between race, racism, and power (Delgado & Stefancic, 2001). Critical race theorists adopt three basic principles. First, racism is difficult to rectify. Equality ideology, such as colorblindness, address obvious and undisguised forms of racism but not implicit forms of racism. Secondly, the racism affords power to some and removes it from others. Power benefits the white elite and working-class people. Third, race is a social construct. Society categorizes people into groups with the result being winners and losers, privileged and unprivileged, deserving and undeserving, and the good and the bad.

Under the umbrella of CRT, researchers and scholars may focus on specific aspects of CRT. For example, research may focus on the Black-White binary, intersectionality, or Whiteness studies. Critical race theorists who study Whiteness examine how white became a race, what it means to be white, and how people move in and out of the white racial category (Delgado & Stefancic, 2001). All other racial categories are defined by being compared to the white race. This definition is what draws the line between privileged and disadvantaged. McIntosh (2015) writes about power and privilege. She indicates white privilege includes such things as your race being represented as main characters in the movies you watch, not worrying about being followed by the store clerk to make sure you are not stealing, or your accomplishments are seen as accomplishments rather than as an anomaly or surprise. White privilege keeps silent entitlements by making subjects within this domain taboo to discuss within social circles (McIntosh, 2015). Silence sets as sentinel over white dominance and protects the advantages afforded to those who are white.

Critical race theory evaluates systems. One system is the merit system (Delgado & Stefancic, 2001). In educational terms, merit is a way to categorize those of caliber and those who are less than. It is also contextual. For example, state tests are used to demarcate students (and schools) who are proficient and those who are less than. The line for proficiency is determined on judgement or a statistical correlation that is limited in its predictive ability. Additionally, tests are biased based on class by using test items more indicative to the background knowledge of middle or upper-class families. Critical race theorists posit systems such as this perpetuate power relationships between race and class.

Critical race theory evaluates other systems and positions as well. For example, globalization of companies brings about issues of fair work practices in third world counties. Another example includes immigration and the power of government systems to regulate it at the cost of humanness. CRT has also branched off to examine more closely other people who are oppressed (Delgado & Stefancic, 2001). For example, CRT scholars may examine Asian-Americans and the legal system and Latino critical race theory (LatCrit). Critical race theory studies who benefits from the systems and processes, who does not, and how change and power sharing can happen to create a more just society. White dominance has prevailed in the United States. Disrupting this status quo comes with criticism. Some scholars have critiqued CRT as not expounding on the fact that established research ignores the contributions of researchers of color (Delgado & Stefancic, 2001). This crit purports CRT as silencing the voices of minority scholars. Media has also critiqued CRT. Journalists have indicated CRT positions a "lack of respect for truth and traditional notions of merit" (Delgado & Stefancic, 2001, p. 90). In

other words, there are examples of oppressed people who have become successful through the current system of bureaucracy. Journalists purport CRT as a farce that works to solve a problem that does not really exist. Also, under critique is the CRT method of storytelling. Storytelling offers an alternate viewpoint to the dominant narrative. Critics purport stories told are not representative of the supposedly oppressed group and are atypical at best giving a partial representation of truth.

Critical race theory offers an examination of power as it relates to quality education for our students who are culturally and linguistically diverse, students of color, and students who live in poverty. It provides historical perspective and context to institutional racism within the school systems and the impact on students attending schools (Cook, 2015). In this dissertation, I write about race, racism, and power manifested in school building upon scholars who use critical race theory to examine education (Cook, 2015; Gillborn, 2005; Ladson-Billings, 1995; Milner, 2005). Situating this study within CRT also offers a way forward to help teachers deconstruct the deleterious impact race and racism has presented in schools.

Conclusion

In chapter two, I provide historical context to school achievement, the achievement gap, and disproportionality. I discuss how equity-minded legislation has transpired and how specific research has influenced changes to legislation over the course of time (Brown v. BOE, 1954; Ellis & Cramer, 1995; National Reading Panel, 2000). Reauthorizations of educational legislation has created narrow definitions of reading omitting context, culture, and history from the curricula (Stevens, 2003). Additionally, I share how educational legislation has been interpreted and implemented within local

education agencies. For example, schools have implemented narrow and scripted curricula and use categorizing structures that perpetuate racism and classism (Alford & Woods, 2017; Darling-Hammond & Post 2000; O'Connor & Fernandez, 2006).

Reauthorizations have also created overlap and policy resulting in a synergistic relationship between general education and special education (Aagaard, 2011). The resulting initiative is Response to Intervention (RTI).

In the second half of chapter two, I examine the literature around RTI, and its promises for quality education for all students, prevention or reading failure, and a closure in the achievement gap (Scanlon, Gelzheiser, Vellutino, Schatschneider, & Sweeney, 2008; Vellutino, 2010). These promises tie RTI to fair and just education practices and outcomes (Artiles, Kozleski, Trent, Osher, & Ortiz, 2010; Ladson-Billings, 2006a). However, the literature review reveals limited research of RTI has been conducted with culturally diverse students, students of color, and students in poverty (Cartledge, Kea, Watson, & Oif, 2016). Additionally, I present the difficulties in implementation found in the scholarship and address the omission of cultural considerations (Doran, 2017; Nichols, Castro-Villarreal, & Ramirez, 2017). Then, I review four studies representing the intersection of RTI and CRP as it is presented in the scholarship.

Chapter 2: Review of the Literature

The review of literature conducted for this study presents multiple facets of the phenomena. Each facet does not operate in isolation of the other facets. Each facet responds to or sets in motion actions by that which contribute to the field of education. The topics under study led me to see the interconnectedness between macro-level initiatives, such as legislation, and micro-level initiatives, such as instructional practices within in the classroom.

In planning for this study, a literature review was conducted and drew on a variety of databases including: Academic Search Complete, Academic Search Elite, Academic Search Premier, Education Full Text, Education Index Retrospective, E-Journals, ERIC, MLA Directory of Periodicals, MLA International Bibliography, Professional Development Collection, PsycARTICLES, and PsycINFO. Search terms included topics and related topics pertaining to Response to Intervention and Culturally Responsive Pedagogy. Examples of search terms included intervention, reading, struggling reader, culturally and linguistically diverse students, African-American, black, White Fragility, No Child Left Behind or NCLB, Individuals with Disabilities or IDEA, and achievement gap. Additionally, specific journals were searched either due to the content of the journal or special editions of the journal pertaining to Culturally Responsive Pedagogy or Response to Intervention. These journals included *Intervention in School and Clinic*, Teacher and Teacher Education, Journal of Teacher Education, Teacher Education and Special Education, Journal of Learning Disabilities, Theory into Practice, Woman and Therapy, The Elementary School Journal, and Teachers College Record. A review of the scholarship revealed four domains pertaining to equity in education through Response to

Intervention (RTI) and Culturally Relevant Practices (CRP). These four domains included Historical Perspectives, Effects of Legislation on Equitable Education, Critical Analysis of Response to Intervention, and the Intersection of Culturally Relevant Pedagogy and Response to Intervention.

I begin this discussion by looking at the historical perspectives of equitable education practices. Here, I address the timeline leading up to RTI by looking at the role of the Civil Rights Movement and legislative measures impacting education. Then, I take a deeper look at the scholarship around the effects specific legislation and policy implementation has had on equality, equity, disproportionality, the achievement gap, and classroom practices. One such piece of legislation is the reauthorization of the Individuals with Disabilities in Education Act (IDEA), which has stimulated a movement toward RTI. Through the scholarship, I present a critical analysis of RTI research and practice. Finally, I share studies seeking to understand the intersection of RTI and CRP. It is my contention that RTI holds promise in reducing disproportionality and advancing the education of culturally and linguistically diverse students especially in the area of reading. RTI can be the vehicle for providing instruction in both the areas of disability and diversity.

Historical Perspectives

It is pertinent and necessary to understand the historical context for equitable education. Historical contexts bring to light the complexity of creating an equitable educational system while entangled with institutional racism and White Fragility. For over a century, people of color have been fighting for the right to an equitable education (Brown v. BOE, 1954; Alvarez, 1986). W.E.B. DuBois in his Niagara Movement Speech

American children. Among the principles he shared, he posited education as "the development of power and ideal" (DuBois, 2017). He spoke about teaching children, specifically children from marginalized groups, the skills needed to think and see possibilities in themselves and in the world. He was calling the government to action to create equitable schools and stamp out illiteracy. One hundred years later, educators and policy makers are continuing to be called to action on the topic of equitable education. The next sequence of events describes action taken to promote/demote fair opportunities to learn.

Integrating schools. Brown v. The Board of Education Topeka in 1954 declared state laws allowing for separate but equal public schools unconstitutional. Public school became integrated after the ruling. Schools in black neighborhoods closed leaving black teachers without jobs. The teaching force became and remains a great majority white. At this time in history, African-American civil rights movements were beginning to take root across the country promoting equal rights for all through campaigns and non-violent protests. During this time, another group had also been working for civil rights - the civil rights of children with disabilities. This group had to wait twenty years before legislation addressed the civil rights of their children.

War on poverty's influence on school. The Elementary and Secondary

Education Act (ESEA) was signed into law in 1965 as part of the War on Poverty

legislation. ESEA called for schools to provide equal access to education for all students.

This public policy also provided funding for students living in poverty. The act was

aimed at reducing the achievement gap and has been the most far-reaching piece of

legislation effecting education. Reauthorizations of ESEA, such as No Child Left Behind (NCLB) will be discussed further in the content below.

Civil rights for students with disabilities. In 1975, twenty-years after ESEA, Congress passed Public Law 94-142 opening the educational doors for children with all types and degrees of disabilities. The law required the school system to provide a free, appropriate public education (FAPE) in the least restrictive environment (LRE). Prior to this law, students with disabilities were segregated into specialized schools or institutionalized due to deafness, blindness, emotional disturbance, or mental retardation. Like NCLB, reauthorizations of IDEA will be discussed later in this literature review.

Summit on learning disabilities. In 1994, the National Center for Learning Disabilities held a summit to learn about and make recommendations to improve the lives of those with learning disabilities (Ellis & Cramer, 1995). For two days, experts from public and private institutions in fields such as education, medicine, and child development and welfare shared current research, policy, and practice. The summit's purpose was to bridge the discoveries from current research to the policies and educational practices effecting people with learning disabilities.

Five key concerted issues emerged at the summit including early interventions, teacher development, collaboration, awareness of learning disabilities, and funding. Early intervention was broken into sublets including: research, co-morbidity, later age intervention, and good practice. Indications of a response to intervention framework is present throughout these recommendations. For example, the summit discredits and made a call to abandon the use of the IQ-achievement discrepancy model for identifying students with learning disabilities. Instead, the summit takes a prevention stance with

students. Prevention is outlined as providing services to students in early reading at the first sign of difficulty. The summit also calls for assessment measures that are predictive and support interventions. Difficulties in reading primarily manifests in the areas of language and phonological awareness. A preventative model is determined to be less costly fiscally and socially.

Another recommendation from the 1994 summit discusses how to enact early intervention through good practice. For example, it calls for teachers to be trained on the research-based strategies and the processes of how one learns to read. Another good practice in the recommendations includes the "development of research-based model programs which target minority issues of services and attitudes in the special education system, such as over-identification, under-identification, poverty, and socio-economic status" (Ellis & Cramer, 1995, p. 14). This recommendation calls to address the underlying causes of disproportionality such as biases and institutional racism. It also deliberates the role of culturally responsive practices within a preventative intervention model.

Forerunner to the National Reading Panel. The 1994 Summit on Learning Disabilities is a precursor to the National Reading Panel's (NRP) findings. The summit highlights the need for the understanding of reading processes, language, phonological awareness, and word structure. The NRP highlights five pillars to teaching reading: phonological awareness, phonics, vocabulary, comprehension, and fluency. Overlap is apparent in both reports. For example, the NRP report, threads language throughout the five areas of reading. It shares how vocabulary is integral to language development and how phonological skills are embedded in regular language development. Worthy to note

is the omission of culture from the NRP report. The report mentions culture in Appendix D in the section pertaining to teacher education, which outlined the Council for the Accreditation of Educator Preparation standards. However, culture is not tied into the recommendations made by the panel. Other omissions include context and history. Context would include what instruction works for whom and for what purposes. Context brings issues of hegemony, privilege, and marginalization to the forefront. Shanahan (2003), a panelist for the National Reading Panel, discusses the NRP report does not encompass all research on all topics of teaching reading. Rather the report selects a few themes policy makers and practitioners should view as most promising (Shanahan, 2003). However, by omitting historical, contextual, and cultural aspects of instruction in reading, these topics are removed as possibilities and from analysis (Stevens, 2003).

Influential reauthorization of ESEA. The Elementary and Secondary Education Act saw many revisions since its inception in 1965. One of the most notable revisions occurred in 2001 when George W. Bush signed the reauthorization of ESEA called No Child Left Behind (NCLB). This reauthorization focused on state-wide content standards in math and reading. It also incorporated accountability of schools, teachers, and students through annual standardized testing. Schools were also required to publish their achievement and demographic data on what was called a school report card. Punitive measures in the form of sanctions were taken for schools not meeting state proficiency requirements.

Narrowing definition of reading with Reading First. Within NCLB under Title 1, Reading First legislation provided funds for states if they used scientifically-based reading instruction. Reading First legislation was informed by the NRP report. Shanahan

(2003) indicates in a follow up report to the NRP panel report that not all aspects of reading were taken into consideration as some aspects were already well researched. Therefore, NCLB legislation took a finite meta-analysis to create the Reading First legislation. Therefore, creating a narrowed definition of what it accepted as scientifically-based, what it means to be a reader, and how students are taught to read (Stevens, 2003). In Reading First, reading instruction focuses on phonics and fluency. Although accurately decoding and fluency rates while reading have been studied and are important, Reading First excluded other important aspects of reading including critical reading components. Critical reading components include skills such as analyzing texts for validity, purpose, and bias (Stevens, 2003). Skills such as these help readers navigate text within context since texts are not neutral forms of information. Reading First also omitted the historical, social, and political nature of the policy therefore, concealing issues of power (Stevens, 2003). Omissions such as these disregard the need for cultural and linguistic awareness and diversity.

Impactful changes to IDEA. In 2004, IDEA was reauthorized outlining several impactful changes. The changes addressed equity issues presenting themselves as disproportionality, misidentification, and the wait to fail model (Bradley, Danielson, & Hallahan, 2002; Vaughn & Fuchs, 2003). Additionally, IDEA required students be given access to the same content and standards as their non-disabled peers. First, districts were allowed more flexibility in spending special education funds on general education students. Secondly, it specified "appropriate," "scientific, research-based" instruction, by "qualified personnel" with regular assessments (Assistance to states for the education of children with disabilities and preschool grants for children with disabilities, 2018).

Another hallmark change was a shift away from using a discrepancy between IQ and achievement to identify students with a specific learning disability (SLD).

Focus on prevention. Funding shifts were to be used on preventative measures. Since the inception of identifying students as learning disabled in 1975 to the turn of the century, the number of students being serviced through special education tripled (Fuchs & Fuchs, 2006). In an effort to provide services to all students before they fail, the concept of Response to Intervention was developed. IDEA reauthorization informed the development of RTI in two ways: using a method other than the discrepancy model to identify students with a specific learning disability (SLD); and as a way to prevent students from being referred to and placed in special education by providing appropriate instruction.

Overlap in Policy. Overlap in policy can create contradiction and burden for local education agencies. It is also plausible for overlap to increase reliability or create interagency competition (Aagaard, 2011). In the case of NCLB and IDEA, it is plausible the overlap creates interagency/interdepartment cooperation. The two departments here would be general education and special education. Looking more closely at the overlap, it is also possible reliability is increased. For example, both policies mandate students receive instruction in the general academic content and standards (Ikeda, 2012). Schools can be relied upon to provide equal content and standards to all students. There are not any exceptions. It is important to note, providing equal content and standards does not denote equitable practices. Discussion around equitable practices will follow.

Another example of overlap between policies creating reliability is the monitoring of student achievement. Disproportionality is monitored under IDEA to determine

significance. In other words, IDEA monitors the percentage of students of color identified as having a disability as compared to white peers (Ikeda, 2012). Historically, larger percentages of students of color are identified with a SLD (Sullivan & Castro-Villarreal, 2013). Also, students of color are a target population of the achievement gap. Monitoring changes in the achievement gap gives awareness to the effects of policy on the phenomena. Results indicate there is little evidence policies have reduced the achievement gap or disproportionality (Cartledge et al., 2016; Fuller, Wrights, Gesicki, & Kang, 2007).

Synergy between general education and special education can also be seen as an outcome of the overlapping policies. For example, students labeled with a SLD under IDEA are held to the same accountability measures, or standardized state tests, as their non-disabled peers (Ikeda, 2012). In these cases, overlap creates the need for cooperation between general education and special education. Each agency works together to teach general curriculum content and standards to all students who will be assessed at the end of the year on state tests.

Conflict also occurs between NCLB and IDEA policies. For example, challenging academic content is required by NCLB. However, students with individualized education plans (IEP) receive individualized instruction under IDEA, which also gives flexibility to local education agencies (LEA) to develop alternate achievement standards (Shriner & Ganguly, 2007). Two conflicts arise. First, by creating alternate achievement standards, students are not expected to learn to the same degree as their non-disabled peers.

Secondly, creating individualized instruction to support the student's participation in the grade level content may require content not specified in the grade level curriculum be

taught (Shriner & Ganguly, 2007). Overlap in this example creates a burden on LEAs to meet the guidelines of both policies. One such result may be students will not meet the end of grade level expectations. Therefore, the level of proficiency of the monitored subgroup will not meet state expectations.

Another conflict occurs as LEAs integrate policy into existing local practices. One example is how LEAs allocate resources (Ikeda, 2012). Resource allocation can include strategies for instruction, professional support, and roles and responsibilities of educators. Implementation of policy may require a shift in roles and responsibilities. For example, one way to level the playing field for students with a SLD is to provide accommodations to the grade level content and standards. Accommodations may change the location in which services are provided making the general education classroom the least restrictive environment (LRE). Providing accommodations may limit the need for pull-out programs (Shriner & Ganguly, 2007). Special educators who previously taught students in pull-out classes would need their role repurposed. Resource allocation conflicts also arise when implementing interventions. When the purpose of RTI is to prevent the need for SLD identification, LEAs will need to redesign the role of the general and special educator creating conflict between legislation and local policy.

Policy's effect on the achievement gap. Prior to the Brown v. Board of Education ruling, comparisons between white, black, and Hispanic student achievement did not exist. Once schools became integrated, students were compared to each other and the achievement gap was brought to the forefront. Span and Rivers's (2012) study investigates the effects of the 1954 Brown ruling and the 1965 ESEA legislation on compensatory education by reviewing NAEP data since 1971. Their study looks at

achievement data differently by comparing African American students, white students, and Hispanic students to themselves rather than to each other. Findings indicate African American students grew at greater rates on the fourth grade, eighth grade, and high school graduation rates than the other two groups. Span and Rivers (2012) argues given the opportunity, African American students achieve, and time is needed to close the gap. They also argue comparisons should not be made between groups as it deemphasizes the progress made by African American students by way of legislation and academics. Progress needs recognition. However, without comparison, initiatives may stop at equality and never achieve equity.

Elementary and Secondary Education Act was enacted to redress social inequities for students of color, students learning English, and students living in poverty. More specifically, NCLB was expected to close the achievement gap. President Bush posited growth in student achievement and decrease in the achievement gap due to this authorization. However, upon closer examination, studies find this claim to not be true. Prior to NCLB, the National Assessment of Educational Progress (NAEP) indicated a higher rate of growth for students in the gap versus their white peers. After enacting NCLB, student growth was flat (Fuller et al., 2007). Other studies using different measures also indicate the gap in achievement is not closing. Kuhfeld, Gershoff, & Pachall (2018) uses longitudinal reading data ranging from 1986-2012. Children ages five to 15 were given the Peabody Individual Achievement Test (PIAT) one to five times. Data were studied to find the relationship between race, poverty, and achievement. Results conclude the gap in achievement grows more disparate starting at age eight.

This section began with a landmark court case in 1954. Supreme Court case Brown v. Board of Education determined people of color were deprived an equal education, a basic civil right, and abolished the separate but equal law. Other legislation such as ESEA and IDEA are also equity-minded to right previous wrongs. Historically, policy has been created to redress equity concerns (Thorius & Macxy, 2015). The aforementioned policies do contain noticeable overlap. Overlapping policy creates burden for LEAs as well collaboration and reliability between two educational departments. Yet, one of the most influential pieces of legislation, NCLB, has not created equal outcomes for all students. At this juncture, it is important to note policies are written with broad contexts leaving room for LEAs to interpret and implement given policies. Therefore, it is necessary to investigate the transition of policy written in Congress to the routines of school. The next section addresses implementation of equity-minded policy and the role educators represent in the implementation.

Relationship Between Equity-minded Policy and Local Use

Although IDEA's roots are grounded in socio-political equity measures and the reauthorization moves to right wrongful practices, enactment of such policy at the local level is more complex than simply implementing the policy changes. Districts offer context to the policy as they interpret and appropriate it into practice, which may fall short of bringing about equity through reform. Thorius and Maxcy (2015) call for an examination of gaps between policy and enactment of a given policy. Researching implementation gaps would give "insights regarding the ways policy may be taken up, transformed, resisted, and recalibrated" by local education agencies (Thorius & Maxcy, 2015, p. 122). It gives insight into fixed practices and the continued concerns about

equity. This study examined how IDEA policy was enacted giving insights to practices that changed during implementation, practices that were difficult to change, and progress toward equitable education practices.

Historically, educational policy has been enacted with equity in mind. Legislation is often created with incomplete information or political strife. To this end, legislation typically gives LEAs flexibility to implement a broad initiative. Additionally, policies go through a process of interpretation and negotiation within the context of LEAs (Braun, Maguire, & Ball, 2010). This puts teachers in a leading position of implementing policy (Hodgson, Edward, & Gregerson, 2007). Thus, teachers' background knowledge, circumstances within school, and the school itself effect how teachers implement policy. Additionally, when the ambiguity of policy does not address specific considerations such as culture, "it removes it as a viable option, interpretation, or nuance" (Stevens, 2003, p. 663). In other words, what is monitored by policy is what is carried out by schools. The National Reading Panel's heavy influence in NCLB moves forward the omission of context, culture, and history. Omission creates outcomes of policy implementation including a narrow academic focus, an increase in the achievement gap, and reduces the value placed on the professionalism of teachers. It brings to question if equity is an outcome of enacted equity-minded policies. This section discusses research findings associated with implementing equity-minded policy at the local level. First, LEAs interpretation of content and standards is examined through curricula implementation. Then, the way teachers put policy into practice and the influence Whiteness has on instruction will be considered. Finally, the omission of culture from policy and the influence this has on instructional practices is reviewed.

Narrow academic focus. School curricula under NCLB and IDEA define what students should know and be able to do by the end of their stint in a grade or course. Whether the academic focus is interpreted as narrow because the state has omitted specifics to make legislation more generalizable to all schools or if that is truly the focus policy intends schools to take, controlled content and standards creates new problems for LEAs to address. A narrow academic focus derived from policy makes way for single-sided curricula, scripted curricula, curricula lacking rigor for all students, and assimilating practices. This brings into question: Do content and standards outlined in the policies provide equitable opportunities for all students, or do the equality of the expectations perpetuate oppression and racism?

Single-sided curricula. Effects of omitting culture, context, and history from legislation creates single-sided curricula in schools. Curriculum analysis shows content, point of view, and meanings of concepts are often reflective of the dominant culture (Banks, Cookson, Gay, Hawley, Irvine, Nieto, & Walter, 2005). In other words, content and standards narrowly reflect what students should know and be able to do. Some concepts and content are moved forward in a narrow curriculum, and other concepts and content are marginalized (Alford & Woods, 2017). For example, the concept of discovering America is often attributed to Columbus. The content projects the benefits to Europe, the dominant culture, such as wealth, power, and new discoveries of plants and animals. All the while, hiding the disastrous effects on Native Americans such as disease and loss of lands. Single-sided curricula perpetuates oppression, racism, and maintains the status quo (Banks, at. el., 2005; Swartz, 2011).

Scripted curriculum. Teacher-proof curricula, or scripted lessons, are prevalent with policies such as NCLB and the IDEA reform. With mandates indicating researched-based instruction and with increased accountability measures, scripted lessons are popular quick fixes for schools (Darling-Hammond & Post, 2000; Johnston, 2010b). Scripted curricula come with persuasive debate. "Teachers complain that they cannot meet the non-standardized needs of their students if they are constrained by highly prescribed curricula that are based on unvarying assumptions about when, how, and how quickly individual students will learn particular material" (Darling-Hammond & Post, 2000, p. 145). In other words, scripts do not meet the needs of all students in a classroom let alone across the nation. Rather than solving schools' academic inadequacies, scripted programs become a barrier to equity (Wyatt, 2014).

Lack of rigorous curricula. Rigor of curricula varies for different groups of students. For students identified for interventions and/or special education placement, rigor can be substandard to the curricula of non-identified students (Griner & Stewart, 2012). Once students enter special education or a lower track class, they do not receive the same content as other students. This practice runs parallel to the harmful practice of tracking. Students receive a different or a diluted curriculum, which provides a limited foundation of knowledge. Inequity becomes compounded for the student, and boundaries are placed on students' future coursework. In other words, the school predetermines what role the student will have in society. For example, students placed in a lower track class will not have the foundational knowledge to take college credit classes. Gillborn (2005) characterizes this practice as institutionalized racism.

Assimilating practices through curricula. Assimilating non-dominant cultures into the dominant one has been a historical practice of education in America. Rules of school have forbidden culturally, linguistically, and racially diverse students from using their home language, to live in their homes with their families, and to wear traditional garb (Dog & Erdoes, 1990). Although Native American boarding schools are further from present day, a student in 2012 was punished for talking in her tribal language (Pullman, 2012). These rules are undisguised and visible.

Assimilation also occurs through curricula and texts used within schools. In 1975, Bettelheim stated literature was a very powerful method of assimilating culture.

Assimilating texts begin to strip students of their culture by depicting it in a negative way, portraying a cultural stereotype, or silencing them in the story (Koss, 2015; Swartz, 2011). Culturally, linguistically, and racially diverse students are then saturated with the dominant white culture. These concepts within texts become influential to the belief systems reshaping their culture into that of the dominant one (Smith-D'Arezzo & Musgrove, 2011).

Since the Civil Rights Movement, African American people have been included in history curricula, but their contributions to history are marginalized (Brown, 2012). For example, Rosa Parks contribution to resolving racism is distorted. Curricula fail to show Parks as a Civil Rights activist or the effects the Civil Rights movement had on her health and financially (Rothman & Aneja, 2015). Curricula also fails to provide a robust account of race rather glossing over the topic (Brown, 2012). For example, Jim Crow laws are present in curricula, but the ties to the institutions that perpetuate these laws are

omitted. Bits and pieces of history are presented to students in controlled ways to promote a dominant culture.

Disproportionality. Equity-minded policy, such as IDEA, does not always have equitable outcomes or even outcomes that create equality. Disproportionality is one such example. Disproportionality is "the extent to which membership in a given group affects the probability of being placed in a specific special education disability category" (Oswald, Coutinho, Best, & Sing, 1999, p. 198). The causes of disproportionality are numerous and rooted in the historical ways in which others are viewed and valued. Historical factors inform school structures such as processes to identify students with specific learning disabilities (Artiles, Kozleski et al., 2010; Castro-Villarreal, Villarreal, & Sullivan, 2016; O'Connor & Fernandez, 2006). Historical factors are also engrained in teachers' personal judgements and professional decisions (Connor, 2017). School becomes a microcosm of society as disproportional representation is found in other aspects of society such as prison and congress.

Historical factors. Acknowledging the historical contexts that disproportionality is rooted in gives depth to understanding the challenges of righting this unequitable practice. At one time in history, it was illegal to teach a black person to read. They were not afforded the same rights as they were not seen as human beings. Even at the turn of the 20th century, Africans were caged like animals (Connor, 2017). In southern states such as Mississippi, black people were rarely educated passed elementary school (Span & Rivers, 2012). High schools were not created for black students in many instances until after the Brown v. BOE decision. Even then, schools resisted by prolonging the mandated changes. Black students were not expected to go to college, be leaders, or contribute to

society. Quantitative intelligence tests based on white, middle class norms gave justification to student labels and alternative placements (Connor, 2017). Alternative placements provided unequal educational opportunities for students increasing the disparity in achievement and reifying claims of inability in black students. Redlining practices and the results of low-wages from unskilled jobs created impoverished situations (Connor, 2017). By the 1970's integrated schools and communities experienced white flight. White flight is where white families move from urban or innerring suburban neighborhoods to outer-ring suburbs. The underlying beliefs generating actions such as redlining, white flight, and denying others equal opportunities continue to be present in the actions of schools and teachers.

Contributing school structures. The way schools have operationalized support services for students contributes to disproportionality. Structures that support school staff in implementing IDEA create inequality for students of color and students living in poverty (O'Connor & Fernandez, 2006). For example, the process used to identify students with SLD is problematic. First, teachers' referral process is entangled with bias and deficit mindsets. This concept will be discussed further in the next subsection.

Secondly, professional judgement plays a large role in identification (Artiles et al., 2010; O'Connor & Fernandez, 2006). Teacher's notes, observations, and evaluation toward mastery of standards on given assignments are used as data toward a student's identification. Third, teachers' pedagogical knowledge of teaching diverse students is limited. Thus, the experiential knowledge of the student the teacher brings to the referral is limited.

Another structure advancing disproportionality includes the overreliance on biased assessments (Castro-Villarreal et al., 2016; Hosp & Reschley, 2003). The IQ test is often used as part of a battery of tests to determine if a student qualifies for special education services. Tests such as these were developed around white, middle class concepts and norms making the results of the tests biased (Marston, Muyskens, Lau, & Canter, 2003). Although the reauthorization of IDEA gives schools permission to abandon the use of IQ tests in the discrepancy model, schools continue its use. To use something other than the discrepancy model, districts must have written plans in place outlining one of the methods approved by the state (State of Missouri Guidance for Identification of Specific Learning Disability, 2008).

Schools' inability to create viable interventions contributes to disproportionality (Voulgarides, Fergus, & Thorius, 2017). For example, black students with disabilities are more likely to have more segregated schedules or more time in a special education setting than white peers with disabilities. Scheduling structures remove students from rigors and quality Tier 1 curriculum and instruction (Castro-Villarreal et al., 2016). Instead, children receive watered-down curricula and move at a slower rate limiting their chances of performing at the same level as their white peers (Ferri & Connor, 2005). Additionally, schools have difficulty creating effective Response to Intervention (RTI) plans and processes to reduce the achievement gap and disproportionality.

Teacher impact. Teachers influence how policies are implemented through their interpretations, background, and contextual circumstances. Thus, teachers make a large impact on student learning. After Brown v. Board of Education, many of our African American teachers were without jobs creating a teaching force that was predominantly

white. This is still true today with approximately 83% of the teachers being white (NCES, 2007). Generally, white teachers have a lower expectation of African American students based on underlying teacher assumptions (Gillborn, Rollock, Vincent, & Ball, 2012). Students will meet teachers' expectations whether they are set high or low. Low expectation then become the culprit of low achievement. Teacher expectations begets low student achievement, which in turn begets intervention placement. Often interventions or special education placement leads to an unchallenging curriculum creating a school life of low expectation (Gillborn & Youdell, 2002). In this case, how teachers rank students within their class or grade and place them in interventions promotes racism (Bradbury, 2013). Teachers' assumptions and their pedagogical knowledge for teaching diverse learners impact their ability to effectively instruct students.

Deficit mindset. Teachers' assumptions, which include deficit mindsets, affect teachers' abilities to be responsive to students' instructional needs. A student deficit mindset places fault on the student for learning gaps rather than on the teacher to change practices to meet the student's needs. A student deficit mindset also prevents the teacher from finding ways to be responsive to students. Orosco and Klinger (2010) findings indicate teachers have a hard time moving from a deficit mindset to a student advocacy and potential mindset. Teachers' foci remains on what was wrong with the student rather than problem solving (García & Ortiz, 2008). Other assumptions, such as beliefs about families and their cultures influenced educators' perceptions about their students' abilities to achieve at high levels. Referrals to special education were made based on these assumptions with little school data to warrant decisions.

Pedagogical knowledge. Teachers' pedagogical knowledge of diverse learners effects their ability to be responsive to all students. Doran's (2017) study surveys teachers finding most teachers in the study "had never heard the term 'culturally and linguistically diverse'" (p. 562). Teachers' discussions around students overwhelmingly focus on academia. Rarely did conversations focus on students' diversity such as a student's first language acquisition, acculturation issues, or socio-emotional factors, which greatly impact students' academic acquisition. Doran's (2017) study suggests teachers' knowledge about English Language Learners is weak. However, teachers are unaware of the need to increase their understanding in this area. Basically, teachers do not know what they do not know. Without tacit knowledge, teachers have difficulty providing instruction that is appropriate for students. In other words, only looking at students' academic performance and omitting students' culture and funds of knowledge when making educational decisions will not result in increased achievement.

Fair Opportunity to Learn

The issue above is pointing toward giving all students an equal opportunity to learn. A historical perspective of legislation as well as a review of policy implementation in schools has been presented. Even with equity-minded policies, disproportionality, the achievement gap, and unequal education outcomes for students prevail. Providing equitable opportunities for students to learn includes eliminating discriminating practices and "differences in educational opportunities" (Fisk & Ladd, 2004, p. 8). Although legislation has worked to provide an equal opportunity for all students to learn, students start school on an uneven playing field. In this case, equality is morally insufficient (Fisk & Ladd, 2004). This brings to question whether or not all students have a fair chance to

learn and to have the same learning outcomes. To level the playing field - or to create equity - schools would have to counteract all societal, familial, and individual issues that thwart school achievement. The institution of school alone cannot right the wrongs that have created inequity for diverse students. To make a change toward equity, every actor in society will have to challenge institutional racism and the attitudes and actions that perpetuate it (Gillborn, 2008). It is my contention that school can do its part to provide fair opportunities to learn and to challenge institutional racism by implementing culturally responsive practices within a response to intervention framework.

Effectiveness of Response to Intervention: A Critical Look

RTI is cast in a positive light. It is hopeful because of the systematic framework for assessment and data-based decision making, clear expectations, and the vision to improve all students' academics (Gersten & Dimino, 2006). It promises students will receive quality instruction and student achievement will increase. This comes with the premise that all children can be effectively taught and learn at high levels (Scanlon & Vellutino, 1997). With this, educators have been hopeful about RTIs effects on disproportionality and achievement of diverse student groups. The following is an overview of a tiered RTI framework.

RTI framework: A three-tiered model. RTI has underpinnings in Marie Clay's work (Johnston, 2010b). Clay (1987) created an intervention called Reading Recovery for students in grade one. Clay (1987) recognizes a concerning problem: learning disabilities may be created through our educational system. Contrary to Clay's statement, schools and policy approach learning disabilities as a student issue, a student-deficit oriented model. In addition, Clay (1987) asserts the importance of quality instruction. Quality

instruction helps students learn in turn providing opportunities now and in the future to students (Darling-Hammond, 2010).

Importance of a preventative model. Response to Intervention is built on a preventative philosophy, whereas the discrepancy model of identifying students is dubbed the "wait to fail" model (Lyon, 2005). Supporting Clay's (1987) assertion of quality instruction, Vellutino and Scanlon (2002) finds first grade students who are provided appropriate instruction excels in reading. Students' first literacy experiences in school are the first steps toward preventative measures to difficulties in reading. Vellutino and Scanlon (2002) advocate different programs saying that one program will not be what all students need. In other words, there is not a one size fits all method to teaching reading.

Core literacy instruction, as Clay (1987) also emphasized, is important to students' literacy success. Some students may need more or different instruction than that offered in core or Tier 1 instruction. Marie Clay (1987) also acknowledges that the regular classroom instruction may not offer "controlled" and "individually designed" lessons that are contingent based on the behaviors of readers (p. 160). Therefore, some children will need both classroom level instruction and an additional small group or one on one type instruction in the form of interventions (Vellutino, 2010). Providing interventions at the first sign children need extra or different instruction prevents long-term reading difficulties and can prevent children from being labeled as learning disabled (Scanlon et al., 2008). As the related scholarship and RTI models attests, early intervention is prevention thus catching students before they fail.

Tier one. Tier one instruction is provided to all students enrolled in the school, grade, or classroom (Hooper, Costa, McBee, Anderson, Yerby, Childress, & Knuth, 2013). To prevent students from failing, districts and states describe the type of instruction all students should receive during Tier I, or core classroom instruction, as scientifically-based instruction (IDEA, 2004; NCLB, 2001). However, Fuchs and Deshler (2007) indicate how schools have difficulty discerning what is scientifically based since some states do not outline what it means. Schools are left to the market to purchase materials claiming researched-based (Johnston, 2010b). Implementing purchased, or boxed, programs removes the professional aspect of teaching, does not focus on the broader sense of literacy (Johnston, 2010b), and are not culturally relevant (Wu & Coady, 2010). Instruction becomes non-responsive to students' needs, which is contradictory to the premise behind Response to Intervention. Tier one becomes a one size fits all approach that is ineffective - especially for students with diverse backgrounds (Cartledge & Kourea, 2008).

Tier two. Tier two is in addition to tier one. Students in Tier two are identified by the school's data team through screening measures and are labeled as at-risk in reading (Hooper, et al., 2013). Tier two provides more intensive literacy instruction in homogenous groups of four to six students (Graves, Duesbery, Pyle, Brandon, & McIntosh, 2011; Hoover, 2011). Diagnostic assessments may be administered to determine which instructional approach would best meet the academic needs of the student. Interventionist implement an evidence-based intervention program, model in which they have been trained, or create an evidence-based intervention for the needs of students being serviced. Interventionists monitor students' reading to determine whether

the created intervention plan is successful (Fuchs & Fuchs, 2006; Fuchs et al., 2003). This layering of instruction provides extra instructional minutes and practice. The additional and increased intensity of instruction in tier two does not specify if the instruction considers the whole child. Considerations of the whole child would incorporate social emotional, background, motivation, culture, environment, and community (Polydore, 2010). A hopeful aspect of RTI is the student is not removed from core instruction to receive additional instruction. The intervention is supplemental removing the watered-down approach described earlier. Institutionalized racism surfaces again when a disproportionate number of culturally, linguistically, and racially diverse students are placed and/or remain in interventions and the focus of providing or exiting students from interventions is based on the gap in achievement without addressing other inequities contributing to the achievement disparity (Ladson-Billings, 2006a).

Tier three. Students identified as non-responders through progress monitoring in tier two receive tier three intervention. Tier three may provide additional time (overall length and daily minutes), a more intense intervention by means of explicit instruction on remedial skills, in a smaller group or individually, and/or is provided by a specialist. Students in tier three interventions also receive core instruction. Again, the RTI construct does not exempt students from the expectations of the core curriculum. Instead, additional instruction is provided. The literature often references students' movement onto Tier three in a deficit way - non-responders or hard to teach. Also, the proposed solution to the perceived problem is to increase the intensity of instruction that may not be responsive to the students' needs within any given tier.

Team decision-making process. Team data-based decision making is an important part of the RTI model (Shapiro, Hilt-Panahon, Gischlar, Semeniak, Leichman, & Bowles, 2012). Teams analyze screening information provided for each student in Tier 1. Screening information gives a partial view of the effectiveness of Tier 1 instruction as well as identifies students who may need further assessments, in the form of diagnostic assessments, to determine if interventions are necessary. Findings indicate most states adopt a problem-solving model, standard-treatment protocol model, or a combination of both called a hybrid model (Hoover, Baca, Wexler-Love, & Saenz, 2008). Standardtreatment protocol "requires use of the same empirically validated treatment for all children with similar problems in a given domain" (Fuchs et al., 2003, p. 166). Typically, all students who are identified receive the same intervention. This model is student-deficit centered and assumes all students will learn along the same pathways. On the other hand, problem-solving protocol inductively analyzes each individual student's reading characteristics and devises a plan specific to the student. Advocates of this model believe student's response to intervention cannot be predicted nor will an intervention be effective for all students (Fuchs et al., 2003). The latter model is more responsive to students and can take a student-potential approach.

Data teams can become hyper focused on the data leaving behind other needs of a diverse student. Advocates for CRP addresses assessment and the role this type of focus plays in devaluing equality (Royal & Gibson, 2017). Standardized assessments may not reveal to data teams what a student needs instructionally. For example, a student may benefit from incorporating CRP practices into instruction. However, CRP practices may not be assessed with traditional measures (Howard & Rodriguez-Minkoff, 2017).

Therefore, assessments need to be created that "link results to appropriate intervention" (Howard & Rodriguez-Minkoff, 2017, p. 21).

Assessment. Identification of at-risk students is accomplished through gap analysis or proficiency cut scores on student achievement (Hoover, 2011). As students are positioned in different tiers, assessments are given for different purposes.

Assessments serve three purposes: screening, diagnostic, and progress monitoring. Any time assessments are used to make decisions (i.e.: the decision-making process of RTI) educators should know and understand the biases of the assessments to better understand what the results are indicating (Klein & Jimerson, 2005). Additionally, educators need to understand the causes for the gap - not just the mere fact that a gap exists. Assessment and assessment data need to be considered through various lenses to determine what is being measured, how it is measured, and what it uncovers or fails to uncover about individual students. Culturally responsive and just assessments should be flexible and accommodate different ways of learning (Edwards, Ran, & Li, 2007). The current promoted frameworks of RTI does not consider assessment in this way.

Screening. Screening is the first step in the data-based decision-making process. Shapiro, et al. (2012) highlights the critical role screening plays to RTI's decision-making process but warns against using one measure. Using multiple measures increases accuracy of the decisions made by the data team. For example, Fuchs, Fuchs, Hamlett, and Walz (1990) suggest using curriculum-based measures in conjunction with a standardized reading test, because multiple measures result in a higher correlation to students' outcomes. The Center on Response to Intervention (2014) posits screening tools be valid reliable measures in identifying students at risk in targeted content area. Oral

fluency measures, or curriculum-based measures (CBM), are often used as screening tools. CBMs have been found to have high construct validity and predicts reading comprehension (Kranzler, Brownell, & Miller, 1999). Additionally, all students are screened multiple times a year using procedures to ensure accuracy of data collected. Cut scores, or data triggers, are used to identify success of Tier one instruction and quickly identifying students who are at risk for reading failure (Ardoin et al., 2004). Cut scores should "cast a wide net" to prevent students who might develop difficulties later from being missed (Fuchs, Fuchs, & Vaughn, 2008, p. 33). Students deemed at risk can be confirmed through progress monitoring or diagnostic assessment. Examples of screening tools include curriculum-based measures, concepts of print, and STAR reading test.

Considering multiple pieces of information when making decisions leads to more accurate decision making. However, the assessments indicated above for screening come with a level of controversy regarding biased or unbiased results for diverse students and among genders (Klein & Jimerson, 2005; Hintze, Callahan, Matthews, Williams, & Tobin, 2002; Kranzler, Miller, & Jordan, 1999). Biased assessments indicate the results are not equally valid for all groups of individuals tested. Sometimes bias can lead to underrepresentation or overrepresentation of students identified (Klein & Jimerson, 2005; Kranzler, Miller et al., 1999). For example, Hispanic students who spoke Spanish at home were not identified through the oral reading passages often found in curriculumbased measures but needed intervention creating a false-positive (Klein & Jimerson, 2005). Contrast to these findings, Hintze et. al. (2002) did not find bias between ethnicities in his study, which supports the work of Deno (2003). Additionally,

Dominguez de Ramirez and Shapiro (2006) found CBM to be a good indicator of Spanish-speaking English language learners' language and literacy development. In addition to possible test bias, some assessments used to measure student progress are not directly related to the instruction (Klein & Jimerson, 2005). For example, students receiving intervention instruction in comprehension or analytical thinking are measured with oral reading fluency rather than a comprehension measure. Other research supports oral reading fluency as an indicator of comprehension performance (Hintze, et. al., 2002; Deno, 1985). Inconclusive results around bias and what the assessments measure leaves educators with data they may question within a one size fits all process.

Progress monitoring. Progress monitoring (PM) allows teachers to determine if the instructional plan for a student is effective. PM tools should have alternate forms equal in difficulty with expectations for end of the year. PM occurs in different intervals depending on the intervention tier. Examples of progress monitoring include running records and curriculum-based measures.

Progress monitoring curriculum-based measures have the same bias and validity issues as the screenings. Another caveat to using CBMs for PM is that it does not inform instruction. Dorn and Henderson (2010) discuss using dynamic assessment (DA). DA provides information to the intervention teacher on the students' understanding of the skills being taught as well as provides direction for future instruction. "DA emphasizes what the student can do with assistance, which may provide better insights into the student's learning capabilities than what the student can accomplish without help" (Dorn & Henderson, 2010, p. 135). This type of assessment allows the intervention teacher to

focus on the student's learning potential rather than the perceived deficits. Examples of DA include running records, spelling inventories, and writing assessments.

Response to intervention is a model focused on preventing future learning difficulties. It has been operationalized into a three-tier model. Although promising, RTI alone has limitations in research and practice. In fact, very few research studies on RTI focus on the students who are affected by disproportionality (Cartledge et al., 2016). Even fewer studies on RTI include CRP. In practice, RTI has been difficult to implement (Gersten & Dimino, 2006; Thorius, Maxcy, Macey, & Cox, 2014). In practice, RTI has not been able to increase students' literacy levels to close the gap in achievement (Balu, et al., 2015). Additionally, RTI fails to decrease disproportionality through preventative measures (Cartledge et al., 2016). Lastly, teachers' responsiveness to students is the basis of RTI. However, teachers have lacked preparation to be able to create effective interventions for students (Nichols et al., 2017). At this juncture, it is pertinent and necessary to discuss these limitations and the strength CRP would bring to RTI implementation.

Research limitations. Few research studies have been devoted to RTI with participants who were culturally or linguistically diverse (CLD). Cartledge, Kea, Watson, and Oif (2016) set out to find studies investigating RTI schools' implementation of literacy interventions with diverse student populations. However, their searches yielded zero results. Instead, they highlight ten studies focusing on supplemental reading interventions in schools that had not implemented RTI. Participants are students who were from different racial or ethnic backgrounds and/or spoke different languages. The majority of studies are single-subject designs in primary grades. Some studies are small

groups of students. The majority of studies focus on phonological awareness interventions while others provide instruction in the areas of vocabulary, oral reading fluency, or comprehension. Cartledge's et al. (2016) review of the literature discovers studies around RTI implementation with students of color or students who are CLD do not exist in the published scholarship. Additionally, the interventions do not focus on cultural relevance. This is important to note as the hope of RTI is to increase the achievement of students of color and students who are CLD - the students portrayed in the achievement gap.

Other researchers also conclude limited research has been conducted on RTI with diverse learners. Hernandez-Finch (2102) reviews the literature to find the impact of RTI on students who are CLD. She finds in her review students acquiring English were often absent from RTI studies. It is important to note the dearth of research on this topic. The research is devoid of the very students RTI is portrayed to benefit - students of color and students who are culturally and linguistically diverse (CLD).

I also found an inadequate number of studies devoted to examining RTI or interventions with students who are culturally, linguistically, or racially diverse or are socio-economically disadvantaged. I found eight studies dating between 2010 and 2018 (Cavendish et al., 2016; Doran, 2017; Dussling, 2018; Hoover & Soltero- González, 2018; Nichols et al., 2017; Orosco & Klingner, 2010; Thorius et al., 2014; Wu & Coady, 2010). Five studies focused on the processes and protocols of RTI implementation. Three studies incorporated culturally relevant practices and will be discussed in an upcoming section (Doran, 2017; Hoover & Soltero- González, 2018; Wu & Coady, 2010).

Difficulties with implementation. In the 2004 reauthorization of IDEA, states were granted permission to move away from the discrepancy model for identifying students with SLD and move toward an RTI process. The reauthorization does not detail how states and districts should develop processes, procedures, and reallocate resources. Latitude is given in the implementation. This has created several barriers to a full implementation. Barriers include educator preparedness, ability to translate policy into practice, and external pressures. Barriers result in difficulties with implementation. Difficulties with implementation make it hard to determine the effectiveness of RTI.

Educator preparedness. Educators are on the front lines of implementing RTI in schools. Yet, they feel unprepared to do this work. They have had ineffective training, insufficient support, and lacked leadership. Nichols, Castro-Villarreal, and Ramirez's (2017) study includes interviews of eight teachers to understand their perspectives of the challenges faced when implementing RTI with students at high-risk for reading failure. Ineffective teacher training is identified as one challenge. Teachers indicate RTI implementation training is inadequate. Information from the in-service did not transfer into their practice.

Cavendish et al., (2016) examines the RTI implementation process in urban schools by interviewing and observing 30 educators who were in key roles of the decision-making process. One of the findings of this study is educators' lack of preparation to implement RTI. Lack of preparation is due to a reallocation of educators' roles. Teachers lack confidence in their new roles and implementing RTI. Teachers are unclear as to the expectations set by the district and do not understand the assessments that placed students in intervention. Feeling ill prepared to implement the new practice,

teachers fall back on old practices such as tracking. Also, vision from building or district leadership is lacking and prevents successful RTI implementation.

Gersten and Dimino (2006) state schools cannot envision what a large-scale implementation looks like. As a school implements, someone at the building level needs to be available to support teachers with processes such as data interpretation, group formation, and providing feedback on intervention instruction (Gersten & Dimino, 2006). However, reallocating roles to support RTI has presented a challenge to implementation (Balu et al., 2015). Challenges arise when implementing RTI. One challenge that prevents successful implementation is the lack of preparedness on the part of the educators.

Translating policy to practice. A second challenge educators face is translating policy into practice. Guidelines from state and federal agencies on RTI implementation are abstract and general. Districts and schools vary in implementation, which is problematic. For example, one district may create a process eventually leading to an SLD identification that differs from a neighboring district. The result is an unjust system where students can qualify for services in one district but not the other (Castro-Villarreal et al., 2016). Additionally, guidance has not been provided as to how long a student should remain in any given tier before transitioning to a higher or lower tier. This creates variability in implementation and effectiveness (Balu et al., 2015). Orsco and Klingner's (2010) case study of an urban school district studies educators' perceptions of implementing RTI in a school with a high English learner population. Findings indicate the implemented model is not responsive to the cultural diversity of the school's population. Teachers have difficulty taking standardized policies and procedures and

adjusting them to be more culturally responsive. For example, teachers are not able to incorporate assessment and instructional techniques that benefited their diverse learners. In addition to educator preparedness, RTI implementation is challenging, because educators have difficulty translating policy and procedures into practice. Inability to enact policy inhibits the effectiveness of RTI with racially and culturally diverse students.

External pressures. A third challenge of RTI implementation results from external pressures. External pressures include school cultural and environment and teachers' biased view of students. In other words, policy implementation does not occur in a vacuum. School culture and environment includes current ways of doing business such as procedures and relationships. Thorius, Maxey, Macey, and Cox's (2014) qualitative case study examines RTI implementation at an urban school considered by district leadership as advanced in RTI implementation. Four RTI team leaders and their team members (classroom teachers, school psychologists, and special education teachers) were observed during team meetings, interviewed individually, and interviewed as a group. Thorius et al., (2014) finds several forces impede successful RTI implementation. One force is political. For example, school funding deficits create fewer resources and potential staff layoffs decreasing the motivation of educators to attend meetings outside of their contracted time. Another example includes the focus on increasing state test scores due to an impending state-imposed sanctions. Thorius et al., (2014) also finds teachers' assumptions about students' academics, families, and abilities are another external pressure. Teachers blame academic failure on the student for lack of progress rather than reflecting on ways instructional practices and process could change. Teachers also blame families, such as parenting styles, for student outcomes. Teachers also did not believe general education could meet students' needs because of students' assumed abilities. As Cavendish et al. (2016) points out, when teachers' assumptions are not recognized and addressed, outcomes will not benefit students who are racially or culturally diverse.

Implementing RTI is challenging. The scholarship highlights three areas of contention: teacher lack of preparedness, inability to transfer policy into practice, and external pressures of school environment and culture. It is my contention that a network of support at the grade level, building level, and district level will build teacher capacity, confidence, and provide a structure to work through implementation difficulties.

Literacy achievement. Schools have had difficulty implementing RTI in schools. Therefore, it has been difficult to measure the broad effects RTI has had on the achievement gap. Still yet, two pivotal policies, NCLB and IDEA, press schools to close the gap in achievement. Studies have been conducted and examined the phenomena using different samples, measurement tools, and instructional strategies. Generally, findings conclude the gap in achievement remains (Balu, et al., 2015; Schulte, Stevens, Elliott, Tindal, & Nese, 2016). Findings also indicate growth rates for students receiving reading interventions are greater than the growth rates of students not receiving interventions (Gersten, Newman-Gonchar, Haymond, & Dimino, 2017; Roberts, Vaughn, Fletcher, Stuebing, & Barth, 2013).

One study focuses on viable cut scores used to identify students for interventions (Balu, et al., 2015). The sample schools implemented a RTI framework and the participants are students who fell close to the cut score. Participants received Tier 1 instruction plus an intervention. The study measures the effects of the given intervention

on participants' reading achievement. Findings indicate students on the margin of at risk did not benefit from reading intervention. This study also measures student movement between tiers. Balu et al. (2015) finds students in Tier 1 stayed in Tier 1. The biggest movements were with students in Tier 2. Students who moved in this category either moved out of interventions and only received Tier 1 or moved on to Tier 3 interventions. Less movement occurred between tiers in intermediate grade levels. Guidelines for RTI implementation are vague and do not outline procedures for placement or movement between tiers. According to Balu et al. (2015), cut scores determining placement effect students' response to the intervention. Additionally, intermediate students may benefit less from RTI.

A second study looks longitudinally at students in grades three through seven starting in 2002, the year NCLB went into effect (Schulte, et al., 2016). The study compares students without disabilities to students labeled with disabilities to determine the impact NCLB has had on the achievement gap. Students' scores are disaggregated by type of disability. Using the scaled score from the North Carolina state tests, the study finds a stable difference in scores (Schulte, et al., 2016). This means in the four-year study, students with disabilities do not catch up to their peers on the state test. Schulte, et al. (2016) highlights the lack of impact legislation has had for students with disabilities on the achievement gap.

Although policy enactment does not impact the gap in achievement, students in interventions are showing growth. Roberts' et al. (2013) study with middle school students in two different urban districts measures effects of interventions on the achievement gap. Students were provided a daily reading intervention and growth was

measured using the Woodcock-Johnson III Test of Achievement. Roberts et al. (2013) finds students in intervention make more growth than students not in interventions. However, the growth is not enough to close the gap. Students receiving interventions are growing academically. However, outcomes are not yet commensurate with their peers.

Literacy achievement can be viewed in two ways: Students in reading intervention make more growth than students not in intervention (Roberts, et al., 2013); The gap in achievement remains stable after RTI implementation (Schulte, et al., 2016). This paradox does provide hope for students receiving reading interventions. However, the unchanging gap in achievement remains a topic of concern. Absent from these studies are the cultural and historical perspectives that have contributed to the achievement gap. Without addressing the contexts contributing to the gap's creation, it is difficult to discern solutions. It is my contention that incorporating culturally relevant practices into a response to intervention framework will contribute to fair learning opportunities for all students thus impacting the learning gap.

Addressing disproportionality. Changes to disproportionality as a result of RTI implementation has been difficult to determine. Only 24% of schools report reaching full RTI implementation (Spectrum K12, 2010). Half of the districts in the survey have enough data to determine if RTI has an effect on special education placement. Thirty-five percent of schools with sufficient data indicate special education referral rates decreased by ten percent (Spectrum K12, 2010). However, data are not disaggregated to determine the effects on disproportionality. Cartledge's et al. (2016) search for studies where RTI is successfully implemented with minority populations reveals few studies. In a ten-year span between 2005 and 2015, only ten studies met the criteria. Cartledge et al. (2016)

concludes the limited studies show inconsistent results on the effects of RTI on disproportionality. Hernandez-Finch (2012) also concludes too few studies have been conducted and due to limited research, does not propose RTI as a viable solution to disproportionality and the gap in achievement for students of color and students who are culturally diverse. Artiles, Bal, and Thorius (2010) highlight the promise of RTI in that students will receive quality instruction. They go on to say implementation should show reductions in special education referrals and decrease disproportionality. However, they postulate RTI disregards the intersectionality of students' identities within culture, historical contexts, and learning by ignoring important tenants of teaching and learning. Response to intervention is showing promise in preventing students from being identified for special education. However, reducing the number of students of color and CLD students identified for special education has not been realized. I content RTI will not reduce disproportionality until implementation includes culturally relevant practices.

Responding to students. Effective RTI implementation is dependent on the system and teachers responding to students' needs. This includes teachers providing instruction the student needs and using assessment to determine if adjustments need to be made to the instructional plan. Research on RTI implementation found teachers had difficulty responding to students. In some cases, teachers did not know how to differentiate to meet individual student needs (Nichols et al., 2017). In another case, teacher teams meeting to discuss interventions for students did not consider effective, researched instructional practices in the discussion (Thorius et al., 2014). Instead, teachers create intervention ideas on the spot. In addition, students are pulled out of instruction in the general classroom to receive interventions. In another study, teachers

place students in the same intervention regardless of the needs of the student (Gersten & Dimino, 2006). The study also notes teachers' indifference to provide interventions or adjusting interventions based on progress monitoring information. In both studies, teachers lack skill in choosing and delivering the right instruction. Gersten and Dimino (2006) indicate teachers' inability to deliver effective instruction creates situations where students continue to fail. The school system did not do its part to support teachers either. RTI creates new roles and responsibilities for teachers, and they need continued support learning about and choosing interventions and interpreting data from interventions to make decisions (Gersten & Dimino, 2006). Thus, schools have difficulty reallocating or redefining current roles to support RTI implementation.

Student deficit approach. Efforts to provide students needed instruction through a RTI model is also thwarted by a recurrence of unjust and unfair practices. Students are still being grouped with a deficit mindset. Groupings have been redefined from previous bio-political labels into student-deficit oriented groups called at-risk, non-responders, and hard to teach students (Artiles, 2011). Teachers focus on academics in isolation without consideration of cultural factors such as social-emotional wellbeing, native language proficiency, or length of time in the United States (Doran, 2017).

Assessments contribute to the student deficit approach. Assessments used to identify and monitor students in an RTI framework have a level of bias (Kranzler, Miller et al., 1999). For example, curriculum-based measures (CBM) show bias between ethnicities (white, black) and gender at various grade levels in which the CBM either overestimated or underestimated a student's reading skills. Coupled with teachers' inability to decipher the meaning behind the data, they must also consider the reliability

of the information before making instructional decisions. Biased assessments give justification to the student deficit mindsets of teachers. As Cavendish et al. (2016) points out, the change in the way school operates due to RTI implementation did not purposefully challenge the assumptions teachers had about students. Therefore, the change is not likely to produce fair opportunities for students to learn.

Response to intervention is designed to be a preventative model. It grew out of the 2004 IDEA reauthorization and has often been operationalized as a tiered system - or a layered approach. Advocates purport RTI will resolve disproportionality and contribute to closing the achievement gap. However, RTI research with students who fall into the disproportionality and achievement gap categories is scarce. The dearth of research makes it difficult to determine the effectiveness of RTI with diverse student populations. Additionally, implementation of RTI has been difficult. Teachers lack support, efficacy, and lean toward a student-deficit mindset. They also have difficulty knowing how to be responsive to students receiving interventions. Additionally, other school and political factors contribute to complications with implementation. Absent from the above studies is the inclusion of culture, context, and history. These topics were omitted from legislation. Thus, implementation often fails to address them as well. In the next section, RTI will be explored further and include culturally relevant pedagogy. An overview of cultural relevance and instructional strategies will be provided. Additionally, research studies specifically including CRP into RTI practices will be discussed.

RTI and CRP Converge

Culturally relevant practices, historical perspectives, and context have been absent from policy and thus, absent from policy implementation. I contend incorporating

culturally relevant practices into a response to intervention framework will benefit students standing in the achievement gap. In this section, I will provide an overview of culturally relevant practices. Then, I will outline a culturally relevant RTI framework. Following this, I present the three studies which examine the intersection of RTI and CRP.

Culturally relevant pedagogy. The premise behind CRP is democratic, which is to have social equality. "The primary goal of culturally relevant teaching is to empower students to examine critically the society in which they live and to work for social change" (Ladson-Billings, 1992, p. 314). Three tenets of CRP put forth by Ladson-Billings (1992) includes: student learning and achievement, cultural competence, and sociopolitical consciousness. Student learning and achievement refers to what students can know and can do because of the learning opportunities presented by the teacher. This tenet posits that "all children can learn" and expectations should be commensurate with this philosophy (Warren-Grice, 2017, p. 4). Student learning may be observable or noticed in meaningful assessments, for example, but may be absent in test scores (Milner, 2017). This should create dissonance in what teachers and schools value regarding assessments.

Cultural competence, the second tenet of CRP, is knowing and understanding one's own culture and using that knowledge as a bridge to learn about other cultures and systems. This requires teachers to practice reflexivity - setting aside what they think they may know about culture to get to know their students lived lives and ways of being.

Doing so will help teachers create lessons that are more meaningful to students and help them to retain the content (Warren-Grice, 2017). For example, Tatum (2009) discusses

teaching content through the use of texts. Texts are relevant and relatable to students' in a variety of ways (i.e.: culturally, socially, gender, personally, economically, and within their community). Texts are used as a vessel transporting unfamiliar concepts through ideas students can relate to and understand.

Lastly, sociopolitical consciousness instills in students the critical thinking skills to empower them to challenge the status quo and inequities still present in society (Warren-Grice, 2017). For example, access to higher education is important in addressing the wealth gap (Ladson-Billings, 2006a). By empowering students to challenge the avenues to higher education, such as access to advanced placement coursework in secondary school, they will be well-equipped to position themselves socially and politically (Milner, 2017).

Rapport, relationships, and respect. Among the many important features within MTSS is the significance of integrating home, community, and school factors to best educate all learners. One of the reasons MTSS is potentially powerful in advancing the education of diverse learners, with or without disabilities, is the opportunity to incorporate more ecological perspectives into its delivery by emphasizing family and community engagement. Family and community engagement are seen as the most important features of delivering effective education to diverse learners (Hoover et al., 2016), "and this key feature requires additional advocacy by educators to best provide CLDE students sufficient opportunities" (Hoover & deBettencourt, 2018, p. 185).

Relationship is an important factor in increasing student learning and achievement. O'Connor and McCartney (2007) finds high-quality student-teacher relationships foster student learning. Findings indicate students are more engaged and

freer to explore new learning. Bryk and Schneider (2003) also find relationships to be impactful to student learning. Their findings indicate relationships "organized around respect, personal regard, competence in core role responsibilities, and personal integrity" build trust (p. 42). Listening to others, keeping your work, having competence in your work, and being willing to open yourself up to others were found to contribute to relational trust. In other words, school has to go beyond teaching academics. For example, Griner and Stewart's (2012) study finds schools that foster teacher-family interactions enhance relationships. Relationships are an important part of CRP. Schools going beyond the work of teaching academics by building relationships are also enhancing student learning.

Consider the whole child. To create instruction or adjust programs beneficial to diverse students, educators must look at the whole child (Thorius & Sullivan, 2013). Five consideration when looking at the whole child include ways: to bridge home and school (Utley, Obiakor, & Bakken, 2011), to change the learning environment (Artiles & Kozleski, 2010; Polydore, 2010), to incorporate the student's community and cultural norms (Montalvo et al., 2014), to create instruction and assessment that have a sociocultural perspective, and to get to and address the root cause of teaching and learning difficulties (García & Ortiz, 2008).

Teachers must reflect on cultural assumptions within lessons in all content areas to begin bridging home and school. Then, teachers can begin implementing CRP into their instruction which will empower CLD students to understand their own culture as well as cultures different from theirs (Utley et al., 2011). Student learning is linked to the instruction and to the environment (Artiles & Kozleski, 2010). Environment includes

anything that aids or distracts student learning, such as cueing systems. Teachers give verbal and nonverbal cues to students such as praise, voice pitch, or tapping a page. Additional environmental changes can include creating a space that allows for more interaction and activity (Polydore, 2010). The environment is a part of the learning and students' response to these cues will be dependent on the history students have with them.

Considerations need to be made about students' daily lives and how to incorporate these aspects of the students' lives into daily lessons (Montalvo et al., 2014). Educators need to know their students well. They need to know such things as their language preference, relationships, responsibilities, and values and traditions (Montalvo et al., 2014; Cartledge & Kourea, 2008). Traditional instruction and assessment practices will not work for all CLD students (Graves & McConnell, 2014; Orosco & Klinger, 2010; Klinger & Edwards, 2006). In other words, schools should build intervention practices out of a sociocultural perspective providing multiple sources with multiple languages and modalities to meet the diverse needs of students.

Culturally relevant instructional strategies. Additional studies provide alternative modalities of instruction and interaction that accelerates culturally, linguistically, and racially diverse students' literacy learning. For new learning to occur, students must be able to connect the learning to their background knowledge. Dong (2013) discusses how teachers need to discover students' background knowledge and honor that knowledge in the process of new learning. Teachers should start with something culturally familiar. In Dong's (2013) study, a social studies teacher teaching concepts of World War II from the American perspective to an English language learner,

drew on the student's knowledge of a leader in her homeland who was an American ally during World War II. The teacher used the student's background knowledge as a bridge to the new history concepts. Wiltse's (2015) study is similar though calls students' background knowledge 'funds of knowledge.' Funds of knowledge is different from student to student and different from teacher to student. These differences must not be seen as a deficiency in the student's background knowledge rather an avenue to be utilized in teaching new concepts.

Compton-Lilly (2006) also has a similar finding in her study of an African American first grader in Reading Recovery. Compton-Lilly (2006) draws on the student's knowledge and expertise of video games and Pokémon and uses the student's area of expertise in nontraditional school concepts. Compton-Lilly uses the student's culture as a vessel to teach literacy skills such as writing. Compton-Lilly (2006) notes the intersections between students' personal cultures, school structures, and expectations is what enables students to take on new learning.

Literacy in the above studies focuses on texts - such as history books, leveled readers and student generated texts. Green (2013) challenges educators traditional accounts of literacy and asks - "What counts as literacy?" Green's (2013) study revolves around the literate identities of black youth noting how students' individual identity and culture changes between their time inside and outside of school. To bridge students' identities and culture, Green (2013) posits a community-based approach aimed at using non-traditional texts such as street scripts, film, and music to address real life issues. Street scripts are written accounts of students' lived lives out of school and are often written in their social dialect (such as African American Language). A student-centered

radio broadcast uses students' personal life experiences and history to develop an awareness among other youth in the community. Students literacy learning is not a neutral act. Students take activist roles to promote social change. Turner, Hayes, and Way (2013) also uses media as a form of literacy. They used hip hop and African American Language to critically reflect on the media. Students created their own media productions and were challenged to avoid stereotypes in their creations. Both studies view literacy as a means of activism by creating a critical consciousness in others (Green, 2013; Turner, Hayes, & Way, 2013).

Students learning English often go through school with everything presented in the new language (L2). Méndez, Crais, Castro, and Kainz's (2015) study investigates the vocabulary development of students learning English whose primary language was Spanish (L1). In their study, a group of students receives vocabulary instruction in both the students L1 and L2. Another group receives the same instruction in English only (L2). Students who receives the vocabulary instruction in both L1 and L2 had higher vocabulary gains than students who received instruction in L2 only. Therefore, students who have exposure to content in dual languages will have higher gains than students with instruction in only the target language. Similar findings occurred in Dong's (2013) study where the teacher translates key vocabulary to the student's L1 and read excerpts of texts in the student's L1. Starting with something culturally familiar to the student acts as a bridge to new learning.

Literacy is intertwined into race, class, culture, and identity. Curriculum and instruction become hyper focused on developing a student's reading strategies and the purpose of literacy is forgotten. Talking about language and culture and getting to know

your students will help teachers keep the complexity of literacy at the heart of their instruction (Cole, David, & Jiménez, 2016).

Culturally responsive RTI framework. García and Ortiz (2008) offer a culturally and linguistically relevant RTI framework. They outline several factors effecting the implementation of RTI in schools serving culturally and linguistically diverse students. First, the role of school climate needs to be examined. School climate includes the norms, goals, and relationship patterns between students, parents, and school personnel. Secondly, intervention instruction needs to be culturally relevant. Teachers also need to be able to differentiate interventions to ensure they are relevant to the students receiving them. Thirdly, García and Ortiz also recommend digging deeper into the teacher attributes that cause students' learning difficulties. For example, they reference the quality of instruction, the student's exposure and access to the general curriculum, the mode of instruction and assessment, and the student's individual characteristics. Lastly, García and Ortiz posit an RTI framework goes beyond academic interventions into the system and culture of the school.

Digging into students' difficulties: Problem-solving team. As school data teams use a problem-solving model to identify instructional needs of students, García and Ortiz (2008) posit looking at many aspects of the student's school experience to address the facets that can cause a student not to achieve. One factor to consider is the experience, style, and expectations of the teacher. A second factor includes the instruction and how it is sequenced, motivates, and incorporates language. Another is the student's exposure to the curriculum. Lastly, the student's background, language, communication, and

motivation are also considered. Current models, such as RTI, only look at achievement.

Looking at the whole child will help educators get to the root of what students need.

Professional development. One caveat not mentioned by García and Ortiz (2008) is professional development. Teachers of all races, cultures, and backgrounds need to experience professional development around the topics of racism, language, and culture (Allen, 2017; Molle, 2013; Banks et al., 2005; García & Guerra, 2004). First, teachers need to understand their own attitudes and bias (Banks at. el., 2005). Biases can be corrected with accurate information. Biases in expectations have long lasting effects on students' intellectual growth and future course selections (Gershenson, Holt, & Papageorge, 2016). Biases come from misunderstandings, sometimes generational misunderstandings, about people who are different than self. It is a misunderstanding or an unfamiliarity of culture - dubbed 'Poverty of Culture' (Ladson-Billings, 2006b). "Poverty of Culture" indicates we are not knowledgeable about others' cultures and languages. To rectify, Banks at. el. (2005) encourages educators to learn about the "complex characteristics of ethnic groups" in order to gain cultural knowledge and understand diverse perspectives (p. 36). This knowledge will contribute to educators' decisions on practices and schools' systems to create fair and just educational experiences for students.

Narrowing the focus of professional development around culture to implications on teaching, educators need to grow their knowledge on "equity pedagogy" (Banks et. al., 2005, p. 36). Equity pedagogy provides equal opportunity to all students to "achieve academic and social success in school" (Banks et. al., 2005, p. 36). One such way is through a culturally sustaining pedagogy (Ladson-Billings, 2014; Paris, 2012). Culturally

sustaining pedagogy seeks to sustain "linguistic, literate, and cultural pluralism as part of the democratic project of schooling" (Paris, 2012, p. 93). This cultural power-sharing way of teaching makes learning relevant and effective, because it teaches "to and through the strengths of [ethnically diverse] students" (Gay, 2010, p. 31).

Teachers' learning about culture, personal biases, and institutional racism needs to permeate into RTI processes. This way, RTI processes can fit school culture rather than be a one-size-fits-all model (Orosco & Klingner, 2010). Teachers also need professional development on effective instructional practices (Montalvo et al., 2014). Additionally, teachers need professional learning around ways they can differentiate the intervention to be more effective for the students they are servicing (Nichols et al., 2017).

Intersection of RTI and CRP. For this study, a comprehensive search was conducted to find studies incorporating culturally relevant pedagogy into RTI. After conducting a thorough search, three empirical research studies were found between 2005 and 2018 (Doran, 2017; Hoover & Soltero-González, 2018; Wu & Coady, 2010). To be included in this literature review, the study had to include culturally relevant tenets within intervention, a RTI framework, or a Multi-Tiered System of Support (MTSS). Participants could either be students, educators, or preservice teachers. The three sources that fit the criteria for this review are presented in Table 2 and are discussed in the sections below.

Table 2: Studies examining the intersection of CRP and RTI

Study	Purpose	Sample	Data Collection/ Analysis	Findings	Recommendations
Doran, 2017	Described teachers' experiences with professional development regarding the needs of students learning English and teachers self-reported knowledge of concepts related to English learners (EL).	32 K-6 teachers from three diverse schools in the same district who had worked with EL in previous or current years.	Data collection: survey design, online with selected and constructed-response questions Data analysis: Descriptive statistical analysis, qualitative analysis of constructed-response answers	Teacher efficacy and knowledge is weak in core concepts around English learners. Teachers have difficulty identifying and implementing appropriate interventions for EL. Planning may consider academic achievement in isolation but does not include social/emotional well-being, length of time in US, or native language proficiency.	Schools need to devote attention and resources to providing quality, ongoing professional development to equip teachers to support all learners
Hoover & Soltero- González, 2018	Develop, implement, and sustain a school-wide MTSS framework emphasizing literacy support	45 K-3 educators at three pilot schools (classroom teachers, special educators, mentor teachers, master teachers,	Data collection: Three observations using Core ESL Instructional Practices (CEIP) per participant, observation and interviews of school referral teams, Developmental	Student achievement improved over time (four-year study) narrowing the gap between the number of ELs achieving at benchmark compared to non-ELs; Increased use of best	Higher education and professional developers teach pre/ in service teachers skills in creating collaborative partnerships, incorporating

		building principals, ESL/ bilingual teachers, interventionists/ reading specialists	Reading Assessment (DRA) results Data analysis: Observations analyzed using deductive process (Strauss & Corbin, 1998) and quantitatively counted yes/no responses based on CEIP instructional themes, DRA analyzed using interrupted time series design comparing pre-project baseline scores to outcome scores, DRA percentage of students at benchmark using logistic regression analysis, referral meetings were summarized based on 10 item tool (Hoover & Erickson, 2015)	practices for teaching literacy to ELs; Produced an effective CLR referral procedure tool to confirm tier 1 and 2 was CLR in instruction; Developed list of criteria to operationalize CLR MTSS for ELs	CLR best practices within and MTSS framework, delivering PD that focuses on collaborative and transformative learning, conducting CLR referrals, and sustainability.
Wu & Coady, 2010	Determine the cultural relevance of the Read 180 programf	One EL teacher and four EL students (two from Puerto Rico, one from	Data collection: Six 30-minute individual student interviews, field notes from classroom observations, archival	Read 180 provides some cultural interaction and activities in the form of themes. Read 180 does not provide	Effective teachers need to supplement the curriculum with additional resources that

Chile, and one	data (student logs,	individual relevance	address interests
from China)	worksheets)	to students'	and life
		background	experiences of
	Data analysis:	knowledge and	individual
	Grounded theory	cultural needs	students

Teacher knowledge and appropriate interventions. One area of contention is the level and effectiveness of professional development teachers receive about teaching CLD students. Doran (2017) studies 32 teachers' previous professional learning opportunities via online survey. Selected and constructed response survey questions focus on the learning teachers received about English learners' needs. Doran concludes teachers' knowledge regarding CLD concepts are weak. Survey results indicate 25 percent of participants had either never heard the term "culturally and linguistically diverse" or could not define it. The majority of teachers indicated English language acquisition and length of time in the United States was part of student discussions. However, acquisition of the student's first language generally was not. Additionally, few teachers reported discussing issues of acculturation or students social-emotional wellbeing. Doran connects teachers narrowly focused conversations to their inability to develop appropriate interventions for English learners. Doran recommends revisiting intervention processes to include all pertinent student information and for team meetings to become a time to learn from each other.

Cultural relevance and purchased programs. Schools often purchase programs to quickly implement interventions. Wu and Coady (2010) evaluate a widely used intervention called Read 180. The study examines how the Read 180 program responds to English learners' cultural backgrounds. Wu and Coady interviewed four students six different times using students' reading logs, worksheets from the program, and field notes to guide interviews. Therefore, interviews were individualized to the learner. The students' classroom teacher was also interviewed. Findings indicate themes within the Read 180 program provided cultural experiences through the interactions and activities.

However, the program itself did not include experiences, interactions, or activities that related to individual student's cultural needs or background experiences. For example, a book from the program may have been about immigrants, but it did not connect to the identity an individual student had as an immigrant. Wu and Coady recommends teachers adjust lessons to draw parallels to the students' lived lives and supplement the program with resources addressing students' specific interests and life experiences

Implementing a school-wide system of support. Response to intervention is more than providing interventions. It's a school-wide system of support. Hoover and Soltero-González (2018) develops, implements, and studies a school-wide system of support in three pilot schools in a rural setting. They conducted three observations on 45 teachers. Data were collected during the observation using a protocol of instructional practices for English learners. Observations of the referral team were also conducted. Each participant was interviewed, and students were given an individual reading inventory called the Developmental Reading Assessment (DRA). Findings indicate students in interventions grew more in reading than students who were not in interventions. Student outcomes results in a statistically significant increase in reading outcomes for English learners in grades K-3. Observations indicate instructional practices includes effective strategies for English learners. Hoover and Soltero-González's interventions prove to be culturally responsive, and students benefit academically from its implementation.

Hoover and Soltero- González's (2018) study goes beyond intervention. They also create tools to operationalize RTI and to support problem-solving teams. For example, criteria were developed to operationalize a culturally relevant RTI implementation. Five themes were listed on the operationalization guide: multi-level

instruction, researched-based core literacy instruction, CLR practice, multiple levels of assessment and data sources, and ecological decision making. Each theme was defined and outlined with a list of four criteria. Additionally, the problem-solving team used a tool to examine the quality and appropriateness of instruction students received in Tier 1 and Tier 2. Therefore, Hoover and Soltero- González's (2018) Multi-Tiered System of Support (MTSS) provides a culturally relevant system for this rural school to follow.

Conclusion

Policy omits culture, historical perspectives, and context. School being a microcosm of the larger society also omits these three concepts. In this regard, school systems, processes, and practice contribute to sustaining inequity. Students effected by educational inequities are racially, culturally, and/or economically diverse. To redress unjust education and educational outcomes, practices, processes, and systems must change to meet the needs of the learner. I contend schools must revise RTI frameworks to include culturally relevant practices. A review of the literature shows schools must take an ecological perspective and create a system of support that benefits diverse learners. This includes incorporating culturally relevant practices. CRP posits high student achievement, understanding culture of self and others, and being aware of the sociopolitical forces that perpetuate bias and racism (Ladson-Billings, 1992). These three tenets develop out of the relationship forged between home, school, and community. Teachers broaden their scope of what it means to educate a child to include much more than academics. To do this, teachers need support. Support comes from sustained professional learning, assistance interpreting data, feedback on instruction and implementation, and a clear vision from school leadership. Schools have the opportunity

to create a paragon of what society might be - to lead toward a more fair and just community.

This study will contribute to current research in several ways. It will build on Cavendish et al. (2016) study by examining teachers' relationships between home, school, and community. This ecological perspective brings to the forefront teachers' assumptions and biases. This study will examine teachers' realization of bias, White Fragility, and their ability to seek new understandings of themselves and others. This study will also build on studies by Gersten and Dimino (2006), Hoover and Soltero-González's (2018), Nichols et al. (2017), Thorius et al. (2014), and Wu and Coady (2010) by examining culturally relevant RTI processes and procedures such as viable and effective interventions in a tiered system, placement procedures, and collegial support through collaborative teams. This study will also examine how teachers focus on educating the whole child which builds on the work of Doran (2017). This study will also seek to understand the intersection of culturally relevant pedagogy and response to intervention as well as understand how policy is interpreted and enacted through the perspectives of teachers. Teachers' perspectives will be gathered through one in-depth interview, one observation, and a follow-up interview. A district perspective will be gathered through district resources such as the MTSS Handbook. This study offers possibilities to school systems on making equitable processes the foundation of RTI implementation and decision making by answering the following questions:

1. What can be learned about a culturally responsive approach to Response to Intervention (RTI) by listening to teachers' perspectives and observing teachers' practices? 2. How do teachers interpret and enact state and local policies in ways that maintain responsiveness to students' literacy learning?

In chapter three, I describe the research methodologies I used to conduct this basic qualitative study. First, I describe the school district in which the study is conducted by giving information related to the district's size and demographics. Then, I describe the four schools and their implementation of RTI through a district initiated pilot program. Next, I describe the participant selection process and address Whiteness since the majority of teachers in the district are white. I also explain my role as I am both a leader in the district who initiated and developed the intervention pilot and a white researcher.

The second part of chapter three describes my processes for data collection and analysis. I conducted one in-depth interview, an observation of an intervention lesson, and a follow up interview with each of the 14 participants. I also collected district document data. Data was analyzed using a constant comparative method (Strauss & Corbin, 1998). Initial categories and an example of the interconnectedness within categories are described.

Chapter 3: Methodology

To capture the actions and beliefs of participants, a basic qualitative approach to collecting and analyzing data was utilized. The purpose of a basic qualitative study is "to understand how people make sense of their lives and their experiences" (Merriam & Tisdell, 2016, p. 24). In this instance, the purpose was to understand teachers' perspectives of integrating culturally relevant practices into a response to intervention framework. A basic qualitative study seeks to understand the phenomena through the perspectives of the participants. I was the "primary instrument of data collection and analysis" (Merriam & Tisdell, 2016, p. 294).

Practitioners' perceptions and how they make sense of their work was at the essence of understanding the phenomena. Drawing on a constructivist worldview, I looked for the complex views of the participants. A basic qualitative study shares the characteristics of other qualitative designs but does not have the attributes of a single or specific approach. For example, an ethnography has attributes that focus on interaction of others within the culture. In this study, I used observation and field notes to gather descriptive accounts, which is indicative of ethnographic studies. Another example includes phenomenology, which focuses on the experience itself. In this basic qualitative study, I used purposeful sampling, a phenomenological interview process, observations and documents as data sources, and utilized a Grounded Theory approach to data analysis to delve into the perceptions, perspectives, and understandings of teachers implementing interventions.

Context and Settings

Lowell-Mann school district in the study is located in the suburbs of a metropolitan area in the Midwestern United States. It has 23 sites pre-Kindergarten to grade 12 and is comprised of approximately 18,000 students. This study focused on the elementary level, Kindergarten through grade five. There are ten elementary buildings ranging in size with the smallest servicing 390 students and the largest responsible for 1,200 students. The elementary school curriculum was created by the teachers of the district under the leadership of a district content leader. The curriculum uses authentic fiction and nonfiction text to teach the district and state standards. Balanced literacy is used as the instructional framework for delivering the curriculum, which is comprised of reader's workshop, writer's workshop, and word study. Each building has one full time literacy coach whose responsibilities vary from instructional coaching, co-planning, data analysis, and leading professional learning opportunities for staff. Additional literacy support is provided at each building through Reading Specialists who teach Reading Recovery (Clay, 1985) and the Comprehensive Intervention Model (CIM; Dorn & Soffos, 2012).

Four elementary sites. Four of the ten elementary sites had educators participate in this study. The main consideration for the selection of these buildings was their extensive professional development in intervention over the past three years. Five years ago, the district convened an elementary intervention task force to analyze the current state of interventions and to propose a district-wide plan. The task force met over the course of two years searching the literature and creating a district plan for elementary interventions. The plan proposed procedures and protocols for the following: identifying

students for intervention, screening students using multiple data pieces, a three-tiered model with tier 2 being divided between tier 2A and tier 2B, and five programs to be utilized for tier 2A interventions. Tier 2B interventions would be implemented by the Reading Specialists and are comprised of Reading Recovery and CIM.

Two schools were selected to participate in a pilot implementation of the proposed plan: the most affluent school, Walker Elementary, and the school with the highest rate of free or reduced lunches, King Elementary. King Elementary is one of two Title I schools in Lowell-Mann School District. Prior to implementation, participating teachers received anywhere from one half day to five days of professional learning on the intervention plan and/or programs. All school names are pseudonyms (Table 3).

Table 3: Participation Sites' Demographic Information: Percent of All School Population

School	Eagleton Elementary	King Elementary	Walker Elementary	Wolff Elementary	Lowell- Mann
	Elementary	Elementary	Elementary	Elementary	District
Asian	11.93	2.24	3.06	3.85	3.79
Black	11.65	14.49	4.87	4.81	7.91
Hispanic	9.09	5.06	2.64	4.45	4.15
White	59.38	72.67	84.14	84.12	80.42
Free and Reduced Lunch	34	41.3	9.2	15.8	18.7
English Language Learner	9.23	6.01	3.06	7.1	2.83

Note. Department of Elementary and Secondary Education (2016)

During the first year of implementation, I went to every team meeting to coach educators at King and Walker through the implementation process and provided professional learning on requested topics as needed, often impromptu. Coaching included

how to use the data measures to determine which students would be considered for interventions, what to consider when selecting a diagnostic assessment to determine student's strengths and needs, how to determine response to intervention, what types of questions to ask during problem solving, and when to exit students from interventions.

King Elementary went to full implementation with every teacher participating during the second year (Table 4). Therefore, I continued coaching teams at King for a second year. A third school, Eagleton Elementary, was added to the pilot during year two. Eagleton Elementary followed suit with one half to five days of professional learning and a year's worth of team coaching. Eagleton Elementary is the second Title I school in the District and the most diverse (Table 3). A fourth school, Wolff Elementary, joined the intervention work by participating in the professional learning sessions but did not receive coaching throughout their implementation (Table 4).

Table 4: Participation Sites' Support and Years Implemented

School	Eagleton	King	Walker	Wolff
	Elementary	Elementary	Elementary	Elementary
Years Implemented	3		2015-present	2016-present
District Coaching	Yes; One	Yes; Two	Yes; One	No
Support	Year	Years	Year	
Percent of Teachers Participating in 45% Professional Learning		100%	87%	21%

Interventions are provided by classroom teachers and Reading Specialists.

Buildings have created designated times for intervention to occur by carving out 30 minutes four to five days a week. Teachers use flex-grouping to meet students' needs. In other words, the teachers on a grade level team share students during intervention time.

So, students may leave the room to go to another teacher for interventions.

Educators and Whiteness. The Lowell-Mann School District resides in the Midwestern United States. It is housed in a suburban area with a predominantly white staff. The fact that the district is located in a suburban area and employs predominantly white staff raises issues of Whiteness that this study must confront. Engaging Whiteness will bring about the concept of "White Fragility." White Fragility is defined as having minimal stamina, psychologically and/or socially, to discuss issues around race, privilege, and bias (Diangelo, 2011). Factors contributing to White Fragility may be unconscious in nature and include psychic freedom, universalism and individualism, and entitlement to racial comfort among others. White people rarely have to think about race. As the dominant culture, day to day exposures to media, texts, and leaders revolve around being white. This is what Diangelo (2011) refers to as psychic freedom. Psychic freedom may lead to white people's difficulty in seeing the perspectives of non-white students, families, and co-workers. Diangelo (2011) calls this White Fragility factor universalism and individualism. Universalism is the belief in one truth - one way. Universalism, in the ideology of Whiteness, undergirds how some see the world - everyone is the same with the same experiences, realities, and opportunities. Evidence of White Fragility surfaced in this study. One example came from Beverly when she recalls the time when she realized everyone was not the same or experienced the same things she experienced.

College. Because I went to a Catholic high school too. So, it was kind of like - I hate to say that, but I did, and I didn't realize. I didn't really realize. I thought everybody was Catholic, and we are Catholic and we all just had - we were all just the same. It wasn't until college. (Beverly, Lines 423-425)

Another example came from Julie when asked about being taught values associated with her race.

I was just taught things that I feel like my parents - some of the things you might stereotype as ... white, but I just feel like they were regular. I was never taught that because I was white. It was just this is how we do things. (Julie, Lines 536-539)

This way of thinking does not recognize racism as system of privileged and unprivileged. This factor is also behind the belief that success comes from hard work and virtue rather than privilege. Individualism is a cultural mindset that allows white people to set themselves apart from the actions and beliefs of other white people. It absolves them from the responsibility of the effects of racism. The individualistic mindset believes racism is something other white people do. Although universalism and individualism seem contradictory, or opposite, Diangelo (2011) indicates white people, even within the same individual, will use both to "deny white privilege and the significance of race" (p. 60). White people may become uncomfortable talking about issues related to race as they have not been taught how to do so. Tiffany shares how conversations around race are perceived.

I've been able to have a lot of race conversations with people who are not white. That was always something - you did not bring up race with anyone that wasn't white. I think sometimes you still feel like that's going to get you in trouble. (Tiffany, Lines 848-850)

Behavior related to this uncomfortableness may include anger, silence, and/or defensiveness. Although I did not witness these behaviors specifically, I did notice a

change in body language. For example, Beverly leaned back in her chair and crossed her legs and arms for a brief period (Reflexive Journal, December 18, 2017). This behavioral factor is called entitlement to racial comfort (Diangelo, 2011), whereas comfort comes from ignoring race or seeing it as someone else's problem. Listening for and being aware of signs of White Fragility helped the researcher understand where to provide encouragement and support to the participants. Encouragement and support came in the form of promoting reflection in myself and the participant(s). Reflection occurred with follow up questions asked during the interviews and the researcher's reflexivity journal. Below is the transcript from Beverly's in-depth interview where she experienced racial discomfort. I worked to encourage Beverly to respond to the question through prompting.

Melinda: How has race influenced your personal school experience?

Beverly: ... okay. I don't I don't know. I'm not really... I should have maybe

[laughter] [inaud-3 sec] looked at these a lot better

Melinda: No. It's okay.

Beverly: I don't know. I don't know.

Melinda: Just think about about you as a learner in grade school or high school or even college, and how did race play a part in your school experience or influence your school experience or even here presently as an educator - how does race influence your experience in school? (Beverly, Lines 392-399)

Tier 2A programs. Lowell-Mann School District created an elementary literacy intervention task force led by the district's Literacy Coordinator and the district's Reading Recovery Teacher Leader to review the current status of interventions in the district and to make recommendations for future implementation. The task force met for

two years to research intervention processes and instructional approaches. A literacy intervention process and five reading programs were proposed to the district to be utilized during intervention time. The task force explicitly stated the five programs did not create a comprehensive menu of intervention options. For example, the task force wanted to offer a writing intervention, but did not approve of the resources available for writing at the time of their investigation. The task force labored over offering purchased programs or an intervention model where teachers would find the resources and create the daily plan. Teacher feedback indicated a desire for a purchased program. Therefore, the task force compared programs to the available research. They were satisfied to move forward with five programs. Three of the programs were created by the 95% Group, Incorporated: phonological awareness, phonics, and comprehension. One was created by the Center for the Collaborative Classroom: Words in Action Vocabulary. The last program was created by Irene Fountas and Gay Su Pinnell: Leveled Literacy Intervention. Each program provides the teacher with the resources needed to provide intervention instruction. During the five days of professional learning, we discussed how boxed programs may not meet the needs of all students. Therefore, adjustments would have to be made. Due to the limitations of time and funding, ways of adjusting intervention was not discussed in depth.

Participants

Meaningful sites were selected through purposeful sampling. "Purposeful sampling focuses on selecting information-rich cases whose study will illuminate the questions under study" (Patton, 2002, p.230). It was important to select sites that I had access to and who had received professional development in response to intervention

processes, protocols and programs. Four elementary sites have had a percentage of teachers (Table 4) participate in the professional learning. Only one site, King Elementary, had one hundred percent participation in the professional development on RTI. Sites considered also implemented a school-wide response to intervention framework in reading. Sites included students who represent historically marginalized groups such as low socioeconomic status and minority races and ethnicities.

It was important to view multiple perspectives in this study. Therefore, variation among participants was important. A maximum variation sampling strategy "aims at capturing and describing the central themes that cut across a great deal of variation" (Patton, 2002, p. 235). Variation in this study focused on the educator's role in the building RTI implementation plan. There were several roles educators had in RTI implementation at the five sites. This may come in the form of leadership, area expertise, and/or part of a team. Different roles, or jobs, brought about different responsibilities and expertise to the implementation. This complexity added depth to the understanding of phenomena. Various roles in each building included: building literacy coach, reading specialist, speech-language pathologist, counselor, and classroom teacher. Each educator viewed the processes and programs from different perspectives and understandings. Obtaining variation resulted in high-quality, detailed descriptions that are both unique to individuals and common between participants (Patton, 2002).

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Table 5: Characteristics of Participants

Pseudonym	Current Position	Intervention	CRP and Whiteness Perspectives from Survey
Monica Tate ^{bfhk}	K teacher	Phonological Awareness. Also trained in Phonics	Teacher's assumptions about students and families affect teaching and student learning; Diversity conversations in class are surface level; Teacher and relationships are important to student success; Assessments are in part political; All students can lead literate lives; Multimodal, cooperative/ collaborative techniques and differentiated instruction are important to incorporate
Shelley Thomas ^{bfhk}	2 nd grade teacher	Phonics	Colorblind; Curricula promote a core set of values; All students can lead literate lives; Multimodal, cooperative/ collaborative techniques and differentiated instruction are important to incorporate; Education can empower students; RTIs purpose is prevention.
Mallory Moore ^{bfl}	Speech- language pathologist	Speech and Language Therapy	Teacher's assumptions affect instruction and expectations; Teacher and relationships are important to student success; Curricula promote a core set of values; Education can empower students; RTIs purpose is prevention; Multimodal, cooperative/ collaborative techniques and differentiated instruction are important to incorporate
Tiffany Evans ^{behk}	2 nd grade teacher	Leveled Literacy Intervention; Also trained in Vocabulary	Teacher's attitudes, perceptions, assumptions, and expectations affect student learning; Teacher and relationships are important to student success; Using students' funds of knowledge is important to student learning; All students can lead literate lives; Multimodal, cooperative/ collaborative techniques and differentiated instruction are important to incorporate; RTIs purpose is prevention
Yvonne Kaplan ^{bfhik}	Literacy coach	Comprehension; Also trained in Phonological Awareness, Phonics, Vocabulary, and	Colorblind; Curricula promote a core set of values; All students can lead literate lives; Multimodal, cooperative/ collaborative techniques and differentiated instruction are important to incorporate;

		Leveled Literacy Intervention	
Ginny Olsen ^{bfhk}	3 rd grade teacher	Phonics	Teacher's assumptions about students and families affect teaching and student learning; Curricula promote core values; Multimodal, cooperative/ collaborative techniques and differentiated instruction are important to incorporate; RTIs purpose is prevention
Caleb Banks ^{behk}	3 rd grade teacher	Leveled Literacy Intervention	Diversity conversations in class are surface level; Student skill deficits determine instruction; All students can lead literate lives; Multimodal, cooperative/ collaborative techniques and differentiated instruction are important to incorporate; RTIs purpose is prevention
Jeremy Montgomery aehik	4 th grade teacher	Vocabulary	Colorblind; Diversity conversations in class are surface level; Using students' funds of knowledge is important to student learning; Multimodal, cooperative/ collaborative techniques and differentiated instruction are important to incorporate; Education empowers students; RTIs purpose is prevention
Vincent Graham ^{ael}	Counselor	n/a	Teacher and relationships are important to student success; Curricula marginalize some concepts; Student skill deficits determine instruction; Assessments are in part political; All students can lead literate lives; Multimodal, cooperative/collaborative techniques and differentiated instruction are important to incorporate; Education can empower students; RTIs purpose is prevention
Debbie Duncan ^{agikl}	Reading Specialist	Reading Recovery and CIM	Colorblind Assimilation happens quickly; Teacher and relationships are important to student success; Multimodal, cooperative/ collaborative techniques and differentiated instruction are important to incorporate; Using students' funds of knowledge is important to student learning;
Kelly Perkins ^{aehk}	3 rd grade teacher	Phonics	Colorblind; Diversity conversations in class are surface level; All students can lead literate lives; Assessments are in part political; RTIs purpose is prevention
Gretchen Green ^{ceikl}	Reading Specialist	Reading Recovery and CIM	Teacher assumptions affect teacher instruction and expectations; Teacher and relationships are important to student success; Assessments are in part political; Multimodal, cooperative/ collaborative techniques and differentiated instruction

			are important to incorporate; Using students' funds of knowledge is important to student learning; Education can empower students
Beverly Westbrook ^{egi}	Reading Specialist	Reading Recovery and CIM	Teacher and relationships are important to student success; All students can lead literate lives; Multimodal, cooperative/ collaborative techniques and differentiated instruction are important to incorporate; RTIs purpose is prevention
Julie Jacobs ^{dfijkl}	Reading Recovery Teacher Leader	Reading Recovery and CIM	Colorblind; Teacher and relationships are important to student success; Assessments are in part political; Using students' funds of knowledge is important to student learning; All students can lead literate lives; Multimodal, cooperative/collaborative techniques and differentiated instruction are important to incorporate; Education can empower students; Teacher's attitudes, perceptions, and expectations affect student learning

Note. ^a Four teachers from Eagleton Elementary. ^b Seven teachers from King Elementary. ^c Two teachers from Walker Elementary. ^d One teacher from Wolff Elementary. ^e Six teachers taught 1-10 years. ^f Six teachers taught 11-20 years. ^g Two teachers taught 21+ years. ^h Eight teachers participate on grade level RTI team. ⁱ Six teachers participate on building level RTI team. ^j One teacher participates on district level RTI/MTSS team. ^k Twelve teachers teach Tier 2 interventions. ¹ Six teachers teach Tier 3 interventions. Eleven participants are female and three are male. Two teachers are trained in the phonological awareness intervention. Five teachers are trained in the phonics intervention. Three teachers are trained in Leveled Literacy Intervention. Three teachers are trained in the vocabulary intervention. One teacher is trained in the comprehension intervention. Four teachers are trained in Reading Recovery and CIM. One teacher is a speech-language pathologist.

Between the four sites, there were approximately 280 practitioners. Practitioners are defined as individuals who "have an extensive implicit knowledge about their practice with specific issues or target groups" (Flick, 2014, p. 197). Participants were chosen via survey looking for maximum variation (Patton, 2002). Participants had expressed knowledge in both CRP and RTI and had varying levels of knowledge in these two domains. The survey generated 26 responses. Thirteen survey respondents met the criteria for participation. Three of the thirteen declined further participation in the study. To increase participation in the study, snowball sampling was used. At the end of the indepth interview, participants were asked to provide names of colleagues who incorporated culturally relevant practices into their intervention lessons. The participants who shared colleagues' names through snowball sampling were kept anonymous from the snowball participants. Eleven educators' names were provided and four agreed to participate in the study. A total of 14 educators participated in the study (Table 5).

Data Collection

Multiple data sources were used to provide in-depth understanding of the phenomena (Creswell, Hanson, Clark, Plano, & Morales, 2007). The forms of data collected were survey information, interviews, observation, and documents.

Survey. A survey was used to identify participants who would continue in the study (Appendix A). A survey provided "diverse characteristics or criteria for constructing the sample" (Patton, 2002, p. 235). An electronic survey identified educators with various experiences in their knowledge, practices, and beliefs around CRP, multilingual education, multicultural education, and RTI tenets. A paper copy was also provided. A survey was preferred for the ease of collecting the information and

being able to view and categorize information quickly. The survey was sent via email and a paper copy was sent to each educator's employee mailbox. The email contained a link to an online questionnaire through Survey Monkey. The paper questionnaire contained a self-addressed envelope back to me, the researcher. A consent form was included on the first page of the survey explaining the study and the purpose of the survey. SSL encryption was enabled and IP address tracking was disabled on the online version. Questions included short open-ended responses, more finite responses such as years in education, and selection of statements. One open-ended question asked participants to relabel the purported achievement gap between culturally, linguistically, and racially diverse students and majority white students. The new label and explanation were used in the second phase of interviews to develop a definition and understanding of this phenomenon and not as a factor in participant selection.

Statement selections represented a variety of CRP tenets, tenets that oppose CRP or Whiteness, and neutral statements. Respondents selected any statement they saw as true, justifiable, or accurate in their own teaching experience. Respondents were able to skip questions as their right to withhold information. Additionally, respondents had the option at the end of the survey to withdraw from the survey. Survey results were used in purposeful sampling to develop a diverse sample of teachers who expressed knowledge in both CRP and RTI. To achieve maximum variation, participants' roles in the intervention implementation were reviewed, selecting a minimum of one person from each role type to maximize the diversity in perceptions and practice among different people.

Interviews. Interviewing provided a window into the practitioner's thoughts, feelings, and intentions (Merriam & Tisdell, 2016) and was the primary method of data

collection. A phenomenological interview methodology was utilized. Phenomenological interviews elicit descriptive accounts of the participants' experiences providing a depth of understanding about the participants' perceptions, knowledge, and beliefs about a phenomenon (Roulston, 2010). This understanding comes from the point of view of the participants and is meant to bring the transitory lived experiences of the individual's past into the present. Although a researcher can never fully understand the perspectives and lived life of the participant, it is a goal of phenomenological interviewing to come as close as we humanly can to understanding the participants' truths. Seidman (2013) indicates descriptive accounts of the participants are accessed by "examining the concrete experiences" of the participants and "the meaning their experiences had for them" (p. 15). Phenomenological interviews' "goal is to have the participant reconstruct his or her experience within the topic under study" searching for the essence of that experience (Seidman, 2013, p. 14). To achieve depth of understanding, participants participated in one in-depth interview, or phenomenological interview. In-depth interviews lasted between one hour and three hours. Follow-up interviews ranged from 30 minutes to one hour. Their purpose and structure are described below.

I listened on three levels to achieve the desired understanding from participants' perceptions, knowledge, and beliefs (Seidman, 2013). First, I listened to determine if the participant was providing the level of detail needed. Notes were taken to help me focus on the things said by the participant. Additional, or follow up questions, were asked from this type of listening and from the notes generated. For example, when Debbie shared how students "might have not received enough quality instruction or maybe the right kind of instruction" (Lines 52-53), I followed up with "You had mentioned receiving the right

instruction. Can you describe the right instruction?" (Debbie, Line 89). Secondly, I listened for signs the participant used an "outer voice" (Seidman, 2013, p. 81). The "outer voice" signifies the participant may be guarded with his/her thoughts. Seidman (2013) suggests listening for keywords that signal the participant is using the outer voice. Such words could include challenging, fascinating, nice, or adventure. Listening for times when the participant is guarded or vague provided opportunities for me to ask for further explanation. For example, Debbie discusses working with intermediate level students. "They're SB319 students and this is the first time being in my group. So, it's a lot to - it's daunting" (Lines 504-505). I asked Debbie to explain her vague term further by saying, "You mentioned it's daunting. What's daunting?" (Debbie, Line 511). Lastly, the researcher must keep track of time and place in the interview. Being aware of what has been said, how much is left, and cues from the participant created a positive interview experience for the participant and the interviewer. Sometimes participants were asked to tell a story to "convey [the] experience in an illuminating and memorable way" creating characters, problems, and solutions (Seidman, 2013, p. 90). For example, Julie retold a story her mom used to tell of the day Martin Luther King Jr. was shot.

One of the stories that I remember is that on the day that Martin Luther King was shot, she was at school. It's all just sad. She was at school, and the kids had gotten so upset about it. They were turning over trophy cases and just tearing the school apart, because they were so upset. So, all of the white students had to leave. I don't know why I'm crying about this. I wasn't there. It's just sad that it happened. In my mind, that was scary to me. I'm sure it was scary to them. I'm sure it was

scary to all of them that it just happened. It's just like the things that are happening now. (Julie, Lines 512-518).

Participants were asked to reconstruct events using 'what' questions. For example, Julie shared how she often purchases personal items for families. This might include shoes for the children. I asked Julie to elaborate by asking, "What is important about helping a student in that way?" (Julie, Line 571).

A protocol was provided to participants prior to the interview (Appendix B). This gave participants the opportunity to give a more fully informed consent as well as build trust between the participant and researcher. Topics, questions, and example follow up questions were listed. This was only a guide and the exploration of the participants' experiences were followed up with questions derived from what the participant said to allow the unique experiences of the participants to emerge (Seidman, 2013). The interview protocol was used to ensure the topics covered in one interview were explored in subsequent interviews allowing for comparison of the data. Hermanowicz (2002) provides a sequence to the "romantic" conception of interview. A "romantic" conception honors the participant by developing a connection, or relationship, immediately prior to, during, and after the interview. Connections are made through greetings and correspondence, questioning, and confidentiality. In other words, the interviewee is not exploited by the interviewer for the purpose of securing data for the study. Therefore, my interview questions start with non-threatening questions, placing difficult questions in the middle of the interview, and ending with a positive tone. I felt this sequence would be beneficial with the majority white participant group who would be asked to talk about changing curricula, race, and racism. For example, the questions started with topics

around intervention - a topic in which all participants were knowledgeable. The middle part of the interview discussed race and racism. The end of the interview focused on teachers' hope for intervention. Follow-up semi-structured interviews were used to gather additional data and was informed by the in-depth interview and observation.

Follow-up interviews. The follow-up interview was an important way for the researcher to check the accuracy of the information collected through the observation. Follow-up interviews had two parts. The first part followed a semi-structured interview format. Predefined topics gathered from the analysis of the in-depth interview and observation informed the interview questions. An example of a follow-up interview protocol from Gretchen's interview can be found in Appendix C. Questions were open ended asking participants to reconstruct their observed instructional experience clarifying the field notes taken by me and/or clarifying topics from the in-depth interview. Questions focused on a further clarification of the teacher's knowledge of the phenomena, their experience, and/or values.

Follow-up interview phase two. The second part of the follow-up interview was a short Socratic-Hermeneutic interview (Dinkins, 2005), a variation of phenomenological interviewing. This brought the participant in as a co-inquirer permitting dialogue and questions in a back and forth manner. The focus in this part of the interview was on the concept of an achievement gap. Participants were asked in the survey to explain how they would relabel the academic differences between culturally, linguistically, and racially diverse students and the white majority. Going back to this question, the researcher and the co-inquirer tested their beliefs and their statements. The co-inquirer could reject, revise, or accept statements as dialogue about potential consequences of a

given label transpires (Dinkins, 2005). This back and forth dialogue clarified understandings developing insight into the phenomena (Roulston, 2010). A new label, or understanding, for the phenomena was created - although this is not a final label (Dinkins, 2005). An example of a Socratic-Hermeneutic question-answer method can be found in Appendix D.

To develop rapport, trust, and create in-depth data benefitting both the researcher and the participants, a "romantic conception" of interviewing was used (Roulston, 2010). This theory allowed the researcher to develop an empathetic connection to the participants and topic being studied. Empathy allowed the researcher to have an intimate relationship with the participant to ask the right questions to generate productive data (Roulston, 2010). Researcher and participant co-constructed the data by contributing views about the topic. This heightened the researcher-participant relationship and increased communication thus providing instances of interview self-revelation. "Soliciting stakeholders' views in ways that encourage stakeholders to reason about what is good and right, about how they can come to know what is good and right, and about how they might want to make things better" was powerful and democratic (Mathison, 2000, p. 86). For example, Jeremy shares how the heart of school needs to be about loving students.

I'm saying that when the focus of everybody is a consistent amount of love to these kids, then the learning piece will actually raise itself over time. The attendance rate will raise itself. All of those things will increase, because students are going want to be around. (Jeremy, Lines 271-274)

Researchers using a romantic conception of interviewing must be aware and understand personal assumptions and presuppositions. Roulston (2010) discusses in chapter six the ways in which to practice reflexivity. Looking at my own subjectivity about the phenomena began my practice as a reflexive researcher. Roulston (2010) offers in this chapter strategies used in reflexive practice, one of which is a researcher journal. Journals may be kept separate from other data collection such as field notes. I used a reflexivity journal to record my thoughts, impressions, and wonderings soon after the interaction between myself and the participant took place and throughout analysis. For example, I jotted a web in my journal around "challenging the status quo" (Reflexive Journal, June 18, 2018), a CRP tenet. Then, I reread my findings chapters highlighting in my web the areas where participants talked about challenging the status quo. I included ideas such as academic success, grit, deconstructing deficit labels, meaningful assessment measures, and social justice conversations.

All interviews, in-depth and follow-up, were audio recorded and transcribed verbatim soon after they were conducted. Transcriptions were labeled in a systematic way and consistent symbols were used throughout the transcription process (Appendix E). I reread the transcripts to correct errors, misspellings, and remove any identifying remarks to keep participant identity confidential. Analysis of transcripts was ongoing. For example, I analyzed Caleb's in-depth interview and found he used the word "grit." Then, I went back into the scholarship to learn more about grit (Duckworth, 2016; Duckworth, Peterson, Mathews, & Kelly, 2007). Grit is "defined as perseverance and passion for long-term goals" (Duckworth et al., 2007, p. 1087). Grit has more predictive validity than IQ (Duckworth et al., 2007). After learning more about grit, I went back into all of the

other transcripts looking for evidence of grit. For example, I analyzed Kelly's in-depth interview coding the following statement as "seeing possibilities": "Just being that person helping them see what they can be and what they can do" (Kelly, Lines 671-672). This statement ties into the idea of grit. Therefore, I placed Kelly's statement with other ideas around grit.

Observations. Participants were asked near the end of the in-depth interview to identify a typical time when they integrated the two domains of RTI and CRP. Participants had the option of being observed during team meetings, planning sessions, or during instruction. All participants chose to be observed during intervention lessons that integrated CRP. Each participant was observed once. Observations occurred between December and May. Each observation was approximately 30 minutes, the length of the intervention block of time. The focus of the observation was the participant and the language, tools, and structures he or she used as RTI and CRP are integrated. Information was recorded as handwritten field notes by the researcher. An example of field notes can be found in Appendix I. A diagram of the room was drawn into the field notes. I also worked to capture the verbatim dialogue spoken by the teacher. For example, in my field notes, I wrote: "Read it in a country accent. Think Woody from Toy Story." (Caleb, Field Notes, March 7, 2018). I wrote down descriptions of texts, teacher movements, and/or tools used during the intervention lesson. For example, Debbie used motion and also referenced a visual cue during word work. In my field notes I wrote:

During tapping, the teacher touches her thumb to her index finger for the first sound, and her thumb to her middle finger for the second sound. 'oil' - Students were directed to look at the sound spelling cards. Each card has a picture as an

anchor. For the /oi/, the anchor is a picture of a toilet. (Debbie, Field Notes, January 26, 2018).

Observations of students or other non-participatory adults were not included. A protocol for observation was not utilized.

Field notes included examples of tools, such as books, movie clips, word cards, etc., the teacher used during instruction. The title, name, sketch, or description of the tool was written in the field notes with a description of how the teacher used the tool. Field notes were used in follow up interviews inquiring reasons or decision around choosing the given teaching tool or method. Field notes also included structures of the class. This appeared in field notes as a sketch of the class indicating where desks, bookshelves, gathering areas, and the teacher were situated. A sketch brought a vivid impression as if a snapshot of the class (Emerson, Fretz, & Shaw, 2001). Field notes included an outline of the lesson design as the teacher is teaching. Outlining the lesson design allowed the researcher and the participant to go back in time to recount the happenings of the lesson and document the process of joining the two phenomena, RTI and CRP. For example, I jotted a field note about "Caleb standing in the hallway with individual students doing some type of handshake/dance with students" (Caleb, Field Notes, March 7, 2018). During the post interview, I asked Caleb about this routine. He mentioned how each student had individual handshakes, and they remember them over time: "kids that I've had two years ago still remember their handshake their one handshake with me, so I have no problem - right now I got like 150 handshakes around the school" (Caleb, Post Interview, Lines 16-18).

Field notes included specific examples of language used by the participant during instruction. During Monica's post interview, we were discussing a visual approach she had used throughout the lesson. She explained generally how the visual approach helps students. Then, I inquired, "They seem like they have a harder time with it when it's that first sound [they are adding]" (Monica, Post Interview, Line 65). Monica inquired further about what part of the lesson I was referring to. So, I pulled out Monica's field notes and read: "Push down the sounds for top. Put one hand on mat. Say the sound as you push down /s/ to the beginning." (Monica, Field Notes, April 24, 2018). Specific examples allowed me to pull the participants language back into the discussion during the follow-up interview to inquire more deeply about the decisions and/or thinking that corresponded with the choice of teacher. This helped Monica focus her response rather than speak generally about the visual approach. She responded then by saying,

Yes. So, we kept that visual out basically the whole time, because they couldn't like - they finally did start getting the 'stop,' and they could do 'tops,' but the second position and before the final position - they needed that visual for a lot longer. (Monica, Post Interview, Lines 74-77)

Additionally, observations provided opportunities to cross-check data gathered in interviews with participant's stance and actions when implementing RTI. Therefore, observations served as a form of triangulation (Merriam & Tisdell, 2016). For example, in the in-depth interview, Caleb discussed relating to students and building a positive teacher-student relationship. The next two excerpts from Caleb's transcript provide an example of these two ideas. "Can I emphasize enough the importance of having teachers that reflect what students look like and also teachers that are able to make those

connections with kids?" (Caleb, Lines, 1426-1427). "Before this year, I didn't know what a YouTuber was. Most teachers would fit into that same boat, but that didn't stop me from spending hours on YouTube figuring out exactly what was going on and why these kids were so obsessed with it" (Caleb, Lines, 1427-1429). Caleb highlights the importance of building relationships with his students. I saw this enacted on the day I observed his class. He spends a few minutes each day greeting or sending his students off with different handshakes.

[The] intercom to leave for the day, Caleb engages his students in their special handshake in the hallway. Smiles and laughter erupt. I find myself laughing and smiling too. Caleb doesn't skip a beat - one student after the other. *You can't help but want to be a part of this community Caleb has created.* (Caleb, Field Notes, March 7, 2018)

Then, I followed up with Caleb on his relationships with students in the post interview by asking about the handshakes. He explains how the handshakes were something he and his students came up with together.

I think the first one - this little kid named [Xander]. He was raising his hand and, he ran up. So, I go like this [raises his hand], and I make it seem like this like high-five sandwich. That was the moment that started it. (Caleb, Post Interview, Lines 2-4)

Data collected was informed by the in-depth interview, informed future semi-structured interviews, and was collected using highly descriptive field notes (Merriam & Tisdell, 2016).

Documents. Documents "refer to a wide range of written, visual, digital, and physical materials relevant to the study" (Merriam & Tisdell, 2016, p. 162). Processes and protocols of implementing RTI in the district are documented in the district's MTSS Handbook. This handbook was used for reference as participants referred to processes and protocols during interviews. The documents also served as a reference to the district's emphasis on providing equitable education for students.

Data Analysis

Participants were selected via survey. Analysis of survey results began by looking at respondents' selection of statements they found true, justifiable, or accurate in their teaching experiences. Statements either supported CRP tenets, were neutral, or opposed the tenets of CRP. CRP statements were scored as one (1) point and neutral or opposing statements were given a score of zero (0). An average score was calculated. Participants were selected who had average or higher scores on the CRP statement selection.

Participants who supported the tenets of CRP were selected for the study to increase the likelihood of CRP and RTI integration thus contributing to answering the research question: What can be learned about a culturally responsive approach to RTI by listening to teachers' perspectives and observing teachers' practices?

Transcripts, field notes, and document data were analyzed using the constant comparative method of grounded theory (Glaser & Strauss, 1967). The constant comparative method is a method of qualitative analysis designed to systematically generate theory. Although this study did not generate new theory, it did follow the basic assumptions and principles, or canons, of grounded theory (Corbin & Strauss, 1990). In

the following paragraphs, I summarize the eleven canons and how they were utilized in this study.

Data collection and analysis are interrelated and simultaneous (Corbin & Strauss, 1990). As soon as the first bit of data were collected, analysis began by assigning conceptual labels to the events and happenings. For example, toward the beginning of Beverly's in-depth interview, she said, "especially in the early ages, early grades - we want to respond fast" (Line 9). I labeled this episode as "timing of response" since Beverly was referencing when teachers should intervene in reading with students. Therefore, concepts generated during analysis were tied to the data giving the method compatibility and guarded against my bias and preconceived ideas as the researcher (Corbin & Strauss, 1990). Concepts are "basic units of analysis" used as "potential indicators of phenomena" (Corbin & Strauss, 1990, p. 7). In the beginning stages of analysis, these labels are called codes. Labels are constantly compared and similarly grouped forming more abstract concepts. For example, data labeled with timing, providing what students need, and changes to intervention were all related. As a result, I grouped these concepts together to form a more abstract concept called "response".

Once a concept emerged from the data, I looked for this concept in other data. Concepts were grouped into more abstract categories. Categories were developed over time and related to one another to verify the categories held "true for all of the evidence concerning the phenomena under study" (Corbin & Strauss, 1990, p. 11). Over time, the complexity of the concepts were sought out by looking at the data for type and intensity as well as variance. I specifically looked for ways concepts were expressed, changes in response, and the consequences of such actions, interactions or changes. This is called

theoretical sampling, and the change in response gives process to the phenomena (Corbin & Strauss, 1990). For example, in the concept "response" given above, one way response was present in the data was meeting the needs of students. Upon further analysis, I subdivided this concept into ways teachers met or did not meet students' needs. The variance I found included academic circumstances, social emotional, and confidence. Sub-dividing concepts by this variance created precision in the analysis. Constantly comparing data over time in this manner also increased rigor and consistency of the research (Corbin & Strauss, 1990). These patterns and variations were accounted for in the code book (Appendix H) and through memoing, which I discuss later in this section. More simply, the constant comparative method compares data to data, data to codes, codes to codes, codes with categories, categories to categories, and findings with the literature (Glaser & Strauss, 1967; Strauss & Corbin, 1998).

Concepts and categories were under constant examination. Corbin and Strauss (1990) indicate "grounded theorists need not work alone" (p. 11). Therefore, perspectives from colleagues and friends were solicited. When I questioned my interpretation of the data, I sent messages to or visited with colleagues to see the data from their perspectives. Discussion around the concept occurred and colleagues gave personal examples or shared excerpts of scholarship they had read. Sometimes this confirmed my understanding. Other times, I changed my stance or gained resources to investigate the concept further. Additionally, family, friends, and colleagues lent listening ears and asked probing questions as I made sense of the data and my findings.

Broad structural conditions were also considered as I analyzed the data using the grounded theory method (Corbin & Strauss, 1990). Broad structural conditions include

such things as the economic conditions at the time of the study, cultural values, trends in politics, and social movements. For example, at the time of this study, events such as the shootings of Trayvon Martin and Michael Brown brought racial injustice to the forefront. These events brought about social movements across the country such as kneeling for the National Anthem and Black Lives Matter protests. Social events around racial injustices surfaced in teacher interviews. Events caused teachers to reflect on their perceptions and attitudes toward others and the social injustices that are present in schools and their classrooms. The awareness that developed due to social movements created an agency for change.

Throughout data analysis, I employed the memoing practice. Memoing is a systematic way to document my interpretations, thoughts and questions as analysis evolved (Strauss & Corbin, 1998). In other words, memoing kept track of the evolution of data analysis and provided a base for reporting on the research (Corbin & Strauss, 1990). Memoing was documented in two places: a journal and the code book. I kept the journal with me at all times. Therefore, as I listened to interviews or reflected on observations, I jotted thoughts down to capture assumptions, speculations, and decisions (Schreiber, 2001). For example, on March 29th, I jotted "[Victor] lines 167-170 talks about taking a relational approach. 'How can we help?' Did I hear this [a relational approach] anywhere else?" This prompted me to review previous transcriptions looking for evidence of a relational approach. Another example dated February 1st lists thoughts in preparation for Beverly's follow-up interview: "A good question to ask could be - How did your group/class become a viable social community, so it could be a learning community?" Beverly had referenced community in her in-depth interview, and it was

visible during the observation. I wanted to know what steps she took to foster community. I jotted in a memo column in the code book during open coding. Instead of utilizing my journal, I jotted memos directly in the document. To realize this level of comparison within the data, analysis occurred in two phases: open coding and axial coding. Both phases are discussed in the next sections.

There are several reasons a constant comparative method to data analysis was the best strategy for this study. First, constant comparative analysis brought forth the participants' perspectives in a way that stays true to their description of efforts to integrate CRP and RTI (Corbin & Strauss, 1990). Constant comparative method linked codes, categories, and theory directly to the participants' perceptions and actions gathered from interviews and observations. Codes were not preconceived, rather they came directly from the participants. Secondly, data from the in-depth interviews were rich (Bryant, 2013). Constant comparative method offered a process to move from concrete data to the abstract by constantly comparing data with data. This process maintained a link to the original data, the participant's interview or observation. Third, further stages of data gathering were informed by the "iterative relationship between data gathering and analysis" (Bryant, 2013, p. 115). In this study, the observation was informed by the preceding in-depth interview and the follow-up interview was informed by the earlier survey, the in-depth interview, and the observation.

Open coding. Analysis began with open coding. The term open coding suggests the researcher must open the data to the unlimited possibilities contained in it (Strauss & Corbin, 1998). Data was opened up by asking analytical questions pertaining to what the data suggested, points of view, and consequences (Charmaz, 2012).

Coding transcripts and field notes. First, I advanced through the transcript or field note reading line-by-line and assigning codes to meaning units (Corbin & Strauss, 2015). For the transcripts, I highlighted the text and used the comment feature in word. For field notes, I wrote directly on the field notes in the margins. I highlighted meaning units I found interesting, meaning units related to scholarship, and meaning units related to the phenomena being studied. Then, I transferred all coded lines to a separate document where I wrote memoes (Appendix F). I distinguish between scholarship and phenomena being studied, because some ideas, such as grit, were not included in the original phenomena prompting me to delve back into published studies. Meaning units included words, phrases, or sections of the interview transcript or field note (Charmaz, 2012). During coding, meaning units were assigned a label. I worked to include the participant's language in the label while capturing the meaning of the entire unit highlighted. These labels became the codes. Charmaz (2012) defines codes as short labels assigned in the form of gerunds, which reflect the researcher's interpretations of the data. Charmaz (2012) advises using gerunds during coding to give action to the codes and make unobservable processes visible. Once I coded half of the in-depth interview transcripts and one quarter of the field notes, I considered the preliminary codes and meanings derived from the coding process.

Coding the document data. Document data was coded last. Since I co-authored this district document, I wanted to wait to analyze, because I did not want the district protocols to influence what I looked for in observations or asked in interviews. Instead, I wanted the scholarship to guide my views and decisions. Items pertaining to secondary schools were not coded or included in the data analysis. When coding, I highlighted

meaning units for interest relation to scholarship and phenomena under study. This was done by using the comment feature in Microsoft Word. Meaning units were assigned a code and became part of the data used to develop concepts and categories.

Codes to concepts. Ideas generated were tentative during the initial analysis of coding. Ideas began to take shape as I constantly compared codes in the transcripts to the other codes. Through this process, I found similarities, differences, and patterns giving the data order (Corbin & Strauss, 1990). As codes were compared, similar or related accounts of the phenomena were grouped. Groupings were given a comprehensible label called concepts. A concept is an abstract illustration of "an event, object, or action/interaction that a researcher identifies as being significant in the data" (Strauss & Corbin, 1998, p. 103). Examples of initial codes include: timing of response, servicing all students, sharing responsibility, motivating students, blurring lines between general education and special education, adjusting interventions, personalizing instruction, wanting to do well, using other modes of literacy, addressing bias and stereotypes, using positive labels, focusing on mindset, experiencing race and colorblindness, having opportunities due to wealth, having hard conversations, noticing racism, advocating for social justice, understanding the whole child, finding conflict in protocol and student's needs, looking at student progress, interpreting educational laws, using literature to teach culture, and gaining multiple perspectives on a student's literacy learning. Codes such as these were grouped into 69 concepts (Table 6).

Concepts to categories. As with codes to concepts, categories were created by constantly comparing concepts to other concepts finding similarities, differences, relationships, and patterns. "Categories are higher in level and more abstract than the

concepts they represent" (Corbin & Strauss, 1990, p. 7). Concepts were integrated with other similar and relatable concepts. For example, the concepts of "Benefiting from RTI Protocols" and "Hindering RTI Protocols" are relatable (Table 6). Teachers shared parts of the RTI process that benefitted or hindered students and/or their practice. Labels were assigned to the categories that were reflective of the content and context of the data (Strauss & Corbin, 1998). Five categories emerged from this process (Table 6). Through the process of axial coding two categories were absorbed into the others leaving three categories: Academic Press, Building Relationships and Cultivating Identities, and Response to Intervention and Literacy.

Table 6: Concepts Grouped into the Initial Categories

Literacy Transcends Academia						
Teaching the Reader	Curriculum	Literacy Transcends	Learning How to Learn	Diversity in Literature		
Family Literacy	Reading Habits	Relevant Text	Texts			
Response to Intervention						
Changes with RTI Implementation	Data-based Decision Making	Grouping Students	Assessment	Adjusting Interventions		
Preventive and Diagnostic	Interventions to Meet Students' Needs	SPED	The Whole Child	Rates of Growth		
Benefitting	Benefitting from RTI Protocols	Response	Understanding Students Deeply	Hindering RTI Protocols		
Boxed Programs	Prevention side of RTI	RTI Framework	Shared Responsibility	SPED - Diagnostic RTI		
Building Relationships						

Making Connections	Motivation	Critical Thinking	Building on Students' Strengths	Culture
Using Students' Interests	Student Interaction	Cooperative Learning	Incorporating CRP	Students Learn from Each Other
Building on What Student Knows	Varied Formats and Multisensory	Relationships	The World	Effort
Cultivating Identity				
Socio- Economic Status	Whiteness	Color Blindness	Bias	Stereotypes
Privilege	Racism Personal	Racism in School	Woke	Teaching Tolerance
Supporting Teachers in Social Justice Work	Being an Ally	Categorizing Students	Diversity	Conversations
Conversations About Students	Seeing Possibilities			
		Academic Pressure		
Achievement Gap	Standards	Unequal Playing Field	Researched Best Practice	The Box
Expectations of Students	Standardized practices	Educational Laws		

Axial coding. The second phase of data analysis focused on axial coding. Strauss and Corbin (1998) purposely use the term axial in order to conceptualize and relate the data. In axial coding, the category became the center of balance, or the axis. All other information was arranged around and linked to the axis, or category, offering support. The relationship between categories was also studied during this phase of analysis.

During axial coding, I moved from inductive thinking toward deductive thinking. I looked at the developed categories and found additional data to integrate into the category by reading and rereading transcripts from the lens of each category. By the end of analysis, thinking was mostly deductive as I looked "for more evidence in support of [my] final set of categories" (Merriam & Tisdell, 2016. p. 210). Through deductive thinking, I constructed relationships within and across categories through sub-categories, properties, and dimensions. Strauss and Corbin (1998) term this as reassembling the data. Relating this back to the term axial, deductive thinking provided balance to the category by linking, or relating, ideas together.

Categories and relationships within and between categories began to emerge during open coding and continued through axial coding. As I related categories to subcategories, I developed a "more precise and complete explanation about [the] phenomena" (Strauss & Corbin, 1998, p. 124). Reassembly of the data allowed new perspectives to emerge and understandings to develop about the complexity of the intersection between RTI and CRP. The following describes the distinct processes of the data analysis through axial coding in further detail. Although the description of analysis as presented appear to be sequential, open and axial coding occurred in conjunction with each other (Strauss & Corbin, 1998).

Categories to subcategories. Once data was placed in identifiable categories, I was able to analyze further. Categories began to be reconstructed by defining how the category represented the phenomena, conditions that made the phenomena possible, how the phenomena revealed itself, and the effects of the phenomena (Corbin & Strauss, 1990). By exploring these suppositions, subcategories became identifiable. For example,

in Figure 1, "Shared Responsibility," a concept under "Response to Intervention," is related to other concepts such as "Adjusting Interventions," "Grouping Students," and "Assessment."

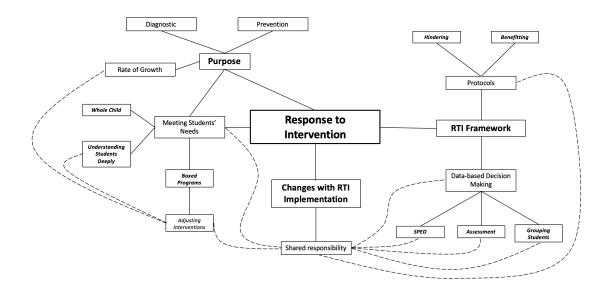


Figure 1: Relationship Between Concepts in the Response to Intervention Category

The connections illustrated above can be seen in the axial coding. In Appendices G and H, these concepts were reanalyzed and distributed into several categories. For example, the sub-category "Process" and the property "Problem Solving" included the second-level properties "Adjusting Interventions," "Grouping Students," and "Assessment." Problem Solving refers to teaching teams working collectively to implement the RTI process. This definition ties back to the original concept of "Shared Responsibility."

Properties and dimensions. Further analysis included asking questions about the interrelatedness between the concepts within the category and the category itself (Strauss & Corbin, 1998). By identifying the relationships and defining characteristics, I began to identify properties of the categories. Properties allowed the subcategory to be grouped

into the abstract category (Strauss & Corbin, 1998). Differentiations of the properties were also documented. In the above example, I analyzed the different events and elements of "Problem Solving." Teachers used data-based decision making and assessments (Appendices G & H). Teachers also problem solved to group students and adjust interventions. Data-based decision making, assessments, grouping students, and adjusting interventions became the sub-properties of "Problem Solving".

Properties fell along a continuum. The range or variability of each property along the continuum were identified by defining the category label and asking why, how long, when, and how questions pertaining to the property label within the given context of the category. As these questions were answered, I identified variation within each property (Strauss & Corbin, 1998). These variations became the property's dimensions. In the example above, the dimensions for "Problem Solving" were "Present to Not Present."

Data analysis was ongoing overtime and between data. Categories from each data source were compared to the categories in the other data sources. Explanations regarding how educators intersect CRP and RTI into their daily practices as well as how educators are responsive to students was at the heart of the analysis.

Triangulation. The phenomena were viewed from different perspectives using the data sources. Interviews consisted of 14 individuals under a variety of conditions offering different points of view and ways of knowing. For example, teachers taught different grade levels and used different intervention resources (Table 5). Observations and follow up interviews extended over time and space providing an understanding of the phenomena under different conditions. For example, the first in-depth interview, Beverly, occurred in early December, and the last interview, Shelley, was mid-April. Individual

participants also occurred over time and space. For example, Jeremy's in-depth interview and post interview where one month apart. I observed Jeremy approximately two weeks after his in-depth interview. Document data, the MTSS Handbook, provided an institutional perspective of the phenomena. The MTSS Handbook was written by a cohort of district leaders and building administrators including myself. Using multiple data sources and multiple participants within the data sources of interview and observation increased objectivity and decreased bias (Mathison, 1988). Comparisons allowed me to see points when the data converged, show inconsistency, and/or were contradictory. Convergence in data was an indication the data sources agreed, whereas contradiction in the data indicates there was not commonality in the findings. Inconsistency in data occurs when triangulation uncovers data that does not confirm nor contradict each other. For example, Kelly discusses the issue of time. At first, she explains how spending time in intervention benefits students when she said, "[i]nstead of wasting time - wasting their time - [RTI] helps them and really targets their needs rather than saying - Let's try this and having no why behind it" (Kelly, Lines 20-21). Then, she discusses how time out of the classroom for interventions could put the student further behind.

Some drawbacks would be that they're leaving their classroom during a certain period of time, or they're leaving whatever instruction is going on at that time to get that intervention. So, they might miss something that's going on in the classroom, which could put them behind in other areas. (Kelly, Lines 46-49)

This example shows inconsistency because both are reality. All outcomes provided an understanding of the phenomena. Part of triangulation was also understanding when and

why the convergence, contradiction, or inconsistencies occurred. In the example above,

Kelly shares how students are getting instruction based on what they need. At the same time, other students continue learning even if the time is spent independently reading. The answer to the when and why came from the data itself and my "holistic understanding of the specific situation and general background knowledge" of the phenomena (Mathison, 1988, p. 16). This network of knowledge was used to "construct plausible explanations" about the phenomena (Mathison, 1988, p. 16).

Researcher Role: Power and Ethics

I am the literacy coordinator for the Lowell-Mann School District. When I was hired for this role, I was asked to create an intervention plan for the district at the elementary level. I researched models and processes. Additionally, I took over a task force of reading teachers, literacy coaches, and special educators. We analyzed the current state of our intervention services, imagined what interventions could be, and made recommendations about assessments and programming. I took all of these propositions and was tasked with operationalizing them in a way that elementary schools could implement a response to intervention (RTI) framework. Since this was a big part of what I was hired to do, many people were paying attention to whether or not the plan worked.

The district decided to start a small implementation. Here, I consulted and coached buildings on implementation of RTI. The pilot teachers really taught me a great deal about how a full RTI implementation might look. Unfortunately, cultural relevance was not in my peripheral view at this point. As I sat listening to teachers talk about their students, I realized there is much more to RTI than the processes I had read about and the instruction we provide. It was not until I was listening to conversations teachers were

having about students that I realized conversations were focused on student deficit (or family deficits) rather than the type of instruction we could provide. I also heard a great deal of talk from teachers about the traumas students were facing and the lack of perseverance students had to work at something that seemed hard. I went back to the literature and began studying culturally relevant tenets and incorporated them in my coaching and consulting conversations. I also worked to advocate more for our students especially our students of color, students considered low socioeconomic, and culturally diverse students. One thing I have recognized is that everyone is in a different place of social acceptance and some move faster than others toward acceptance. Navigating and supporting teachers and schools wherever they are on their journey can be exciting and exhausting. I am excited we are taking steps forward and exhausted that our steps sometimes feel labored.

Promises. As a district administrator who stewards the district intervention plan, I researched to learn beside my colleagues about the phenomena of culturally relevant practices within an RTI framework. As a researcher, I acted as a conduit to move the understanding of fair practices within literacy education forward in ways that benefit the student, the educator, the school, and the system (Guba & Lincoln, 1989). In so doing, I worked to empower teachers and potentially create a grassroots movement toward providing instruction and frameworks that meet the needs of all our students (Mathison, 1999, 2000). Empowering teachers was fostered by the spaces created for dialogue. These spaces increased the relationships among educators as they discussed democratic ways of teaching and learning, which ultimately benefit the effectiveness of school (Freeman, 2010). For example, Beverly shared how the study prompted discussions

between her and other teachers. "[Y]ou're kind of sparking [conversations] between people that you're interviewing. This is good. This is good" (Beverly, Lines 525-526).

Additionally, I worked with all sites - some extensively and some through the professional learning offered by the district. Over the last four years, I have worked in three of the four sites leading and coaching them through an RTI implementation in varying capacities. Prior to that, I worked as a literacy coach for King Elementary for ten years. Over the last year, I have worked with all ten elementary buildings during their RTI implementation by leading, coaching, and/or consulting their educators. For the past 20 years, I have been an educator in the district working with many of the participants at all sites in varying capacities. This background and relationships built over time provides an understanding of history and culture, which was promising in understanding the context of the phenomena at these four sites (Harre, 2003).

Potential Pitfalls. Participants know me as a district administrator. Therefore, participants may have been cautious about what they said regarding the potentially sensitive topic of equality. Although I positioned myself as a researcher and learner, it may have been difficult for others to see the metaphorical hat removed, which represents my typically dominant work role. As Freeman (2010) states, "people alter the story told depending on the context or to whom the story is directed" (p. 182). There continues to be a push for fidelity of curriculum or program implementation with current school reform (IDEA, NCLB), and I asked participants how they adjusted those initiatives to meet students' needs. Adjustments may have been perceived as transgressions. For example, Caleb discusses how he feels he should stick to the script. "I got the juggling skills to handle that, but I know I'm not supposed to go that far off script (Caleb, Lines

304-305). Initiatives advocating researched-best practice (NCLB, IDEA) and fidelity have generated evaluative practices expecting teachers to stay on course with the prescribed curriculum. Veering from or adjusting lessons was looked down upon in some instances. Teachers may have been questioned or marked down on fidelity checks. I do think participants openly shared with me purposeful adjustments they made to their curricula and instruction. Although I do not evaluate core curricula or teachers, I do evaluate intervention programs within the district.

As a genuine stakeholder, I was open to criticism (Mathison, 2001). As criticism was presented, reflection on my current beliefs and practices occurred. My intent may have been exclusive and listening to others' perspectives "create[ed] an appreciation for the complexity" of the phenomena (Mathison, 2001, p. 32). For example, the MTSS Handbook lists a flow chart I created in response to teachers' questions about intervention processes. A flow chart can be seen as rigid and may not fit every circumstance (Reflexive Journal, May 8, 2018). Additionally, my perception shifted or was confirmed based on the information presented to me.

Researcher's Whiteness. I am a white woman. Biases and stereotypes educators have about students and families who are culturally, linguistically, and racially diverse that have been discussed previously also apply to me. Although I would like to believe I am aware of any biases I may have, I understand my decisions about my actions and word choice may be unconsciously made and biased (Diangelo, 2011; Moule, 2009). My reflection and journaling were meant to discover and uncover biases, stereotypes, and racism to act on correcting it (Moule, 2009).

Research Timeline

The data collection, analysis, and the writing of findings and discussion occurred over the course of one year. In October of 2017, I proposed and received permission to conduct research from the university's Internal Review Board and Lowell-Mann School District. In November, I began sending surveys, collecting and analyzing surveys, and inviting teachers to participate in the study. In December, I began conducting in-depth interviews and observing intervention lessons. This continued over a six-month span.

Once I completed analysis of a participant's in-depth interview and observation, I scheduled a follow-up interview. Follow-up interviews began in March and spanned over three months. District document data was analyzed toward the end of data collection. Axial coding began in March and took three months to complete. The task of organizing and writing the findings chapters and discussion extended through seven months.

Table 7: Timeline of Study

Date	Data Focus	Form of Analysis	
November 2017 through January 2018	Survey sent via email and paper copies placed in mailboxes	n/a	
November 2017 through February 2018	Survey responses collected; created a database of survey responders and scores on CRP tenets; Invited teachers to participate in the study	Scored CRP, neutral, and Whiteness tenets with 0 or 1	
December 2017 through April 2018	In-depth interviews conducted, transcribed, and analyzed	Constant Comparison Method	

December 2017 through May 2018	Observations conducted and analyzed	Constant Comparison Method	
March through May 2018	Follow-up interviews conducted, transcribed, and analyzed	Constant Comparison Method	
April through May 2018	MTSS District Handbook analyzed	Constant Comparison Method	
March through May 2018	Axial coding	Constant Comparison Method	
May through November 2018	Writing of findings and discussion	n/a	

Conclusion

In chapter three, I shared how I conducted this basic qualitative study (Merriam & Tisdell, 2016). I discussed how I used multiple sources of data collected from 14 teachers who identified as or who were identified by others as culturally responsive teachers. Survey data, in-depth interviews, observations, follow-up interviews, and district documents were used to gain perspective and insight into the experiences of teachers. Information was analyzed using the constant comparison method (Glaser & Strauss, 1967). This method allows the research to stay true to teachers' descriptions (Bryant, 2013). Three categories emerged to respond to the research question: Academic Pressure, Building Relationships and Cultivating Identities, and Response to Intervention and Literacy. Finally, my role as a white researcher and leader in the district under study was shared.

The following chapter will begin sharing the findings of the study. The chapter will begin with tensions that exist in education accountability systems and classroom practice. Tensions surface between the ways academic success are viewed and measured

and how teachers view student success (Allington, 2010; Artiles, 2011; Heck, 2006). The accountability measures created to ensure success for all students actually end up inhibiting the very students the laws were created to support (Artiles, 2011; Darling-Hammond, 2007). I highlight the tensions first to bring about context for the achievement gap. Tensions contribute to the achievement gap, because they create obstacles to providing an effective learning environment and effective instruction to all students. The achievement gap is a narrow view of academics and academic success (Darling-Hammond, 2007). With this shortsighted view, short-term and ineffective solutions have been implemented (Ladson-Billings, 2006). This view and focus hid the root causes of the gap (Gee, 1999; Ladson-Billings, 2006; Welner & Carter, 2013). Participants offer deeper and more extensive ways of viewing the gap to situate how the causes of this phenomena are present in day to day interactions of home, school, and community.

Chapter 4: Unfulfilled Promise of Response to Intervention

"No-one can assume it is someone else's responsibility. Educating children who live in poverty is a moral act. Failing to educate them is also a moral act - of omission. Educators cannot wait until social policy overcomes poverty, for this may take generations and too many children are lost each day." (Shields, 2014, p. 143).

In this study, I set out to understand how teachers intertwine culturally responsive pedagogy and a Response to Intervention framework. Considering this, I also wanted to understand how teachers put into practice the laws governing education in their state and policies within their school district. The heart of the study was understanding how teachers are responsive to students' needs - especially the needs of students who are culturally, linguistically, racially, and/or economically diverse. Students labeled in these categories are often the focus of the achievement gap (Hemphill & Rahman, 2011; Lee, 2002; Span & Rivers, 2012). Students in these categories are also a focus of failing schools (Darling-Hammond, 2007; DeBray, McDermott, & Wohlstetter, 2005). Students placed in these categories are also students who are often placed in interventions (Artiles, Kozleski et al., 2010). Teachers in the study have identified themselves or have been identified by others as incorporating culturally relevant pedagogy into their practices. They also had intensive professional learning around implementing a response to intervention framework.

Teachers work to level the playing field - especially for culturally, racially, linguistically, and/or economically diverse students. This study presented three ways teachers work to create equitable education for students. First, teachers see the tensions that exist between policies used to govern schools. Second, teachers work beyond those

policies to build relationships and be involved in students' lives beyond academia. Lastly, teachers create spaces to provide culturally relevant academic and non-cognitive interventions.

Tensions Between Accountability and Instruction

Policy such as No Child Left Behind (NCLB) created an educational environment with a heavy focus on accountability, which creates tension between the state's view of instruction and assessment and what teachers put into practice (Camangian, 2015; Darling-Hammond, 2007). In addition to the tension, policies have other adverse effects such as intensifying social inequalities (Hursh, 2005; Kantor & Lowe, 2006). One component used to hold schools and districts accountable to state policies are high-stakes, standardized tests. High-stakes testing has made way for narrowed curricula (Means & Taylor, 2010). Narrowed curricula increase time spent on test preparation (Diamond & Spillane, 2004; Firestone et al., 2002). As a result, rich and diverse content students need to succeed is reduced or omitted (Amrein & Berliner, 2002; Au, 2007; Au, 2011; Booher-Jennings, 2005; Tienken & Zhaao, 2013). Additionally, professional judgement is minimized or removed from the art/act of teaching (Allington, 2010; Darling-Hammond & McLaughlin, 1999). The pressure of meeting policy expectations can cause teachers to lose focus of what students need in order to cover required standards (Timberlake, Burns Thomas, & Barrett, 2007). However, building leadership can reduce feelings of pressure for teachers (Wagstaff & Fusarelli, 1999).

Balancing standards with students' needs. Curriculum quality and depth of instruction within the curriculum are two variables that increase student achievement (Darling-Hammond, 2007). However, schools working to meet state standard guidelines,

especially schools servicing low socio-economic and racially and ethnically diverse students, remove the equalizing aspects of school in an effort to increase test scores. This reactionary and surface level approach of fixing a deeper-rooted issue leaves education "seriously damaged" (Ladson-Billings, 2006; Neill, 2003, p. 225). For example, the push for high-stakes, standardized testing has made way for scripted lessons and watered-down curricula (Means & Taylor, 2010). Watered down, or narrowed, curricula forego other coursework to provide more time for content areas that are tested. Additionally, tested classes focus subject-area curricula on what will be tested further narrowing the curriculum. In other words, curricula teach to the test (Au, 2007; Au, 2011; Booher-Jennings, 2005; Tienken & Zhao, 2013). This lessens the opportunity for students to have a diverse educational experience (Amrein & Berliner, 2002).

Schools within Lowell-Mann are no exception. Both King Elementary and Eagleton Elementary faced state sanction due to low test scores allowing parents to choose other schools within the district (Ponche, 2010). A more global and progressive curricular approach would include diverse course options and course work that increases critical thinking, persistence, empathy, and provides a chance to solve real-world problems (Neill, 2003; Tienken & Zhao, 2010).

Kelly shares the pressure teachers feel to get all of the standards covered by the end of the school year. In so doing, students' needs may be overlooked. However, Kelly makes a conscious effort to put students' needs first.

I think it [high stakes tests] gets us to focus more on making sure they learn all of these things and get them in by the end of the year instead of really sitting down and looking at the kid sometimes. For my own practice, I try not to do that. (Kelly, Lines 729-731)

Kelly goes on to say the extreme focus on state standards takes teachers' focus off students and inhibits teachers from being responsive to students' needs.

I think it hinders their ability in the same way, because we're so hyper focused on what they need to know for those standard assessments that we might teach so much to the standard that we don't think outside of the box and think of other ways to reach those kids that didn't get it the first time. (Kelly, Lines 752-755)

Kelly saw an opportunity for students to grow as readers and for her to assess how her students are doing as readers. She paused her curriculum to discuss a book they had been reading. Kelly shares how useful the time was for the students to learn and for her to assess.

Yesterday, I put a pause on what I was supposed to be teaching, and we had a really big conversation about a book. It got a chance for other kids to talk to each other and share their ideas and really have some think time. I feel like that shows me more about what a kid knows - how they think about a book - instead of them sitting down, reading a passage, and clicking an answer. (Kelly, Lines 731-735)

Kelly has been empowered to make decisions in her instruction based on what her students need. Wagstaff & Fusarelli (1999) finds schools who give teachers autonomy to make decisions about their students' learning increases school effectiveness.

Giving up instructional time. Monica, a former third grade teacher, discusses how state testing created tension in the instruction she felt she should be providing students and the instruction provided due to state testing. Diamond and Spillane (2004)

find similar pressure in schools to "engage in some form of explicit test preparation activities" (p. 15).

Let's do this to make the score on the test go up - when you're really thinking as an educator, "I don't want to practice writing this prompt or answering questions - multiple choice questions - about reading. I would just like to spend that time working how I've studied to help kids to become better readers." I did it, because I was told to do it, but I never enjoyed doing it. I think it definitely puts you at odds with what you know - what you've learned through years of school and practice and your actual job and professional development. It definitely puts a rift between what you know you should be doing to be an effective teacher and what you're being told to do, so that score on the test will go up. It's frustrating. (Monica, Lines 424-431)

Time was another tension Monica felt due to test preparation practices. "[State test] practice really took away from the time you could be responding to what they [students] actually needed" (Monica, Lines 441-442). At that time, the third-grade team would spend days simulating the state tests. Monica felt the time could have been used differently to teach students. Practicing tests with similar items has been a common practice among educators (Diamond & Spillane, 2004; Firestone et al., 2002; Rodríguez, 2013).

When we would do [state test] practice, we would give them a big booklet, and we would practice doing sessions. I felt like using that time for practicing for a test versus being able to respond to kids through interventions and through

differentiated reading groups was just not valuable. It is a waste of however many days. (Monica, Lines 438-441)

Kelly shares the same struggle as Monica. To meet state required standards, teachers forego effective instructional practices such as learning from each other through conversation and interaction.

I think there's so much more value in conversation and in everyday activities and everyday interactions with kids. But in our mind, I feel like it's a weight for teachers, because they know they have to do this [test prep], but it might not be the best thing every day to focus on for the kids. I think it's hard. There's a balanced that has to be had. (Kelly, Lines 739-743)

Often times, effective practices such as cooperative and kinesthetic learning are replaced with skill and drill and/or scripted curriculums (Kantor & Lowe, 2006; Means & Taylor, 2010). Similarly, Au (2007) finds curricula focusing on tested items and skills excludes content not on the tests. State testing cannot measure the higher order thinking produced in cooperative and kinesthetic learning activities (Neill, 2003). Allington (2010) indicates classrooms that spend at least half of their time reading and writing is an indicator of exemplary classroom practice. He went on to say other activities, such as test-preparation is "not supported by reliable evidence for any amount of use" (p. 31).

Systems constrain teaching. In 2001, the state passed a bill into law to hold schools accountable for students reading proficiency (S. 0319, 2001). Under the law, students who do not meet the criteria are placed on a reading improvement plan. If the student is not categorized as a proficient reader by the end of the student's fourth grade year, the student must attend summer school. Additionally, the law states after the

mandatory summer school session, "[i]f such student is determined to be reading below third-grade level, the district shall notify the student's parents or guardians, and the student shall not be promoted to fifth grade (S. 0319, 2001). In Lowell-Mann School District, students placed on a reading improvement plan receive reading interventions during the school year. Debbie sees a group of students who have reading improvement plans. She feels pressure to get students to the proficiency status prior to the end of the school year. "Pressure [laughter]. Yeah. Pressure that I feel, because if I have students that are on a SB319 - fifth graders - and I'm excellent at early intervention, and this is very late intervention" (Debbie, Lines 514-515).

It's intimidating because I feel personal pressure that I want to do my best for them to succeed. Yet there are so many deficits. Trying to build on what they can do, but the gap for them is wide, and I have a 30-minutes a day lesson that by the time they come to me... Thirty minutes a day to try to close that gap having only taught them for a quarter - so far - knowing time is short and I want them to be successful and I want them to get off a reading plan and to be prepared for middle school. (Debbie, Lines 518-523)

Debbie refers to early interventions. According to Shaywitz (2003), a student who is not identified early may need one to three years at 90 minutes a day of additional reading instruction to read at the same level as his peers.

Lowell-Mann School District universally screens students in Kindergarten through grade five in the Fall, Winter, and Spring using curriculum-based measures (CBM, Deno, 2003). The district utilized CBMs from AIMSWeb (MTSS Handbook, Pearson). Universal screening is meant to identify students "who are at-risk for reading

failure" (Fuchs, Fuchs, & Vaughn, 2008, p. 28). Curriculum-based measures are often used for universal screening (Deno, 2003). Beverly shares how teacher teams look at overall class and grade level results. Class and grade level reports are used to "determine if core instruction is sufficient for 75-85% percent of students" (MTSS Handbook, p. 20). Fuchs, Fuchs, Mathes, and Simmons (1997) states quality Tier 1 instruction prevents students from needing intervention now and in the future.

Even when we're looking at our AIMS results - I mean our kindergarten teachers didn't have the best AIMS results in Winter and with multiple meetings - I'm sure the teachers are like - "You know. I'm trying my best." So, we do put pressure on the teachers. (Beverly, Post Interview, Lines 151-154)

Leadership focuses on growth. Yvonne indicates state test scores are shared, but she does not feel pressure from the principal to be at the state proficiency marker. The focus at King Elementary is student progress. Wagstaff and Fusarelli's (1999) study finds principals in effective schools share testing data and "respect the professional judgement of teachers and staff and [gives] them the autonomy to do their jobs" (p. 33).

I think probably our principals feel pressure, but they don't share that with us. I mean there are times where I've sat in meetings where we go over scores - the district scores - and I feel like - "Ah! We are like last or second to last or third to last again!" But we've made so much progress, so trying to put that into perspective. (Yvonne, Lines 537-540)

Similarly, Shelley does not feel pressure to get students to the quarterly expectation in reading. "I don't think it's because I feel pressured by [the principal] or by

Yvonne or even the team that she has to be at a certain level before she moves on" (Shelley, Lines 553-554).

The teachers at King Elementary work in a collaborative environment where they are encouraged to find what works to move students forward (Wagstaff & Fusarelli, 1999). The focus is on student growth rather than the proficiency markers set by the state and district (Heck, 2006). This releases the pressure of meeting state scores and lets teachers focus on teaching students.

Balancing accountability and cultural relevance. During the third-grade curriculum unit on Civil Rights, Caleb worked to incorporate lesser known Civil Rights leaders into his instruction. He worked to make the learning relevant to his students. However, Caleb feels the learning is not going to be relevant on high-stakes tests such as those that determine college pathways for his students.

None of my students are going to take the ACT and answer a question about Fannie Lou Hamer. None! There's not going to be a Fannie Lou Hamer question anywhere on there, but there will be something about King George III, because he's important to our culture. It's a difficult line to balance between getting them what they need versus preparing them for what other people need. Yeah. That's a tightrope. (Caleb, Lines 1327-1331)

Caleb is referring to whose voices are heard and whose are silenced through highstakes assessments (Au, 2017). Au (2017) discusses restorative and transformative assessments that are "culturally responsive in form and content, one that assessed students for identity development, knowledge of self, cultural knowledge, and confronting internalized oppression/colonization" (p. 7). Other measures the board of education and the state value are not necessarily the same things families within the schools' value. Tension exists between these two value sets. Vincent discusses how districts are accountable for student attendance and how attendance at school may conflict with the values of families to travel annually to their ancestral country.

That's from a really basic standpoint of school success based on your graduation rates, your test scores, your attendance, what else. Those are the things the board cares about. Those are the things the state cares about. Those determine the grade you get as a district. We have in our building - other buildings have them too- We have a lot of Asian and Middle Eastern families in our building who spend a lot of time in their ancestral home during the school year [intercom blares for the assembly]. We have a lot of students who miss like four weeks in a row of school, because their family goes back to visit family. It's just what they do. It's a culturally appropriate thing for them to go back home. Those students don't fall behind academically - typically. It's not an issue that hinders them in any way just an attendance thing. Instead of looking at that and saying - "Oh. There's a cultural reason why this happens." It is viewed as a negative. They missed this much school, so it's a bump on an attendance rating and lowers and attendance score. There's a negative connotation behind missing four weeks of school. Not a rearranged view that says-"Let's embrace the cultural expectations of the people in our student body and just be okay with that." (Vincent, Lines 304-317)

Visiting homelands "have become a way to establish a sense of belonging" (Paris, 2012, p. 32). It also will "lead to identities being (re)negotiated" (Paris, 2012, p. 18). This

view falls under Paris' (2012) view of culturally sustaining practices. Culturally sustaining practices require schools to support students in "sustaining the cultural and linguistic competence of their community" (Paris, 2012, p. 95).

Tension Between Student Growth and State Proficiency

In addition to narrowed curricula, high-stakes testing also result in a limited view of students' success. States use proficiency status to gauge success whereas teachers in this study use students' growth and progress as a measure of success (Heck, 2006). Policies also call on educators to use scientifically-based instructional practices in their classrooms (Sweet, 2004). Scientifically-based instructional practices are researched under controlled conditions. Those same instructional practices will yield different results when implemented widely in classrooms (Johnston, 2010). "[P]olicymakers expect teachers to blindly implement educational policies without question" (Bartalome, 2008, p. 377). However, teachers in this study share how they see the tension between students' growth and state proficiency markers on high stakes tests, and how they strike a balance between the two.

Two participants, Caleb and Vincent, share their personal experiences taking standardized tests. One felt the test was not representative of what he knew. The other educator did not have any issues with the high-stakes test. These two educators' stances reflect Brunn-Bevel and Byrd's (2015) findings indicating black students consistently score lower than their white peers. "Every time I've read a test, it made perfect sense to me, because that's the world I came from. The test was created in my world not their world" (Vincent, Lines 422-424).

So, standardized testing has never worked for me. Ever! I got average at best. It would always be weird, because I always felt sharper [finger snap] than most, but when it came down to the [state test] we had to take all through high school, elementary, and middle, I was always average. (Caleb, Lines 1214-1217)

The testing gap continues to remind students the state (or school, or college) does not think certain students measure up to their standards (Irizarry & Raible, 2014).

Since NCLB (2001), progress of students and schools have been measured in standardized ways, such as state standardized test results. Student success in these instances are measured against a proficiency or mastery level set by the state or local system. Teachers recognize the educational effort used to increase students' academic success often goes unnoticed when using a proficiency status to determine achievement (Heck, 2006).

Lowell-Mann's MTSS Handbook does indicate a focus on student progress.

"[MTSS] is driven by systematic data collection about student progress that prompts evidence-based intervention for those who fall behind in development of academic and/or behavioral skills (MTSS Handbook, p. 4). However, progress is referencing students' ability to maintain the mastery scores each quarter. Students are identified for intervention using proficiency standards such as students' quarterly reading levels, screenings, and district-created reading benchmark tests based on state standards (Deno, 2003; Fountas & Pinnell, 2007). Students are considered successful when they meet the grade level expectations on those three measures. Students who are not meeting the proficiency standards are considered for intervention. Students typically stay in intervention until they are meeting the proficiency standard on at least two out of three of

the measures. "Consider exiting students who are now meeting grade level expectations according to data triggers and/or exit criteria" (MTSS Handbook, p. 17).

Julie focuses on student progress rather than if a student reaches the cut score. "I also feel like we should be measuring the progress the students are making. Not just did they pass or fail" (Julie, Lines 605-606). This could be seen as she instructed a student. She uses assessment as a teaching tool rather than a proficiency indicator. "[Julie] let the student have a choice about which book they would read. [Julie] took notes while the student read. [Julie] went back into the story to reinforce the reading behavior self-correction" (Julie, Field Notes, February 13, 2018).

Julie teaches students in Reading Recovery, a one-on-one first grade reading intervention, to read books of increasing difficulty. Books are leveled from the least amount of difficulty, level one, to the most difficult, level 20 (National Reading Recovery Project, 1995). Students in grade one generally ends the year at level 18. Julie shares the growth of a Reading Recovery student she began instructing in January. Although the student grows more than the typical first grade student, the student is still considered reading below grade level expectation.

Even though I might get a student reading a text level one, and by the end of the year, I have him all the way up to a 14, they're still reading below level. So, all it's showing is that my student is reading below level. It's not showing all of the great work they did to get 14 levels. (Julie, Lines 600-603)

Gretchen also notices students in her third through fifth grade reading groups can make significant progress as defined through the reading continuum (Fountas & Pinnell, 2007). However, the progress goes unrecognized on state standardized tests.

Maybe a student in third grade made all of the progress in the world - made all of the growth in the world - but still might not be on target when taking the [state] test. On that test, it would show that student failing, or Basic, Below Basic - not meeting. If you're looking at a growth model, that student could make a ton of progress, and you would never see that. (Gretchen, Lines 695-699)

Gretchen's assessment is used as both a measure of student growth and as an opportunity to tailor instruction.

Gretchen and Tiffany took intervention time to assess students' progress.

Gretchen listens to a student read a book aloud and jots notes in her notebook. She directed the student back to a particular part in the passage. "One part is tricky. Let's go back to the beginning of the sentence." She taught the student that sometimes the ea vowel team makes the short e sound and sometimes it makes the long e sound. (Gretchen, Field Notes, December 19, 2017)

Tiffany tailors her assessment by gathering specific information from the student about processes used to read. The assessment is a dialogue back and forth rather than strictly student output. "Tiffany has dialogue with the student not assuming why student made choices during reading. 'I noticed you were going to say said, but then you changed it to shouted. Why did you do that?'" (Tiffany, Field Notes, February 27, 2018).

Beverly makes sure to focus on student effort. "With your hand, show me your effort today. I would say a four. I think we were all on fire today!" (Beverly, Field Notes, December 18, 2017). Exemplary teachers assess students based on student effort and improvement rather than assessing solely on achievement proficiency (Allington, 2010). Focusing on student improvement is more representative of how educators instruct on a

day to day basis and will uncover growth missed in the traditional proficiency status of state accountability (Heck, 2006).

Julie and Gretchen are using a growth model (Heck, 2006). Growth models consider the amount of growth students make. "This type of model is more consistent with the reality that schools face in educating students who can have different skill levels early in their educational careers and progress at varied rates" (Heck, 2006, p. 693).

Balancing test scores and professional judgment. Ginny desires for her professional voice to be heard. She feels she knows where her students are and how they are progressing. She feels she does not need a test to give her this information. "Of course, they're going to want results. So, how do I know if they're excelling? ... Listen to me. Trust me. I'm a professional" (Ginny, Lines 559-560). The standardized practices following NCLB have put more emphasis on test results and disregards teachers' professional judgement (Artiles, 2011). Ginny's career in education began after the inception of NCLB. However, she sees how educators are silenced in the age of standardized testing.

Similarly, Mallory felt silenced when test scores used to identify students with a language disability outweighed her professional judgement to provide language therapy. "[Standardized test scores] certainly hindered my ability to provide interventions" (Mallory, Line 577). Mallory does find ways to service students needing language therapy through a RTI model. She would pull students into her group that needed instruction and service them alongside students with IEPs. Mallory called these 50/50 groups. This meant as long as the group was balanced with general education students and students with IEPs, she could legally provide language instruction (Mallory,

Observation, March 1, 2018). Mallory shares an example of when professional judgement would benefit student progress and academic success.

The time I see it the most is what I talked about earlier with our kindergarten students - who unfortunately the standard of what a kindergartener has to do to qualify as language impaired - that bar is very low. Often times I can see that they are not talking as well as they need to. That they don't have the language skills. Add on to it that our curriculum is actually kind of above what typical language development would be. So, not only do I see kids whose language abilities aren't up where they should be developmentally, they're also nowhere near where they need to be in the curriculum. Language skills that kids need to be successful in the curriculum is even higher, and that's across all the grades. Having to compare to what the standards on the standardized tests are is difficult when you know they need more skills. (Mallory, Lines 577-586)

The proficiency status way of measuring achievement "does not acknowledge the increased educational effort and resources needed to bring students who are behind peers up to required proficiency levels, nor the marked improvement these students can make and still fall short of the benchmark for a specific grade level" (Heck, 2006, p. 668). Using growth as a way of measuring student success and achievement also recognizes schools have classrooms full of students who start the year and learning journey at different points and also progress at different rates (Seltzer, Choi, & Thum, 2003). Both Ginny and Mallory indicated a need to hear teachers' professional voices. Respecting teacher judgement and expertise as part of the decision-making process builds democratic

ideals (Strike, 2018). Democratic ideals improve the professional field of education (Wagstaff & Fusarelli, 1999).

Tension Between Researched Practices and Classroom Instruction

Accountability measures and ways of viewing students' academic success has made way for a one-size-fits-all approach to educating students. Several participants used the analogy of fitting students in a box. The box represents one way of teaching, one way of learning, one way of demonstrating understanding, and one way of assessing. It represents uniformity. Educators understand students are all different learners, and a one-size-fits-all pedagogy "can have devastating effects on the intellectual development and academic success of all students, especially students of color" (Dixon & Ladson-Billings, 2017, p. 6). Vincent shares how the educational system has a standard way of viewing students.

In the broadest term, it feels like the system - public education in our country - is set up to get as many people into the middle of the bell curve as we can - or into the box that says here's how you're supposed to learn, here's how you're supposed to regurgitate information, here is how you prove that you understand information, here is how I will know that you have succeeded or that we have succeeded. You will complete this standardized process -whatever that it may bethat is aimed at the 80%. If I can get you to succeed in that, then I can say - we've succeeded and you're ready and we turn you lose on the world. (Vincent, Lines 213-219)

Vincent expands by indicating the box education has outlined as academic success is rigid. He also touches on the difficulty the education system has in working

with students who do not fit neatly within the parameters of school. "The box that we're trying to get them into is pretty defined. When we can't get them into that box or that section of the bell curve, we all end up a little bit befuddled. I think" (Vincent, Lines 196-198). Vincent describes a rigid, one-size-fits-all approach to school that does not honor the diversity present in schools. Teachers share in the next sections how legislations' use of scientifically-based instruction has been deciphered as a one-size-fits-all approach that has led to the implementation of scripted programs. Teachers share how scientifically-based instruction may work in the research study but may not be effective with the students they are teaching. Therefore, teachers in this study discuss the importance of adjusting researched practices to meet the needs of the students. Additionally, teachers mention the importance of seeking out diverse perspectives in the research when it comes to knowing how to teach students to read.

Balancing the science with the evidence. Scientifically-based instruction is choosing an instructional model or program that has been shown in research studies to be effective at increasing a student's reading skills. Implementation of the scientifically-based instruction is conducted in the same or similar manner as in the study. This is called fidelity. This method "assumes that instruction that was effective on *average* with one group of students will be effective with *each* of a new group of students in a new setting" (Johnston, 2010, p. 5). Educators cannot generalize instruction found effective in the research will be effective with all students (Wanzek & Vaughn, 2008). Rather, we must find out what works for which students, in what contexts, and who is best to deliver the instruction (Cunningham & Fitzgerald, 1996).

Research. Not science. The term "scientifically-based instruction" is used throughout the No Child Left Behind legislation. Sweet (2004) counts over one hundred times this term is used. Difficulty lies when school systems work to create curricula that is based on science when the research is limited in what scientifically-based is with various individuals and groups (Kovaleski, 2007). Often times, the scientific research on instructional practices is conducted "in a setting that will allow for maximum effect and for control of variables" (Knotek, 2007, p. 55). In other words, students used in the study are as homogenous as possible. Therefore, practices that work in controlled situations may not be substantiated in the field with diverse learners.

When teachers in this study were asked about scientifically-based instruction, they understood it to be much like Knotek (2007) describes - controlled experiments. "[W]hen I think of scientifically based, I think of science behind it -numbers behind it" (Beverly, Lines 744-745). Teachers even view it as formulaic. "Scientifically-based to me means there is a formula that A+B=C. That's great and science is great and there's a place for that, but with kids A+B doesn't always equal C" (Shelley, Lines 810-811). Shelley touches on the shortcomings of scientifically-based with students. Caleb expands on the meaning of scientifically-based and its shortcomings.

When I look at the scientific process, I know there are a lot of controls in experiments. Lots of things with the same format for each of these - like if you're trying to figure out which plant is going to grow the best under different types of sunlight, all of those pots have to have the same amount of soil and the same type of soil and the same seed and receive the same water. The only thing that can be different is the sunlight that's going to come in. That's never education. We can't

have this scientific-based research with something that has a spectrum wider than this school of the different controls that will not be available for that student's experiment. (Caleb, Lines 1264-1270)

Beverly takes the research beyond science and how the methods work with different students.

If we want them to say that it's scientifically-based, and you want that to be part of it then that means it needs to be researched and ...tried and proven with all different backgrounds of students with all different varying culturally. (Beverly, Lines 747-750)

Jeremy elaborates by indicating the varying ways students are different.

Whether mom's not there, dad's on drugs, somebody's in jail, they were abused at some age - there's no perfect potted plant to conduct this experiment with. So, to apply that to education is very counterproductive. It does not make sense for what we as educators need to do. (Jeremy, Lines 1270-1273)

Teachers state the variability between students and how effective instruction found under very controlled circumstances may not work for all students. "Research in education in not a science" (Graves, 1979, p. 917). Kovaleski (2007) also finds that scientific-research cannot account for the varied situations of students. Kovaleski concluded a pitfall of RTI implementation is implementing practices that work in research settings without evidence it is working in the classroom setting.

Application of researched practices. Putting scientifically-based instruction into practice means the instruction may look different than the research study. Additionally, what is deemed scientifically-based promotes some scholarship and limits others

(Cummins, 2007). Therefore, what has been promoted in schools through researched practices may not take in the full scope of what works. Tiffany shares how instruction will need to be adjusted to fit the students receiving the instruction. She also stretches the definition of researched-based to include finding what works in the classroom.

In my mind, scientifically-based is maybe what you would start with to get a good base of where your instruction needs to go, and then, it would branch out into - well, this has been proven to help this super subgroup, or this has been proven to help this group of students, or once again, this has worked in my classroom with this child every single time I've tried it. (Tiffany, Lines 1276-1280)

Shelley recognizes how scientifically-based instruction cannot be implemented in a formulaic way. "So, maybe we need to delve a little deeper and broaden our scope and not let the scientific part of it be the end all be all - make that just a piece of it" (Shelley, Lines 815-816).

There's other times I want to break the rules. I want to go - This kid doesn't fit the formula. So, we need to look at him differently, and what are we going to do differently without waiting two years to finally go - "Okay. Now what are we going to do differently?" (Shelley, Lines 833-836)

Teachers in this study discussed how instruction is created and adjusted to be responsive to the student. Hoover's (2011) study finds teachers make informed decision about adjusting instruction using qualitative and quantitative data. The MTSS Handbook indicates teachers adjust instruction by taking in qualitative information - such as observation and formative assessments - and quantitative information - such as summative assessments.

Seeking diverse perspectives. Beverly ponders how standardized practices might look different if a more diverse group were leading the charge on determining what proficiency looks like. However, the experts who are valued in teaching reading are not a diverse group of people.

I mean it's hard, because I know what they're saying, but I don't know how else - What do you do to change that? Unless you have a group of people that are in on that standardization that can bring different perspectives to that standardization, and right now, when I look at my books on my shelf, I don't see a culturally diverse group of people that are telling me how to teach reading. (Beverly, Lines 631-635)

Cargill's (2009) study finds an insufficient number of university faculty and researchers from culturally and racially diverse backgrounds. This could be the reason Beverly's professional bookshelf reflects predominately white researchers. Another reason could be the connection between research and application has not yet been realized to appear in the books Beverly uses to guide her instruction (Howard & Rodriguez-Minkoff, 2017).

Educating students with a one-size-fits-all approach is a rigid method that does not honor students' culture and ways of learning. Scientifically-based instruction tends to be formulaic and does not account for student differences. Therefore, teachers adjust researched practices to find what works for their current students. Diverse perspectives of how to teach students is not always prevalent in the school setting. However, teachers indicate the need to seek out diverse perspectives if standardization is going to change.

Tension Between Education and Society Obligations

Accountability measures bring the difference of student results to the forefront. Students from diverse backgrounds, students of color, and students living in poverty typically do not perform as high as students identified as white and middle class (Brunn-Bevel & Byrd, 2015). The difference in results has been labeled as the achievement gap. The spotlight has been directed to the efficacy of teachers and schools. What has been shrouded in teacher and school accountability foci has been the government's responsibility to fund schools (Darling-Hammond, 2013). Schools rely heavily on personal property taxes. Therefore, more affluent areas can spend more than less affluent areas on education. The disparity in funding schools in the United States is a three-to-one ratio between the lowest funding state and the highest (U. S. Census Bureau, 2016). Reduced funding also comes from state enacted sanctions on schools who did not meet the proficiency status. Funding issues contribute to the gap, but this cause is overshadowed by the focus on schools and student/family deficit. "Focus on the achievement gap moves us toward short-term solution that are unlikely to address the long-term underlying problem" (Ladson-Billings, 2006, p. 4). We need to look at all things that contribute to the gap if we are serious about creating a place where the gap does not exist.

Teachers in this study provide their perspective of the achievement gap. They outline ways socio-political issues create an uneven playing field. Next, teachers provide examples of socio-political factors including the wealth gap and opportunity gap.

Teachers express how students may not have the opportunity to learn or experience

school literacies prior to coming to school. Then, teachers share how bias contributes to the achievement gap.

Balancing varying playing fields. Some students enter school on an uneven playing field due to social circumstances such as poverty (Shields, 2014). An uneven playing field also includes "those students who come to any educational site without the advantages and early preparation that other students have had" (Gee, 1999, p. 371). Gee (1999) terms these students as "latecomers" (p. 371). Beverly recognizes this disadvantage.

[I]t's not a level playing field. I think we just have to remember that when we're working with our students. When they come to us, and they walk in that door, they're not all coming from a level playing field. (Beverly, Lines 1015-1017)

An uneven playing field can be created from a variety of factors. Teachers indicated a few factors such as the wealth gap, opportunity gap, bias, and school factors (Berry, 2013; Ladson-Billings, 2013; Shield, 2014). Shelley shares how school expectations have students starting at the same point. However, students come to school ready to learn in different places. Students have had different opportunities or missed opportunities causing the fluctuating starting points of students.

I think a lot of those kids - the diverse kids the lower-income kids the kids that English is a second language - starting them up here - they've missed all of the journey up to that point. (Shelley, Post Interview, Lines 25-27)

Julie shares a similar thought. She refers to the imbalance in opportunity people have, which cause a gap.

I am accustomed to the term achievement gap, although - a disparity is fitting.

These students often enter with a disadvantage due to opportunities, vocabulary,

[and] language development. (Julie, Survey)

Debbie terms the disparity in opportunity as discrimination. "Discrimination is when certain groups of people have fewer opportunities to succeed than other groups" (Debbie, Survey)

Beverly reminds us not all students who are culturally, linguistically, racially, or economically diverse perform in the gap.

There can sometimes be a gap but not always. I'm not sure achievement gap is really a term that should be used to describe diversity. This would be true if all students were coming to school on equal playing fields. This is never the case. (Beverly, Survey)

Educators need to acknowledge the disadvantage some students have, so the focus can be on what works. Shields (2014) indicates a focus on high stakes tests where the curriculum is narrowed does not work for students living in poverty. Yet, students living in poverty are included in the achievement gap discussion, which is measured by high stakes tests.

Wealth gap. According to Hoekstra (2015), wealth includes a family's income, property and possessions, what debt they have accumulated, and will accrue over generations. "The racial wealth gap between white and black Americans usually hovers around 10 to 1, meaning that white households have about 10 times the wealth of African-American households" (Hoekstra, 2015, p. 43). The gap widens during economic downturns. For example, during the Great Recession of 2008, families with less wealth

were hit hardest (Hoekstra, 2015). Beverly notices the wealth gap. "[T]hat gap of between people making a ton of money [and] people making less - you know - is getting bigger and bigger" (Beverly, Post Interview, Lines 335-336).

Education level does attribute to the type of jobs people obtain and thus to the household income. Crosnoe (2015) calls this a "hourglass-shaped labor market" (p. 65). This means there are high paying jobs requiring specific skills at the top of the hourglass, and low paying jobs requiring less-specialized skills at the bottom of the hourglass. "Higher education has been the most effective way to push through the bottleneck" (Crosnoe, 2015, p. 66). However, poverty often prevents students from affording college. Monica recognizes how the wealth gap contributes to this cyclical pattern of creating an uneven playing field for students. "[P]overty and education level of parents would be the biggest factors in my opinion" (Monica, Post Interview, Lines 217-218).

The amount people earn is related to the amount of school they have. Typically, those who graduate college earn more than those who do not (Ladson-Billings, 2006). Then, it might be more appropriate to say, "[w]ealth disparity better reflects the educational debt" (Ladson-Billings, 2006, p. 7). Houle (2015) states "parents' education, income, and race" (p. 24) predict college loan totals their children will accrue. Houle (2015) continues by stating college students with high levels of debt tend to have a higher dropout rate, have increased anxiety and depression, and wait or choose not to buy a home. Home ownership becomes part of accumulated wealth discussed by Hoekstra (2015). Beverly and Gretchen did not have to worry about accumulated student loan debt. Their families were able to help them financially through college. "I mean I graduated college without debt, because that was important, and my mom could do that" (Gretchen,

Lines 581-582). "I just had opportunities growing up. It was never limited to - if we have money for college - it was - you're going to college (Beverly, Lines 414-415). However, they realize the problem of this phenomena. "People afford it by taking out student loans, and then they're - you know - they're constantly in debt" (Beverly, Post Interview, Lines 352-353).

[N]ot everyone can afford to go to college. [laughter] You can say - okay, I'm going to go to college. I even think about - okay so you go to college and then, for those people who take out loans - then you come out of college and you have to pay off loans. So, that continues to hinder your opportunities. That can continue to make life hard. (Gretchen, Lines 585-588)

Caleb refers back to his high-stakes test scores, which were not representative of what he felt he could do. This test impacted his ability to access college and his current opportunities as a 30-year-old man.

[I]t showed that I wasn't a student worthy of being accepted to [the state university]. I wasn't worthy of being accepted to any school that was really outside of Diverse City. That limited my options that I had. It's going to impact me the rest of my life, because I wasn't good enough to get that scholarship money. Because I wasn't good enough based on the standardized test, I had to take out more college loans. (Caleb, Lines 1282-1291)

At times, with trying to pay off college loans, and I was trying to pay off credit card debt that I've amassed for the year and a half I had to work hard as a para to prove myself. That I was good enough in the classroom. I'm still barely making it. (Caleb, Post Interview, Lines 602-604)

Vincent shares how the education system (including the operations of society that support education) has not changed. There is still predominantly one way of making your way up the ladder - or through the bottleneck.

As our culture develops, as the world becomes more complex, and more diverse in the kinds of careers or life goals that kids are going to have - the system hasn't changed a whole lot. We're left with a lot of people on the fringes. (Vincent, Lines 219-221)

As Carter and Welner (2013) found, "we see one-way acculturation as the dominant cultural assertion. We should it seems, all speak and behave the same. If this approach is not modified, the opportunity gap for children in immigrant families will remain in place, and additional generations of talent will be lost" (p. 222). Students are required to have the same experiences entering school to be successful, meet the same proficiency markers, and have the same college entrance requirements.

Preschool education is also affected by the wealth gap. Barnett and Lamy's (2013) findings indicate "high-quality publicly provided preschool education" has an impact on closing the achievement gap (p. 101). The opportunity to attend high quality preschools is not equal between poor families and wealthy families. About 30 percent less children from poor families attend preschool compared to their wealthy peers. Beverly notices this gap. "[B]ecause right now, preschool is not really done fairly" (Beverly, Post Interview, Line 277). "[I]f you have enough money, you get to go to preschool, but if you don't have enough money, there are some preschools out there that you can maybe get into - maybe" (Beverly, Post Interview, Lines 281-282).

Funding. Julie worries about state testing not being representative of progress causing schools to miss the state designated cut score. This may result in reduced funds as part of sanctions. "To actually have legislation and money or finances tied to it that makes me worry, because schools can be making a lot of progress and still not get to that benchmark set forth by the state" (Julie, Lines 610-612). Julie is referring to Title I funds being taken away from schools who do not meet Annual Yearly Progress under NCLB (Heck, 2006; Means & Taylor, 2010).

Julie looks at the broader scope of schools, beyond Lowell-Mann, to talk about inequities in school funding and the contribution funding makes to meeting proficiency standards. Schools with less funding have an uneven playing field compared to schools with more funding.

[T]he resources provided to various school districts - whether it be from state, federal, or local - are all different. So, we might be spending \$10,000 per child, and another district is spending \$15,000 per child. More than likely, the district spending \$15,000 probably has a smaller classroom to teacher ratio. So, they might have more hands on with the teacher. So that's impacting them, but that's not necessarily setting the score fairly for the districts that are not as privileged financially and such. (Julie, Lines 612-617)

Lowell-Mann School District spends a little less than \$10,500 (U.S. Census Bureau, 2016) per student, which is close to the state average. According to the U.S. Census Bureau (2016), the state with the lowest per pupil spending is Utah at \$6,953 per student. The highest per pupil spending by state is New York at \$22,366 per student. New York's per pupil spending is more than three times that of Utah. Furthermore, schools

with high percentages of marginalized populations have less funding. Lee's (2012) findings indicate "significant degrees of gaps as far as racial and socioeconomic disparities in school funding" (p. 73).

Opportunity. Although the onus of student achievement falls on schools, the obligations for student achievement are farther reaching. Gee (1999) discusses the "wider paradox of school success" (p. 367). Here, Gee (1999) aims to dig deeper into why students are not successful in school. He shares how skills such as phonological awareness mask deeper rooted causes. One such cause is having a knowledge of school literacies. "The more you already know about school itself, and in particular, about school-based language and school practices (not just language "in general" or how much phonemic awareness you have) before you go to school, the better you do in school (Gee, 1999, p. 367). Teachers in this study find this also. They indicate how students are at a disadvantage before entering school.

Our kids that I have in intervention didn't have preschool - a lot of them didn't have. The oldest kids - the parents didn't know that - "Wait a minute. They were supposed to be reading and writing in kindergarten? Now, I didn't know that." So, I don't know. Making one year of preschool free before they even enter the elementary building (Beverly, Post Interview, Lines 269-272)

Monica and Julie start with other ways of labeling the phenomena many call the achievement gap: "exposure gap" (Monica, Post Interview, Line 194); or "life disparity" (Julie, Post Interview, Lines 295). Their new labels try to bring light to the causes of the achievement gap and reference the background experiences students have or do not have. Gretchen does not discount students' experiences before entering school. She labels

students' experiences as different. Students' experiences may not be the experiences acknowledged in being ready for school (Gee, 1999).

The achievement gap shows us that diverse students have different experiences than the majority. These differing experiences have educational impacts and these educational experiences are reflected in the achievement gap. (Gretchen, Survey)

Jeremy elaborates on this thought by describing the variety of background experiences students have. Some background experiences enhance students' readiness for school and some delay students' readiness.

I also think depending on where students are coming from, they might be from different family backgrounds or they might have come from backgrounds where some people are readers in their family, some people speak a different language. Maybe they haven't had access to rich texts, and they're not able to be immersed in it at a young age. I think that's a difficulty you face as far as a student. (Jeremy, Lines 48-52)

Debbie realizes students who do not have school background knowledge prior to entering school are already at a disadvantage. "[T]here is definitely a lot more for a child to have to overcome when they enter school technically being 'not ready' due to their background" (Debbie, Post Interview, Lines 41-42).

Carter's (2013) study finds "when students cultural backgrounds are dissimilar to the backgrounds of their teachers and principals, the disadvantage experienced by those students are due to the educators' lack of familiarity with their social backgrounds, which in turn hinders those educators' capacity to engage with the students effectively" (p. 147). This lack of teacher understanding is one of the main causes of the opportunity gap.

Balancing Whiteness attitudes with a just education. The achievement gap is a social issue and a school issue. The label achievement gap identifies the phenomena with school, and it appears in standardized tests given to students. When asked about the achievement gap, teachers in the study discussed how Whiteness, discrimination, and racism contribute to this phenomenon. Debbie and Vincent share how variance from the majority are contributors to the achievement gap. "I look at achievement gap could be gender oriented or race oriented or economic oriented and some of those things are intertwined" (Debbie, Post Interview, Lines 26-27). Beverly labels this as a "not fair society gap" (Beverly, Post Interview, Line 356).

"Cultural majority" best defines this for me. Our educational system has long been tailored to the majority (socio-economically, culturally, ethnically, intellectually) and is slow to adjust as diversity increases in these areas. (Vincent, Survey)

As Vincent points out below, there is bias, because the educational system was created for the cultural majority. However, society tends to focus on whether or not there is progress toward equality. However, Gillborn (2008) states that a focus on short-term growth and not the long-term changes takes the focus off of the main issue. Gillborn (2008) calls this "Gap Talk" (p. 236). People begin to believe the issue is being resolved. However, when you look longitudinally, the gap exists and will exist for decades to come (Gillborn, 2008).

The system is still - in 2018 - it's designed for white people. I don't know how we can draw any other conclusion from looking at what happens with these super sub groups. No matter how much intervention we try to take Native Americans and

try to assimilate them into the box, there's still a gap. We've figured that part out. There's still a gap. There may be growth. There may be growth from 60% achievement to 65% achievement amongst the super sub group. I think it is important that we recognize the implicit bias in the system, in the curriculum, and in the test itself. (Vincent, Lines 292-298)

Vincent touches on institutional racism. All policy, in some way, will have negative effect on people of color, people who speak other languages, and people living in poverty, because Whiteness permeates all agencies (Gillborn, 2008). All people play a part and are responsible for the racist assumptions that have been institutionalized through policy and practice. Gillborn (2008) calls this the "hub-and-spoke conspiracy" (p. 243). Gillborn states that all agencies, and people within those agencies, are interconnected and reinforce the assumptions and actions of the other, which includes racism. As Vincent points out below, the resistance in Ferguson helped him see that the calm that existed prior to the protests and riots was an inaccurate representation of racism and equality in America. The actions of Ferguson brought about action, because inaction leads people to believe the problem no longer exists (Gillborn, 2008). "I think the things I've heard from people even after Ferguson and all of the events since - the scariest thing I think is that maybe things aren't what we thought they were" (Vincent, Post Interview, Lines 540-542).

I think culturally right now we're recognizing that we haven't come as far with discrimination, racism, and stereotyping as we think we thought we had. Right? So, even as a national collective institution of education, maybe we accepted it a

little too early that we had that problem licked you know. (Vincent, Post Interview, Lines 411-414)

As the events of Ferguson reminded Vincent, inaction will not bring about change. Change needs to happen in how others are viewed and how policies are written and enacted. Until people take action for social justice, the gap will continue (Ladson-Billings, 2006).

Whiteness of school. School plays a role in the achievement gap phenomena. In this study, teachers discussed the level of expertise of teachers in working with learners from diverse backgrounds, curriculum, and expectations. Teacher expertise, curriculum, and expectation all contribute to school's role in the achievement gap.

White teachers teaching diverse students. Teachers work to fit students into their existing system of teaching and learning. Lewis, Hancock, James, and Larke (2008) found that "many teachers are unprepared and underprepared to teach African American students" (p. 14). Therefore, students' potential cannot be realized (Lewis et al., 2008). Tiffany describe the unfamiliar situations of teaching students who are different than with an analogy - "the fish-out-of-water" (Tiffany, Post Interview, Line 156). Tiffany describes the achievement gap as a teacher expertise gap.

I would call the phenomena the teaching gap. In many ways, we as teachers teach the way we learned, therefore unintentionally imposing teaching strategies that worked for me as a white, middle class student. As there seems to be a lack of diversity in teachers, there is then a lack of diversity in teaching methods.

(Tiffany, Survey)

Tiffany elaborates on this idea indicating teachers' lack of preparation is not intentional rather they've never been given the opportunity to learn. "I mean you're kind of just thrown in and expected to do what's best for every student, but if you've never had the exposure, you don't know that what you're doing is wrong" (Tiffany, Post Interview, Lines 160-161).

Gay (2000) posits teachers should work to know and understand students and their cultural backgrounds. Tiffany realizes knowing a student and their culture can involve behaviors that are subconscious.

[J]ust something as simple as you know manners or mannerisms - you know, things that I do or looks that I give. What does that convey? Does it convey - "Oh! My teacher is giving me 'the look.' I better stop." or "Oh no! Something bad's gonna happen. I need to listen. I need to get out of the situation." Just little nuances- they mean one thing to me, but they mean something different to that child. (Tiffany, Post Interview, Lines 212-217)

Adjusting curricula. Different definitions of equality could mislead teachers to believe that a scripted curriculum is providing a fair education. In this sense, equality is providing sameness. The same curriculum and instruction will not be responsive and meet the needs of students (Timberlake et al., 2017). Rather curriculum must tailor to the students (Gallagher, 2005). As Debbie points out, a one-size-fits-all approach contributes to the achievement gap. "I can see where that one-size-fits-all prescribed instruction could leave a lot of students behind and widen the gaps for students" (Debbie, Lines 942-944).

Kelly addresses how teacher input is important in making content relevant to students (Amrein & Berliner, 2002). "We have this curriculum, but what are we doing to make sure that it works for every student? How are we delivering it? Are we delivering it with different methods, and are we giving everybody an opportunity to learn?" (Kelly, Post Interview, Lines 28-30). In classroom practice, Kelly does instruct through different methods. For example, she used a collaborative model where students could spend time learning from each other. Kelly said- "Coach your partner. You can even say, 'Stop. Reread that smooth." She also went beyond the code-based phonics lessons to teach other ways words are read. "Read words and sentences around it to see if you can figure out what it is" (Kelly, Field Notes, April 25, 2018).

Different expectations for some students. García and Guerra (2004) findings indicate teachers' expectations of students are affected by teachers' assumptions and biases. "Even when teachers provided instruction, their negative belief about students' learning potentials and families seem to have lowered their expectations for students' performance as well as their response to students' underachievements' (García & Guerra, 2004, p. 161). Mallory refers to special education classes and how expectations of students are lower in some instances. "Sometimes the pace of interventions- depending on what they are- can cause a student to become further behind" (Mallory, Lines 36-37). She elaborates by giving an example of lower expectations regarding comprehension in special education classrooms and its contribution to the learning gap.

Students really low at decoding, we pull them out for decoding. There's a little bit of comprehension piece in there. Sometimes that level of comprehension expectation in the special education intervention isn't quite the same expectation

as the regular education classroom. I can see those gaps with students. (Mallory, Lines 46-49)

Debbie shares how expectations of students are lowered when teachers make excuses for students' lack of growth. Excuses are made on assumptions and bias.

I'm exposed to some educators who ... might make excuses that -well that child isn't making any progress, because there's no support at home. If a child comes from a poverty household or the language barrier, that child is never going to be able to be on grade level and just lower expectations based on the child's background. That's where I think it's a little discriminatory. (Debbie, Post Interview, Lines 71-75)

As Ladson-Billings (2006) points out, there are many factors contributing to student achievement. Family background is one factor, which became the "primary point of interest for many school and social policies" (p. 4).

Balancing social responsibility with teaching duties. Working together can change the trajectory of the achievement gap. As Julie states, a network can work toward "filling the opportunity gap" (Julie, Post Interview, Line 325). Signs of a network can be seen in schools working for the betterment of students. "It took like a group of people. It wasn't just with the classroom teacher. It has to be that group looking out for that student" (Beverly, Post Interview, Lines 191-192). This is similar to what Shields (2014) presents, "it does take everyone" (p. 143). Beverly elaborates on how a network within the school might look.

We have a group, and a group could be two to three teachers that are looking out for this kiddo. The minute he's not here or the minute the child doesn't look clean or just to help the classroom teacher too, because they have a lot of students to be looking out for. We have counselors, and we have outside counselors too. Just making sure that that kiddo is being taken care of educationally, socially, and their needs are being met too. (Beverly, Post Interview, Lines 195-200)

Beverly goes on to emphasize this work cannot be done alone. "We do need to work together. Yeah. I mean we do. It takes a village" (Beverly, Post Interview, Line 363). As Shields (2014) states, "no-one can assume it is someone else's responsibility" (p. 143).

Julie refers to the workload teachers face when servicing the whole child. Creating a network of support to work with the school would share the responsibility.

[T]o find the silver bullet for every single family - I think it really pushes on the what the school should be responsible for. The reason I say that is because everybody at school you know we're there to do a particular job while we're there at school, and I see teachers going above and beyond. (Julie, Post Interview, Lines 138-140)

There is really not anything an educator would not do to help students succeed. Julie provides examples of what educators at Wolff Elementary do to help students beyond education. "One of our counselors at school has taken a kid in before - last school year" (Julie, Post Interview, Lines 143-144). "The teachers [are] buying them clothes and shoes and sending food home and giving them rides to and from school, because Mom has no job" (Julie, Post Interview, Lines 277-279).

Shelley shares how students' academic success is dependent on a collaborative network. She terms the fix to the achievement gap as a "collaborative responsibilities for

students learning path" (Shelley, Post Interview, Line 237). Similarly, Kelly references a network for student success by calling it a "relevant network for growth" (Kelly, Post Interview, Line 354). Mallory brings in other members of society as contributors to this network.

I think you have to be able to take the perspectives of others to be - as a member of society, when you think about what we need as society as a whole, you can't just think about what you personally need- by knowing the world at large - being able to see other people. (Mallory, Lines 423-425)

Networks create sustenance for students and the people supporting them. Sometimes that support goes beyond the job role or the defined societal role a person has in order to level the playing field for students (Obiakor, 2012; Smith, 2018). In turn, society benefits fiscally and socially (Belfield & Levin, 2013).

Conclusion

This chapter highlighted the unfilled promises and hopes of response to intervention by examining the tensions between state accountability, standardized ways of knowing students, teacher Whiteness and what teachers know as good practice. Accountability measures and ways equal education has been interpreted perpetuates racial disparities in education (Amrein & Berliner, 2002; Diamond & Spillane, 2004). Tensions arise in the standardized way student success is measured and how teachers gauge student success. This keeps hidden the growth students make, the resources needed to make such growth, and the varying levels in which students enter school (Allington, 2010; Heck, 2006; Seltzer et al., 2003). Two pivotal policies, IDEA and NCLB, have called for scientific, researched-based instruction. This can be seen in the instructional

programming of RTI. Rigid implementation of researched-best practice caused a one-size-fits-all philosophy of instruction (Dixon & Ladson-Billings, 2017). Conflict arose between enacted practice, what is expected as fidelity, and what teachers want to do in their classrooms (Allington, 2010; Cummins, 2007; Wanzek & Vaughn, 2008).

Whiteness of the school system and the systems that support schools has contributed to the unsuccessful attempt to close racial disparities through policies.

Teachers shared how the achievement gap is present before students enter school. They attributed this to the uneven playing field students are given due to disparities in wealth, opportunities, and the biases present in institutions, policies, and the people who work within these parameters of society (Gee, 1999; Gillborn, 2008; Hoekstra, 2015). Teachers emphasized the need for a network to move beyond these disparities and injustices - a need for everyone to act (Gillborn, 2008; Ladson-Billings, 2006; Obiakor, 2012; Shields, 2014; Smith, 2018). Teachers' expertise does not always include knowledge about who their students are culturally and how to instruct students in different ways (Gay, 2010). Whiteness impacts the expectations teachers have for students, and teachers' expectations of students affect students' level of academic success (García & Guerra, 2004; Ladson-Billings, 2006).

In chapter five, I present the broader view of school teachers navigate personally and publicly to help every child succeed. Teachers start with relationships, and they work to build them between school, home, and community (Hanley & Noblitt, 2009; Harris-Murri, et al., 2006 Ladson-Billings, 2009; Obiakor, 2012; Smith, 2018). To build meaningful relationships, teachers must acknowledge Whiteness and the implicit biases that cloud their view of others (Boutte, 2015; Moule, 2012; Piazza & Duncan, 2012;

Portelli, 2013). Teachers' biased views play a large part in the social construction of ability and disability, which leads to the overrepresentation of diverse students in interventions and/or special education.

The chapter then moves into how relationships are a cornerstone for creating an environment where learning can occur. For example, learning occurs through critical conversations (Gee, 1999). Learning - not in the sense of state standards - rather, learning defined as the sense of navigating the world and social contexts presented in students' lived lives (Tatum, 2009). Critical conversations help students to disrupt injustices students face or witness (Brown, Bloome, Morris, Power-Carter, & Willis, 2017; Cochran-Smith et al., 2009). Critical conversations also build awareness of the multiple identities of one's self and others (Brown, et. al., 2017; Hagood, 2002).

Chapter 5: Whiteness and Shedding White Fragility

"In other words, relationships make up the basic fabric of human life and must not be pushed to the periphery of educational considerations." (Shields, 2004, p. 114)

I sit in the parking lot waiting for an observation with Shelley's intervention group to begin at King Elementary School. King Elementary is the oldest elementary school in Lowell-Mann School District. Although it is the oldest school, a new building was erected a little more than a decade ago. The new building is beautiful and updated. It is vibrant with hand-painted murals covering some walls, students' writing hanging on bulletin boards, and colorful paint choices on the open stairwell. King Elementary has state of the art technology - from SMART boards to one on one ChromeBook devices for students. The two-story brick building has all of the technical workings to breed academic success. If the walls could talk, they would tell you more goes on in and outside of this building than what a person's eye can see. Something not as tangible as test scores, published school report cards on state department of education websites, and teacher salaries published in the local paper. As time approaches for my observation, I take a closer look at King Elementary. As I walk through the doors of the school, I catch smiles and nods from those in the hallway, a wave from a teacher outside of his classroom door, and a greeting from the receptionist at the front desk. Although these are impalpable and immeasurable, they are heartfelt and inviting. What I am seeing is the basic fabric of the school - relationships. (Reflexive Journal, April 26, 2018)

Teachers work to build relationships within and among a network of home, school, and the community. Relationship building can be challenging but is important.

Relationships create a strong bond that can withstand missteps that occur in the network

(Piazza & Duncan, 2012). Cultural trust also develops as the school reaches out and participates in the community (Hollie, 2012; Vandiver & Duncan, 2009). As a result, students' academic success will be positively affected by relationships (O'Connor & McCartney, 2007; Piazza & Duncan, 2012).

In this chapter, I share teachers' perspectives on relationships and how relationships become the basic fabric of school. First, I share how teachers' views students impacts identity, relationships, and student success. Whiteness permeate the construction of these relationships. A teacher's mindset plagued with deficit views and unconscious biases generate negative identities for students, which are detrimental to students' perceptions of themselves and to their academic achievement (Harry & Klinger, 2011; Ladson-Billings, 1994; Moule, 2009).

Next, I share how teachers see beyond deficit mindsets to see students' potential. Teachers address issues with White Fragility and deconstructing biased beliefs. They learn new ways of knowing others changing their mindsets about diverse students and families (Moule, 2012; Sharma, 2018; Shields, 2014). This opens teachers' views to see students' potential. Seeing students' potential is important when building relationships and investing in learning. Gay (2010) appeals to educators to know their students in order to teach their students. Knowing students prevents negative views of students.

Finally, this chapter shares how teachers build relationships. Relationships thread their way through school and are central to educational change (Shields, 2004). Social relationships must be at the heart of school and come before learning relationships (Ladson-Billings, 2009). Schools invest in social relationships by creating spaces for teachers, families, and the community to forge new friendships and rekindle others.

Relationships continue to thread their way through the fabric of school as educators "extend themselves beyond the formal requirements of a job definition" (Bryk & Schneider, 2003, p. 42). For example, teachers care for the whole child by meeting social or emotional needs and providing food and clothing (Darling-Hammond, 2017). Teachers' relational approach to school levels the playing field for students who have been socially oppressed (Shields, 2014).

Becoming "White"

I will begin with how educators view others, because the way teachers view others impacts the type of relationship they have with students and ultimately the students' success (Ladson-Billings 2009; Moule, 2012). This section seeks to show teachers have been taught prejudices, which influence how they view others. Views of others unconsciously influence thoughts, words, and actions of teachers (Moule, 2012). Participants created identities, or ways of viewing, themselves and people who are different from themselves. Differences from the socially created "norm" are negative and seen as deficits in our society (Portelli, 2013). Often, biases toward others are learned indirectly and early in life (Devine, 1989; Katz, 2003). You will see all of the participants recollections of prejudice, except Yvonne's, happened during childhood. Learning to be prejudice was not explicitly instructed to the participants during their childhood. Rather, it was indirect. Indirect learning can occur by association and/or modeling all of which may be built on inaccurate truths (Devine, 1989; Katz, 2003; Portelli, 2013).

Developing prejudicial attitudes. Learning to be prejudiced was not explicitly instructed to the participants during their childhood. Rather, it was indirect. Indirect

learning can occur by association and/or modeling all of which may be built on inaccurate truths (Devine, 1989; Katz, 2003; Portelli, 2013).

Prejudice by association. Experiences of the past thread through teachers' ways of viewing themselves and others. Tiffany and Julie recollect experiences from their past that shaped how they felt during brief experiences with people who were black. Both Tiffany and Julie had experiences of prejudice learned through association (Devine 1989). Stereotypes learned through past experiences resurface automatically when presented with someone from the target group (Devine, 1989). Tiffany remembers a small episode from a family road trip and her father's reaction.

As a kid, I didn't really think about it until we went out of town or something. I remember as a kid, we drove to Gulf Shores, and we were in Memphis. It was dark. We saw a group of African American men running across the road, and my dad locked the doors. I never thought to ask why did you do that, or would he have done that if it had been white men running? (Tiffany, Lines 884-888)

A stereotype historically associated with African-American people are dangerous savages dating back to 1915 in the silent film *Birth of a Nation* (Green, 2018). In the movie, whites protected themselves from the savage by lynching. Tiffany's father protected his family by locking the car doors.

Julie tells an emotional story shared with her as a little girl. Her parents told her the story of the day Martin Luther King, Jr. was killed. Julie's parents attended high school together, and their story describes the reaction of the students attending school that day.

One of the stories that I remember is that on the day that Martin Luther King was shot, she [mom] was at school. It's all just sad. She was at school, and the kids had gotten so upset about it. They were turning over trophy cases and just tearing the school apart, because they were so upset. So, all of the white students had to leave. I don't know why I'm crying about this. I wasn't there. It's just sad that it happened. In my mind, that was scary to me. I'm sure it was scary to them. I'm sure it was scary to all of them that it just happened. It's just like the things that are happening now. (Julie, Lines 512-518)

Julie remembers the feelings this story evoked in her - fear. She also connects it to recent events happening in the city. The past four years have brought racial and social injustices to the forefront through riots, protests, and media coverage.

Julie went on to talk about visiting her grandparents when she was young. Her grandparents still lived in the same neighborhood as the high school her parents attended. She was aware of the differences between herself and those who lived in the neighborhood around her grandparents. "I would become aware of it, because when I would go down there to visit them, which we did often, there were always a lot of African Americans just walking around" (Julie, Lines 522-524). Feelings of fear resurfaced for Julie while visiting her grandparents as she remembered the story her mom told and the reaction of her parents' classmates the day Martin Luther King, Jr. was shot. "In my mind, that was one of my first experiences with knowing that [what happened at parents' school the day MLK was shot] and feeling scared" (Julie, Lines 525-526). Julie felt scared when in a predominantly African-American community. Her fear surfaced automatically due to the learned prejudices through association (Devine, 1989).

Prejudice by modeling. Ginny and Shelley share stories of growing up. The way they were raised influenced how they characterized themselves and others. They were never taught what it meant to be white, but they picked up on what it meant to be white and how to view others through their parents' actions and words. Katz (2003) calls this modeling. Ginny shares how her father influenced her values of race.

It was never pointed out with words. "We are white. So, we are better." But it was definitely the message I got growing up. The stories dad would come home with and say. He'd watch the news and have comments. You hear it all the time. I would hear it all the time. But I was never taught about my race. I just heard about other races, and how they aren't good. (Ginny, Lines 483-487)

Shelley also shares how her views of others were shaped by the action and reaction toward African-Americans by her family members. Shelley's parents and grandparents modeled embarrassment and disassociation with others because of race (Katz, 2003).

[M]y mom's sisters both married African-American men. That was a huge huge thing, because my grandparents were very embarrassed by it. My mom and dad were very - we didn't associate with them. Because of that, I think there was a lot more of a racist feeling in my home because of the hardship it created in my mom's family. Again, it was more of what was caught not taught. Observations and things. (Shelley, Lines 710-714)

Tiffany remembers immigrants coming to the town Walmart to shop and the derogatory comments her family would make when the immigrants spoke in languages other than English.

In my hometown, it was - if you didn't speak English, it's because you were too lazy to learn it. You know. We had a lot of immigrants who worked in a town about 40 miles east of us. So, they would come to Walmart and things like that, and my family would make comments like - Why wouldn't you learn that language [English] if you're living there? (Tiffany, Post Interview, Lines 111-114)

The explicit and implicit racism of Ginny's, Shelley's, and Tiffany's families had an influence on their social identity development, how they characterize themselves as white, and how they viewed others who were different than themselves (Moule, 2009). The truth presented to Shelley was, "It [white] was better. That sounds awful to say. You didn't want to be that [black], because there was something wrong. That was very ugly. Sorry. I'm ashamed of that" (Shelley, Lines 722-723). Shelley realizes this is not the truth she knows today. Here, Shelley displays feelings of shame. Feelings of shame is a common reaction among people who are white when they become aware of social inequalities (Iyer, Leach, & Crosby, 2003). Later in the chapter, you will see Shelley had other experiences to provide a different truth to the way she was raised. Having new experiences and learning new truths reduce unconscious biases to move relationships forward (Dasgupta & Greenwald, 2001).

Categorizing students. Many concepts are portrayed in the simple language of labels. Labels are quick ways to categorize objects, ideas, and even students. Labels provide information about the things or people being categorized. "Language in itself is not the problem. What is problematic is the belief system that this language represents" (Harry & Klingner, 2007, p. 16). Caleb discusses the label given to students who transferred in from a nearby school district, Parkes School District. Parkes School District

lost their accreditation due to sanctions from the state allowing families to choose a different school district for their children. Some chose to send their children to Lowell-Mann. Students from Parkes were then assigned to buildings such as King Elementary. Caleb recognizes how labels and connotations within a label influences the classroom teacher. "I do believe it [labeling students] plays out into how students interact with those teachers and those classrooms" (Caleb, Lines 702-703).

I remember a couple of years ago when we started receiving Parkes' students. I would hear constantly, teachers in this building, refer to them as - The Parkes' Students [negative connotation]. With that, they probably didn't see it this way. With that, I heard a context of they're poor. They probably won't be able to read as well. None of them will be gifted. I'm going to struggle with them, and they're going to have a bunch of behavior issues. (Caleb, Lines 693-697)

The meaning behind the label, The Parkes' Students, is coming from a deficit model. Vincent also speaks of labeling students behaviorally with a deficit model. Behavior charts displayed in the room signify to the teachers, student, class, and any visitors where students are behaviorally. Vincent takes this concept further by indicating students' perceptions of themselves when labeled with bad behavior.

It's one thing for a student to recognize that they're in the wrong zone. It's another thing for a teacher to decide the student's in the wrong zone and display for the world see. Right? There's unintended consequences there. Some self-defeating. So, clip charts those sorts of things. (Vincent, Post Interview, Lines 50-53)

Teachers at King and Eagleton were placing the onus on students rather than examining how school and instruction could look in order to benefit the student (Gay,

2010; Harry & Klingner, 2007). This deficit view of students also predisposes the teacher to see the student's ability to achieve as limited due to their race or economic status (Harry & Klinger, 2007; Darley & Gross; 1983).

Kelly also recognizes how labels can prevent teachers from seeing possibilities in students (Portelli, 2013). "I worry that it could - when you put a title on a kid - it can limit even the person who's teaching them - their thinking" (Kelly, Lines 452-453). Kelly is referring to the term 'nonresponders.' 'Nonresponders' is found in response to intervention scholarship (Compton et al., 2012; Fuchs & Fuchs, 2004; Klinger & Edwards, 2006) and appears once in the District's MTSS Handbook for Implementation. The District handbook states, "This team (Building 2B/3: Collaborative Team) problemsolves students who would be classified as non-responders to create a plan to meet individual student needs" (p. 18). Kelly goes on to describe the effect labels and teacher bias can have on the academic success of students.

I think it's important to know that they're a little hesitant, but not that they're not going to respond. I think that really is limiting. Some people will take that for what it is, and maybe not give the child an opportunity. They think - "Oh well. He's not going to respond. That's the label that was put on that student. So, I'm not going to try that." Then, we might be missing something that could really really help the kid excel. (Kelly, Lines 484-488)

The term 'at-risk' appears several times in the District MTSS Handbook. For example, a report titled "District At-Risk Report" is used to identify students for Tier two and three interventions. Students associated with this list are thereby labeled 'at-risk'.

As the meaning behind the label seeps into the teachers' mindsets and their interactions with students, Caleb believes students pick up on this bias and internalize it. Shields (2004) indicates teachers' pathologizing attitudes towards students are engendered in students' feelings about themselves.

It becomes a problem that's not talked about. It becomes a problem that that kid still has to go to that same teacher every day. Every day he walks into that classroom. He has to think - "This teacher doesn't like me because of my skin color." No, she just thinks things about you because you are a Limited English Proficiency reader, because you are a Parkes' kid, because you are a - whatever group you are a part of. (Caleb, Lines 731-735)

Vincent hears students categorizing other students. They have internalized the meaning behind the labels teachers have given students. Here, Vincent refers to how students interpret the math groups created at his daughter's school.

They [Students] talk about who's in which math class with them, and they determine what a person's intellectual value is based on that - "He's smart. He's not smart. She's smart. She's not smart." Just based on that [student groupings] alone. (Vincent, Post Interview, Lines 84-86)

Shields (2004) outlines how stereotypes cause educators to have a deficit mindset placing the blame for school failure on students due to their lived life rather than within the educational system. Shields (2004) goes on to say, "many students come to believe they are incapable of high-level academic performance" (p. 112).

Teachers view others in specific ways because of past experiences, the way they were raised, and the use of language and labels which categorize and give identity to

students. The way others are viewed influences the relationships between teacher and student (Boutte, 2015; Moule, 2009; Piazza & Duncan, 2012), have impacts on the quality of teaching, impact students' perception of identity, and impacts their academic success (Ladson-Billings, 2009; Moule, 2012).

White Fragility and Disrupting the Status Quo

Acknowledging biases is the first step in learning and moving toward equity (Polite & Saenger, 2003). In this section, I introduce a trajectory that surfaced in teachers' beliefs toward others. It begins with teachers questioning the status quo and learning the reality of others. Then, teachers begin deconstructing their own prejudices and disrupting the status quo. Although, I divided these four ideas into separate subsections, the path was not linear. Rather, teachers seemed to move back and forth between these ideas in their own words and described actions.

Questioning the status quo. Gretchen recalls conversations with other teachers about students who are black. Because they are black, teachers assume the students are transfer students from Parkes School District when the students really live within Walker Elementary school boundaries. Conversations have made Gretchen aware of teachers' assumptions about students. "It's [assumptions about students] made me more aware of ... sometimes we think things, and we don't even realize that we think them" (Gretchen, Lines 567-568). Gretchen is referring to the implicit bias teachers have about students (Devine, 1989). These dialogic interactions have caused Gretchen to acknowledge race and socioeconomic status (Shields, 2004). She has become aware bias exists in her school through conversations with other teachers about in-District, African-American students who have been mislabeled as Parkes' students.

Shelley also reflected on her ways of knowing others. As a high school student, she secretly had a friendship with a girl who was black. "She was a good person. Her faith was good. Sweet and kind" (Shelley, Line 741). As she got older and forged her own friendships, she realized a different truth about people of other races. "As you get older, you start to get a mind of your own - 'But these are good people. Why is this wrong? Why are they wrong?' Just through the course of life" (Shelley, Lines 737-739). Shelley experienced a counter story - a story different than the one given to her as a young child. Through this positive experience, she learned a new truth and questioned the biased values of her childhood (Dasgupta & Greenwald, 2001). Shelley created a new relationship and a new way of knowing others. Both Gretchen and Shelley became aware of bias and began questioning how they interact with others.

Learning others' realities. Ginny and Caleb work on the same grade level team. This is Ginny's first year as a third-grade teacher and first year working closely with Caleb. Working with Caleb has opened up conversations about social injustices. Caleb has shared his stories of struggle with Ginny. "Stories can serve as touchstones for shared experience" (Cochran-Smith, 2000, p.185). Sharing experiences through story and conversations gives Ginny a new meaning and new view of reality.

I still think I live in my bubble, but after working with Banks being able to have open conversations with him about things, I don't know if I've changed anything or that I'm more aware of problems that are real. In my head, it happened a long time ago. But it didn't. He suffered from it, and he's younger than I am. That blows my mind. I guess I'm more aware of reality. (Ginny, Lines 408-412)

Caleb had negative experiences based solely on the color of his skin. Caleb tells a story about an experience he had when he was a student. Peers at Caleb's school presented him a "joke" that left Caleb frightened by the implied message.

There was a joke told to me one time. ... It was during Halloween time. "Hey Caleb, you know what I hang from my tree during Halloween?" ... Yeah. They left it open ended, so I could put the pieces together. It was a joke to them. They thought that was funny. I'm sure some uncle told them that would be a funny joke, but for me, that was terrifying. "That's what you think is funny? What people have gone through, and this is the time to make that joke?" It helped me open my eyes to become more aware and fear certain crowds in hopes to not put myself in actual dangerous situations that have actually happened to people in my family where it went further past a joke - like physical attacks. People chasing them down. (Caleb, Lines 783-790)

Caleb's experiences, whether his own or those of his family, has influenced how he views other people. Caleb shares how he is more likely to socialize with others who look like him. This stems from many negative experiences he had in a majority white school. "Lots of trial and error on who to trust. It's kind of why as adults we naturally gravitate to social circles that more reflect what we see in the mirror. I think there's that huge lack of trust there" (Caleb, Lines 805-807).

Ginny learned new truths through story and conversations (Cochran-Smith, 2000; Shields, 2004). Caleb could share stories with Ginny because of the relationships they created with each other.

Deconstructing prejudice. Jeremy grew up in a rural community where racist jokes were the norm. As an adult, he makes purposeful choices about who he surrounds himself with and faces the prejudices from his upbringing. "Really, even the last two or three years, I've really been focusing a lot on who I'm surrounding myself with and what were some of the prejudices that I still have or that might impede my teaching" (Jeremy, Lines 483-485). Educators must take steps beyond acknowledging their own biases (Blumer & Tatum, 1999). Like Jeremy, he is deliberately working toward changing his ways of knowing. Shelley also works to deconstruct the racist views that were the norm growing up by guarding her thoughts and words (Blumer & Tatum, 1999).

Ashamed that ... I don't know. That's what I was raised in. Because it's just wrong. Thankful I'm not like that. I try not to be like that. Like I said - because that was so thick back then, there are times that things or phrases or thoughts pop into your head just because that was ingrained in you when you were little. (Shelley, Lines 727-730)

I really guard my words closely. I'm very careful about how I phrase things. Also, very careful about phrases I use in the classroom, because phrases I grew up hearing - of course they're not at all appropriate. You know how you have that conversation playing in your head or someone blurts out that - I have to be very careful. It's funny, because you would think after not living at home for 25 years you wouldn't have that. Sometimes, I'm like - where the heck did that come from? (Shelley, Lines 627-632)

Both Jeremy and Shelley take deliberate steps to deconstruct the prejudices they were taught growing up. Jeremy surrounds himself with people who foster more just

thoughts, words and practices. Shelley consciously works to choose thoughts and words that are just and equitable.

Disrupting the status quo. For students to learn at high levels, all teachers in the school need to see students' potential. Teacher talk about students contributes to the identity of the school, how they view their students, and how students view themselves. Teachers advocate for a student potential view by saying something to other teachers when teacher talk becomes negative. Gretchen addresses the labels and the connotations that come with labels. In this example, teachers view students from Parkes School District with African American stereotypes such as poor, low-achieving, and unsupportive parents. Gretchen questions her colleagues about the labels used. "If I'm given the opportunity... If we're having a conversation at work and we're classifying kids as Parkes' kids - 'What does that mean? Are you putting them in a category just because of where they're from?'" (Gretchen, Lines 660-662). Gretchen goes on to offer a different truth to teachers about the Lowell-Mann students who once attended Parkes School District.

If maybe I'm seeing a child being put into a category - maybe just saying a little something - "Oh well, just because they're from Parkes doesn't mean that they don't know how to read or that their parents don't care about them" or whatever else. (Gretchen, Lines 668-671)

Teachers advocate for students by saying something. Saying something brings implicit bias to the forefront and offers a different way of knowing students.

Biased beliefs were acknowledged, and the status quo questioned, which are steps toward equity (Polite & Saenger, 2003). Teachers questioned ways of knowing others -

disrupting their own belief systems. They desired to learn the realities of others. So, they reached out to become knowledgeable and not rely on a single story of knowing others (Moule, 2009). Teachers took deliberate action to replace prejudices with more just ways of thinking and doing (Devine, 1989). Devine (1989) calls this the change process. Finally, teachers advocated for equity by breaking the silence (Diangelo, 2011; Shields, 2004).

Change Process: Seeing Students' Potential

Teachers view culturally, linguistically, racially, and economically diverse students differently when they work from a student potential mindset. Rather than seeing differences as deficits, teachers see the potential and possibilities in students. To go from a student deficit mindset to a student potential mindset, teachers go through a change process (Devine, 1989). Through the change process, the language used to talk about students also changes. The change in language displays the promise teachers hold for students' successes. The change process (Devine, 1989) gives teachers vision to see through others' deficit ways of thinking, see through deficit-focused procedures, and advocate for equity. I share how teachers see through deficit labels and instead provide hopeful views of students. I also share how teachers see through deficit comments to give students opportunity.

Seeing through labels. Monica shares how a label placed on a student sets the tone for instruction and expectation. Some labels help teachers perceive the act of learning to read as a continuum - a continuous sequence of next steps. Whereas other labels set the tone that learning for a student is stagnant or fixed.

you're just saying where they are now and then it gives you gauges for where they need to go. Like if they're an emergent reader, you know you want to push them to the next area of that transitional part versus when you're just talking about them being a struggling reader, they're kind of stuck there. (Monica, Lines 278-281)

Monica sees labels influencing teachers' perceptions. Some labels provide hope, which transcends students' learning and teachers' ability to instruct a student to the next level of learning.

It helps me perceive them on more like a spectrum of their learning rather than stuck at a certain place. It's more hopeful when you view your students as emergent readers rather than a struggling reader. There's more hope in your feeling for where they're going to go next. (Monica, Lines 269-272)

To see students' potential, Monica shares how labels placed on students need to represent the hope you have for their success.

Recognizing students' strengths. Special educators, like Mallory, analyze student deficits to pinpoint the area of need. Since individualized education plans (IEP) must be justified, Mallory feels the practice leads toward a deficit way of thinking about students. "Ideally, I think our IEP paperwork is set up that [goal oriented] way. Although, it tends to fall back the other [deficit] way, because we have to support so much of the things that we do" (Mallory, Lines 385-387). Mallory works to see through the practice and policy - to see students' strengths. "I think that's definitely hard. I come from more analytical - deficit [background]. I do a lot of assessment to pinpoint where those weaknesses are and next steps. Really, using students' strengths is an area I need to work on" (Mallory, Lines 311-313). Mallory is aware current practices, such as IEP paperwork,

can lead to deficit thinking. She is working on looking past those practices to see all that students can already do.

Building Relationship

This section shares how teachers build relationships between home, school, and community by creating spaces for relationships to forge and grow. Relationships, equity, and learning are interwoven tightly. Teachers working toward equitable education must concern themselves "with the quality of relationships among all those who constitute 'the school' and the nature of the school circumstances in which children learn" (MacKinnon, 2000, p. 7). Schools must extend their work beyond academia (Obiakor, 2012). They take the time to create space for social exchanges and build relationships with their students and families. For example, part of relationship building for Tiffany is learning the names of her students' parents. "It's important to me to know the parents' names - just as it is to know the kids' names" (Tiffany, Post Interview, Lines 265-266).

Next, I share how teachers go beyond academics and social exchanges by providing basic needs for students. Relationships extend into caring for students' social well-being (Obiakor, 2012). Debbie realizes students' basic needs must be met before teachers or students can focus on academics.

You have to meet those basic needs, before you can get to the higher levels. Kids have to have those basic needs met and know that they're loved and if they're safe and trust you, before you can really make it educationally. (Debbie, Post Interview, Lines 259-261)

The responsibility to care for students falls on the school, home, and community (Obiakor, 2012; Smith, 2018). Kelly talks about the importance of building a strong network to reach students.

When we connect with families, and they see meaning to school - then, when we connect with the community and society, the kids can see the meaningful circle. So, I really do think it comes from the school, because I think it's a school's responsibility to reach out and connect with families and connect with the community and the society and make sure that those connections are strong enough to reach our students. (Kelly, Post Interview, Lines 191-195)

This section ends with how teachers incorporate critical conversations into their practice. Critical conversations develop understanding and acceptance of self and others. Community is a foundation which fosters critical conversations with students. Relationships that make up the community "promote racial identity, resilience, and achievement" (Hanley & Noblit, 2009, p. 78). The term critical conversations is used because the conversations are crucial for students. They discuss issues students face on a day-to-day basis (Ladson-Billings, 2014). However, teachers find these conversations difficult to manage (Diangelo, 2011; McIntosh, 2015). Tiffany explains why teachers have difficulty navigating conversations around social issues. "I think it's just taboo. Sometimes, I feel like if you are white, you are not allowed to say that. If you are black, you are not allowed to say that" (Tiffany, Lines 877-878).

Critical conversations acknowledge and develop the subjectivities of social identity, recognize multiple identities, disrupt inequalities, and deepen understandings of the courses of study (Brown et al., 2017; Hagood, 2002; Tatum, 2009). Texts often spark

these conversations (Hagood, 2002; Polite & Saenger, 2003). Conversational experiences are important, because they can inspire students to see their possible selves (Markus & Nurius, 1986). This is motivating to students and disrupts socially or institutionally constructed identities (Hagood, 2002).

Creating spaces. For all students to learn at high levels, schools must partner with families and the community (Hanley & Noblit, 2009). Spaces are created for simple social interactions. Simple social exchanges build trust within the social group (Bryk & Schneider, 2003). Trusting relationships between families, students, and educators create community. Ladson-Billings (2009) indicates a social community must be present before students can engage in a learning community. Community matters to us. As Vincent describes, community is being involved with something that matters.

We want to build relationships with kids and families. The natural byproduct of that is that more teachers get involved. That feels good. They want to continue to be involved. It creates this sense - "I'm connected to something. I'm a part of something that matters." All of us are motivated by that the idea of being connected to something - of being a part of something that matters. (Vincent, Post Interview, Lines 280-284)

Julie shares how Wolff Elementary has not yet found the right spaces to include all families.

Getting the parents in more and getting the - not just the parents that are on the PTO and the ones that are always up there volunteering - the ones that we really need up there. The ones thats kids are struggling. Figuring out what we can do to help them be more involved in their student's life, and I think that would be a

confidence booster. It would build up the kid a lot more. (Julie, Post Interview, Lines 197-201)

Vincent shares how many families at Eagleton do not trust the school system. The school system represents other institutions and systems that perpetuate racism and classism. Eagleton school takes the time to invest in relationships to show families a different reality of school and teachers (Ladson-Billings, 2009).

Because there's a level of mistrust between families who have either been burned by the system or at least been exposed to the system for one reason or another, the school represents that same entity to them. We have to do a little extra work to bridge the relationship between school and home. (Vincent, Lines 24-27)

To bridge the relationship between school and home, Eagleton and King elementary schools hold special events throughout the year. Teachers also deepen relationships by making daily connections with parents and students. Schools go beyond their typical role of academia and join with the community to support students and families social, emotional, and physical needs.

Holding events. Eagleton Elementary is putting in a little extra work. They are choosing a relational approach to build a network with families and the community. Dr. Manning, the principal, wanted parents to feel welcomed at Eagleton and have an opportunity to get to know each other without an academic focus. She wanted school to be more than just the place you send your kids every day. Vincent explains how the idea came about.

Almost three years ago, one of the ideas that we had - Dr. Manning was adamant about just having events where families would come where there was not

necessarily an agenda. We would create a theme, but it wasn't like it was STEM night or curriculum night, or [state] test results night or whatever. It was more about finding events that would just get families in the building, so that they could be at the school, see their friends and teachers. Their parents could see their friends and teachers, and it would be free. We also found food helps. (Vincent, Lines 44-50)

Now, Vincent, Shelley, and Yvonne describe events, the Back to School Bash, Gear for the Year, and Trunk or Treat, hosted by Eagleton and King schools to create spaces for the relationships to develop and progress. School, community, and families come together to make these events possible.

We also do a Back to School Bash, which is not just an open house, but it's for everyone - it is an open house - but there'll be food, a DJ, and free haircuts, and stations where they can - Fresh Thyme Market comes and sets up - giving out free samples and teaching families about how to fix a healthy lunch for kids. Then, we have - university students have been really good. The university's athletic department has partnered with us, and they'll provide student athletes to come and volunteer at all of our events. It's a good way to engage the community. (Vincent, Lines 57-63)

Shelley also shares how she worked with others at King Elementary to change the way they supported students. In the past, school supplies were provided on the first day of school for students who could not afford them. Shelley felt this was stigmatizing to students. So, she suggested a different way.

Because I was a poor kid, I try to champion those kiddos, but in a way that people don't know that they're those kiddos ... I hate the idea of backpacks showing up on the first day of school with supplies for the kids. They come to school and come to Open House, and they don't have what they need. Then, we swoop in and take care of it for them, but it's with what we want to give them, which is great. We are providing a need for them. I talked to [a colleague] earlier when we were doing Adopt a Family - why can't we do that before school starts so that these kiddos can come with everything that they need? They can come to Open House, and they can put their supplies away rather than having that mom stand there - "Sorry, I wasn't able to get the stuff." Or they don't show up, because they're embarrassed they don't have the stuff. We've kind of started something rolling, and we're doing Gear for the Year before school starts this year. (Shelley, Lines 750-760)

Yvonne elaborates on Gear for the Year and how it helps students get ready for school. King Elementary has expanded their event to include more than school supplies. It includes other basic needs to help students and families be prepared for the first day of school in August.

In July, you know we do our back-to-school supply stuff. This year, we're having a big day at the end of July, and they're [students are] going to get haircuts, the vision van, the dentist, and their school supplies. So, that everybody starts school [and] comes to meet the teacher night prepared. (Yvonne, Post Interview, Lines 34-37)

Throughout the year, Eagleton holds events for families, community, and school to come together to continue growing their social relationship. In the Fall, the school expanded an existing get together to include more people.

Already, the PTO does a Trunk or Treat. That's been in existence for a long time, and that's a well-attended event. We supplemented that event with some ways to not just make it a thing where people came through, got their candy, and left. We added a DJ. Community Church does a hot chocolate bar with all the toppings and stuff, and we've done bonfires with firemen out there manning the bonfires to make it more of a social event not just a come through and get your candy thing. (Vincent, Lines 50-55)

At the end of the year, King Elementary had an all school writing celebration. They held the event on the same day as Field Day. So, parents, students, teachers, and District administrators came to visit the writing lined walls. Everyone left positive feedback on the students' writing displays. It really built a sense of community. Yvonne shares an example of different grade level students coming together to share in the success of a student through a familial connection. "One of the kids was down there today showing off his sister's poem, and I was in hall. He was like - 'Come here. You want to see my sister's poem?' - one of the fifth graders" (Yvonne, Post Interview, Lines 174-176).

Bringing families, school, and community together to get to know each other through social events is one way to begin building relationships. Griner and Stewart's (2012) findings indicate parents think "family nights that foster quality family interaction within the family, as well as between the family and school personnel were important" (p.

596). This represents larger entities coming together to form bonds. Getting to know families on the micro level is also important in building relationships and trust (Bryk & Schneider, 2003). In the following, I highlight how connections have to occur on a daily basis - not just at the big events like the ones described above.

Daily connections. Relationship building does take work. Both, Kelly and Caleb work each day to build relationships and community with their students and families. Kelly remembers teaching in a southern state in a predominantly black community. It took effort for her to build relationships with her families, and it was not easy. "It takes a little bit of effort. My first year, I really wanted to give up sometimes" (Kelly, Lines 547-548). Before Kelly could partner with a student's family to work on academics, she had to build a relationship (Ladson-Billings, 2009). She realizes this when she calls home one day.

I had a kiddo. Every day started with something like - this is my first year - something is a little off, and I wasn't sure. I didn't know the parents. Nobody really showed up to anything. Finally, I was like - all right, I'll make a phone call. So, I made a phone call, and they had been having trouble at home. From that conversation alone, I learned more about his family than I needed to know. It was good information, because I'm seeing where this kid is coming from. At first, they were really hesitant- "You're just calling - he's going to get in trouble again. Same situation as last year. You don't like him. He's a boy. He's a black boy, and you don't like him." I took a step back, and I was like - I gotta build a relationship. (Kelly, Lines 529-536)

Kelly realized she did not have a relationship with the family. So, she could not take the next step of calling on them to support the academic work happening in the classrooms. Kelly created a space to build a relationship with this family by calling home every day. They would have conversations and over time got to know each other.

I think they saw over time the effort that I gave to build a relationship with their child and them and stay connected. So, every day, I would make a phone call and let them know how their son was doing, because I knew that there was probably something they'd hear about. It was good or bads. Some days, it was really bad days, but I would call with something good instead. (Kelly, Lines 537-540)

Building relationships between families and teacher takes work and develops over time. Kelly recognized the need for relationship and then dedicated her time to build relationship through daily phone conversations. Griner and Stewart (2012) indicate parents want schools to reach out to families and the community. One such way highlighted in their study was through regular phone calls home communicating good news and areas needing attention.

Caleb built community within his classroom on a daily basis. Each morning Caleb greets his students with a personal handshake. He sends them off in the same fashion. The personal handshakes are individualized based on the student's interests. The type of handshake starts off simple and evolves into something more elaborate. Caleb blends popular ways to greet with dance moves he has taught his students. Students also add to their handshake things that are of interest to them.

Everybody starts with the same handshake at the beginning of the year like the basic two-step - like the top gun or just a knuckle bump. Then, after they have

kind of identified the things they're interested in, they get to add certain steps to it.

So, I thought you know all these dances [moves] [pointed to his back board].

We'll you know blend the different handshake moves in with certain dances.

Then, some of them will like infuse things that they really care about - like the old Harry Potter book. They'll be like "Expecto Patronum" at the end of the handshake. So, each handshake becomes personalized, and it fits within my skill set. I dance a whole lot. I can render physical movement pretty well. (Caleb, Post Interview, Lines 7-15)

These daily farewells can be seen in the hallway outside of Caleb's classroom door at the end of the day.

Students line up at the door waiting for dismissal. As different groups are called over the intercom to leave for the day, Caleb engages his students in their special handshake in the hallway. Smiles and laughter erupt. I find myself laughing and smiling too. Caleb doesn't skip a beat - one student after the other. *You can't help but want to be a part of this community Caleb has created*. (Caleb, Field Notes, March 7, 2018)

The community created in Caleb's class through the handshake ritual is remembered long after students advance to the next grade level. "Kids that I've had two years ago still remember their handshake. Their one handshake with me. So, I have no problem remembering them right now. I got like 150 handshakes around the school" (Caleb, Post Interview, Lines 16-18). Delpit (2003) describes the essence of "Black community institutions" was to make sure students succeeded (p. 19). This assurance was accomplished through "intentional activities and opaque belief systems" (p. 19). Rituals

become part of the activities to promote humanity, intelligence, and achievement. Caleb's ritual handshakes promote community, creativity, and honor students' accomplishments.

Daily connections within intervention group. Intervention time can prove more challenging to build relationships, create community, and build trust. In this section, I describe how teachers build relational trust by spending time in nuanced ways to create social connections with their students (Bryk & Schneider, 2003). Bryk and Schneider (2003) identifies four tenets to relational trust: respect, personal regard, competence, and personal integrity.

Like Caleb, Debbie also works to welcome her students to her classroom.

Debbie's students only spend 30 minutes a day with her. She can be seen greeting them and bidding them farewell each day.

When I arrived at the door of Debbie's room, I could see her down the hall with her head poked into a classroom. She was gathering her students for intervention. She indicated to me that not all students were ready. So, she waited at her door to greet students as they came. She talked to each student as they entered and waited for everyone to arrive. (Debbie, Field Notes, January 28, 2018)

Before students leave to return to their grade level classroom, Debbie says goodbye to students in their home language. Debbie parted with the students by saying, "Adiós. Muy bien." (Debbie, Field Notes, January 28, 2018). Debbie uses their home language, which models respect for students' ways of knowing (Hanley & Noblit, 2009; Hollie, 2012).

Monica built relationships with a new group of students by showing she cared.

Teachers at King Elementary switch students during intervention time based on need. So,

some students who arrived in Monica's room were in the wrong place. She worked to ease the minds of the five- and six-year old students and find where they belonged.

Kindergarten teachers just had a meeting to regroup students for interventions. Today is the second day new groups met. Monica had some students in her group that belonged in another classroom, and she was missing some students from her group. She called the other teachers to help students get to where they needed to be. She waited until everyone was accounted for before beginning her lesson. (Monica, Field Notes, April 24, 2018).

Debbie and Monica exhibit personal regard (Bryk & Schneider, 2003) by demonstrating a willingness to reach out to students to create a welcoming climate. Since Ginny only sees her intervention group in short spurts throughout the week, she makes it a point to connect with them outside of intervention time. "I say hi in the hallways. You know. So, they feel like one of mine" (Ginny, Post Interview, Lines 17-18). Ginny also takes time as students transition into interventions to get to know students - to connect with each of them personally. "I make sure I make eye contact. "How are you today?" You know and just have a second for us to talk when they first come in" (Ginny, Post Interview, Lines 13-14). Ginny strives to build a relationship with students and know their lived lives outside of school. "Getting to know them as a person. Then, you know asking how the baseball game was last night" (Ginny, Post Interview, Lines 40-41).

Julie also takes an interest in students' lives outside of school. She gets to know them through sharing stories about their lives at home. Julie brings up one of the shared stories to help the student connect to a text.

Julie listens to stories told by her Reading Recovery student. She uses these stories to help the student make connections to texts later in the lesson. Julie prompts her students after reading *The Little Red Hen*. "Who is like the Little Red Hen?" [Julie] prompted again indicating that the student and her granny are like the Little Red Hen, because they do all of the work while her brother, dad, and grandpa watch. (Julie, Field Notes, February 13, 2018).

Ginny and Julie demonstrate respectful exchanges (Bryk & Schneider, 2003).

Ginny and Julie care for and listen to students. They also bring what they learn into future social conversations.

Relationships grow even within the context of instruction. Yvonne works on comprehension strategies through a shared reading passage. The relationship is a working relationship, but it is also social. Humor intertwines the learning as Yvonne directs her students to begin reading at a certain point in the passage.

There was a definite feel of relationship between Yvonne and her group. Laughter erupted as Yvonne was teased with a play on words, because she said, "Let's start with 'but'" (Yvonne, Field Notes, March 1, 2018).

Humor can also be seen in Tiffany's small group reading intervention. Tiffany had just finished giving a student an individual reading record assessment. The group was transitioning to a different part of the lesson.

As the group transitioned from rereading the text to word work, there was some joking around about Tiffany eating candy all day long. Tiffany joked with her students too. Snickers could be heard from all - *no pun intended*. (Tiffany, Field Notes, February 27, 2018)

Noddings (2005) states, "we must allow teachers and students to interact as whole persons" (p. 13). Humor was one such way students and teachers interacted.

Gretchen also gets to know her students and builds community within her Guided Reading Plus group by the conversations generated through texts. The text acts as a springboard for conversations. When asked how she builds community within her small groups, Gretchen commented about texts create spaces for students to feel comfortable sharing. "I encourage them to be thinking within the book. Then, [thinking] outside the book. Then, that seems to be a place where they feel comfortable conversing with me, and then conversing with each other" (Gretchen, Post Interview, Lines 90-92). She goes on to tell about a student who was reluctant to open up and share.

I've noticed over the year - he just doesn't warm up right away - so, he's become over the course of the year, just become more open as they get to know me, and they get to know each other. They know that they can trust each other, and they can trust me. (Gretchen, Post Interview, Lines 97-99)

Gretchen's personal integrity can be seen through her student's willingness to open up (Bryk & Schneider, 2003). Over time, Gretchen has demonstrated her commitment to her students and over time, built trust.

Teachers work each day to build a social community and relational trust within their classroom. Both are important. Social communities are important to develop before learning communities can begin (Ladson-Billings, 2009). Bryk and Schneider (2003) found through a decade of case study research, school improvement grows out of social trust.

Each little nuance of the day is a way to build relationship with students. As relationships grow, students' identities also emerge (Hanley & Noblit, 2009). They also begin to identify their interests. You can see identities and bonds develop through Caleb's handshake rituals (Delpit, 2003). Students and parents see good things happening at school and feel part of the decision making as in Kelly's good phone calls home (Griner & Stewart, 2012). Their language is recognized as a respected and used as in Debbie's salutations with her students (Hanley & Noblit, 2009; Hollie, 2012). Yvonne and Tiffany show that humor has a place and is acceptable in their social relationships (Noddings, 2005). Teachers use intervention time in nuanced ways to develop relational trust through personal regard, respect, competence, and integrity (Bryk & Schneider, 2003).

Going beyond academics. School is known for its academia. However, for learning to take place, schools often have to go beyond academics (Obiakor, 2012). Teachers have to "extend themselves beyond the formal requirements of a job definition" (Bryk & Schneider, 2003, p. 42). School becomes a place that helps families and students with basic physical needs as well as social and emotional needs (Darling-Hammond, 2017). Debbie realizes the importance of caring relationships and doing more than academics. "So, they have more of their basic needs met, and if their basic needs are met, that makes them more prepared to learn. It kind of it takes a village" (Debbie, Post Interview, Lines 297-298). Yvonne sees how students have better odds of an equal playing field when school provides more than academics. "Kids feel equal to their peers. They don't feel less than" (Yvonne, Post Interview, Line 41).

Vincent shares how he helps families with basic needs. "I drive families to doctor's appointments and pick up families and bring them here for IEPs if they don't

have transportation. I find resources: housing, food, outside counseling sources. Then, I also work with students in the building" (Vincent, Lines 7-10).

Sometimes providing clean clothes to students makes all of the difference.

Eagleton Elementary purchased appliances to help students with basic needs.

We have washers and dryers. So, my child that comes that is wearing the same clothes for three days in a row - you know. We notice those things and can give them a change of clothes for the day. We'll wash what they're wearing, and then, they can wear the same thing home again so that it's not offensive to the family. (Debbie, Post Interview, Lines 251-254)

Debbie goes on to explain how providing clean clothes and a shower to a student meets more than the student's basic needs. It also helps meet emotional needs.

There was a child that I worked with last year who was homeless, and he would be angrier when he was wearing smelly clothes and hadn't had a shower. We noticed that over time. So, he got showers here. He got his laundry done here. He was fed here. His basic needs ... (Debbie, Post Interview, Lines 255-258)

Meeting basic needs such as hunger is important. Teachers cannot ignore that socially unjust realities exist for their students. Schools work toward relieving the plight poverty causes for students. Monica sees the effects of poverty and hunger in her classroom.

We deal with that [poverty]. When they come to school hungry, and they come to your classroom hungry or something, you know they didn't have enough money to do whatever. Like that shows in their emotions, and so, we as teachers - I have to navigate all of that. (Monica, Post Interview, Lines 267-270)

Yvonne shares how students have meals at home, because of the collaborative efforts of school, home, and community. At-home meals are supplemented through a church run food pantry. She refers to it as the Backpack Program. The food pantry provides easy to prepare meals inside of a book bag for students to take home over the weekend. "We have the Backpack Program, and so I believe that's [Community Christian Church] where our food that we collect throughout the year is stored. Then they [Community Christian Church] bring it every Friday" (Yvonne, Post Interview, Lines 30-32).

Collecting food for the Backpack Program is a community effort. The schools host food drives throughout the year. The community donates food. Community Christian Church stores and manages the donations that are redistributed back to the students in need of at-home meals. At Eagleton, I had just finished an observation of Kelly's phonics intervention when I made the connection between home, school, and the community.

As I walked out of the building, the intercom blared for the end of the day announcements. The announcement advertised Student Council's Food Drive for Community Christian Church. (Kelly, Field Notes, April 25, 2018)

Jeremy acknowledges school does impart academic work. However, it has to go beyond teaching and learning. Jeremy shares how people first want to be loved.

In life, people want two things. They want truth and love, and they want it in the other order. They want love first - before truth. So, when they come to school, they're not seeking necessarily to be informed. They're seeking to be loved first. (Jeremy, Post Interview, Lines 72-75)

School becomes a heart of the community where families and teachers personally know each other. A network of home, school and community comes together. Families can depend on this network to help them when they need it and to love their children. Students feel a part of a community and connect socially to their teachers. When community becomes the heart of school, then learning can take place in the safe and trusting spaces that families, teachers, and the community have created.

Critical conversations. Learning happens through a variety of modalities. One way learning happens is through conversations (Gee, 1999). Critical conversations are conversations students need to have. They address social issues such as poverty and civil rights. Students are not innocent from micro-aggressions, homelessness, or other social issues plaguing our nation (Ladson-Billings, 2014). Teachers see their own students facing social issues and can address such issues through critical conversations. Critical conversations can lead students to understand themselves and others, prevent a single story, and foster acceptance of self and others (Hagood, 2002; McCarthey & Moje, 2002). In the sub-sections that follow, I share how teachers use critical conversations to develop understanding of self and others, prevent a single story, and grow acceptance of self and others. I also share how teachers need support providing learning opportunities in the form of critical conversations for students. They need support from their school administrators and from parents (Nenadal & Mistry, 2018).

Understanding self and others. Critical conversations often occur through texts (Hagood, 2002; Polite & Saenger, 2003), and critical conversations make space for discussions to learn and understand about yourself and others (Tatum, 2009). Gretchen recognizes the versatility a class or group can have when books are used as a springboard

for critical conversations (Polite & Saenger, 2003). "[W]ith books, you can kind of go anywhere. I feel like you could find books about anything - to have it open up conversation. That's a great thing" (Gretchen, Post Interview, Lines 128-130). Conversations about social justice can begin with simply talking about differences. "I think the conversation starts just by talking about differences" (Gretchen, Post Interview, Line 117).

Caleb continues discussing how books and characters help students relate to social issues that become very political. Books provide a neutral ground for discussions to occur.

The safest way is through a book. Easily you know that no parent wants their kids to come to school and get a full dose of politics and understand what's going on in the real world. They're not ready for that. I'm in agreement with the parents. When it's through a book, everybody's okay with it. If we talk about some oligarch in a book that wanted to ban certain people from their country or build up a certain perimeter fence to keep people out, if that was in a book, kids would have a much different perspective on what that person is doing in that book, and they would view them differently and would probably connect with the characters that are fighting against that type of mindset much more than if it's going on in our real world and one of our leaders is saying - "Yes. This is what we should do." (Caleb, Lines 598-606)

Shelley recalls a story she read to her class called *Fly Away Home* by Eve Bunting. The story is about a homeless father and son who live unnoticed in the airport.

The book sparked a conversation about a social issue prevalent in our nation. Shelley had

two students who made deep connections to this story. One student had been homeless. Her classmate, for the first time, realized homelessness existed.

I had a little girl come up to me with tears in her eyes - "What do you mean they don't have a home?" We were watching the Reading Rainbow. Then [another student]- "I made a connection, because I was homeless too" - which I know is true. Then, you have those heart moments - okay maybe I shouldn't have done this on Friday at one o'clock. They're not innocent of it. (Shelley, Lines 902-906)

As Tatum (2009) shares from an email excerpt, "the students' reality is different from what [we] would like to dream it is" (p. 60). Shelley realizes students' realities include difficult social challenges. The text and conversation were relevant and deeply resonated with the students and Shelley (Camangian, 2015). One student's lived experience was brought to the forefront of the curricula, while the other student gained empathy for the social inequality ever present in the community and nation.

Like Shelley's student, Gretchen's student also developed empathy through a conversation around a book.

The group had been reading the book *Freckle Juice* by Judy Blume. Andrew, the main character, wanted freckles like his friend Nicky. In this part of the book, Andrew drew freckles on his face with a marker. When he came to class, students laughed at him. Gretchen's group discussed this part of the story. The discussion of the chapter focused on feelings. Gretchen prompted a student to tell more by saying, "Is that how you would feel if you came in and everyone laughed?" (Gretchen, Field Notes, December 17, 2017)

According to the teachers, students gained deeper understanding of realities through fiction text. They openly shared how they felt about the content of the story - homelessness - and deepened their understanding of this social inequality (Brown et al., 2017).

Kelly realizes the need to create spaces to have critical conversations with students. When teachers continue to let silence win out over saying something, it is hurtful to our students (Shields, 2004). "[N]ot creating an environment where we're safe to talk about [social justice] does hurt us, because kids are living these things every day and hearing about them at home in different ways" (Kelly, Post Interview, Lines 113-115). Kelly sees the possibilities of social justice conversations happening at school. Not only are students lived lives acknowledged, but from the conversations and learning, students can take action and make a difference.

We could be the ones that are delivering them the healthy ways and making a difference instead of hiding from it. We can have a positive impact, because they may be hearing about things - social justice issues - in a negative way. We can shed some positive light on things and help kids find ways to make differences. (Kelly, Post Interview, Lines 115-118)

Trusting relationships are key when students are sharing social injustices they have experienced or while learning about the injustice others may face. Shelley attributes her students' openness to the trusting community created within her classroom.

They came to me because they trust me, and I was able to put my arm around them and - "Okay. That is sad. What can we do?" or "I know. I know you have a

story." We were okay. It was a moment. She hugged me, and we moved on. It didn't ruin her day. It ruined mine [laughter]. (Shelley, Lines 933-936)

Shelley provided a space through the book (Hagood, 2002; Labadie, Wetzel, & Rogers, 2012; Polite & Saenger, 2003). Also, a trusting social environment fostered critical conversations about social issues affecting students in class (Hollie, 2012; Ladson-Billings, 2009). By giving students space to share their thinking and connections, Shelley acknowledged a student's lived life and gave another student a vision of possibilities for making a difference. After reading the story, the class watched a Reading Rainbow video of children raising money by collecting pennies. The pennies were donated to help homelessness in their city.

I was able to handle the questions the kids had in a way that was truthful but was hopeful, which in my head - I think we need to have that hope. I think that made it okay. I was okay with that. I wasn't able to protect their innocence, but I could encourage them - "You can make a difference." (Shelley, Lines 926-929)

Using text as an avenue for conversations about social issues helped students understand their worlds in a different way. It also let them see possibilities. As elementary students, they can make a difference in the world. Allen's (1997) study has similar results with his students. "If we truly want to educate children to be critical, analytic thinkers, then I believe there is a need to encourage, support, and extend students' awareness of social and political issues in the classroom" (p. 518).

Preventing a single story. A single story is incomplete. It is seeing a person, a situation, or the world from one point of view, one way of knowing. Monica understands how even our youngest learners can have prejudices, because they only see a single story.

Monica shares the need to create a space to talk about topics that come up in books, because Kindergarten students generalize with limited information. Monica offers other examples and explanations in an effort to prevent a single story from developing.

When I'm reading stories to my kids, I have to stop and explain certain situations. As you're reading when you come to one of those biases, you would stop and explain - now in this book, this is how this family is and then explaining different ways that situation could actually look in real life. Explaining this isn't the only way that this happens. Especially in kindergarten, they make generalizations very easily without really thinking that there are other possibilities. (Monica, Lines 196-200)

Beverly also shares other possibilities to prevent students generalizing a single story. Beverly and her reading group read a book called *Family Gathering* by Wendy Edwards. This book tells about a family from Northern Canada and the traditions they have during a family gathering. Beverly counters this story by providing examples from her own life that are different than the story portrays.

I do tell a lot of stories about what's going on in my family too, because the kids really like to hear that. I'll talk about how my husband always does the cooking [laughter]. "You know, Mrs. Westbrook is not a good cook, right?" [laughter] So, Mrs. Westbrook would not-" We had a book called *Family Gathering* and how they're making all of this food for the family gathering. And I said - "You know, at Mrs. Westbrook's house, this is not how it would be done. Mr. Westbrook would be making the food, and Mrs. Westbrook might be cleaning and helping in other ways, but I would not be making the food." So, just bringing in my personal

experiences I think, and knowing that all of our students come from different backgrounds. Some moms are working, some moms aren't working, or whatever you're talking about. Whatever cultural differences you're talking about. (Beverly, Lines 322-331)

Critical conversations about social issues faced by our students and nation can be discussed through the context of a book (Hagood, 2002; Labadie et al., 2012; Polite & Saenger, 2003). Teachers and students begin the journey of seeing by way of critical conversations. Seeing develops understanding of ourselves and others (Brown et al., 2017). Understanding self and others disrupts socially constructed identities giving way to the complexity and possibilities one's identity holds (Hagwood, 2002).

Acceptance of self and others. Critical conversations give students a sense of multiple and subjective identities (Brown, et al., 2017; Hagwood, 2002). In turn, relationships continue to grow - relationships between students, others, and the world in which they live. As Tiffany states, critical conversations help students to see. "I think that's going to provide for students what I didn't have as a child -an understanding. Opening your eyes to what other cultures do or say or wear or speak" (Tiffany, Lines 1311-1312). Having a deeper understanding of yourself and others teaches tolerance and acceptance (Fowers & Richardson, 1996; Patriarco, 2017).

I think [understanding culture] would help kids learn how to have pride in their own culture, but to also not look down their noses at other cultures and to catch those things their parents are saying that maybe we shouldn't say that any more. [laughter]. Maybe that's a way of the past. Let's get rid of that. (Tiffany, Lines 1321-1324)

Students learn about each other at Eagleton by talking and sharing. Forty-nine percent of Eagleton's students are from diverse backgrounds, and many students bring food from home for lunch. Their lunches are representative of food in their home and culture. In the lunchroom, students notice and talk about the differences in their lunches. "They talk about going in the lunchroom and finding different foods. Everybody has something different that they've never heard of before that they cook at home" (Kelly, Lines 257-258). Students learn from and about each other, which deepens students' relationships and understandings of each other.

When racially diverse students "have a strong sense of cultural pride and awareness, they are able to construct healthy self-concepts that assist them in acts of agency and resistance against negative psychological forces" (Hanley & Noblit, 2009, p. 46). Tolerance and acceptance of self and others can be taught in trusting spaces often through conversations sparked by books. These conversational experiences can inspire students to do more and not be limited by what others may think (Tatum, 2009).

Kind of being inspired to be more and do more and not be limited by what other people might think. I think that's something that resonates with everyone but particularly with students that may be perceived as struggling readers and struggling writers. (Debbie, Lines 383-386)

Vincent discusses how the educational system in America may limit what students see as possible by what the educational system values. He is referring to the focus of the standards and high-stakes tests districts are accountable. These foci restrict and limit students' identities and value predefining what it is they see as possible.

[N]ot just in our district but nationwide as budgets constrict extra opportunities for kids reduce - whether it's arts, sciences, drama, music, sports even. Fewer opportunities that students have to find their niche and to shine in those areas the more we go back to putting students in the middle of the bell curve and saying - "If you're not here, then you're not valuable." None of its conscious - I don't think, but it's a consequence of having - even our accountability is tied to three subject areas - two until you're in fifth grade, and then, it's three and then a few more in high school, but if you don't excel in any of those things then what value are you learning that you have in your formative years as you go through school? You're not a bright spot on our data sheet. So, how do we still instill value in those students? That they have something to offer? That they have capabilities, and they have worth? If we don't have the time to help them explore those, we don't have outlets for them by which they can figure those out. (Vincent, Post Interview, Lines 102-113)

School and education are not neutral acts. Politics of who is given power and opportunity is intertwined throughout the educational system (Cochran-Smith, 2006; Young, 2011). Teachers can emerge from the hegemony that contributes to the institutionalized oppression by incorporating social justice curricula (Cochran-Smith et al., 2009). One way to incorporate social justice is through critical conversations around various texts. Critical conversations give students an opportunity to develop healthy self-concepts, to be more and do more, and to see possibilities within themselves (Hagwood, 2002; Markus & Nurius, 1986; Patriarco, 2017). Seeing possibilities to imagine change or

even seeing one's self as a change agent in the world is important. However, teachers do not always feel they have the support needed to implement social justice curricula.

White Fragility of parents and lack of support. Having critical conversations with students can become a delicate topic among adults (McIntosh, 2015). Teachers can find it difficult to talk about such issues when they do not feel supported. Support comes in the form of permission from school administration, approval from parents, and professional learning on navigating social justice topics in the classroom (Kang & O'Neill, 2018; Nenadal & Mistry, 2018). As Kelly points out, permission from school administrators would ease some teachers' minds when talking about social injustices.

They need to know their principals are saying - "Ya. We can do this." The district - from the Superintendent down - "It's okay. This is what we're doing." I think for teachers, there could be some fear - If I'm talking about this, am I going to get in trouble for this?" (Kelly, Lines 845-847)

At King Elementary, parents became angry when they learned their children were reading about topics that had been in the media such as Black Lives Matter and kneeling for the national anthem. The centrality of parents' Whiteness was being challenged.

Diangelo (2011) calls this White Fragility. Diangelo (2011) states, any "amount of racial stress becomes intolerable, triggering defensive moves" (p. 57). Defensive moves may include anger, fear, and guilt.

I've heard stories about what's going on in fifth grade this year. ... A lot of those students are ready for that information, but their parents don't want them to have that information. It becomes a battle where if they introduce a certain topic, they

get a lot of angry parent emails. "Why are my kids talking about this topic and that topic?" (Caleb, Lines 888-891)

This example of critical conversations became a point of contention for teachers and parents (McIntosh, 2015). Students were ready. Allen (1997) indicates some students develop social and political consciousness very early.

Conversations based around social and political injustices have been taboo for teachers personally and professionally (McIntosh, 2015). Therefore, teachers can be uncomfortable delivering social justice curricula. In this case, teachers need to be supported by being provided professional learning around being an effective social justice educator. "There would have to be some professional development on how we could deliver [social justice curriculum] to kids, because it is uncomfortable for some people" (Kelly, Post Interview, Lines 128-129).

Critical conversations are both relational and a context to learn - adding to what one knows about others and one's self. "The way we see ourselves are filtered through the relationships we share with others, the knowledge and experiences we bring, and the contexts within which we live and learn" (Compton-Lilly, 2006, p. 57). Critical conversations can inspire students to do more and not be limited by what others may think (Tatum, 2009). Through structural and cultural relations, new identities emerge making way for them to see possibilities within themselves (McCarthey & Moje, 2002).

Conclusion

The basic fabric of education and human life is relationships (Shields, 2004).

Creating meaningful relationships has to first start with deconstructing deficit and biased views of others (Boutte, 2015; Moule, 2009; Piazza & Duncan, 2012; Sharma, 2018;

Shields, 2014). Deficit views need to be replaced with views of hope and potential (Devine, 1989; Gay, 2010). Teachers deconstructed deficit views by acknowledging beliefs and seeking new truths. Teachers advocate for others to see student potential by saying something. Saying something disrupts the status quo and gives others the opportunity to acknowledge socio-political injustice still present in school (Shields, 2004).

Effective schools work to weave relationship into all aspects of school.

Relationships are formed through social events and daily interactions. Social events bring together a network of home, school, and community (Piazza & Duncan, 2012; Obiakor, 2012; Smith, 2018). This creates a support for the whole child. Daily connections strengthen the relationship between teachers, students, and families (Griner & Stewart, 2012). Rituals honor humanity, intelligence, and achievement (Delpit, 2003). Teachers also go beyond their job requirements to care for and provide students with basic needs such as food, clothing, or transportation. School becomes the heart of the community (Bryk & Schneider, 2003). Meaningful relationships make way for critical conversations. Critical conversations are spaces where students learn about themselves, each other, and the world in which they live (Gee, 1999; Ladson-Billings, 2009; Tatum, 2009). White fragility and lack of school supports became a road block to critical conversations (Diangelo, 2011; Nenadal & Mistry, 2018).

In chapter six, the venue of learning takes a closer look at interventions. The aspects shared in chapter five continues to be central components of learning in chapter six. I share how educators provide instruction that is responsive to students' needs through a Response to Intervention framework (Fuchs, Fuchs, & Vaughn, 2008;

Johnston, 2011). Teachers use meaningful assessments to make decisions about instruction. Scripted interventions are adjusted to create lessons that are more culturally relevant to the students receiving them (Duncan Owens, 2010; Gay, 2010; Hollie, 2012). Teachers see students grow academically.

Academic learning through interventions is coupled with non-cognitive intervention. Non-cognitive interventions increase students perceived self-efficacy and grit (Bandura, 1982; Duckworth et al., 2007; Eskreis-Winkler et al., 2016). Students belief in themselves increases motivation to reach short-term goals. Students engaged in deliberate practice to meet goals. Students must learn to accomplish short term goals if grit is to be realized (Bandura, 1993; Duckworth, 2016).

Chapter 6: Responding to Students - From Understanding to Practice

"I asserted that the arguments over reading method were less significant than the actual commitment to ensure our children become literate. Instead of loving a method, I urged teachers to care about kids! If the method teachers love does not work, they have a moral obligation to try something different." (Ladson-Billings, 2016)

Chapters four and five presented limitations and critiques of culturally relevant response to intervention implementations. However, Response to intervention (RTI) is a hopeful concept. RTI brings forward the principles that all children can be effectively taught, and all students can learn at high levels (Burns, Appleton, & Stehouwer, 2005; Scanlon & Vellutino, 1997). Additionally, it holds promise to reduce the overrepresentation of students from marginalized groups within special education (Vaughn & Fuchs, 2003). With this claim, RTI can address educational and social inequities by redistributing resources such as time and instruction (Artiles, Bal et al., 2010). Therefore, chapter six examines potential ways forward. This chapter examines ways teachers are responsive to students, their hope in providing viable and culturally relevant interventions, and their practice of culturally relevant instruction.

Lowell-Mann School District has a 30-minute block of time set aside each day for selected students to receive reading intervention (MTSS Handbook). This time is in addition to the reading and writing curriculum, and students are not missing other instruction while receiving intervention instruction (Hoover, 2011; MTSS Handbook). Teachers work with small groups of students, usually three to six students (MTSS Handbook; Vaughn & Denton, 2008). Working in small groups allows the teacher to design lessons specific to the students, control the circumstances of learning more

directly, and deliver lessons contingent on what the students do and say (Clay, 1987). At this time, the district does not use RTI to identify students for special education services. Students qualify for special education services through a discrepancy model (MTSS Handbook). The district's stance on intervention is to improve the performance of the students and prevent students from needing further intervention such as special education (Newell & Kratochwill, 2007; Vaughn & Fuchs, 2003). In other words, teachers work to create quality education that fits the needs of the student (Johnston, 2010).

Teacher-led RTI teams create intervention plans for groups of students and individuals (MTSS Handbook). Team members working with the student can bring in the relational aspects of knowing the student as well as reading assessments into the decision (Gay, 2010; Johnston, 2010). "In better understanding the student, professionals can create interventions that are more accurately designed to meet the needs of the child in a way that does not diminish or conflict with cultural attributes of the child" (Newell & Kratochwill, 2007, p. 75). Through the problem-solving discussion model, the team supports each member as they decide on an intervention plan for the student (Fuchs et al., 2003; Johnston, 2010; MTSS Handbook).

Lowell-Mann School District uses a variety of intervention programs and frameworks as a guide to provide interventions to students (see Table 8). Five of the Tier 2 programs are scripted. As Duncan Owens' (2010) and Wyatt's (2014) findings indicate, scripted programs need to be adjusted to meet the needs of students, and social and cultural aspects must be included in the adjustments. Teacher teams use qualitative and quantitative information to make informed decisions about adjustments to interventions (MTSS Handbook; Hoover, 2011). This chapter shares ways teachers are responsive to

students through interventions and ways teachers adjust interventions to make them more culturally relevant to the students receiving them (Duncan Owens, 2010; Gay, 2010; Hollie, 2012; Wyatt, 2014). Next, I share how successful interventions have several desired outcomes. Desired outcomes include student growth and increased self-efficacy (Bandura, 1982; Deno, 2003; Heck, 2006; Newell & Kratochwill, 2007). Self-efficacy is defined as the "judgements of how well one can execute courses of action required to deal with prospective situations" (Bandura, 1982, p. 122). Finally, participants in this study go beyond academics to teach students grit by discussing and demonstrating effortful behavior, providing practice, and setting goals (Bandura, 1993; Duckworth, 2016; Eskreis-Winkler, et al., 2016). Grit is the energy and persistence one gives toward reaching their goals.

Table 8: Lowell-Mann School District: Reading Intervention Tool Kit

Intervention	Typical Grade	Description
Phonological Awareness by 95% Group, Inc. (2018c) ^{abce}	K-1	The Phonological Awareness Lessons includes instructional procedures for 39 skills divided into five categories - three levels of phonological awareness (Syllables, Onset-Rime, and Phonemes) and two levels of readiness (Concepts and Terms and Applying Language). Includes multiple modalities: auditory, visual, and kinesthetic. The PASI diagnostic is used to determine where to start in the program. Intervention based on research by 95% Group (2017).
Phonics by 95% Group, Inc. (2018b) ^{abce}	1-5	The phonics lessons are broken into three parts: Basic, Advanced, and Multi-syllabic. Lessons include auditory recognition, articulation, encoding, and decoding using multiple modalities. The PSI diagnostic is used to determine where to start in the program. Intervention based on research by 95% Group (2017).

Comprehension by 95% Group, Inc. (2018a) ^{abce}	3-5	Provides direct, explicit, and systematic instruction on seven comprehension processes (Connections, Questioning, Predicting, Imaging, Inferring, Determining Importance, Synthesizing). The lessons include passages, graphic organizers, and manipulatives. Each comprehension process is first taught separately and then spiraled together so students learn how to use several processes while reading. Students listen to and have access to the text and apply skills to texts read independently. The DRA2 is used to place students in intervention. Intervention based on research by 95% Group (2017).
Words In Action Vocabulary by Center for Collaborative Classroom (2018) ^{abce}	K-5	Words taught come from read-aloud books using word relationships, facets of word meanings, context, and building students word knowledge to express and understand ideas. Weaves social development, cooperative learning, and learning to have discussions into the lessons. Kits are grade specific. Intervention based on research by Beck, McKeown, & Kucan (2002). The DRA2 is used to place students in intervention.
Leveled Literacy Intervention by Fountas and Pinnell (2018)abce	K-8	A comprehensive literacy intervention combining reading, writing, and phonics/word study. Specific work on sounds, letters and words. Emphasis on comprehension strategies. Explicit attention to features of fiction and non-fiction texts. Explicit teaching of effective and efficient strategies for expanding vocabulary and fluent reading.
CIM: Interactive Writing by Dorn and Soffos (2012) ^{df}	K-1	Lessons focuses on letters, hearing and recording sounds, composing a message, using spaces and punctuation. The first part of the lesson is a group message. Students then write a personal message in their journal as the teacher conferences with them.
CIM: Guided Reading Plus by Dorn and Soffos (2012) ^{df}	1-3	Lessons are based on the Balanced Literacy approach to teaching. Lessons focus on using background knowledge, building vocabulary, word study, book discussion, writing in response to reading, individual teacher conferencing/running records. Lessons are planned based on careful observation of student/group progress and tailored to meet specific needs.

CIM: Comprehension Focus Groups by Dorn and Soffos (2012) ^{df}	3+	Lessons are designed based on comprehension and taught through learning a specific genre and/or content. Lessons have a planning stage where genre/content characteristics and background knowledge are gathered. After the preparing phase, students will read multiple texts in the form of books, newspaper articles, magazines, and digital literacy in order to practice various comprehension strategies throughout the reading phase. During this phase a large amount of time is spent reading, discussing, and note taking. The final phase is a written response to the unit.
CIM: Writing Aloud by Dorn and Soffos (2012) ^{df}	K-1	Lessons are designed for students that are on or close to grade level reading but may be behind in their writing. Group messages are composed for the mini-lesson working through the writing process. Students then bring their own ideas to their journals to practice using the processes independently. Teachers use this time to confer with individual students.
Reading Recovery by Marie Clay (1993) ^{dg}	1	Structured, consistent lesson plan. Lesson plans are based on sensitive observation of daily reading and writing. Teachers use this information to plan new book introduction, vocabulary, predict and locate new words, word study, keeping an overall focus/objective for each lesson. During this time, students read familiar text, write, read new texts and practice word solving.

Note. ^aPrograms that come with scripted lessons. ^bIntervention can be taught by an instructional paraprofessional. ^cIntervention can be taught by a classroom teacher. ^dIntervention can be taught by a reading specialist. ^eTier 2. ^fTier 2B. ^gTier 3. (MTSS Handbook)

Being Responsive to Students

Response to intervention is a hopeful concept because of the principles that all children can be effectively taught, and all students can learn at high levels (Scanlon & Vellutino, 1997). This section continues discussing how teachers serve students through interventions. Teachers discuss how interventions provide students opportunities that they may not have been afforded the first time to learn (Clay, 1987). Providing opportunities through interventions require the teachers to get to know students in various ways (Dorn & Henderson, 2010; Gay, 2010). They use this information to create a viable intervention

plan (MTSS Handbook). As teachers provide instruction to students in intervention, they respond by adjusting the intervention to meet the needs of the learner (Duncan Owens, 2010; Wyatt, 2014). Adjustments to interventions consider learning styles, multisensory approaches, word study, cooperative learning, and instructional practices (Allen & Boykin, 1992; Armstrong, 2018; Beck et al., 2002; Boykin & Bailey, 2000; Carbo, 1984; Gay, 2010; Hollie, 2012; Hoover & Soltero-González, 2018; Johnson & Johnson, 2009; Park, 2001; Vellutino, Fletcher, Snowling & Scanlon, 2004).

Using assessment to guide instruction. Assessments help teachers to know students in their intervention groups too. Gretchen and Monica both indicate they get to know their students as readers by having students orally read a text. Gretchen shares how her knowledge of a student goes beyond a label, such as a reading level, to knowing the reading behaviors a student has and how those behaviors have changed over time.

[Y]ou're trying to be accountable to knowing that [the growth student has made] too - to be analyzing records, and notes, and keeping track of ways my students are changing in their reading and writing and things [inaud. 1 sec]. More specifically, than Johnny was reading at a B and now he's reading at a D. It goes beyond that. (Gretchen, Lines 539-541)

Monica adds how she learns a student's strengths by analyzing a running record.

A running record makes a student's reading processes visible by allowing her to see what skills a student is using as he decodes the text.

Listening to my kids read and doing running records - whether they're informal or formal - is to me the best thing that I can do for them to assess them, because you can see different strengths. You can see - Do they know sight words? Can they

figure out unknown words by blending the sounds together or by thinking about what makes sense and using a variety of strategies? You can see where their weaknesses are if you kind of step back and look at the book that they read.

(Monica, Lines 481-485)

Gretchen and Monica use running records. Running records act as "an interactive model that examines the relationship between teaching and learning" (Dorn & Henderson, 2010, p. 134-135). Since reading texts of increasing difficulty requires a student to integrate different sources of information within the text, running records become diagnostic to inform instruction and to determine the success of the instruction (Dorn & Henderson, 2010).

Teachers meet the needs of students by getting to know them. Knowing students helps teachers create an intervention plan for students meeting them where they are in their learning (Compton-Lilly, 2006; Dong, 2013; Wiltse, 2015).

Opportunities to learn through intervention. Being responsive is providing students what they need. "If kids need that, then we have to do it" (Beverly, Line 76). Academically, students may need intervention, because they did not receive the instruction the first time or the instruction given was not appropriate for the student. "Sometimes a child just might have not received enough quality instruction or maybe the right kind of instruction" (Debbie, Lines 52-53). Whole group lessons providing instruction on the curricula and standards during Tier 1 may be frustrating for some students, because it is not working from their known. Caleb describes how interventions provide instruction within the student's known. "They get frustrated when they're in whole group, but when we get to that RTI - that small group in intervention - they get the

instruction that they need at their level" (Caleb, Lines 90-92). Debbie and Caleb both recognize core curriculum and instruction will not meet the learning needs of all students. As Clay (1987) indicates, the program districts have created for all students to learn will not result in all students learning. Therefore, teachers must provide programs that work for all students (Clay, 1987). Although, it may be different than the Tier 1 programming.

Teachers are responsive to students needs by getting to know their students apart from labels given to them. Then, teachers give students what they need through interventions. District programming designed for all students will not meet the needs of every diverse learner (Clay, 1987). Interventions provide opportunities for students to receive instruction designed to start from their known, and it provides learning to students who did not have the opportunity to learn in previous situations (Clay, 1987; Compton-Lilly, 2006).

Viable intervention plans. Teachers take what they know about students and literacy to create a plan for intervening in literacy (Vaughn & Denton, 2008). Intervention plans are informal ways of keeping track of students, their needs, interventions received, and student progress (MTSS Handbook). Teachers use information they have collected and make decisions about what intervention would best meet a student's needs. "We look at data. There might be a gap in vocabulary - their exposure. We look at that need, and we respond to it by intervening" (Kelly, Lines 6-7). Kelly sees the teachers as the ones who responds to students' needs by providing appropriate instruction. Johnston (2011) also states the teacher is the one who responds to the student's needs. Teachers have multiple options to consider when developing students' intervention plans. One consideration is the instructional programming (see

Table 8). Other considerations include time, duration, the interventionist, and group size (Vaughn & Denton, 2008). Additionally, teachers consider instructional practices to reinforce connections to new content, relevance, language development, material use, differentiation, and use of assessment (Hoover, Sarris, & Hill, 2015; Hoover & Sotero-González, 2018).

intervention programs in Tier 2 addressing areas outlined by the National Reading
Panel's report (Table 8; MTSS Handbook). Additionally, there are several comprehensive
interventions. One is a purchased program called Leveled Literacy Intervention (Fountas & Pinnell, 2017). The others are provided by Reading specialists using different
frameworks within the Comprehensive Intervention Model (Dorn & Soffos, 2012; MTSS
Handbook). By providing options for teachers, they can select a plan of instruction that
will meet students' initial instructional needs. "I think we can have all sorts of
interventions to meet the needs of students" (Beverly, Lines 150-151). This is important,
because all learners learn differently, and one way of instruction will not work for all
students. This approach is in line with the International Literacy Association's (2016)
stance: "There is no certifiable best method for teaching children who experience reading
difficulty" (p. 2).

Yep, because Reading Recovery works for most, but it's not gonna work for all. Guided Reading Plus -comprehensive. It's gonna work for a lot, but it's not gonna work for all. I think it's important that we have other options. (Debbie, Lines 1079-1081)

Teachers need to be given latitude when choosing interventions for students. Mathes, Denton, Fletcher, Anthony Francis, and Schatschneider's (2005) study finds different philosophies and theories work and no one philosophy or theory works for specific types of learners.

Defining response. Teachers start where students are and begin instruction from that point. "Working with children, response would mean responding to their abilities and meeting them where they're at" (Jeremy, Lines 6-7). Jeremy views response as the teacher's responsibility rather than the student's responsibility. Jeremy's definition coincides with Johnston (2011) who states, "A core dimension of teacher expertise is the teacher's ability to notice and respond to what children can and cannot do" (p. 521).

Starting with what students can do. Julie describes response further by explaining what it means to start with what students already know or working from the known.

When I'm talking about working from a known model - which Reading Recovery you're working from a known model as opposed to a deficit model - but I do see how they are in some ways one in the same. So, if I'm working with what they know, I'm seeing where the kids are and adding just a little bit more each day or each lesson or each time I assess them. I'm able to add a little bit more to their base. If I'm working from a deficit model, I don't want to just be filling them with things that are along the continuum, because if they're not ready for them, then that is just wasted time for them, wasted time for me, wasted planning for both of us, and they are still going to be suffering in those areas, because they have not connected it to something that they know - that they are firm in. (Julie, Lines 29-

Julie adds on to what it means to meet students where they are and take the next step.

Starting with what students know helps students make sense of the new learning.

They really can do some things. We just have to figure out how to access that to add one more thing to it. We can't put our own thoughts on what they need to know in their brain. They're not going to be able to latch on to that. They have no sense or meaning to make with that new information if they don't' have a hook in their brain to hook it too. (Julie, Lines 446-450)

Being responsive to students is knowing where students are in their understanding and adding the next piece of learning. It is important to connect the new learning to the known, or the "hook in their brain." Phillips and Smith (2010) call this "teacher selfmonitoring" (p. 228). In teacher self-monitoring, the teacher closely observes the student to see what learning the student has constructed. Based on this construction, the teacher must change how she responds in order for more learning to be constructed by the child. This is a constant process that is adjusted to specific reading behaviors by and for the student. Phillips and Smith (2010) call the process of careful and intentional instruction "precision teaching" (p. 229).

Students can be effectively taught, and they can learn at high levels (Scanlon & Vellutino, 1997). This happens when teachers self-monitor and respond to the students' construction of learning (Johnston, 2011; Phillips & Smith, 2010). This also happens when teachers provide students with self-extending systems of learning (Goswami, 2008).

Adjusting intervention instruction. Many of the programs teachers use in Tier 2 come with pre-designed lesson plans, or scripts (See Table 8). Although teachers have

programs at their disposal, they work to respond to their students rather than teaching straight from the scripted lesson plan. "It's usually necessary to go off script a little bit most of the time to fit the students that YOU have in that group" (Tiffany, Lines 191-193). Duncan Owens (2010) and Wyatt (2014) find in their studies that teachers can adjust scripted lessons to bring more meaning to culturally and linguistically diverse students. Reading specialists share the same sentiment. They may be using the same framework as their colleagues, but their lessons will look different based on the students they are teaching.

They continue to have their teaching mold into how you can best meet the needs of your students. It all looks different for each kid. My lessons aren't going to look the same as the other reading teacher that I teach right next door to. We are going to have different lessons, because we see different kids. (Gretchen, Lines 753-756)

So, teachers adjust, or tweak, the lesson to fit the learner. In other words, scripted lessons need to be adjusted based on the students in the intervention (Duncan Owens, 2010; Wyatt, 2014). Monica describes further how the intervention programs may work for some students but need to be adjusted to work with other students.

I think there are times that the boxed lesson doesn't always work the way that it's intended to. So, there are some times that you can see tweaking the lesson to make it flow better for the students that you're working with and even working with different groups - some of them might catch on to certain lessons and do just fine with them, but then you might get a different group that it's over their head, and you have to change the language or change something about the way you're

using the materials to make it work better for that group of students or that particular student. (Monica, Lines 103-109)

The purpose of adjusting the lesson is to make a lesson work for students by meeting them where they are (Johnston, 2011). There is not a one-size-fits-all approach to learning to read and lessons must be adapted to fit the learner (Duncan Owens, 2010; Wyatt, 2014). The following sections discuss the several ways teachers adjusted lessons. Teachers adjust lessons to make the learning culturally relevant to the students they are teaching. Some adjustments are slight, while others may be more substantial.

Comparisons of teacher talk and teacher practice when integrating culturally relevant instruction into intervention can be seen in Table 9 (Hoover, Hopewell, & Sarris, 2014). The table represents examples from teachers' interviews and field notes. It is not an exhaustive comparison. Teacher's talk and practice often matched the themes outlined by Hoover, Hopewell, and Sarris (2014). Sometimes, the activity matched exactly. For example, Monica talks about doing the gradual release model of I do, We do, and You do in her interview. Then, in her observation, she modeled phoneme segmentation, which is I do. In some instances, teachers talked about using cultural relevance in their practices, but it was not observed. For example, Kelly talked about using students background knowledge in her interview. However, there was not a place in her observed lesson where she appeared to activate the students' background knowledge. In Monica's comparison, she did not discuss relevance in her interview nor was it observed during her intervention lesson (Table 9).

Table 9: Comparing teacher talk and practice: Examples of CRP and RTI integration.

	Julie	
CRP Indicator	In Talk	In Practice
Connections	Incorporate cooperative learning - "tell your friend what you know about penguins, and we'll share it with the larger group. So, they have a chance to learn about the penguins from each other" (Lines 217-219). Connecting to experiences - "I try to help her sometimes. Just trying to help them make connections" (Lines 306-307)	Made connections to characters and events in story to self. Student chose a topic of interest to write about.
Relevance		Student chose book she wanted to read. Julie had selected books based on what she knew about student's interests.
Language Development	Build background knowledge - "I start off having a conversation with my kids, whether it is something they want to talk about or about the book we read. We try to have some background knowledge of something before we start forming our sentence" (Lines 164-165). Support vocabulary development - "I'll have students write about their books just to expand on their vocabulary" (Lines 313-314).	Developed background knowledge through text introduction.
Materials	,	Uses pictures as anchors to phonemes -long vowel, short vowel.
Differentiation		Modeled how to use picture cards to find words that rhyme. Gave additional practice on practice page. Positive reinforcement when using strategy - using illustrations.
Assessment to Inform Instruction	Using running records to adjust instruction - "So, over the course of days, are they always struggling with putting blends together at the beginning? Okay. That's	

	something that we need to talk about and bring them	
	back to in their book" (Lines 692-694).	
	Beverly	
CRP Indicator	In Talk	In Practice
Connections	Connecting to own experiences - "Making sure that the story relates to them Always making connections to their own life" (Lines, 305-306)	Connects task of word work to the new text to be read.
Relevance	Creates opportunities for cooperative learning - "I use cooperative learning - I want to say a lot" (Lines 233-234). <i>Family Gathering</i> book to discuss gender roles and bias.	Uses word analogies to decode unknown words.
Language Development	"we do 'Quick Draw' for vocabulary" (Line 237).	Using drawing as a way to demonstrate comprehension. Frontloads vocabulary by doing a picture walk before reading book. Restates students' responses and builds on what student says.
Materials	Vocabulary across content - "but how else could we use rescued?" (Lines 273-274).	Used personal dictionaries to sort word patterns (u_e, ue, ew). Used graphic aid to represent phonemes - sound cards.
Differentiation	Including drama to access meaning - "we will act out certain words" (Line 269). Facilitates higher level thinking - "find the author's message in that and take that and think more critically about maybe other situations that come up in their life" (Lines 349-350).	Guided reading format. On the spot instructional opportunities by conferencing individually with students about reading.
Assessment to Inform Instruction	"Lots of observing. Lots of note taking." (Line 197)	Asked questions to dig deeper into why students made specific predictions. Gave a longer text introduction to support students with difficult text.
	Debbie	
CRP Indicator	In Talk	In Practice
Connections	Accesses knowledge/ skills previously learned - "good interventions build on what students know, and then,	Uses background knowledge of students when she has them visualize their grandma.

	expand that learning and when they're starting to have some success" (Lines 108-109). Creating opportunities for cooperative learning - turn and talk really helps them to just have extra practice- discussing vocabulary" (Lines 293-294).	
Relevance	Using students' interests - "student interest level and book selection is really key" (Lines 255-256).	Uses word parts they know to make unfamiliar words. Story included familiar traditions for students.
Language Development	Build background knowledge - "it's important to activate their background knowledge- have conversational book introductions" (Lines 267-268)	Utilizes a word wall. Uses pictures as anchors to phonemes. Story included home language and Debbie used some home language. Provided wait time between directions and students performing task.
Materials	Using graphic aids - "the bed trick, where we put our thumbs up, make my posts, and we can check that against a B or D in a book to see how it's oriented. That actually- it really helps" (Lines 320-321).	Story respected students' cultural understanding of family. Used graphic aid to represent phonemes - sound cards. Builds key vocabulary.
Differentiation	Modeling - "That gradual support of the I do, and the we do, and then, the you do" (Lines 177-178).	Guided reading format. Gives directions in short spurts Works one on one with students while they read the story. Provides one on one instruction while students read book. Dramatizing word meanings for students.
Assessment to Inform Instruction	Adjusts teaching based on student responses - "I make adjustments on the run we call it. When I noticed that a student already has a skill or a behavior or reading behavior under control, or if I notice that a child needs explicit instruction in a certain skill" (Lines 178-181)	On the spot teaching when students confused phonetically similar words - foal and full.
	Monica	
CRP Indicator	In Talk	In Practice
Connections	Opportunities for cooperative learning - "a little time to work with a partner at times, because they do learn a lot from each other" (Lines 141).	Builds on what students know - the first sound in the word.
Relevance		

Languaga	Support vocabulary development - "They may have a	Developed vocabulary through analogy
Language		Developed vocabulary unough analogy
Development	difficult time producing particular sounds or	
	understanding certain words because they're lacking that	
3.6	background knowledge in our language" (Lines 496-498)	
Materials	Using pictures to make abstract concepts concrete -	Using sound chips to represent abstract concept of
	"come up with rhyming words using the mats provided in	phonemes
	the kit just weren't working and actually giving them an	
	alternative tool they're familiar with - like an alphabet	
	chart" (Lines 118-120)	
Differentiation	Providing additional supports to understand task - "we do	Modeled phoneme segmentation and blending.
	the I do, we do, you do model, so they get comfortable	Provided additional practice. Provided one on one
	with listening to you do it then they can do it with you"	instruction to specific students. Dramatized a word to
	(Lines 251-252)	build understanding.
Assessment to	Using assessment to adjust instruction - "Listening to my	Uses student performance on tasks to extend practice,
Inform	kids read and doing running records whether they're	reteach, or work one on one.
Instruction	informal or formal is to me the best thing that I can do	
	for them to assess them, because you can see different	
	strengths" (Lines 481-482)	
	Kelly	
CRP Indicator	In Talk	In Practice
Connections	Opportunities to use cooperative learning - "instead of	Connected using known phonics skills in isolation to
	reading them on their own - I'll have them coach each	connected text. Paired reading where students coached
	other" (Lines 158-159). Connecting to experiences -	their partners.
	"high poverty. So, the things that they knew - it was	
	playing basketball outside in front of your yard and all	
	that" (Lines 249-250).	
Relevance	Validating learners' background knowledge - "They	
	celebrated different holidays. So, I'd try to incorporate -	
	in my lessons" (Line 251).	
	× 1	

Language Development	Support vocabulary development - "some of that vocabulary was really really difficult. Getting them exposed to those things" (Line 96). Using graphic representation - "I try to get them to think of the word defeat, and I explain what that might mean. I also want them to give an example or draw an example of what the word defeat might mean just so they can transfer that to their text and be able to think deeply." (Lines 413-415).	Prompted students to read for meaning to help decode unknown words.
Materials		Classifying words for common features - syllable types.
Differentiation	Using multiple classroom settings - "I split them up into groups. So, they were in small groups, and they shared in whole group something about a book that we had been reading" (Lines 160-162)	Modeled phonics skills. Provided general rules for phonics. Provided positive reinforcement.
Assessment to	Listening to students' discussions - "I do jots at the end	Provided reinforcing feedback when student was able
Inform	of reading. Just seeing their thinking" (Line 857).	to correct miscue.
Instruction		
	Tiffany	
CRP Indicator	In Talk	In Practice
Connections	Creating opportunities for cooperative sharing - "My one little guy who has a lot of background knowledge about everything basically taught my other two kiddos what it is like to go fishing" (Lines 213-214).	Facilitated discussion about book. Accessed students' thinking - such as questions about text.
Relevance	Using student's interest to build engagement - "One of my little girls just loves <i>Chicken Little</i> . We read it like ten books ago, but I keep putting it out because she usually doesn't pick up books" (Lines 409-410)	Students wrote wonderings about topic they wanted to know more about.
Language Development	Using language supports - "Some of those sentence stems were very - almost too specific. So, sometimes I would try to change them to be a little bit more open ended" (Lines 320-321). Using graphic representation - "They	Utilized a word wall. Provided wait time for thinking.

	usually make these really great drawings from the book. So, I'm like - Well, they have to be thinking about what happened in the book if they're drawing about the book" (Lines 419-421).	
Materials	Using text to build background knowledge - "I think any time you can sense they just want to talk for few minutes. It kind of leaves leeway for that, and then, the background knowledge" (Lines 228-230).	Used graphic organizer for word work to display base word and suffix. Discussed resources could use to learn more about topic -videos, books, Google.
Differentiation	Incorporating drama to access meaning - "there are some of those classic fairy tales like <i>Chicken Little</i> and things like that. At the end of the book they have a little spot where kids can act it out" (Lines 437-438).	Guided reading format. Provided additional practice on word work adding suffix -er. Provided general rule for adding suffix. Critical thinking about word choice - some bats vs. all bats.
Assessment to Inform Instruction	Analyzing running records - "I personally I use my own anecdotal notes and running records more than anything" (Line 133).	Gives a running record. Asks questions to dig deeper into student's strategy use.
	Shelley	
CRP Indicator	In Talk	In Practice
Connections	Connecting personal experiences to learning tasks - "I made a connection, because I was homeless too - which I know is true" (Lines 904-905).	
Relevance	Validating learners' experiences - "how that makes us feel. It doesn't sound fair, because people look different or talk different doesn't mean we can't be friends. So, we have a lot of conversations around that" (Lines 315-316).	
Language Development	Support vocabulary development and give opportunities to use in new context - "they don't understand words like fret. I spend a lot of time front loading vocabulary or talking about vocabulary. So, they can understand what they're reading" (Lines 295-296).	Supports vocabulary development by learning meaning of unknown words - dusk. Posted word walls.

Materials	Includes visual aids - "She does better when there's pictures" (Line 597).	Using sound chips to represent abstract concept of phonemes.
Differentiation	Uses multiple classroom settings - "I think he's really benefited to from that small setting with just the two or three kids in the group" (Lines 82-83).	Alters tone of voice to access meaning. Provides hands on and visual activities to manipulate sounds in words. Positive reinforcement when participating.
Assessment to Inform Instruction	Provide specific feedback - "Remember when you sat down and read with me? We did all of those silly nonsense words. Look at how many of those you have correct. This is where I think we need to work" (Lines 462-464).	Students had difficulty going straight to phoneme- grapheme correspondence. So, teacher added lessons focusing on phonological awareness to build skills prior to introducing grapheme.
	Jeremy	
CRP Indicator	In Talk	In Practice
Connections	Connecting to experiences - "if the script doesn't give you another line to help them to connect, that's your job to bring it back and reconnect it" (Lines 142-143). Opportunities for cooperative learning - "almost always you have the opportunity to turn and talk about the word just - it's a conversation" (Line 212-213).	Connects words to students' experiences. Connecting to lived experiences and sharing experiences. Facilitates discussions around topics and words.
Relevance	Using learners' background/ experiences - "If it's relevant to a movie that just came out, we are able to talk about that or even pull up a clip" (Lines 254-255). Learning that broadens students' cultural perspectives - "I think that was relevant for them to have to be uncomfortable for a little bit - both parties - and to wrestle with this is still an ongoing thing" (Lines 299-300).	Vocabulary on social justice/ injustice. Learning about others/self through character's experiences.
Language Development	Using language supports - "those sentence stems can provide another learning opportunity" (Line 162). Safe environment to take learning risk - "build that relationship with each other to be comfortable with sharing" (Line 222).	Builds background knowledge through discussion and books. Builds on what students say. Students take risk in sharing and learning. Honors approximated answers.

Materials	Use of visuals to understand concepts - "I think visuals are the number one thing. You can connect it with a movie or picture or something they've been a part of, then, it sticks with them" (Lines 176-177).	Uses pictures or drawings of vocabulary words to help make abstract concepts more concrete. Book on Civil Rights leader.
Differentiation	Using artistic/ graphic representations - "giving them opportunities to draw" (Line 202). Providing supports to comprehend -"just modeling those conversation skills" (Line 239).	Uses vocabulary structure proposed by Beck et al. (2002)
Assessment to	Use of assessment data -"There's lots of tools that	
Inform	Lowell-Mann uses to kind of check a student's ability,	
Instruction	but I don't know that I've fell in love with one of them	
	yet" (Lines 746-747).	
	Caleb	
CRP Indicator	In Talk	In Practice
Connections	Creates opportunities for cooperative learning - "[Cooperative learning is] a point where I have gone off script" (Line 317).	Facilitated discussion of text.
Relevance	Using students' interest to build learning engagement - "If they don't have books that they can truly connect with, something that just kind of sparks their interest, it won't help them become lifelong readers" (Lines 217- 218).	Self-management through use of goals and self-monitoring reading.
Language Development	Supporting vocabulary development - "They're getting the phonics skills. They're getting the decoding skills. Then, we're building that vocabulary piece too" (Lines 396-397).	Supporting vocabulary development through dramatization. Phonetically similar words provided definition and enunciated words clearly - gulls, goals.
Materials	Builds on student's understanding - "[diverse literature] makes a very big difference for those students who come from that diverse background" (Lines 182-183).	Students sorted word cards and created sentences.

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Differentiation	Provides multiple methods to access text meaning - "Now, somebody needs to go act out what that's going to look like" (Line 393-394)	Guided reading format. Provides hands on and visual activities to manipulate sounds in words. Provides multiple methods to access meaning by teaching fluency through drama and tone of voice. One on one instruction while students read book.
Assessment to	Provides students with constructive feedback - "I talked	Gives a running record. Provides feedback on what
Inform	to the students about how to give appropriate feedback"	student did well.
Instruction	(Lines 335-336)	
	Gretchen	
CRP Indicator	In Talk	In Practice
Connections	Creating opportunities for cooperative learning - "we try to talk a couple of times. Instead of me just sitting there and talking to them, you see more ownership in the students in the lesson" (Lines 378-379). Facilitating access to background knowledge - "Give them that personal connection piece even before they start reading, because it helps them draw on background knowledge" (Lines 415-416).	Facilitated discussions about the text while students offered their point of view. Prompted student to connect by asking -What does it look like in your house? Had students share writing ideas with partner before working independently.
Relevance	Using students' interests to build engagement - "thinking about what they enjoy, what they like, things they like. It gives them that investment in the reading and writing" (Lines 341-342).	Students chose writing topics based on experiences and interests.
Language	Facilitating discourse - "stories that they want to write	Restates students' responses and builds on what student
Development	are very simple, and so we really work with them in how they can expand it- just adding more" (Lines 316-317).	says. Used an open-ended writing prompt to generate ideas. Students take risks when writing and sharing ideas.
Materials	Using text to build background knowledge - "They can talk about it with their neighbor. Maybe their neighbor will teach them something" (Lines 363-364)	

Differentiation	Providing targeted differentiation - "teaching mold into how you can best meet the needs of your students. It all looks different for each kid" (Lines 754-755).	Guided reading format. One on one instructional opportunities through writing conferences and during assessment.
Assessment to Inform Instruction	Analyze running records to adjust teaching - "running records, informal assessment, looking at reading behaviors and trying to help them in those areas where they struggle" (Lines 41-42).	Used running records to inform instruction.
	Yvonne	
CRP Indicator	In Talk	In Practice
Connections	Creating opportunities for cooperative learning - "might turn and talk with your - and they don't necessarily use those words - but turn and talk with your partner about your connection to this story" (Lines 154-155).	Created opportunities for paired learning and sharing.
Relevance	Using background and experiences - "I really tried to seek out literature that they could relate to" (Line 266).	
Language Development	Support vocabulary development - "Vocabulary - they're going to misunderstand vocabulary - how to determine what that vocabulary is" (Lines 298-299).	Provided wait time between directions and students performing task. Accepted approximations to correct responses. Restated/ Rephrased what student said. Provided question starters.
Materials	Examine abstract concepts in concrete ways - "We also have the chips that they use I would say those two things mostly. The gesture and the chips" (Lines 191-192).	Provided visual cues (hand gestures) for the abstract concept of comprehension strategies. Used chips to visually mark point in text comprehension strategy was used. Used graphic organizer for comprehension strategy.
Differentiation	Using guided practice - "There are particular strategies in that the kids struggle with. So, there are times where we have to do an extra day or two" (Lines 121-122).	Modeled using comprehension strategies, gestures, chips while reading text. Provided one on one instruction throughout lesson. Prompting students to come up with key words and determine importance.

Assessment to	Provide students with specific feedback - "I'll have them
Inform	read it to me and I'll talk about what they did well
Instruction	reading it or what they struggled with" (Lines 115-116).

Note: Blank spaces indicate teacher talk and/or teacher practice did not have strong examples of the CRP indicator.

Continuum of culturally responsive implementation. Further comparison of teachers' talk and practice revealed a continuum of implementation. Using Goode's (2004) cultural competence continuum as a guide, exemplars can be seen along the continuum. The continuum is composed of six phases: cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, cultural competence, and cultural proficiency (Goode, 2004). The term phases is used as they overlap. In other words, systems and teachers may be situated within more than one phase in talk and practice. For example, teachers make connections to students' background knowledge to foster new learning, which would be an example of cultural pre-competence. Although teachers acknowledge students' funds of knowledge, the learning is not connected back to the community creating relevance for the student. This would fall into the phase cultural incapacity.

Adjusting interventions: Multisensory approaches. The ways in which students' senses are stimulated during learning have to do with learning style (Park, 2001). "Learning styles are the processes individuals *habitually* use for cognitive problem solving and for showing what they know and are capable of doing" (Gay, 2010, p. 177). Learning styles are solidified by school age and are shaped by culture (Gay, 2010; Park, 2001). Carbo (1984) found students learn at higher rates when their stronger learning style is used during instruction. Therefore, teachers should match instruction with students' primary and secondary learning styles (Park, 2001). Sensory approaches teachers used in this study include visual-tactile, tactile, and kinesthetic. Typically, teachers used a multisensory approach in the intervention lesson.

Sound chips. Teachers use visual and tactile strategies during interventions.

Carbo's (1984) study finds students who had challenges learning to read did better when they could learn through tactile modalities. Shelley uses visual and tactile teaching strategies to teach phonics. As a reminder, Shelley is a second-grade teacher at King and teaches a phonics intervention. During Shelley's lesson, she was giving students words and students would segment them into phonemes. Sound chips were used to represent the phonemes in the word (Figure 2). "Shelley points to her ear and says, 'Listen carefully.' She says the word again and gives the student an opportunity to correct her sound chips" (Shelley, Field Notes, April 26, 2018).

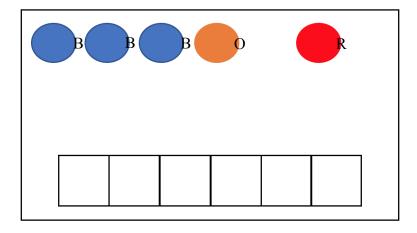


Figure 2. Phonics visual-tactile learning tool. The circles, or chips, represent phonemes. Blue (B) chips represent consonants. Digraphs are represented with orange (O) and short vowels with red (R). The idea is for students move the sound chips into the Elkonin boxes as they segment words into phonemes. (Shelley, Field Notes, April 26, 2018)

Monica uses another visual and tactile strategy to teach abstract concepts such as phoneme segmentation and phoneme addition to a concrete task of pushing sound chips. As a reminder, Monica is a Kindergarten teacher at King and teaches a phonological awareness intervention. Figure 3 illustrates the visual anchor Monica used with her students

Monica uses a whiteboard that has an arrow at the bottom to signal students where to start reading and which direction to read. She uses blue magnetic circles called sound chips on the whiteboard. The sound chips represent the phonemes in the word. First, Monica manipulates the sound chips with her students. She starts with a familiar word - lap. She says the word. Then, says, "Can you say that?" She pulls down chips 1, 2 and 3 to the line as she says each phoneme. Next, she says, "add /f/ to the beginning." As she says the sound, she pulls chip 4 down to the line. She prompts students to put their finger on the line on their whiteboards. She prompts the students to tell her the new word as she runs her finger along the line in the direction of the arrow. (Monica, Field Notes, April 24, 2018)

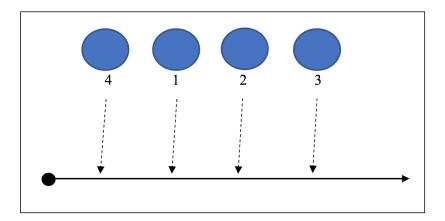


Figure 3. Phoneme segmentation and addition visual-tactile learning tool. This figure illustrates Monica's visual tool to represent sounds in a word. (Monica, Field Notes, April 24, 2018)

After the lesson, I asked Monica to share how the visual and tactile instructional strategy played a role in the students' learning of phonological awareness.

[T]hey [Visuals] really do help, because it's - especially with the manipulation of sounds - it's really hard for them to think in their brain how to switch so, it gives them a visual picture of where the sound is. Like today, we were replacing sounds

with new sounds and to see the visual - we worked on just doing the first initial sound replacement. So, they could see which sound was being replaced, and I could tap it if they'd forgotten. So, they knew which sound to change their voice at. So, I feel like the visual representation is very powerful. (Monica, Post Interview, Lines 48-54)

She sees the visual and tactile strategies as a powerful tool indicating it helps students with their working memory (Gathercole & Alloway, 2008). The visual holds the position information for the student, while they hold onto and manipulate the sounds with the sound chips.

Monica and Shelley capitalized on learning styles by including visual and tactile strategies to teach abstract concepts within phonological awareness and phonics interventions (Braio, Beasley, Dunn, Dunn, & Buchanan, 1997). Rule, Dockstader and Stewart's (2006) study finds students receiving phonological awareness instruction through tactile and verbal activities had greater gains than the control group without such activities. Additionally, Campbell, Helf, and Cooke's (2008) study finds adding multisensory activities (i.e.: tactile, verbal, auditory, kinesthetic) to phonics instruction helps students increase their accuracy in word reading.

Pictures and visual representations. Mallory describes the visual strategy she uses in her language therapy intervention. Mallory is a speech-language pathologist at King. The visual reminds students of how sentences are constructed. "I have cards. I was trying to think if I have good ones with a sentence stem on here. They're usually some kind of a picture that reminds them of something I said that you say at that time" (Mallory, Lines

158-160). She goes on to explain how her youngest students have difficulty using pronouns. So, she uses the visual pictures of a male and a female.

I know my kindergarteners and first graders can't form that kind of - He is, She is - in a picture sentence. So, I already have these [pulled out picture cards with a male and female] ready to go, because that's a basic sentence structure kind of example. (Mallory, Lines 185-187)

Mallory uses the picture cards, the visual strategy, as a support to help students be successful with basic sentence construction. Carbo (1984) indicates using the visual strategy as a scaffold at the point of difficulty.

When students have difficulty with a concept, teachers use visual and tactile strategies to bridge students' known to the unknown (Carbo, 1984). For example, Monica's students had a difficult time producing rhyming words. Therefore, she switched the visual anchor provided in the program with a visual anchor the students were familiar with - an alphabet chart. She connected the new learning with something they already knew.

I found that for some of the students when they were asked to come up with rhyming words using the mats provided in the kit just weren't working and actually giving them an alternative tool they're familiar with - like an alphabet chart - they were able to see different beginning sounds rather than trying to come up with a beginning sound in their head. (Monica, Lines 118-121)

Using a familiar visual anchor bridged the known to the unknown. Students were able to take the beginning sounds from the alphabet chart and add the rhime to produce rhyming

words. Gathercole and Alloway (2008) indicate providing a visual anchor frees up working memory space for students to manipulate the new learning, such as rhyming.

Debbie uses sound spelling cards as visual anchors for phoneme-grapheme correspondence (Tools4Reading, 2017). As a reminder, Debbie is a reading specialist at Eagleton and utilizes CIM intervention lessons. During the word work portion of a lesson, Debbie had students breaking words into individual phonemes and tapping out the sounds, a tactile sensory approach. At the point of difficulty, Debbie referenced the visual and paused to provide additional instruction.

'oil' - Students were directed to look at the sound spelling cards. Each card has a picture as an anchor. For the /oi/, the anchor is a picture of a toilet. Debbie prompts students - "What are two letters that say /oi/ in this word?" She worked with students to separate the /oi/ and /l/ sounds and then blend them back together. (Debbie, Field Notes, January 26, 2018)

Incorporating sensory approaches such as visual and tactile serves as a reminder for students and bridges the known to the unknown. Incorporating visual and tactile tools into the intervention lesson helped students have success in learning the new skill being taught. Carbo's (1984) findings indicate tactile tools help students be successful when they were having difficulty learning reading skills.

Drawing. Drawing is another visual-tactile learning tool (Park, 2001; Stirling, 2017). When students are able to create a drawing, "the problem or situation becomes more accessible" to the student (Fennell & Rowan, 2001, p. 289). Tiffany often times will give students choice within the intervention. As a reminder, Tiffany is a second-grade teacher at King and currently teaches the LLI intervention. One of the choices she gives

them is either writing about the story or drawing about it. When students choose drawing, Tiffany can see the students' understanding of the text being read. "They usually make these really great drawings from the book. So, I'm like - Well, they have to be thinking about what happened in the book if they're drawing about the book - right?" (Tiffany, Lines 419-421). Fennell & Rowan's (2001) study indicates students represent their thinking through drawing, which helps them remember their ideas.

Beverly also has students draw. After reading, Beverly often has students record written responses in their journals. On this day, she had students write by drawing their response. As a reminder, Beverly is a reading specialist at Walker and utilizes the CIM intervention lessons.

Beverly prompted students to write a 30 second response. "It's going to be a quick draw on chapter five. So, leave some room for a quick draw. This was our last paragraph from chapter five." Beverly read aloud the last paragraph from chapter five of the book *Making Choices* by Barbara Williams. "Thirty second quick draw on how Andrew feels/looks. How's he feeling? What's his face look like?" [Beverly] watched and commented on a student's quick draw, "I like that. He's sobbing." (Beverly, Field Notes, December 18, 2017)

Beverly gives students opportunities to use visual and tactile tools to make sense of the story. By drawing, students can make sense of the problem or situation in the story and can visualize what happened (Fennell & Rowan, 2001).

Movement. Incorporating movement into intervention allows students to learn the skill in a different context. Movements ranged from slight movements like hand gestures to yoga poses and dancing. Boykin and Bailey's (2000) study finds movement enhances

comprehension and comprehension remains steady over time. Yvonne shares how the comprehension intervention includes hand gestures for each comprehension strategy. As a reminder, Yvonne is the literacy coach at King elementary. When listening to a passage, students will use the hand gestures to signal they comprehended that part of the story using a strategy. Yvonne can then call on the student to share their thinking. "With the comprehension program for each strategy, they have a hand gesture that they do. It tells the teacher that they've made a connection, or they have a question or whatever strategy we're doing" (Yvonne, Lines 187-189). During Yvonne's intervention lesson, she had students use the hand gesture for questioning.

The group transitioned into the next section of the story. Yvonne reminded students to put a purple chip next to the part of the story where they had questions. She demonstrated placing the chip on her story. She gave each student purple chips and a copy of the story. She then asked if they remembered the hand gesture to use when they have a question. Yvonne raised her hand in the air showing them the hand gesture. Yvonne read the next section of the story aloud as a shared reading. (Yvonne, Field Notes, March 1, 2018)

Hand gestures are used to make the abstract concept of comprehension strategies more concrete, thus increasing comprehension. Block, Parris, and Whiteley's (2008) findings indicate hand gestures significantly increases students' comprehension and hand movements will increase students' abilities to understand other abstract concepts as well.

Beverly incorporates movement into the word work section of her Guided

Reading Plus lesson. Part of her word work focused on phonemic awareness. This part of

the lesson has students segment words into phonemes incorporating larger body movements.

"Let's do some punching!" Beverly shouts out a word - collar! "Punching" is referring to the movements she does with students during a phonemic awareness activity. As words are broken into phonemes, Beverly directs students to punch diagonally from the chest into the air. This motion mimics boxing. Beverly calls out more words. (Beverly, Field Notes, December 18, 2017)

Beverly incorporates larger body movements, such as boxing, into her word work. Rule's et al. (2006) study finds students receiving phonological awareness instruction through a kinesthetic approach had larger gains than students in a control group without larger body movements.

Mallory uses a website to incorporate movement into her language therapy and social skills interventions. For example, Mallory incorporates movement into learning and practicing concepts such as self-control.

Right now, I'm using a lot of Go Noodle. All of the classrooms are using Go Noodle. They use them for - they call them brain breaks. So, it's like dances or different things. So, with my social skills pragmatics groups, they have some nice ones on like - self-control and patience. They're not all like run and dance. We do those too, but those are some concepts to do in a fun way. Still they get up and move, but self-control and patience is more like yoga poses and things instead of running and jumping. A nice way to introduce and practice those kinds of social skills we've worked on. (Mallory, Lines, 203-209)

Mallory uses yoga poses to teach and practice self-control in a different way - a way that incorporates movement. Razza, Bergen-Cico, and Raymond's (2015) study finds a mindful-based yoga intervention improves children's self-regulation such as attention and delay of gratification. Blair and Razza's (2007) study finds self-regulation increases academic abilities such as math and reading.

Caleb also incorporates movement. As a reminder, Caleb is a third-grade teacher at King and teachers the LLI intervention. He incorporates dancing into his transitions between subjects or tasks. In his room, he posted all of the dance moves he taught his students. Hollie (2012) indicates culturally responsive classroom management incorporates movement.

When I played some music in my classroom, we do our dancing games. See this list right here [pointed to the white board in the back of the room with a list of dance moves]. This is a list of the dances I've taught kids over the years. Old school, to new school, to things they may make up themselves - all these things. (Caleb, Lines 652-656)

Upon observing Caleb's classroom, I saw his class transition from intervention time to art class.

Dancing kept the energy and engagement high in Caleb's classroom. After interventions, Caleb's class was transitioning to a different learning activity. He had music playing in the background. He would cue students by saying, "You know you can't dance until the beat drops" (Caleb, Field Notes, March 7, 2018). Boykin and Bailey's (2000) study finds break sessions that incorporated music and movement stabilized comprehension performance over time. He would also incorporate

movement after a student responded correctly. "Mic drop. Now, everybody walk away. Gotta have that swag." (Caleb, Field Notes, March 7, 2018). Caleb incorporates music and movement to keep engagement and energy high during intervention and transitions. Allen and Boykin (1992) study indicates African-American students were more engaged during lessons with music and movement.

Teachers used various types of movement to increase the success of students in their intervention groups. Incorporating movement increases the academic success of students in intervention by increasing comprehension and phonological awareness (Block, Parris, & Whiteley, 2008; Boykin & Bailey, 2000; Rule, Dockstader, & Stewart, 2006). Teachers also used movement and music to increase self-regulation and engagement (Allen & Boykin, 1992; Razza, Bergen-Cico, & Raymond, 2015). Incorporating movement and music is also indicative of a culturally responsive classroom and is included in instruction and classroom management (Hollie, 2012).

Drama. Incorporating drama into intervention lessons gives students opportunities to learn, practice, and demonstrate learning in a different modality. It also incorporates several multisensory components. Drama was incorporated into intervention lessons by having students act out vocabulary words and when learning the sounds in phonics lessons. In Beverly's intervention group, students dramatized words to learn the meaning or demonstrate learning of word meanings.

My second and third graders have a vocabulary section in their response journal, and we will act out certain words. For instance, let me pull one of their journals - for instance, one of their words would be 'rescued.' So, not only do they draw a

picture for rescued from the story, then we can actually act out somebody being rescued. (Beverly, Lines 268-271)

Beverly wanted students to get a better sense of the word's meaning by acting the word out. Gay's (2010) indicates "by physically acting out the ideas, the student had mastered the concept that had totally baffled her only a short time earlier" (p. 200). Greenfader and Brouillette's (2013) study finds dramatization gives students the opportunity to bring in background knowledge, use their voice and bodies to set the mood, and increases comprehension.

In Debbie's intervention, she overemphasized the sounds in two confusing words and dramatically showed what a word meant to help students understand the difference between two words: full and foal. Notice, she is also using magnetic letters to build words, which is a visual-tactile approach, and she uses the auditory approach of hearing the difference between sounds. Debbie is using a multisensory approach in this small snippet of the lesson.

Next, Debbie had the students keep the magnetic letters 'f' and 'l'. She had them make another word - 'foal.' Again, Debbie brought in vocabulary. She explained that a foal is a baby horse. To clear up confusion, Debbie went back and forth between saying the word 'full' and 'foal.' She exaggerated the /oo/ sound in 'full.' She made a facial expression and held her stomach indicating she was full because she ate enough food. Then, she talked about how her mouth was different with the /oo/ sound versus the /oa/ sound. She demonstrated how the shape of her mouth changed. She had the students say the two words and asked them to notice

how their mouths were shaped. She used her index finger to show how her lips were a round shape with the word 'foal.' (Debbie, Field Notes, January 26, 2018) Debbie's acting 'full' was a very small part of the lesson. It was used to clarify two similarly sounding words that were confusing for the students in intervention. Greenfader and Brouillette's (2013) finds integrating the arts, such as drama, "powerfully signals the importance of the new information, helping it to become integrated with existing knowledge" (p. 175).

Dramatization gives students an opportunity to experience the learning in a different way (Greenfader & Brouillette, 2013). The physical act of dramatizing words provides a bridge for students to connect new learning to what they already know (Greenfader & Brouillette, 2013). Drama is an instructional modality that is compatible with the way students learn (Gay, 2010).

Word study. Word study incorporates phonics and vocabulary. Word study is added to lessons based on the information teachers collect on students. For example, Ginny's intervention group was learning about closed syllables, or CVC, words. As a reminder, Ginny is a third-grade teacher at King and teaches a phonics intervention. One of her students confused words frequently. Ginny tied word meanings to the phonics lesson to bring clarity to the learning.

I have one [student] who's all comprehension. Comprehension everything. But she can't decode to save her life. She mixes up words a lot. Cot and cop. I'll say cot, but she hears cop. So, she thinks the word c-o-t is the guy that's out on the street, because she's putting meaning to everything. Frequently, she will ask me-I thought this was the word. So, we'll talk about meaning all of the time.

Vocabulary comes up in phonics even with three letter words more than is addressed in the script. (Ginny, Lines 185-190)

Ginny incorporates conversations about words' meanings into her phonics lessons. This coincides with other studies that have found phonological awareness, a skill taught prior to and in conjunction with phonics, grows out of vocabulary development (Metsala, 1999; Vellutino et al., 2004). This is especially true for words that are within the same phonological neighborhoods (Metsala, 1999; Vellutino et al., 2004).

The program Caleb teaches includes word study. However, Caleb includes mini white boards into the lesson. Caleb writes word parts on the mini white boards allowing students to mix and match. He even challenges them with more difficult word patterns than what the program offers.

A few years ago, I was working with the literacy coach. She gave me these mini whiteboard cards [he gets up to get them from his small group table and brings them back to the desk]. Through these, I can kind of build my extension out. (Caleb, Lines 387-389)

Caleb challenges students by extending their learning through word study. In the word study part of his lesson, he teaches students word parts that can be applied to other unknown words. Taylor, Mraz, Nichols, Rickelman, and Wood (2009) posit teaching word parts builds a self-sustaining system of learning that the students can take with them to other contexts. Additionally, teaching word parts is culturally and linguistically responsive (Hollie, 2012).

Video as a conduit. Kelly incorporates video to teach word meanings and related words. As a reminder, Kelly is a third-grade teacher at Eagleton and teaches a phonics

intervention. Showing a video is not in the script, but she knows adding it to the lesson will give her students the background they need to understand the story.

Sometimes, I talk about a baseball game. There was a kid who had never been to a baseball game. Showing a video of what this looks like and explaining home plate, because you're going to see these words in books. They're not going to be able to comprehend if they don't have that vocabulary. Just like exposing them in different ways - like stories, or reflecting on their own experiences, or they might have seen it on TV, or even if they haven't - showing them the experience in a different way. So, it's that off script practice. (Kelly, Lines 99-104)

By incorporating video, Kelly offers the new word in context. Providing context is one step toward responsive vocabulary instruction (Beck et al., 2002; Hollie, 2012). Xin and Rieth's (2001) also finds using video helps students have greater success in word acquisition.

Adjusting interventions by adding or expanding word study was beneficial in several ways. Reading skills are often reciprocal process - such as the example of phonological awareness and vocabulary in Ginny's intervention (Metsala, 1999; Vellutino et al., 2004). Word study can also teach students to apply the learning to unfamiliar words. Therefore, they develop a self-sustaining system of learning (Taylor, Mraz, Nichols, Rickelman, & Wood, 2009). Lastly, adjusting interventions to include word study gave context to word meanings thus increasing their vocabulary acquisition (Beck et al., 2002; Hollie, 2012; Xin & Rieth, 2001).

Cooperative learning. Cooperative learning gives students an opportunity to learn from each other, interact cognitively and socially, and process learning (Johnson &

Johnson, 2009). It also builds confidence as well as other areas of mental health such as personal identity (Johnson & Johnson, 2009). Teachers incorporated cooperative learning - some daily - into intervention lessons. Some cooperative learning activities were structured, and some were less structured. Johnson and Johnson (2009) identify three types of cooperative learning groups: informal, formal, base-groups. In this study, teachers employed informal and formal cooperative learning groups.

Gretchen shares how she was skeptical at first to include cooperative learning into her reading intervention. As a reminder, Gretchen is a reading specialist at Walker and utilizes the CIM intervention lessons. At first, she did not believe the students could learn from each other. However, after she tried it, she realizes students at any level can learn from each other.

I didn't even use cooperative learning for a very long time. I just never thought we could do it. I never thought this group of kids - they're low readers. They're coming to read, and they struggle. "Of course, I can't use cooperative learning. How can they learn from each other?" That's such a silly thing to think, but I think I was unaware of the fact that I felt like that. When I came to Lowell-Mann, and there's all of this CITW. It talks about cooperative learning every day. So, I was like - "Okay, I'll try it." Really, it's not - number one - it's not as hard as I thought it would be. It's really not. It's not hard at all to have kids turn and talk to their neighbor. (Gretchen, Lines 371-377)

Initially, Gretchen was hesitant to try cooperative learning. Through professional learning and trying cooperative learning, Gretchen found the students were successful. Day and Ainley's (2008) study also finds teachers were apprehensive about implementing

cooperative learning structures - especially with English Language Learners and students who were having difficulty with reading. However, like Gretchen, Day and Ainley's (2008) study finds teachers who tried cooperative learning discovered students did engage with each other and had productive learning outcomes.

Yvonne feels like her interventions are always cooperative. "We do turn and talk like every day in that comprehension program" (Yvonne, Line 146). When visiting Yvonne's intervention time, she used turn and talk twice within the 30-minute lesson. Below is the first turn and talk interaction.

Yvonne gave students time to reread the story from the previous lesson. When everyone had finished, she prompted them by saying, "Turn and tell a partner one question." She reminded the group of three of the question starter words: who, what, when, where, why, and how. Yvonne partnered up with one student to make even pairs. She kneels down and gets close to the student. She said, "Oh! That's a great question!" Yvonne shared her question with the group. She then asked the group, "Who wants to share their question?" This spurred a discussion within the group. (Yvonne, Field Notes, March 1, 2018)

Jeremy also feels his vocabulary intervention includes cooperative learning. "It's always cooperative. They're always feeding off each other. They're always building on it" (Jeremy, Lines 213-214). As a reminder, Jeremy is a fourth-grade teacher at Eagleton and teachers a vocabulary intervention. As Yvonne and Jeremy noted, some types of cooperative learning happen every day. This is similar to what Johnson and Johnson (2008) posit with informal cooperative learning. They state informal groups meet approximately every fifteen minutes or so to briefly focus the students, set the mood or

expectation, or give the students an opportunity to process the information. As with Jeremy and Yvonne's groups, students are working toward the outcome of "effort to achieve" (Johnson & Johnson, 2008, p. 375). Effort to achieve centers around the positive influence interdependence has on long-term retention, motivation, creative thinking, learning transfer, and attitude.

Mallory sees the benefit of cooperative learning, because language is meant to be interactive. Cooperative learning structures provide opportunities for students to be interactive and use their language skills.

"Thinking of language, interacting is the main purpose of oral language and even writing and things like that. Trying to get my kids to interact more together. It's a good 21st Century Skill" (Mallory, Lines 136-138).

They really like when we're reading a book, and I do a lot of would you rathers. Would you rather - usually just two but sometimes three choices. They go around the room. They have to talk to someone else at their spot. They talk about why they chose that spot. Then, they share it out. (Mallory, Lines 140-143)

Mallory's students are in cooperative learning groups to practice language skills through social interaction. Groups are informal like Yvonne's and Jeremy's (Johnson & Johnson, 2008). In Mallory's scenario, students are working toward the outcome of improved psychological health by increasing confidence and increasing social competency (Johnson & Johnson, 2008).

Beverly uses cooperative learning structures to get students to elaborate on their thinking. "We do a lot of Agree/Disagree. I'm not quite sure what the structure is called but - 'Hey do you agree with that? Well, why do you disagree? or Why do you agree?"

(Beverly, Lines 244-246). The Agree/Disagree structure Beverly uses has students form an opinion, and then say more. This is consistent with Johnson and Johnson's (2008) outcomes for improved psychological health. Students in Beverly's intervention gain new insights and learn to see situations from different perspectives (Gabbert, Johnson, & Johnson, 1986; Johnson & Johnson, 2008).

Students can elaborate on their thinking, learn from each other, and practice new skills in supportive structures created through cooperative learning (Johnson & Johnson, 2008). Students enjoy the interaction and want to continue learning (Johnson & Johnson, 2008). Students' confidence increases as they are able to successfully contribute to the conversations (Johnson & Johnson, 2008).

As teacher teams create plans for students to learn through literacy interventions, considerations are made for adjusting interventions. Programs and lessons cannot meet the needs of all learners. Therefore, teachers must take what they know about students and learning and adjust lessons to meet the needs of the students they are instructing (Duncan Owens, 2010). There were various ways teachers adjusted lessons. Teachers included different learning styles such as visual and tactile, kinesthetic movement, and drama (Armstrong, 2018; Gay, 2010). Teachers also adjusted lessons by incorporating vocabulary and word study (Hollie, 2012). Additionally, teachers incorporated cooperative learning into interventions. However, the teacher adjusts the intervention, it is done to meet the students' needs, is based off what the teacher knows about the students and is informed by the teacher's knowledge about teaching reading (Duncan Owens, 2010; Gay, 2010; Hoover, 2011; Johnson & Johnson, 2008; Johnston, 2011).

Desired outcomes

The desired end result of intervention is student growth (Deno, 2003; Heck, 2006; Newell & Kratochwill, 2007). The sections above discussed intervention plans and adjustments to those plans in order for the teacher to be responsive to the student (Johnston, 2011). Growth in reading is a focus of legislation, curriculum, and state and district accountability measures. However, teachers see interventions as a place to grow academically as well as psychologically. Throughout this section, academic success happens in conjunction with psychological growth and well-being - they are intertwined as one begets the other.

In this study, academic growth was seen by teachers through students' accelerated learning (Clay, 2001; Holliman, Hurry, & Bodman 2016). Teachers also reported academic growth was also seen by individual students (Förster & Souvignier, 2014). When students were not making the expected growth, teachers evaluated intervention plans and made adjustments (Deno, 2003).

Psychological growth was seen in students perceived self-efficacy and grit (Bandura, 1982; Duckworth et al., 2007). Self-efficacy comes from our accomplishments, vicarious experiences, and encouragement (Bandura, 1982). Often, grit is mistaken for innate abilities such as intelligence or talent (Duckworth, 2016). "By shining our spotlight on talent, we risk leaving everything else in the shadows. We inadvertently send the message that these other factors - including grit - don't matter as much as they really do" (Duckworth, 2016, p. 31). People with grit have been found to outperform those with less grit (Duckworth et al., 2007; Robertson-Kraft & Duckworth, 2014).

By increasing students' belief that they can be successful, they are motivated to work toward that success (Bandura, 2000). When students achieve success, or their goal, their self-efficacy increases as does their motivation (Bandura, 1982). In turn, students' academic achievement increases (Caprara, et al., 2008; Rumbaugh & Brown, 2000). Teachers in this study increased students' self-efficacy by pointing out what students already know, building on what they know, and teaching concepts and skills within the student's grasp.

Grit can be taught (Duckworth, 2016). Persevering over extended periods of time - even in difficult circumstances - toward a goal is grit (Duckworth, 2016). This is important, because people with grit accomplish greater success than those with less grit (Duckworth, 2016). Teachers in this study teach students grit by modeling and goal setting (Caprara et al., 2008; Duckworth, 2016).

Visible growth. Students' growth is seen when teachers and students compare where students started to where they are currently (Heck, 2006). Growth is also seen when students are compared to grade level benchmarks (Clay,2001). Teachers see intervention time as a place where students' growth is visible. "It's [Interventions have] always been the best way to see their growth" (Caleb, Lines 108). According to the MTSS Handbook, students' growth "is monitored frequently to ensure they benefit from instruction/support" (p. 6). Students' growth rates are expected to increase at a more rapid rate while in interventions (MTSS Handbook). Students' growth is monitored in a variety of ways. The MTSS Handbook indicates progress monitoring and response includes looking at the student in a variety of ways: "Analyze progress monitoring and

response to interventions (i.e.: curriculum-based measures, observational notes, data over time)" (p. 19).

Debbie also views intervention as a way to accelerate students' growth rate. "Literacy interventions- I see -have given students an opportunity to accelerate their learning. The goal is for them to accelerate their learning in a shorter period of time to catch up with the average band of their class" (Debbie, Lines 105-108). Debbie's views on intervention are consistent with research, which indicates growth is accelerated in intervention to the point of grade level (Clay, 2001; Holliman et al., 2016)

Often times, students' rate of learning makes it possible for them to be on grade level at the end of the intervention. Sometimes, the student is even higher than the grade level expectation. Debbie shares the success of one of her Reading Recovery students.

It starts with what they know. To think that in 16 weeks that a child can go from being behind grade level to being ahead and above grade level with all the confidence in the world - to expect more for herself is ... quite a celebration.

That's the kind of thing that I fortunately get to experienced regularly. (Debbie, Lines 129-132)

Reading Recovery accelerates growth and measures success by moving students to the same reading level as grade level peers. This is important for students' reading success. According to Clay (2001), getting students to the same attainment level of their grade level peers prevents future reading difficulties.

Outcomes are not always measured by grade level expectations. Sometimes students realize their growth by the things they can now access through reading that they

could not access before. Kelly shares how students notice all of the things they can now read.

I really talk about - when they're reading books, reading signs - the work we are doing is going to help them with that. I really start with their classroom, because they come to me and they're like - "I feel like I can read this book now. I feel like I can read this a little faster and a little bit better." I get them to connect in that way. (Kelly, Lines 135-138)

Kelly's students realize their growth as they reflect on their perception of a book's reading difficulty now versus in the past. Julie discusses a similar situation with a student. As a reminder, Julie is a reading specialist and the district's teacher leader. She teaches at Wolff and also works at district office. Julie made a student's learning visible for her by showing her books she read when she first entered interventions and compared them to books she can now read. "Eventually, I was able to point out to her this is what you read on the first day when you told me you couldn't read. Now, look what you're reading" (Julie, Lines 381-382). Julie supported her student in reflecting on the progress she made in reading. Supporting students' reflection and self-evaluative process is congruent to the findings of Förster and Souvignier (2014). In their study, students who were supported and given tasks within the students' reach appropriately self-evaluate their success. The study goes on to say how students perceive their success is linked to self-concept, motivation, and academic success.

Teachers are looking for students' literacy growth. It is one desired outcome.

However, if a student is not showing growth, teachers analyze next steps. Their goal is to meet students' needs, which may require adjusting the intervention. "I think it's

beneficial, because you see growth, and if you don't see growth, then we try to fix the intervention, change it, and adapt to the child's needs and find something that will work" (Kelly, Lines 52-54). This explanation is in line with formative evaluation model (Deno, 2003). Deno (2003) states "This systematic approach to setting goals, monitoring growth, changing programs, and evaluating the effects of changes is the formative evaluation model" (p. 185).

Teachers in this study notice student growth by comparing their progress to the other students in their grade level (Clay, 2001). Also, students self-evaluate reading success through reflection (Förster & Souvignier, 2014). If a student is not growing at a desired rate, teachers work to adjust the intervention plan to better meet the student's needs (Deno, 2003).

Strengthening self-efficacy. Students notice differences between students in their class and themselves. Individual capabilities are gauged by comparing self to others.

These comparisons impact students' self-esteem and their self-efficacy toward academic success (Bandura, 1993). When their learning or success in learning is different from those around them, it effects their perceived self-efficacy. Therefore, a second desired outcome of interventions is growing students' belief in themselves that they can be successful. Although the MTSS Handbook does not address increasing student self-efficacy, teachers found this a significant factor in student success. Julie tells about a portion of the Reading Recovery lessons called Roaming Around the Known. She describes how these ten lessons build confidence in her first-grade students.

Trying to build confidence is a lot of what that time is about as well - before you start pushing them into instruction and really trying to present harder text and new

they have little incentive to act" (p. 75).

information. We are solidifying the things that they do know. Pointing out the things that they do know. Often, they don't even know that they know all of this information. (Julie, Lines 372-376)

Julie builds confidence by identifying things students already know and can do.

Rumbaugh and Brown's (2000) findings indicate Reading Recovery improves students' feelings of significance and self-concept, which may lead to improved academic achievement.

Julie goes on to tell about a student who did not believe in her ability to write during the lesson. In a previous lesson, Julie had given choice to the student. The student had chosen to write to her mom for her birthday. Julie had saved the piece of writing, because it demonstrated what the student could do.

Just yesterday she said - "I can't write. I can't write anything." I said "Look. I

want to tell you that last week when you were in the room and you wrote those five or seven sentences - Remember? I made a copy, and I was so proud of it that I hung it up." She's like- "Okay." [She] regrouped herself and put about three or four sentences down about the book we were reading. (Julie, Lines 397-401)

Julie was able to visually represent possibilities for the student giving her confidence to continue working. Julie provided the structures needed for the student to experience success again. Julie was working to build the student's personal efficacy by showing her she has been successful and can be successful again. Self-efficacy is a key element of the social cognitive theory (Bandura, 2000). As Bandura (2000) states, "[u]nless people believe that they can produce desired effects and forestall undesired ones by their actions,

Interventions provide a space for students to learn and increase personal efficacy in what they know and can do. Tiffany and Kelly both have students who were uncertain about their reading abilities. Interventions provided instruction at their level. Students experienced success, and their self-efficacy grew (Bandura, 1982; Caprara, et al., 2008).

It does make me sad when she said - "I couldn't read. I wish I could read that. It must be nice." I'm like - "Oh." These interventions do help, because it gives the kids confidence. They leave happy. They know they're doing something. (Kelly, Lines 149-150)

Kelly reinforces a student's application of a strategy learned during intervention.

Kelly had students reading from a decodable passage as she listened in and coached students.

Kelly said, "How'd you know that was [inaud]? You didn't know that word. So, how'd you know how to read it?" She went on to affirm the student's use of the skill on open syllable types. "Since you knew it was open, you could read it." (Kelly, Field Notes, April 25, 2018)

Tiffany also attributes increased self-efficacy to the success students experience in interventions.

I think the biggest change that I've seen is that he has some kind of confidence now. I think a big part of that is - once again - he sees other kids who are just like him, and he gets instruction right at his level. He's able to experience success with that. (Tiffany, Lines 141-143)

Tiffany's and Kelly's focus on confidence in reading, or self-efficacy, is important. A similar finding shows perceived self-efficacy effects students' performance

in school and life (Caprara, et al., 2008). Students who experience success have subsequent increases in perceived self-efficacy (Bandura, 1982). Increased self-efficacy in turn impacts a student's belief in how well they will be able to master academic content (Caprara, et al., 2008).

Teachers recognize interventions play a part in developing students' perceived self-efficacy. This occurs when teachers create successful learning experiences (Bandura, 1982). Successful learning experiences start from what the students know, and then, adds the next piece (Compton-Lilly, 2006; Dong, 2013; Wiltse, 2015).

Teaching grit. A third desired outcome of intervention is to develop grit.

Students see others who have been successful. However, they may not see the hard work and determination it took on the part of that individual to experience success. The task may appear to be simple from the outside looking in. Vincent describes common feedback given to students and how this feedback can be counterproductive to growing grit.

We spend all of our time telling them - "You're so smart. You're so smart - so smart. What happens when they meet a challenge and the feedback is - "You're not smart?" Then, they question everything, because we have built their value one the idea that - "You're smart." (Vincent, Post Interview, Lines 170-173)

Being smart can be seen as innate. However, focusing on grit rather than intelligence or innate talent sends the message that perseverance and goal setting is a pathway to success. Therefore, it is important to grow grit in students. Students can learn grit, because it is a malleable trait (Duckworth, 2016). The following two sections describe how teachers grow students' grit through modeling and goal setting.

Modeling grit. The first way teachers in the study teach grit is by modeling (Duckworth, 2016). Caleb is seen by his students as a successful person. He feels it is important to show his students the hard work he has had to put into tasks to be successful. He is transparent with them, so he can teach them to also persevere and have determination, or grit, when learning gets hard for them. "I think it's especially important for teachers to [share their grit], because, at least in my experience, most kids look at me like - 'There's Mr. Banks. He can do no wrong. He's great at everything. He's fantastic'" (Caleb, Lines 248-250). Duckworth and Peterson (2007) also believe teaching grit is important, because it is an indicator of success more so than ability or intelligence.

Grit can be taught. Duckworth (2016) states "grit is not entirely fixed" (p. 89). Ginny notices students give up when difficult situations present themselves. "They quit, and they don't want to try" (Ginny, Post Interview, Line 77). "They don't want to fail, and if they do, they don't know how to get back up" (Ginny, Post Interview, Lines 94-95). Ginny works to teach students grit through modeling. "I don't know how to teach that other than modeling, [and] tell them the stories about how you know they got to fight through" (Ginny, Post Interview, Lines 95-97). Duckworth's (2016) findings indicate people imitate and emulate those who they are around.

Julie also sees the effects of the absence of someone parenting grit. Julie has a first-grade Reading Recovery student who does not yet put forth effort.

I don't see her having drive yet. I don't see that she cares when it comes to that [reading]. She can't do it, and she sees other people doing it. But I don't see her having that drive yet to do it, and it might be due to a lack of models (Julie, Post Interview, Lines 64-66).

However, the trajectory of this student can change. "I think there's more to say if you send them off with love and grit and effort and those things will also in return have an academic impact" (Jeremy, Post Interview, Lines 268-270). Jeremy sentiment is shared by Duckworth (2016). A paragon in her study, Cody, states: "You don't need to be a parent to make a difference in someone's life. If you just care about them and get to know what's going on, you can make an impact. Try to understand what's going on in their life and help them through that" (Duckworth, 2016, pp. 221-222).

Kelly reiterates teaching grit and seeing possibilities. She believes every student can be successful when we look at students' potential. "Just being that person helping them see what they can be and what they can do" (Kelly, Lines 671-672). Part of teaching students to persevere and have grit is for students to identify "what they can do and then do it" (Ladson-Billings, 2009, p. 52).

Steadfast goals. The second way teachers teach students grit is by teaching them to set and achieve goals. Goals were set on various strategies and topics. Beverly teaches grit by working to sustain students' effort. Therefore, her students' goals are focused on effort. "I think about that student and how that student is always feeling behind or always feeling like - 'I can't. My best is not good enough'" (Beverly, Lines 134-135). Having students be recognized for doing their best is important to Beverly. "Beverly expects her students to do their best. 'We are going to do our best to whisper read.'" (Beverly, Field Notes, December 18, 2017). At the end of the lesson, Beverly reflects with students on their successes and their work toward their goals.

"With your hand, show me your effort today." *Beverly recognizes the effort* students gave. She is not recognizing whether or not students got the right

answers, but that they gave effort. The bulletin board illustrates a leveling system one through five. "I would say a four. I think we were all on fire today!" Again, Beverly is not expecting perfection and highlights the amount of effort each student gave. (Beverly, Field Notes, December 18, 2017)

Ginny also uses goals to teach grit. "Showing them where they're going. So, they have that end goal in sight" (Ginny, Post Interview, Lines 85-86). Setting goals is an important factor in building self-efficacy and grit (Bandura, 1982 Duckworth, 2016; Duckworth et al., 2007). Beverly and Ginny set short term goals to build efficacy and develop students' skills. Short term goals are necessary to get to the long-term goals associated with grit (Caprara, et al., 2008; Duckworth et al., 2007).

Debbie helps a student focus on the reading skills he has been working to improve. Even though this student did not reach the assessment goal, Debbie points out the learning goals he did meet.

He didn't do a great job on his AIMS that day. He gets really down on himself when it doesn't go well, and of course, I'm his biggest cheerleader. As we were talking about the great things that he did do in his reading, he gets very anxious over it. So, instead of focusing on - "Okay here's what you could do next time." It was - "You know what I heard that you did? I heard that you went back to reread. I heard that you noticed something didn't make sense, and you fixed three or four errors. That's what good readers do. That's what I heard." (Debbie, Post Interview, Lines 44-50)

Debbie realizes missing the assessment goal on the reading measure could be detrimental to the student. Therefore, she highlights the successes of goals she observed while he was

reading. Förster and Souvignier's (2014) study finds "the decline in individual self-concept can also be explained by the students' realization that they were not performing as well as expected" (p. 98). In order for the student to keep working toward learning goals, Debbie realizes the student needs to see his success. Duckworth (2016) points out personality characteristics, such as grit, change with life experiences. Duckworth (2016) goes on to say since grit can change as we get older, factors within experiences influencing this change include interest, practice, purpose, and hope. In Debbie's example above, the student received practice through each intervention lesson, and Debbie provided hope through positive feedback.

Caleb also reflected with students about their perseverance when reading became challenging. Caleb holds his students to high expectations with their goals. Caleb reminded them of their goal and then guides them toward success. During an observation of Caleb's intervention lesson, he asked a student, "What's your goal? *He was wanting the student to slow down and process the text*. Caleb reminded the student that the goal is not just reading faster. (Caleb, Field Notes, March 7, 2018). By providing feedback, Caleb's student could self-evaluate progress toward his goal and regulate his learning. Förster and Souvignier's (2014) findings indicate feedback does not directly increase a student's ability to self-evaluate and be motivated to learn. Rather with the teacher's support, aspects of motivation and self-concept improve (Förster & Souvignier, 2014). The feedback Caleb gives his student provides encouragement that he can reach his goals. Encouragement is crucial in building interest. Duckworth (2016) indicates interest gives reason to work hard.

Gretchen guided students toward success in her small intervention group with her prompts about students' writing goals. While conferencing with a student, Gretchen referred to the students' goal, which was posted on the board in the back of the room. She prompted the student to get his/her ideas down first. Then, she could go back to add punctuation. (Gretchen, Field Notes, December 19, 2017). Like Caleb, Gretchen provided feedback. Feedback is necessary, and in this case, it refocused the student on her practice of getting ideas down. Duckworth (2016) indicates improvement requires deliberate practice, and goals are "a narrow aspect of this overall performance" (p. 121).

Teachers realize the need to intervene with non-cognitive skills such as grit.

Teaching students grit by modeling and setting goals is one way to help students see what is possible. When teachers believe in their students' possibilities and teach determination, students can change the world.

Conclusion

Response to intervention has many dimensions and purposes. Lowell-Mann uses interventions as prevention and as a way to increase student performance (MTSS Handbook; Newell & Kratochwill, 2007). Teachers are intentional with intervention instruction. They self-monitor and provide precision teaching (Phillips & Smith, 2010). Teachers shared how the response falls on the teacher to react to what the students are doing and help them take the next step in their learning (Johnston, 2011). Teachers make important decisions during RTI. They use what they know about the student, what they know about teaching reading, and assessments to make viable intervention decisions (Gay, 2010; Johnston, 2010; Johnston, 2011; Vaughn & Denton, 2008). Adjustments are made to lessons and programs by incorporating multi-sensory approaches, word study,

and cooperative learning (Allen & Boykin, 1992; Beck et al., 2012; Boykin & Bailey, 2000; Gay, 2010; Hollie, 2012; Johnson & Johnson, 2009; Metsala, 1999; Vellutino, et al., 2004).

Teachers expressed several desired outcomes for students receiving interventions. Teachers measure a student's reading by comparing it to the grade level expectation and to the student's starting point (Clay, 2001; Heck, 2006). Teachers also want to build students' self-efficacy. One way they do this is by creating successful learning experiences for students (Bandura, 1982, 1993). Self-efficacy and reaching attainable goals is key to developing grit. Grit will help students to persevere through difficult circumstances to reach long-term goals (Bandura, 2000; Caprara, et al., 2008; Duckworth, 2016). Therefore, teachers teach students grit by modeling and goal setting (Duckworth, 2016).

In chapter seven, I discuss the findings of this study and situate the findings within current research. I discuss the influence of Whiteness on a RTI model. I also discuss how teachers implement a culturally responsive RTI model along a continuum. A successful RTI implementation requires flexible systems to support teachers and students. Several contributions to the literature are shared. Recommendations for future research as well as ways forward in current practice are provided.

Chapter 7: Discussion, Conclusion, and Recommendations

"[G]ood intentions are not enough to avoid discriminatory behaviour nor are they an excuse where the outcomes of policies and actions work against certain minoritized groups. This is a vital point which must be borne in mind when assessing the nature of the policy context within which we seek to understand the shape and nature of race inequality." (Gillborn, 2008 p. 241).

This study examined teachers understanding and practice of instructing diverse learners through a response to intervention (RTI) framework and how interpretations of policies that govern schools help or hinder teachers' practice. This research drew on three domains: culturally relevant pedagogy (CRP), ecological perspectives, and policy enactment. Viewing RTI implementation from these angles helped to understand difficulties with implementation. It also helped examine the promise and potential ways forward toward a fair and just educational system. This research used a basic qualitative approach (Merriam & Tisdell, 2016). The study included 14 participants who incorporate culturally responsive practices into intervention. Data were collected on participants and included an initial survey for participant selection, interviews, observations, and documents. The data were analyzed using Grounded Theory analytic strategies, in particular the constant comparative method (Glaser & Strauss, 1967). Constant comparative method was utilized to stay close to the participants descriptions and effort to integrate RTI and CRP (Bryant, 2013). Emergent categories and subcategories were used to answer two research questions:

- 1. What can be learned about a culturally responsive approach to Response to Intervention (RTI) by listening to teachers' perspectives and observing teachers' practices?
- 2. How do teachers interpret and enact state and local policies in ways that maintain responsiveness to students' literacy learning?

In review, findings from chapters four, five, and six include the following. In chapter four, the presence of Whiteness in school and society prevents racial justice.

More specifically, Whiteness prevents people from taking action, cultural knowledge and knowledge of culturally relevant practices are inadequate, and Whiteness impacts teachers' expectations of their students. In chapter five, deconstructing deficit and biased views, being an ally, and developing a connection between home, school, and community to support the whole child strengthens relationships. Additionally, critical conversation disrupted injustices. However, White Fragility was a roadblock to critical conversations and relationships. In chapter six, a culturally responsive RTI framework included formative assessments, intentional instructional decisions to adjust lessons, and non-academic instruction in self efficacy, grit, and motivation.

Findings of this study support other scholarship on how incorporating culturally relevant practices increases the quality of instruction, which provides diverse students higher access to education. A culturally relevant framework of RTI offers the most promising pedagogical approach to provide quality instruction, equitable access, and address over-identification of diverse students in special education. More specifically, flexible systems enable teachers to use what they know about students and instruction to be responsive to students' needs. Flexible systems also open schools to an ecological

approach instead of a narrow focus on academics. However, before we elaborate on providing culturally relevant approaches in a RTI framework, it is necessary to examine the prevalence of Whiteness.

Whiteness

In some instances, the presence of Whiteness in this study prevented racial justice and was a roadblock to culturally relevant practices. In chapter four, Whiteness and White Fragility prevented teachers from taking action to disrupt racial inequities in school. Instead of taking action, teachers succumbed to a one-size-fits-all way of measuring student success and one-size-fits-all instructional practices. Also, Whiteness impacted teachers' expectations of students and thus, their academic success. Teachers' lack of cultural knowledge and relevant instructional practices made way for a tenuous integration of culturally responsiveness into their practices. In chapter five, White Fragility continued to prevented teachers from engaging in culturally responsive practices. Teachers were uncomfortable to challenge white solidarity within the school and community to address social injustices not only occurring in their city but also occurring in the daily lives of their diverse students. Whiteness and the presence of White Fragility created a road block to reaching the intended promises and potential of a culturally relevant RTI implementation.

In this study, other instances of Whiteness afforded teachers the role of ally. In chapter five, teachers began deconstructing their own biased views of others who are different than themselves. They also took action to disrupt the status quo by challenging Whiteness. Teachers created safe and trusting relationships with students and families. They created spaces through books to give students a voice and disrupt social injustices.

Additionally, teachers removed obstacles, such as hunger, to temporarily level the playing field for students. In chapter 6, intentional and responsive instruction disrupted the business as usual, or prescriptive, way of teaching. Teachers used formative assessments to adjust lesson to meet students' needs by integrating culturally responsive instructional strategies. They also worked beyond the state expectation of standards and taught students grit. Teachers saw growth not only in academics but in students' character. In this regard, teachers progressed toward fulfilling a promise of RTI - increased student achievement.

Disproportionality remains present. Response to intervention has not yet resolved disproportionality in the Lowell-Mann School District. Implementation of a culturally relevant RTI framework is not fully realized within instruction or systems. Though, teachers did implement culturally relevant instructional practices along a continuum of understanding and practice. In chapter 6, I shared the idea of a continuum of implementation and discuss the continuum in further detail in the next section. The progression could be seen in teachers' use of Whiteness, their instructional practices, expectations of growth, and advocacy of their students within school and within systems. Additionally, the systems in place recognized student achievement as being proficient rather than making growth. This stance denigrates students' and teachers' performance and compromises the potential of a culturally relevant RTI framework. Furthermore, implementation has only occurred for two to three years at the pilot schools. It will take time and continued professional learning for results to be realized as students matriculate through the grade levels. For instance, most students are identified in grade three or

higher for special education services. Students receiving interventions in grade one are just now reaching grade three and are potentially going through referral (or not).

Providing a Culturally Relevant RTI Framework

Servicing students through a culturally relevant RTI framework in literacy goes beyond instruction. Interpretation of legislative policies, systems within schools, instructional decisions, and ideology contribute to an academic organization's ability to implement a RTI framework with culture as the foundation. Throughout this study, implementation along a continuum and quality instruction surfaced and are discussed further in the sections below.

Cultural competence continuum. A continuum of culturally relevant RTI attainment could be seen on a broader scope of the systems that govern schools and within teachers' classroom practices. In chapter 6, I connected teachers talk and practice found in Table 9 to Goode's (2004) continuum of cultural competence. Understanding positions along the continuum allows for movement and growth toward cultural proficiency. Below are examples found throughout the study.

Cultural destructiveness. Cultural destructiveness are attitudes, policies, and practices that are destructive to a culture or individuals within the culture. An example would be the state sanctions for schools who do not meet the states proficiency indicators discussed in chapter four. Sanctions limit students' chances to receive quality education.

Cultural incapacity. Cultural incapacity is an organizations inability to respond to the needs of culturally diverse students. An example would be the exclusion or diluted history of African Americans in the curricula as presented in chapter four.

Cultural blindness. Cultural blindness is blaming individuals for their circumstances, seeing everyone as the same, and inadequate resources dedicated to gaining cultural understanding. An example of cultural blindness can be seen in chapter five when teachers shared their own prejudices and the student-deficit mindsets prevailing in teachers' conversations.

Cultural pre-competence. Cultural pre-competence is having an awareness of strengths and areas of improvement for servicing students from diverse backgrounds, tokenism, and lack of foresight in developing a culturally competent organization. An example presented in chapter six is the variety of intervention options teachers use and ways they adapt lessons to be responsive to students' needs.

Cultural competence. Cultural competence is a mission to implement policies, procedures, structures, and instruction that fosters respect and acceptance of cultural differences by allocating resources toward reaching this phase. An example presented in chapter six is the development of students' vocabulary by learning words' meanings.

Cultural proficiency. Cultural proficiency is placing culture as the foundation to guide all endeavors within the organization. An example is this research study. This study gathers perceptions and practice of teachers to examine the cultural relevance of interventions to enhance and expand the district's capacity in cultural competence.

Quality Instruction. Quality instruction is a promise of response to intervention. However, one of the challenges of implementation presented was ineffective teacher training (Nichols et al., 2017). Teachers in this study had different circumstances than the teachers presented in the scholarship. As described in chapter three, all of the teachers in this study received training and support in the implementation of RTI processes and

programs. They received professional learning on the instructional practices and organization of the various programs in the Lowell-Mann intervention toolbox (Table 8). Support came through the building's data team and their grade level teams. They also received one to two years of coaching support from me, the district literacy coordinator who initiated this implementation (Table 4).

A second challenge presented in the scholarship was participants did not use effective instructional practices with students during intervention (Thorius et al., 2014). As presented in chapter six, teachers in this study had a toolbox of intervention options to use during Tier 2 interventions (Table 8). All of the interventions were grounded in reading research (95% Group, 2017; Beck et al., 2002; Clay, 1993; Dorn & Soffos, 2012). Having a toolbox of ten different Tier 2 interventions freed teachers to talk about instruction during problem-solving meetings and how they may adjust interventions to be more responsive to students (Duncan Owens, 2010; Wyatt, 2014). Teachers found it necessary to adjust lessons. Teachers, with consultation from their problem-solving teams, were able to use assessments, literacy practice, and what they knew about their students to adjust interventions. They worked to make instruction responsive to students. This contributes to Wu and Coady's (2010) recommendation to adjust lessons to supplement programs with resources to increase responsiveness.

All teachers had evidence of quality instruction incorporating culturally relevant practices. They were in different places with knowing and doing. They fell along a continuum of cultural competence. External forces presented challenges to implementing quality instruction. Additionally, RTI models for literacy focus solely on academics.

Teachers in this study extend quality instruction to include teaching perseverance and grit.

External forces. One challenge of implementing quality instruction within an RTI framework comes from external factors. In this study, external factors came from the conflict between school practices and the focus of legislation as presented in chapter 4. Pressure from the state often took the focus off of instruction onto ineffective ways to increase test scores, such as test preparation. This supports findings in other research indicating external forces, such as state sanctions for underperforming schools, impedes RTI implementation (Thorius et al., 2014). Unlike the findings of Thorius et al. (2014), teachers in this study did not take these external pressures and turn them into student-deficit ways of dealing. Rather, they seemed to grapple with it internally or from a systems perspective.

Another non-academic focus found in chapter five of this study was the support teachers and schools provided for basic needs such as food, clothing, and emotional support. Socio-political factors such as poverty and mental health are external factors that can be barriers to quality instruction. Garcia and Ortiz (2008) address this by teaching the whole child. Part of teaching the whole child includes digging into the root causes of a student's difficulty. Unfulfilled basic needs and traumas contribute to students' learning difficulties. Teachers and schools in this study focused on leveling the playing field by providing emotional and non-academic support to meet the needs of the whole child.

Considering the whole child. Current RTI models only look at achievement (Garcia & Ortiz, 2008). This study brought about other aspects of teaching, learning, and support not addressed in the RTI literature. For example, in chapter six, teachers taught

grit. Students' ability to have grit increases the likelihood of success more so than academics. They also supported students as they created goals and worked toward those goals daily. In this study, RTI focuses on the whole child - not just learning academics but also non-academic skills such as grit.

Even with these examples, it is important to note that teachers cannot generalize these practices to other diverse learners (Gutiérrez & Rogoff, 2003). Teachers need to make instructional decisions based on pedagogical knowledge and knowledge about their students. Therefore, mimicking the process would be more effective than replicating the instruction. Teachers in this study are progressing toward a culturally relevant RTI framework. However, it is not yet fully realized.

Ecological Approach

Schools' focus has been driven by legislative policies. Policies' emphasis has been academics and academic achievement. Thus, school is in the business of teaching students' academics. Omitted from legislation and from RTI scholarship are the relationships created at school. Positive student-teacher relationships increase engagement and student achievement (O'Conner & McCartney, 2007). In this regard, it is important to include this aspect of school in the discussion. Schools in the study worked to build relationships with students and family as presented in chapter five. They also worked to involve the community. Community outreach was utilized to assist as role models - in the case of college athletes - and as a means to provide students' basic needs due to impoverished conditions. The purpose of the relationships was often to build trust between home, school, and the community. Schools in this study worked in the beginning

stages of the relational aspect of cultural relevance. This is important in building the trust needed to move to the next phase of cultural competence.

Culturally relevant pedagogy does highlight the importance of these types of relationships. However, it also highlights the importance of home and community teachings (Gutierrez & Rogoff, 2003). A culturally-relevant approach would also include parents and the community co-constructing learning, interpretation of results, and support. This would impact the adjustments made to interventions presented in chapter six. This would change the nature of the home, school, and community partnership as it currently interacts in the schools in this study. The connection and network between home, school, and community are certainly a beginning to forge social relationships before working relationships transpire. However, they presently fall short of a culturally relevant system. An ecological approach would take time to build and would need to be part of their long-range plans.

Flexible Systems to Guide Implementation

Guidance for RTI implementation has not been provided to schools from state or federal governments. Lowell-Mann created guidance for schools through a pilot implementation. In chapter three, I discuss the intervention pilot and the trainings provided to teachers on RTI instructional practices and processes. Additionally, support was provided to each of the pilot schools in the form of individual and team coaching. Coaching enabled the model to become flexible to meet the needs of the school, teachers, and students. This type of support helped teachers transition from general educators to interventionists who worked on a team to support all students.

Scholarship indicates the reallocation of roles presents challenges to RTI implementation (Balu et al., 2015; Cavendish et al., 2016). However, teachers in this study did not grapple with a redefinition of roles. There was not one instance in the findings where teachers struggled with their new roles as interventionists. They had a "whatever it takes" attitude. They also indicated it takes everyone working together. The findings in this study differ from the findings of other studies such as Balu et al. (2015) and Cavendish et al. (2016). For example, Balu et al. (2015) did not discuss or examine the implementation process and the sample included many districts in several states with different implementation styles. In Cavendish's et al. (2016) study, teachers did not feel supported, adequate, and felt overwhelmed. The level and kind of support provided to teachers during implementation could be reason for the difference in findings.

Contributions to the Literature

The research has revealed a culturally relevant RTI framework is a complex system with responsiveness to students being the central focus. There are many moving parts contributing to the success of implementation. Each of the moving parts has a continuum of ideal fulfillment. The study examined teachers' perceptions of responsiveness and how they put into practice their understanding of being responsive. This study contributes to the dearth of literature on culturally relevant RTI frameworks in four different ways. First, Whiteness impacted full-scale implementation. Movement toward full implementation was dependent on addressing biases and the institutional racism that exists in the principles and action (or inaction) within school, home, and community. Secondly, teachers' understanding of quality instructional practices, cultural relevance, and ability to transfer this understanding into practice happened along a

continuum. Teachers imagined what is possible before actual transfer to practice occurred. Third, quality instruction was provided through teacher professionalism. Scripted intervention programs provided support for teachers as they selected and discussed viable interventions for students, but scripted interventions had to be supplemented, or adjusted, in order to be responsive to students. This study provided specific considerations for adjusting lessons and provided non-academic instruction to meet students' needs. Lastly, supportive systems contributed to successful implementation. Vision, structures, professional learning sessions, and coaching contributed to teachers feeling supported in their role as interventionist. These four contributions have factored into the success and suppression of a culturally relevant RTI implementation.

Limitations

This study was not without limitations. Included in the limitations are the number and timing of observations and the study's perspective. Observations created limitations due to the number of observations, my ability to capture teachers' practice in field notes, and scheduling. The study allowed for one to two observations. However, all teachers agreed to one observation. Having multiple observations would have added depth as well as given opportunity to see other ways teachers were responsive to students. Teachers were missing some aspects of culturally relevant instruction. This could have been due to the limited number of observations. My ability to capture teachers' practice during the observation is also a limitation. For example, Julie usually conducts a running record every day. However, during Roaming Around the Known of the Reading Recovery lessons, assessment is conducted by observation. Julie may have jotted observational

notes during or after the observation that I may have missed. Additionally, scheduling observations were challenging. Many of the teachers who participated in the study were also curriculum writers, led out other initiatives in the district, or were absent due to a child's illness pulling them away from their classrooms.

Another limitation is the study's perspective. Perspective encompasses the location, the participants, and the type of data collected. This study was taken from the perspective of teachers within one suburban district. Adding students' or parents' perspectives would have added complexity to the phenomena. Students' and parents' perspectives would have provided more information for relevance and the home, school, and community connections. Adding students' data would have also provided more context for two of the promises of RTI: increased achievement and decreased disproportionality. Additionally, only 35 people took the survey or were recommended by others to participate in the study. Others in the district contribute in RTI implementation, but their voices were not heard. Gaining the perspectives of English language teachers, paraeducators, additional special educators, and school leadership would have provided a broader view of response to intervention.

Lastly, it is difficult to measure the impact RTI is having on disproportionality due to the way the district collected special education referral data. Data is not yet disaggregated to include who went through viable interventions, who was referred to begin the process for being identified with a specific learning disability (SLD) in reading, and who qualified for special education. Data is more general. Students identified with a SLD in reading are grouped together with other students who have a SLD in writing and/or math. Additionally, students are not included if they were referred to special

education but did not qualify. Furthermore, students are not coded as to why they were referred to special education (i.e.: parent referral, RTI process, etc). Gathering information in this manner would give the district more information to evaluate processes and their efficacy in meeting students' needs.

Recommendations for Future Research

There are several possible expansions of this study for future research. First, a follow-up study examining teachers' movement along the cultural competence continuum through coaching. Second, examining the necessary factors that would contribute to the sustainability of a culturally relevant RTI framework. Third, a study that focused on different perspectives of cultural relevance, such as students' perspectives and students' outcomes. Another includes exploring culture as a foundation to vision, structures, and resources in RTI implementation through a district leadership lens.

Recommendations for Future Practice

This study offers Lowell-Mann School District two ways forward – both through professional learning. First, I present professional learning sessions in a whole-group setting where teachers self-selected the topic of RTI. Second, I present ways to support individual teachers through coaching sessions.

Self-selected professional learning. Each school year, I plan, provide, and support professional learning on RTI process and reading intervention instruction. Typically, teachers new to RTI implementation or teachers wanting to learn about other instructional strategies attend professional learning. This study has provided guidance on ways forward with professional learning at Lowell-Mann. Providing sessions to deepen teachers' understanding and practice on the integration of CRP and RTI is needed.

District-wide professional development days. Throughout the school year,

Lowell-Mann provides release days for whole staff professional learning. Teachers were surveyed on the topics and settings for district-wide professional development days.

Based on the survey results, the district sought out experts, mostly in-district teachers, to create and lead out the learning to groups of 20-30 teachers. Teachers chose a strand provided by the district to attend. Teachers are required to attend all four days of their self-selected strand.

The strand I will facilitate is on integrating CRP into RTI processes and practices. In Appendix M, I highlight four sessions of professional learning. I highlight 'Relevance' in each of the four sessions. This theme was chosen based on the analysis of data in chapter six. Relevance was often missing from understanding, practice, or both.

Session one. The sessions start with familiar information such as the history and purpose of RTI and the current work the district is doing around RTI. Being aware of White Fragility, I want to be sure my teachers want to continue learning in subsequent sessions. Therefore, our first session focuses on students and their funds of knowledge. Teachers explore and discuss their own funds of knowledge and are tasked with returning to their classrooms to consider their students' funds of knowledge. Learning continues as teachers investigate ways to incorporate funds of knowledge into previously taught or upcoming lessons. Teachers collaboratively work to adjust lessons and rehearse what they might say to students.

Session two. The next session continues the learning around RTI processes. Specifically, teachers will learn about the problem-solving model and how it is a professional development model. Teachers will also learn about creating viable

discussions around the teacher-student culture gap and stereotyping. They will apply this learning to analyze a vignette from a problem-solving team meeting for bias. Within their collaborative groups, teachers will practice ways to respond to colleagues to promote cultural awareness and advocate for students. Teachers will also learn about diverse books and collaborate on ways these books can be integrated into the existing curricula.

Session three. The third session continues the learning on problem-solving teams. Teachers use their students' data to determine how they can adjust subsequent intervention lessons to be culturally responsive to students. Teachers will increase their cultural knowledge through varying cultural perspectives, home languages, and stereotypes. They will apply this learning to recently taught or upcoming lessons by rehearsing with their small collaborative group what they might say to their students. In this session, group members will begin offering feedback to others within their group.

Session four. The final session will briefly review the problem-solving model. Teachers will continue to gain cultural knowledge through a visit from a community member. The focus will turn to critical conversations around books and addressing stereotypes. Teachers will learn how to have critical conversations with students and why these conversations are important. Again, teachers will rehearse in their collaborative groups and receive feedback from their group members.

Each session builds on the next giving teachers tools they can take back to their practice the next school day. One pivotal piece of the learning is when teachers bring an intervention lesson, incorporate cultural relevance, and rehearse it in front of their small group of teachers. Rehearsing lets teachers practice the language they will use and will

give teachers an opportunity to revise their lessons from the feedback they receive.

Rehearsing also gives the other teachers in the small group an opportunity to learn from each other.

Summer institute. During the summer, I hold a week-long professional learning institute on RTI. I lead the professional development and invite guest teachers to present on intervention instructional practices. I provide learning around RTI history, processes, and protocols. I also provide foundational learning in phonological awareness, phonics, vocabulary, comprehension, and fluency. I invite expert teachers to provide break-out session on instructional practices for literacy interventions. Teachers focus their session around the Lowell-Mann Intervention Toolbox found in Table 8.

Based on the findings, there are two areas of focus I will add to the summer institute. First, during the session on problem-solving teams, teachers will engage in a collaborative activity on discussing students' potential versus students' deficits. We will examine how student-deficit conversations sound and the effects of those conversations. For example, teachers will read a simulated excerpt from a team meeting. They will collaboratively identify student-deficit discussion using a guide generated within the session (i.e.: My student can't, This student doesn't, Their families, etc.). Then, they will brainstorm ways to respond to colleagues to provide a new way of viewing a student. Teachers will be given the opportunity to journal on challenges they foresee and/or supports they need to challenge student-deficit conversations. Second, during the sessions on instructional strategies, teachers will learn ways to adjust lessons to be more responsive to learners. They will be given the opportunity to practice and rehearse

changes with the understanding adjustments will be dependent on what students need and not necessarily the adjustments made during the professional learning session.

Professional learning through coaching. Teacher professionalism is a key to increasing student achievement (Darling-Hammond, 2000). To increase teacher efficacy, specifically in the area of culturally responsive intervention, job-embedded coaching is an effective strategy for professional learning (Knight, 2009). In the Lowell-Mann district, when a teacher and coach partner together, the learning is called a coaching cycle.

Coaching cycles are individualized to the teacher's needs by adjusting the content, approach, and time. However, they do have a progression of steps as described below.

Coaching cycle. Coaching cycles begin with an initial meeting to discuss the purpose and set a goal together. Throughout the cycle, the teacher and coach engage in collaborative conversations around the goal. These are called coaching conversations. Coaching conversations would be scheduled on a regular basis to support the teacher-coach goal. As the coach, I would engage the teacher in thoughtful conversations to sustain continuous improvement, co-construct understanding, and engage in self-reflection (Knight, 2009). Coaching conversations occur around a common experience. For example, I will observe the teacher and class during an intervention lesson, the teacher may record an intervention lesson that we both watch, the teacher observes me teaching a lesson, or we observe a student(s) engaged in a literacy activity.

As the coach, I will have a tentative plan or direction for the coaching cycle.

Coaching will focus on three areas over the course of time: technical, contextual, and critical aspects of teaching (Elford & Griswold, 2016). Each area will follow a similar pattern where I prompt the teacher to focus on the issue. Then, I will learn more about the

issue from the teacher through a series of prompts. Next, the teacher and coach set a goal to address the issue. Then, we co-construct a plan of action and a timeline to achieve the goal. Finally, we agree on a way to monitor progress toward the goal. An example planning sheet for the coach can be found in Appendix N. It is important for coaches to have a flexible plan when working with teachers. Part of the efficacious practice of coaching is the fact that it is teacher directed. Below, I highlight potential coaching moves I would take with Shelley. I would follow the same investigative process described above and as illustrated in Appendix N.

Coaching example. As a coach, I examined Shelley's practice to develop a tentative coaching plan. In talk, Shelley had evidence of all six culturally relevant instructional practices outlined by Hoover et al. (2014). When comparing her talk with her practice, Shelley was missing aspects of culturally relevant instructional practices (Table 9). Additionally, some of the instructional practices in talk occurred by coincidence. In other words, Shelley was not purposefully creating the experiences for her students. One area of potential exploration with Shelley are connections. Exploring connections may take us beyond students making surface-level text to self connection (i.e.: homelessness) into using lived experiences to foster discussions, build vocabulary, and deepen comprehension of the content.

Following this plan, I would set an initial time to meet with Shelley. Using the following prompt, our focus would be applying what Shelley knows about students to purposefully make instructional decisions: "How does the diversity of your class influence your instructional and classroom management decisions?" I ask this question to gain more insight into Shelley's thought processes as she plans instruction. I also want to

explore reasons Shelley stops short of using lived experiences to foster additional learning. For example, Shelley may be uncomfortable discussing some lived experiences openly with students. An example tasks for Shelley may include keeping a journal of her students lived experiences and interests. An example task for the coach may include planning interventions with Shelley using her journal and incorporating discussions, vocabulary, concepts maps, and extending personal experiences to understand new content. Part of planning includes rehearsing what would be said to students. Video recording Shelley's lessons would provide a neutral way to explore and reflect on the progress of her goal. Additional coaching moves for other participants can be found in Appendix O. Again, the coaching focus is tentative based on input received from the teacher.

Conclusion

As a researcher and literacy leader, I am charged with evaluating our literacy programs and providing our teachers and students the services they need to be successful. I steward RTI and MTSS at Lowell-Mann. Teachers call on me for advice, coaching, and to make decisions. The district calls on me to create and implement viable plans that produce results by way of increased achievement. I see my duty as serving students by providing access and opportunity to all we offer at Lowell-Mann. One way I am able to provide this service is through our RTI model. This study provides a starting point for where we are currently and a way forward through continued professional learning.

As the steward of RTI at Lowell-Mann, I need to see the scope of our implementation. I examined 14 teachers in our pilot schools - a small percentage of actual teachers. To understand the magnitude of a culturally responsive RTI implementation, I

need to understand the full state of our pilot schools. Do they compare with the 14 participants in this study? Are they more responsive? Less? Additionally, we have seven other elementary schools that began their first year of implementation during the 2017-2018 school year. I need to understand their implementation and where they fall on the continuum of understanding and practice.

Additionally, the current data I provide teachers and collect is not adequate for a culturally relevant RTI implementation. First, the data does not give enough insight into how our RTI implementation counteracts disproportionality. Therefore, I need to develop a plan as to how it will be monitored and what we will do with the results. Second, teachers are provided data with quarterly cut scores. Data should also include students' growth from quarter to quarter. This will give teachers the opportunity to analyze the rate at which students are learning content. For example, students who are above (or below) grade level may remain above (or below) grade level but make minimal growth. Teachers plan of action may be different than for a student who is showing exponential growth.

Outlook

As I gathered each teacher's perspective on the topics of this study, my understandings were challenged, deepened, renewed, and forever changed. Being viewed as an administrator who leads a great deal of professional learning and district literacy initiatives may have caused participants to be less open with sharing thoughts, adjustments, and changes to district initiatives. I approached the interviews and observations as a guest in their classroom giving the participants some input over the time and location we met to conduct the interviews. I also stressed the purpose of the research was to learn from them. When presenting the findings, I worked to highlight all of the

teachers in the study in each findings chapter to give breadth to the findings and not focus on any one teacher, school, or point of view.

As teachers discussed topics from the interview, I could relate or had similar experiences and some experiences shared were surprising and emotional to learn about. As teachers verbally shared and reflected, I too reflected silently in the moment. As they shared stories of their personal lives and moments with their students, I could see the phenomena come to life through their lenses. Sharing their experiences with me deepened and changed my understandings of stereotype, relationship, responsiveness, quality instruction for all students, and what it means to be a leader in this district. I realized my contributions (or lack thereof) to each of these. My reflections stayed with me and were transformed in my journals and memos. They have become part of my fabric as I move forward as a literacy leader at Lowell-Mann School District and as a researcher. The knowledge shared with me and my reflections have changed the way I see school, the decisions I make, and how I view our responsibility to students, their families, the community, and the field of research. More so, I think about my responsibility as a citizen in a democratic society - the endeavor of equity in education and the community.

The close of this dissertation causes me to reflect on one of the instances that started me down this path. I reflect back to Andrew, a black boy. He was in an intervention group with other boys who were black. I remember the look on his face when he read the book from the Leveled Literacy Intervention that portrayed the black character as dishonest, a thief. He had the wherewithal to realize this was not right. He was a critical thinker of texts. However, we identified him as one of our most struggling readers. Additionally, we did not know how to go off script to empower the black males

in that intervention group to recognize the bias in the literature and then take action. My hope is to take this new learning and understanding and serve my students and teachers with a more fair and just system - a move toward a culturally responsive RTI framework.

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Appendix A: Survey for Purposeful Sampling

First and Last Name:	Building:
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Role(s) in Response to Intervention Implementation:

- Classroom Teacher
- Reading Specialist
- Literacy Coach
- Speech-Language Pathologist
- Special Educator
- ESOL Teacher
- Instructional Paraprofessional
- Other: (please list)

Years of teaching experience: 0-10 11-20 21+

Education background (your schooling, degrees, experiences):

List/Describe any professional learning you have had (formal/informal) that relates to culturally relevant pedagogy, multicultural education, or multilingual education.

Describe the diversity of students (ethnic, racial, economic, cultural) you teach in your class or intervention group (currently or in the past):

What we call something matters. The term achievement gap is a term used to show a difference between diverse students and the majority. What would you call this phenomena? Please explain.

Choose the item(s) that are true, justifiable, or accurate in your teaching experience:

- 1. Student learning is influenced by the attitudes, perceptions, and expectations of the teacher.
- 2. Student achievement is the result of the individual student's hard work and motivation to do well.

- 3. Assumptions about students and families who are different than myself affect my instruction and expectations.
- 4. Race does not matter. We are all just people.
- 5. Race and/or cultural differences come up in classroom discussion or texts. Class conversations are surface level, and students are encouraged to talk with their parents more in depth at home.
- 6. Students assimilate into the class or school culture fairly quickly.
- 7. Students benefit when they know they belong, experience psychosocial membership at school, and feel they have an adult advocate who is not going to give up on them.
- 8. School curricula promote some concepts/content while marginalizing other concepts/content.
- 9. School curricula are designed to promote a core set of standards all students need to be successful.
- 10. Literacy assessments, are in part, political and have consequences for students current and future identity and agency (power, influence over their own lives) in and out of school
- 11. Literacy assessments purpose is to provide information on student's literacy gaps.
- 12. Determining student's skill deficits determines what type of instruction a student needs.
- 13. Determining what students already understand and can do helps determine what type of instruction a student needs next.
- 14. All students can be taught, and all students can lead literate lives.
- 15. Some students are difficult to teach and/or do not want to be taught.
- 16. Incorporating cooperative and collaborative learning, multiple multimodalities, differentiated instruction, and/or connect learning to students' real worlds are necessary instructional techniques used to teach all students to read and write.
- 17. Students who cannot access the course content will benefit from easier content (i.e.: replace a highly complex text with an easier text, focus on fewer standards, etc.).
- 18. Education can empower students to think critically, see possibilities in themselves, and work for social change.
- 19. The purpose of interventions is preventative by giving students access and opportunity to literacy learning, which in turn provides access and opportunity to future course work.
- 20. Interventions are a way to identify students for special education as some students do not qualify through the discrepancy model.

Is there anything else you want me to know about your practice and/or beliefs as it relates to equitable education, teaching and working with diverse learners, and/or response to intervention?

Appendix B: In-Depth Interview Protocol

Intervention

The district has implemented a Response to Intervention framework beginning about three years ago with the Elementary Intervention Pilot. What does the term 'response' mean to you?

The IDEA reauthorization discusses early interventions. It does not mention the term Response to Intervention (RTI). Yet many schools and districts in the nation have implemented RTI processes. What impact has RTI had on you as an educator? your school? your students?

In the realm of a student's education, what role do you believe interventions play? You may consider the benefits, drawbacks, socio-political connections, literacy learning and growth, student motivation, and/or student self-efficacy.

• Can you tell about a time that you witnessed this role play out?

Some scholarship discusses the preventative nature of RTI. Other scholarship discusses the diagnostic nature of RTI. How do you interpret these two stances and which domain best describes how RTI works in your school?

CRP and Intervention Lessons

Many of our purchased reading intervention programs have scripted lessons. Some say boxed programs cannot meet the needs of all students -especially our diverse students. What impression do you have about this statement?

- Tell about a time when you went "off script" or imagined going "off script" to make learning relevant for a student(s).
 - o What were some reasons you chose to make these adjustments?
- The vocabulary intervention
 - o provides sentence stems or prompts, which is a great way to generate conversations around words and their meanings. In what ways have you have you imagined adjusting these stems to be more specific to your students? What prompted you to make the adjustment?
 - o students may understand the tier 2 vocabulary words (Beck et al. 2002), but may have difficulty expressing to others what it means using words. How else have you/ have you imagined a student express their knowledge of a word and its meaning(s)?
- The comprehension intervention
 - o provides short stories to teach and practice comprehension strategies. In what ways have you / have you imagined adjusting what students read (shared reading, independent reading)? What prompted you make the adjustment?

- o gives the teacher examples to use when teaching reading comprehension strategies. In what ways have you / have you imagined adjusting the examples to help your students understand the comprehension strategy?
- The Leveled Literacy Intervention
 - o provides talking points for book introductions before reading and discussions after reading. In what ways have you / have you imagined adjusting the talking points to be more specific to your students?
 - o provides a writing topic or prompt for students to write about their reading. In what ways have you / have you imagined adjusting the writing about reading prompts?

Can you tell a story about a time -real or imagined- when you incorporated cooperative learning into your intervention program? It can include something as simple as turn and talk or a structure more elaborate.

- (If teacher adjusted program) What prompted you to make this adjustment?
- Describe how choice plays a role in this learning structure when you use it in your intervention class.
- Describe how you see students' shared ideas contributing to the literacy learning of students in your intervention class.

Can you tell a story about a time - real or imagined - where you included different modes of instruction/practice in your intervention lesson? It can include sensory varied formats such as using music, movement, drama/acting out, and emotions. It can be something you do, your students do, or both.

- (If teacher adjusted program) What prompted you to make this adjustment?
- What ways do you see [the mode described] contributing to the literacy learning of students in your intervention class.

Our reading intervention programs come with texts and stories ready to use in intervention lessons. Some of the texts are multi-cultural. "High-quality authentic multicultural literature can help children 'make connections to their personal experiences, provide role models, and expand their horizons' (Gay, 2010, p. 141). Can you tell a story about a time - real or imagined - when you use the literature in your intervention to help students make connections to their lived lives, as a role model, or help them see possibilities?

• Pretend I'm a student in your class, and you have planned an intervention lesson with a text that has hidden messages of bias (i.e.: portrays stereotypes). What might the lesson sound like?

Literacy has become synonymous with reading and writing. Literacy has a much broader meaning to include ways of making sense of the world and using it to navigate, change, and situate yourself within the world. When you think of literacy in this way, how do you envision interventions contributing to your students' literacy learning?

• The vocabulary intervention -

- o teaches students words found across many domains (Beck et al., 2002). How does this word knowledge contribute to a student's sense of the world?
 - How might you make this transparent for the student?
 - Are there other words you believe would foster students' literacy learning?
- o exposes students to a variety of literature. How does the literature support students' understanding of self, others, and/or the world?

Some of our reading intervention programs have a heavier emphasis on reading skills and/or reading behaviors. In what ways might you help students transfer this type of learning to think critically about texts and the contexts of their world?

• Pretend I'm a student in your class. What might you say to me to help me understand how literacy is important to me personally?

How does or how could intervention instruction highlight a student's strengths first while providing support for areas in need of improvement?

Equitable Education and Education Debt

Literature and policy use terms such as struggling readers, Limited English Proficiency, at risk readers, and non-responders. Other literature uses terms such as novice learner, emergent reader, transitional reader. What impact do you perceive these terms to have on your views of students and their literacy learning?

• How might we prevent thoughts and discussions from falling into a student-deficit mindset and instead have conversations that focus on students' potential?

How has race influenced your school experience?

When did you become aware of income level of your family and the impact it had on your life and opportunities?

When did you first learn about your race or taught values about your race?

Tell a story of when you were an ally (or when you made a mistake) trying to advocate for racial or social justice?

NCLB's accountability measures (Appendix J) put forth a standard way of measuring school progress and the progress of students categorized into sub-groups toward college and career readiness. (Provide a copy of the appendix for the participant). A standard way of measuring has made way for a one-size-fits-all philosophy in curriculum, instruction, and assessment. Some say -there is not one right way - there is not a silver bullet - for all students to become literate (Gay, 2010). It has even been said that "standardization has become the enemy of diversity" (Skerrett & Hargreaves, 2008, p. 913).

- Policy and scholarship diverge on the topic of standardization What does this mean for your practice?
 - Tell a story about a time when standardized practices help or hinder your ability to be responsive to your students' literacy learning.
 - What does this divergence mean to you regarding response to intervention?

The No Child Left Behind Act and IDEA call on educational practitioners to use scientifically based research to guide their decisions about which interventions to implement. IDEA states that in implementing coordinated early intervening services an [school] may carry out activities that include-- (1) Professional development (which may be provided by entities other than [the school]) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and (2) Educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction. (Appendix J)

http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,20,.html)

The above policy falls short of defining scientifically-based literacy instruction. MO DESE also uses the term scientifically-based literacy instruction without further explanation (Appendix K)

https://dese.mo.gov/sites/default/files/EISDistrictGuidedoc.pdf) Pretend I'm in your state's legislature. Describe to me what scientifically-based means to you and your instruction. What do you want me to know?

• Culturally relevant pedagogy is a researched method in literacy and helps guide teachers to provide instruction that is responsive to diverse students. In what ways do you see CRP (i.e.: what students know and can do; understanding own culture and culture of others; and critical thinking skills to help challenge social injustice) fit into scientifically-based literacy instruction?

Describe a formal or informal literacy assessment that you value- one that already exists or one you wish existed - that gives you the information you need to know your students as literacy learners and will help you plan your instruction.

- What might an assessment look like if the students who understand the content will do well on the assessment?
- What might an assessment look like that fosters high-quality work, collaboration, and multiple perspectives?
- There was a point in time when the district used portfolios to assess students. In what ways could a student literacy portfolio provide a demonstration of mastery of skills, show enduring understandings and knowledge gained, and present student learning in authentic ways?

Describe your hope for literacy interventions and for the culturally, linguistically, and racially diverse students receiving those interventions?

I would like to visit your class to see an example of a culturally responsive RTI lesson. When might be a good time to do this? What do you imagine I will see?

Is there anything else you want to say?

Potential follow up questions may include the following:

- Can you tell me more about that?
- You mentioned ____, What does that mean?
- How might that look?
- Who is (would be) involved?
- What made it happen?
- How were you involved?

Appendix C: Example of Follow-Up Interview Phase I Protocol

(Gretchen)

During our first interview, we talked about intervention. You used two terms or phrases: prevention and filling in holes. What does prevention look like versus having holes to fill in?

I noticed during your lesson you asked the students how much more time they needed. How do you facilitate students input on pacing?

How did your group become a viable social community, so it could be a learning community?

You mentioned in our first interview how you sometimes avoid conversations. How might we have conversations about race?

Appendix D: Follow-up Interview Phase II

Example of Socratic-Hermeneutic Question-Answer Method (Dinkins, 2005)

- Participants responded to a statement regarding achievement gap in the survey.
 The researcher wants to inquire further.
- 2. The researcher asks the participant about the comment on achievement gap. The participant now becomes the co-inquirer, offering a comment.
- 3. The researcher offers analogies and examples; together the researcher and the participant discuss the consequences of the comment on achievement gap.
- 4. Researcher points out a conflict between the consequences and the belief portrayed by the participant during the interview/observation. Researcher gives the co-inquirer a choice between accepting or rejecting the comment or the belief.
- 5. If the participant rejects the comment, the researcher asks for a new comment on the achievement gap.
- 6. Steps 3-5 are repeated.
- 7. The dialogue ends without a final comment on achievement gap.

Appendix E: Transcription Rules

Interview header:
Interview Date: Interview Time:
Interview Location: Length of Interview:
Transcriber:
Interviewer:
Interviewee:
Pseudonym:
Brief description of the setting:
Page #
General instructions:
The transcriber shall transcribe all interviews using the following formatting:
Times New Roman 12-point face-font
One-inch top, bottom, right, and left margins
All text shall begin at the left-hand margin (no indentations)
Entire document shall be left justified
Symbols used during transcription:
? = used at the end of an interrogative
! = used at the end of an exclamatory
[inaud]= phrase that was inaudible
= a pause or silence of less than 30 seconds
<i>italics</i> = words that were emphasized by the speaker
[] = transcript information was modified to replace identifiable information or to replace
pronouns with antecedents for the data to make sense in the context of the paper
End of interview:
The transcriber shall indicate when the interview session has reached completion by

typing END OF INTERVIEW in uppercase letters as the last line of the transcript.

Appendix F: Example Coding and Memoing of Transcripts

Line	Transcript excerpt	Initial code assignment	Memo
Y4-5	Response means to me meeting the students where they are at meeting them where they're at with instruction and trying to move forward from there.	Defining response	
Y17-18	our students are feeling more confident because we're meeting them where they're at.	Building confidence of students	Benefits of RTI
Y18-19	I think we are feeling more confident too that we are doing what we can.	Building confidence of teachers	Benefits of rti
Y 19	More strategically.	Being strategic	Benefits of rti
Y 19-22	I feel like we're all in this together attitude that maybe we didn't have before. So, and so has a new student in their room, and they're below grade level - what are we going to do to help this child. It's more of a grade level discussion. Even getting our reading teachers and our SPED involved in that.	Having a all in this together attitude	
Y 23	I think we definitely see a big difference.	Seeing a big difference after implementing RTI	
Y 30-34	I think you're always going to have students who feel very self-conscious about going to interventions, but I think the way that we have it set up, it's not so - "Oh you're below grade level and you're going to intervention." The mind shift. There is a mind shift there. Students don't feel so different Instead of one group of kids getting pulled out pretty much everyone is going somewhere.	Removing the stigma of being pulled out of class	Grade level has a set time for intervention - so everyone going to intervention in that grade level goes at that time. Some students remain in the class.

Y 34-39	We have a situation here where a fifth grader started crying because she was getting an intervention letter. [She] was crying because the step-father made fun of kids that go to interventions. So, that was me getting involved, Dr. Baines getting involved, to help her feel better about going to interventions. I think there is still some of that. There is a stigma from when kids' years ago went to interventions. Being able to help our kids through that.	Helping remove the stigma of the past about receiving reading help	
Y 43-45	Just talking through it with her. "How many other kids are getting letters today? How many other kids are going to interventions? It's not just you. You may be in this one round to fill in the gap. This doesn't mean you are not a smart girl, because you are. Just kind of boost her that way."	Helping remove the stigma of the past about receiving reading help	Father was making fun??? Of her going to reading intervention???
Y 53-59	I think that RTI has helped to close the gap and narrow down which kiddos we actually need to bring to SPED for testing. So, now if we have a student who has gone through all of the steps of the RTI process and are still not making progress, then, we come together as the building data team. It's the building data team that's deciding, that's looking at all of the pieces of the puzzle and deciding whether to take them to sped. More of those kids are actually getting identified. Whereas before, it was a lot of kids were getting referred, but not many of them were actually getting identified SPED.	Referring to SPED	Another teacher talked about this (Tiffany?). Teachers did not know what else they could do to support a student. Therefore, the SPED referrals were high. RTI has given teachers options, has helped the majority of students achieve at higher levels, and those referred to SPED are now qualifying. (Vincent asked about this too-correlation between rti and sped referrals)

Y 66-69	I think it depends on the program. I think if you do the research and you find the program that best meets the needs of your building and your students and where you're finding those deficits to be the program was written with best practice in mind. Then, I think it can help to meet the needs of all students.	Finding programs that meet the needs of students in your building	Probably need to discuss how Lowell-Mann came to use the five Tier 2 programs
Y 69-70	I don't know if there is one program out there per se that is going to meet the need of every student. That's why we have different programs.	Offering intervention options	Five Tier 2 programs, 5 tier 2B frameworks, SPED programs
Y 75-76	I think that they are meeting the needs of all students. Yeah. There are times where we have to tweak it after much thought and discussion, but for the most part I would say yes. They do. We see that progress.	Meeting students' needs through boxed programs	Yvonne discusses how they are seeing progress in students who are in interventions. They meet regularly to discuss student progress and make adjustments if the student is not making enough progress toward their goal.
Y 90-95	my group this year is third grade. So, they come in within a few minutes of each other. Right after announcements in the morning. So, I have them reread the passages that we already done. So, they're getting that practice reading. That's one of our concerns with that particular program is that the kids aren't doing enough reading. So, that's one way that we're trying to increase the amount of reading that they're doing.	Adjusting interventions to include more reading by the student	

Y 100-1	Because they already read them. I want them to have extra practice with the one's we've already done instead of reading ones I haven't introduced to them yet or that we haven't discussed.	Adjusting interventions to include more reading by the student	
Y 113-1	Usually, I will read it with them or to them according to the script or say someone finishes with their mat early because those all have the mats - then, I'll have them read it to me and I'll talk about what they did well reading it or what they struggled with - kind of like guided reading, but that's only if there's time.	Adjusting interventions by including individual reading feedback	
Y 121-1	There are particular strategies in that the kids struggle with. So, there are times where we have to do an extra day or two of the fiction lessons within one or the non-fiction lessons or even both within one strategy. So, I bring in passages to help with that Because I just don't feel they're ready to go on.	Adjusting interventions to provide student more practice	Yvonne extends the time students are learning and practicing a strategy by bringing in additional reading material outside of the program to have students practice the comprehension strategy.
Y 131-1	I have adjusted the examples so they're my own examples. So, the kids actually believe what I'm saying. I have done that. Like <i>School Days</i> is one of the passages. It is about the first day of school and you're hungry and you're thinking about lunch. I'm not going to use their example when I have examples of my own.	Adjusting the intervention by modeling with personal examples	
Y 138	I think it's more authentic for them and then they all want to share their connections too.	Adjusting the intervention by modeling with personal examples	

Y 146	We do turn and talk like every day in that comprehension program.	Using cooperative learning turn and talk	
Y 150	It is [part of the program]. They do turn and talk a lot. It's part of the program.	Using cooperative learning turn and talk	Vocab and comp already include cooperative learning structures. Be sure to say that in the description of the programs
Y 154-1	it might turn and talk with your - and they don't necessarily use those words - but turn and talk with your partner about your connection to this story. Take them through your connecting mat type of thing.	Using cooperative learning turn and talk	Comprehension intervention
Y 160-1	They're each sharing their own. A lot of times they're connecting to different parts of the passage even. It might be - "Oh, I didn't think about that part." Then, they have a connection too.	Sharing between students increases comprehension	Sharing in cooperative learning
Y 166-1]. I think when kids have choice, they're going to try harder. It's going to be more authentic for them. They're able to connect to the learning more.	Offering choice in intervention	
Y 172-1	It's always like - what is YOUR connection? What is YOUR question about the passage? It's always bringing it back to them and them thinking about their own thinking as they're going through the program. Not what thinking I'm doing.	Offering choice	Yvonne sees students' personal thinking is a form of choice
Y 181-1	They just learn from one another without me always having to do all of the teaching. They're teaching each other.	Sharing thinking increases comprehension	

Y 179-1	I think it helps to build their comprehension, because they start to think about how - "Oh yeah. I can make that same connection," or "I may have had that same question" or "now, I have that same question. I wasn't thinking that before."	Sharing thinking increases comprehension	
Y 189-1	With the comprehension program for each strategy they have a hand gesture that they do. It tells the teacher that they've made a connection, or they have a question or whatever strategy we're doing. It's different for each one of those. We also have the chips that they use I would say those two things mostly. The gesture and the chips.	Including sensory varies formats	Hand gestures, different colored chips as place markers for thinking (visual)
Y 207-2	I think the chip - they're putting it right on the part of the passage that they had a connection. So, they can't lose track of their thinking, because they have that reminder as you're going through the passage. "Yep. This is where I made that connection." I think a lot of times if you don't have that, then kids forget by the end. That's a constant reminder.	Including sensory varied formats to keep track of thinking	
Y 210-2	Then, the gesture I guess it could be another reminder for them, but it's more of a quiet signal for them to tell me that they have something to share. They know if they make that then I may be calling on them to share.	Including sensory varied formats	What does the program say about the purpose of the gestures? I see it as more than this.
Y 217-2	I do change some of it to make some of the examples my own, but I do try to stick to the format of it and the questions that are being asked, what we are requiring the students to do, the flow of the lessons. So, I do try to stick to how it is written for the most part. Without sounding like a robot.	Sticking to the script	

Y 224-2	We have seen that the process works. I don't want to mess with that. With the progress that our students are making.	Sticking to the script	
Y 239-2	I am sure I have used a ton regarding Andros, and his relgious culture. Just how that may have affected his childhood, maybe moving from Russia to the United States - how it's very different. I do use him as an example a lot. Even him feeling left out when he went to a new school. There are a lot of passages like that that kids can relate to. So, using him as an example for that.	Telling stories as literature	Using stories for students to make connections, as a role, model, seeing possibilities. Do i remove Russian-Jewish culture?
Y 243	Just talking about how everyone is different, and we can learn from them.	Teaching tolerance	Yvonne uses stories about her husband, Andros who immigrated to the United States (k239-243)
Y 257-2	I would probably talk about it before we even got into it and say - All cultures are different. Names might be different. That's a big one. It doesn't necessarily mean that it's right, but it's important to try to read things and understand different viewpoints as well.	Addressing stereotypes in literature	
Y 265-2	When I was a coach in Woodlawn, I was the minority there. I really tried to seek out literature that they could relate to. I used a lot of Jaqueline Woodson books and things like that.	Finding relevant texts	
Y 270-2	I feel like we're sensitive to [including relevant texts]. [23:47 -23:58 pause-last call for buses announcements]. At least here I think we are. I think even more literature that's for boys we've tried to do that. I've tried to order more of that for grades three on up that applies more to them for the book room and things. I think we are sensitive.	Being sensitive to including relevant texts	

Y 285-2	Helping them understand - I think of our world today. There's so much misinformation out there and teaching them even to determine if this is something reputable or not. Is this something I should believe? Is it coming from a reputable source or isn't it? They need to learn how to navigate that.	Navigating information to discern truth	
Y 289-2	Well, they have to have the basics of literacy to be able to do that [navigating texts to find truth], but also, there's different things they look for to determine if a source is reputable.	Navigating information to discern truth	
Y 290-2	When I think of the world, I'm thinking beyond here in the much broader scope. Even thinking about news stations or newspapers or the Internet, which they all seem to be involved with the Internet these days. Don't believe everything that you read.	Navigating information to discern truth	
Y 297-3	We have to teach them phonics, because they have to be able to decode words. Otherwise, they're going to read it, and they may say the right word or they may not. Then, that's going to cause confusion. or Vocabulary - they're going to misunderstand vocabulary - how to determine what that vocabulary is. Then, you have comprehension, which - okay - how is this making us think? Question what we're reading. Synthesize everything that we're taking in from different sources, and what should we believe.	Contributing to the bigger picture of literacy	Yvonne briefly discusses how interventions play a role in literacy development of navigating and understanding the world.
Y 313-3	So, maybe even taking the passages from the comprehension program that we've done - Like <i>A New School</i> or <i>Moving to a New Home</i> - and applying that to real world. Like - "How do you think that this person felt when they did that? or that they might feel?"	Building empathy	

Y 319	Yeah. Relating it [texts] to [real world contexts] - so, they can build empathy maybe for someone beyond themselves.	Building empathy	
Y 327-3	Maybe if they have a new student in their own class or maybe if something happened in the news. I think there are many reasons why you could do that.	Building empathy	
Y 351-3	I think how we are identifying students for interventions and placing them, we have a good handle on where their strengths are and where to start with the intervention.	Starting with students' strengths	See black book dated 3/30; use MTSS handbook here to show the process
Y 352-3	I wouldn't ask the kids to read the passages after I'm done reading them if I didn't think they were able to handle that.	Giving students opportunities to be successful	
Y 355-3	I feel like if they had other areas that they were struggling in, then they wouldn't be placed in my comprehension intervention. We would have placed them in LLI or even phonics or vocabulary. So, they have these basic pieces, and now, we're up here.	Placing students in interventions purposefully	
Y 365-3	Well. Novice learner, emergent reader, and transitional reader I think are more of a positive spin. Whereas the other ones are seen as more negative. This is almost like they're not going to be able to do it. Where this on is they're making progress, and we're looking at moving them to the next level.	Labeling students	

	-		
Y 373-3	I think you start with the terms that you use. Then, thinking about where they're at and where we want them to be, and then, it's not going to happen overnight. We have to take small steps toward making that progress. Even when we look at their progress monitoring chartokay, they're not where they need to be, but are they making progress? Are we seeing it continually go up? And are their errors going down? I think it's the approach. Going back to - we have to keep motion going forward.	Keeping conversations in student potential versus student deficit	
Y 382-3	when they came to me, they were this low, and they still can't do this. Yeah. You're right. They still can't do this, but what can they do? Let's focus on that.	Focusing on student potential	
Y 396-4	I feel like we're not stuck on how far behind they are anymore. I feel like we talk more about how far they've come. A lot of our discussion, we talk about our celebrations, and it can be very small. It can be very big, but we always start out our meetings with celebrations. I think it's important for everybody to see their work. We are working hard, and we cover our Tier 1 celebrations as well as our Tier 2 celebrations. So, if it's carrying over into Tier 1 and you're seeing this progress. Then, we have to acknowledge that too. We do always start with celebrations, and they're able to share whatever celebrations they want.	Starting with celebrations sets the tone for the conversations	

Y 412-4	Can I go back to Woodlawn, and how I was the minority? I felt left out. I wasn't included in a lot. Parents didn't want the white teachers to be the teachers of their kids. They didn't feel that we were strict enough in how we disciplined them. It's that constant proving that - Yes. I can do this. I think that's carried over into how I work with kids of different races as well, because nobody wants to feel left out. Just getting them to believe that you understand and having that compassion for them.	Being influenced by experiences	Yvonne used her personal experience of feeling left out at Woodlawn to build empathy for students who are diverse at King.
Y 421-4	If you're always feeling like you have to prove yourself because of the color of your skin. It's like a hurdle that you don't have, because you're white. Whereas, I think we have a hurdle, because we're women that men don't understand - even today, in 2018 I feel that way. I think it does influence how you approach kids and how you approach teaching	Feeling like you have to prove yourself	Yvonne relates her experiences of marginalization and how it impacts her approach to teaching.
Y 428-4 Y 439-4	I think naturally people want to be seen as equals, and if we treat everyone as an equal - I don't know if that's the best Ultimately, you want to make it fair for all. As fair as you possibly can. So, everybody can relate to it.	Making it fair (is not equal)	To be seen as equals, we have to make it fair.
Y 431-4	Caleb is obviously - black, and the unit they do with Black History with Martin Luther King and everything in third grade. He's very passionate about that, and it spreads to the rest of his team. He's passionate about it, but he's not like - you need to do this. Everybody gets his passion, and they want to do the same thing that he's doing.	Spreading your passion	

Y 452-4	So, this is very interesting to me, because I'm from New York. Race isn't a big thing there like it is here. It's not! I went to school with black students. They were never looked at differently. They're some of my best friends. My neighbor who is black is one of my best friends. It wasn't until I came to Diverse City that I realized that - I feel like Diverse City is very divided. It wasn't until I was an adult and 30 years old.	Experiencing racial division	
Y 460-4	It was very shocking to me to move to Diverse City and how divided it was. My neighbor was pulled over basically, because they were black and in a nice vehicle. I never had experienced something like that. I never experienced going to work and somebody not liking me because of the color of my skin or not thinking I was good enough for their child because of the color of my skin. It's just not something I experienced in high school - or school at all - college, work - before I ever moved here. It was never a conversation in my home.	Experiencing racial division	
Y 474-4	That's something I feel pretty passionate about now. Trying to bring awareness and gun safety and mental health or background checks and mental health.	Advocating for students	
Y 480-4	I don't think our country is paying close enough attention to mental health and even how the Internet is impacting kids today. I don't feel like enough studies - true studies - have been done on that and brought to the attention of parents who are letting their kids spend hours on there or using it as a baby sitter.	Advocating for mental health	

Y 487-4	I try to tell everybody I know. Sharing that through different social media and then, conversations. We have those conversations here at work. I have them in personal life with people. Not personally trying to get a movement, but joining a movement that brings awareness to that, and its impact.	Advocating for mental health through talking, social media	
Y 498	All that I hate.	Thinking of state testing and state accredidation practices	
Y 508-5	we don't really do a lot with our MAP scores at this level, because we take into account their daily work - how they respond to instruction in the classroom. We have our benchmarks that we do, and we look at the whole picture. It's not just one measure we use to determine progress.	Putting emphasis on standardized state tests (not)	
Y 511-5	I honestly couldn't tell you what the MAP scores of individual students are in our building. Those are not typically shared with me. I have the broad picture of where they are.	Putting emphasis on standardized state tests (not)	

Y 513-5	We may look at the standards we fell down on and work to address how we cover those. Our teaching of those - like we did with science last year - the year before last. We did horrible in science here. We talked about how to increase a better understanding of it. It really tests third, fourth, and fifth - well, they're forgetting what they've learned in third and fourth grade, and we may have students - a lot of students - move in and out. So, they may not have been with us. So, in fifth grade - last year in fifth grade they did something different about reviewing those. They went through - each classroom did a different topic, and the classes switched each day for a couple of weeks. It may have even been one week in April, and it just reviewed those specific topics. We did much better. Considerably better.	Using standardized state testing data	
Y 528-5	Because that's one test on one day. Some kids might test better on paper, but now, they're taking it on the computer and vice versa. So, it's like what happened in their life the night before and this morning, did they have breakfast? There are so many factors. Looking at what they've done the whole year gives you a better picture of what the child can do.	Finding relevancy of standardized state testing (not)	
Y 537-5	I think probably our principals feel pressure, but they don't share that with us. I mean there are times where I've sat in meetings where we go over scores - the district scores - and I feel like - Ah! We are like last or second to last or third to last again. But we've made so much progress, so trying to put that into perspective.	Feeling pressure of standardized testing	

Y 545-5	When you say standardized practices, I think of the old boxed programs, and how everybody got the same instruction on the same day. I'm not a proponent of that, and I think that's probably why the guided reading - the small group instruction and conferences are very important to me. I push them, and I've done a lot of PD on it. I feel like that's the only time our kids are getting taught at their level.	Differentiating instruction to meet students' needs	
Y 554-5	The boxed programs that we currently have, we have researched those to make sure those programs meet the needs of our students and where our students have those specific deficits. We target groups of students for those. Whereas, the old boxed programs, it was taught to everyone in the class regardless of where they were.	Meeting students' needs with boxed programs	
Y 563-5	I think it can make it harder to respond to students' individual needs if you are focusing on that one score. It could impact that if you let it.	Using standardized testing data	Kelly talks in her interview about using observational notes over time to meet students' needs. Juxtapose Yvonne's statement to Kelly's
Y 568	[Following a script] doesn't allow you to meet their individual needs	Using boxed programs	
Y 573-5	We stick to the basic script, but we do have conversations about - "Oh I really feel like my kids are lacking this and I have this evidence to show that they're lacking in this. How can I tweak this to meet their needs?"	Using evidence to make instructional decisions	Adjusting interventions

Y 576-5	I think while we have a script, we do go off script with a lot of thought. We put a lot of thought into it. We discuss it with others. It's not something I say - well, today I'm going to go off script because I saw they need this. It's - we've tracked a pattern showing what they need. I bring it back to my team. We talk about it and determine what the best thing to do is. So, you're not just randomly going off script We put a lot more thought into it than we used to, and it's a team decision.	Having a process to go off script	
Y 605-6	When I think about our intervention programs that I feel are researched-based, I believe they've researched how they want those lessons laid out and the format you should follow including - although it can get monotonous - reading the scripts. They have it said that particular way because they've found that to be successful in their research. Kids respond to it. So, I guess that there's been a lot of research behind it not - oh, this just worked with this child - so now we're going to put it in a program.	Using researched-based scripted programs	
Y 628-6	If you have students that you know they come from diverse backgrounds, or they come from different cultures, then you try to incorporate that by choosing the different literature.	Choosing relevant literature	
Y 629-6	Maybe - even if you're pulling up a video for your students to watch to go with a specific topic - you may choose one that would be that that student might relate to better. You just pull different things into your teaching that applies to that.	Choosing relevant texts	

Y 636-6	It could be even those strategies that I have to extend the number of lessons. Even choosing the passages that I choose to do those - ones that my students are going to be interested in. Ones they'd be able to apply their personal lives to. That they'll take interest in.	Adjusting interventions to include relevant literature	
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Appendix G: Abbreviated Code Book

Category 1: Building Relationships and Cultivating Identity

Subcategory	Property	Second-level Property	Dimension
Creating an Identity	Injecting prejudice	Whiteness Marginalized groups Behavior	Present to Not Present
	Culture	Values Beliefs Habits Patterns of thinking Behaviors Styles of communication	Present to Not Present
	Racism	Slurs Ignorance Innocence Awareness Recipient	Present to Not Present
	The way I was raised	Whiteness Ignorance Racism Tradition	Present to Not Present
	Your circle of influence	Likeness	Present to Not Present

		Family Friends Peers Foe	
Viewing Others	Labels	Deficit View Stereotypes Student First Holds Meaning	Present to Not Present
	Economic and Social Status	Stigma Opportunity Consumerism Poverty	Present to Not Present
	Past Experiences	Family Stories Family Experiences Personal Experiences	Fear to No Fear
	Stereotypes	Gender Race Economic Status	Present to Not Present
	Tokenism	The Only One Diversity	Present to Not Present
	Acceptance	Empowerment Empathy Acceptance Love	Present to Not Present

	Seeing Potential and Possibilities	Expectancy Goals Grit Mindset	Present to Not Present
	Diversity	Exposure Awareness Acceptance Value	Present to Not Present
Viewing Self	Ally	Advocates Sharing privilege Take a stand Work to understand	Present to Not Present
	Comparing self to others	Economic Status Self-Esteem	Present to Not Present
	Seeing Possibilities	Role Model Mindset Goals Supporter	Present to Not Present
	Economic and Social Position	Vacation College Basic Needs	Had money to didn't have money
	Privileged	College Police Financial Support	Present to Not Present

Changing views	Awareness/ Woke	Terminology Bias Racism Pathways to own personal awareness Focus	Present to Not Present
	Learning	Truths Friendship	Present to Not Present
		Content	Present to Not Present
	Mindset	Blame Uncapable Changing	Potential to Deficit
Through Conversations	Race	Hard Conversations Diversity Mindset Safeguarding	Talking about race to Not talking about race
	Economic Status	Hard Conversations Providing for Family	Having money to Not having Money
	Having social justice conversations	Differences Learning and Understanding Environment Real Conversations Parental Support Control	Having conversations to Not having conversations

	Having critical conversations with students	Starting early Avoiding Through curriculum Through text	Present to Not Present
	Having critical conversations about students	Perceptions about students Disagreement Thoughtfulness Self-efficacy Mindset	Student potential to Student deficit
	Space	Common experiences Encouraging	Having a place to talk to Not having a place to talk
Community "you're building more than just literacy, you're building a community. You're building conversation skills. You're building up their ability to talk in a small group" (Jeremy, Lines 214-216).	Creating spaces	Input from students Safe Welcoming	Present to Not Present
(Jetelly, Ellies 214-210).	Getting to know	Conversation Stories Names	Present to Not Present
	Understanding others	Connections Points of View	Present to Not Present
	Relationships	Caring Humor Patience Respect Investing	Present to Not Present

	Investing	Effort Time Resources In people Whole Child	Present to Not Present
	Connections	Church University Home School Classroom	Present to Not Present
Teacher Learning	District Provided	Book Study Change in Focus Support Large Group	PD to no PD
	Self Initiated	Collaboration Peer Coaching	Time to No Time
Student Learning	Learning from each other	Turn and Talk Partner Work Would You Rather	Using Cooperative Learning to Not Using Cooperative learning
	Multi-sensory	Drawing Acting Visual Music Rhythm Movement	Present to Not Present

	Connecting to known	Deficit Potential Strengths Connections Background knowledge Interests	Present to Not Present	
	Motivation	Misidentifying Choice Grit Interest Success	Present to Not Present	
	Culture	Knowledge of Integration of	Present to Not Present	
	Adulthood	Relationship	Present to Not Present	
Tension	Time	School Structure Fitting Lesson In	Having time to Not having time	
	Families	Barriers Comfortable relationship	Present to Not Present	
	Conversations	Connecting Opportunity	Present to Not Present	
	Teacher's strength	Student's strengths Teacher Self-efficacy	Perceived as difficult to Perceived as doable	
Category 2: Response to Intervention				

Category 2: Response to Intervention "Target Time is our - it's our intervention time" (Beverly, Line 53).

Subcategory	Property	Second-level Property	Dimension
Serving all Students	Variety of interventions	Reading Recovery Options Phonics LLI Sped Programming	Individualized Options to Scripts
	Varying levels of student need	Far Behind Special Education Tier 3	Little support to heavy support
	Knowing students	Relationship Gathering information Meeting needs	Present to Not Present
	Creating a plan	Layering interventions Level of Support Duration How to work with student	Present to Not Present
	Adjusting plan	Visual Tactile Pace Word study Texts Conversations Cooperative learning Interests Writing Background	Present to Not Present

	Meeting needs	Academic Circumstances Social emotional Confidence	Present to Not Present
	Prevention	Early Late	Present to Not Present
	Diagnostic	Data Assessment Dynamic Assessment	Prevention to Diagnosis
	Desired outcome	Academic growth Growth as human being	Present to Not Present
Processes "I think that without it, there would be some kids that would fly under the radar. Then, we might miss an opportunity to get them back on track" (Kelly, Lines 24-26).	Placing in intervention	Data Multiple pieces of information Conversation	Present to Not Present
	Movement between tiers	Special Education Tier 2 Tier 3	Present to Not Present
"The whole school has a process. It's organized. I don't feel kids get slipped through anymore because	Exit from intervention	Proficiency Mark Reading Skills Data	No longer receiving interventions to receiving interventions
we're busy or this or that or oh I	Structures	Small group RTI	Present to Not Present

forgot to send this email. There's a net" (Ginny, Lines 64-66).	Problem-solving	Data-based decision making Grouping students Adjusting Interventions Assessment	Present to Not Present
Implementation "it's really working well for us" (Beverly, Line 65).	Benefits	Time Relationships Awareness Progress	Present to Not Present
	Hindering practices	Time Assessment Plan does not work Stigma (students)	Present to Not Present
	Collective effort/ Responsibility	Sped Teachers Classroom Teachers Reading Teachers Data Team Different Perspectives Team Approach	Working together to not working together
	Tiered Supports	Tier 1 Tier 2 Tier 3	Present to Not Present

	Resources	Benefits Drawbacks Scripted programs	Present to Not Present
	Learning	Professional Development Webinar	Need to learn to Learned
Learning	Apply learning	Other contexts Other settings Own life	Present to Not Present
	Learning how to learn	Self-extending System Learning in Isolation Support System	Present to Not Present
	Desire to learn	Mindset Learning begets learning	Present to Not Present
	Deeper Understanding	Variety of Texts Variety of Topics Variety of Perspectives	Present to Not Present
Diversity of texts	Diversity	Literature in Library Literature in Intervention Literature in the Classroom	Present to Not Present
	Seeing self	Movies Books	Present to Not Present

	Relating	Gender Ethnicity Race Relevant	Present to Not Present
Communicating	Talking	Effective Elaborate	Present to Not Present
	Vocabulary	Cross-curricular Background Knowledge	Present to Not Present
Curriculum or Course of Study	Books at the center	Variety Choice Diversity	Present to Not Present
	Institutional Racism	Homework Family Values School Values	Recognizing home literacy to Not recognizing home literacy
	Create opportunities	Comfort zone Fair chance	Present to Not Present
	Whiteness	Representing all Known Seeing	Present to Not Present
	Social justice	Viewpoints Limited Texts	Present to Not Present

Category 3: Academic Press

Subcategory	Property	Second-level Property	Dimension	
Expectations	Grade Level	Pushing expectation to lower grade level Increased Expectations	Present to Not Present	
	Expectations	Challenging Rigor	Present to Not Present	
	Seeing potential	Expectancy Possibilities	Present to Not Present	
	Standard	Community Teacher Assessment School System	Low to High	
Standards and Standardized Testing "All that I hate" (Yvonne, Line 498).	Measuring Success	Measuring success Making to work Digging into data Comparing to others	Present to Not Present	
	Usefulness of Standardization	Whiteness Whole child Accountability Pressure Usefulness	Present to Not Present	

	One-size-fits-all	Legislation Fitting in a box Teaching Level playing field What is important Accuracy	Present to Not Present
Scientifically-based	Getting results	Proficiency Proven	Present to Not Present
	Research	Scientific method Variables Proven Classroom level	Present to Not Present
	One-size-fits-all	Formulaic Programs Individualizing	Same to individual
The Gap	Causes	Curriculum Instruction Wealth Gap Opportunity System Expectations Racism Pace Teacher Partnership (Home, school, community) Trauma	Present to Not Present

	Pressure	From Self From School From State	Having pressure to No pressure
	Narrowing	System Interventions Curriculum and Instruction Partnership Assessment Opportunity	Present to Not Present
	Outcomes	Educational targets Goals	Present to Not Present
	Diversity	Normalize Home literacy Fixed Viewpoints Empathy	Present to Not Present
Teacher Grit	Perseverence	Focus on Learning Focus on Process Outside Comfort Zone	Present to Not Present

Appendix H: Code Book

Category 1: Building Relationships and Cultivating Identity

Subcategory	Property	Second-level Property	Dimension	Data	Memo
Creating an Identity	Injecting prejudice	Whiteness Marginalized groups Behavior	Present to Not Present	It's one thing for a student to recognize that they're in the wrong zone it's another thing for a teacher decide the students in the wrong zone and display for the world to see right? there's unintended consequences there. some self-defeating sometimes so clip charts those sorts of things (Vincent, Post Interview, Lines 50-53) Our school board is probably has their own implicit biases that color how we do education in [our county], and it's aimed at people like them. Well, they're all white. So, it's aimed at the majority of the population, which is white. Which in most cases is fine, because in [our county] most buildings are white. It's probably like 90-10 or 85-25 in most buildings in [our county]. It starts to become a little more apparent in a building where it's	

	59-41 -where the disparity is a little bit different. (Vincent, Lines 344-349) All of us have these implicit biases. If we all have these biases, then whoever the largest group of people are who are making decisions about what is important, what's going to happen - those biases get injected into the system. (Vincent, Lines 341-344)	
	If you're always feeling like you have to prove yourself because of the color of your skin. It's like a hurdle that you don't have, because you're white. Whereas, I think we have a hurdle, because we're women that men don't understand - even today, in 2018 I feel that way. I think it does influence how you approach kids and how you approach teaching (Yvonne, Lines 421-424)	
	To increase the awareness for us - teachers walking in - that there exists in our culture, or society, and even in the world of education these systems and biases that make it more difficult for our students who don't look like us to access education. Just making them	

	aware of that from the start will go a long way. That would only be a start. That would only provide empathy. Increasing the awareness all the way to the board of education or even to the department of education, which I don't know that the person who heads the department of education right now is aware of bias or how her policy might influence people of non-white Judeo-Christian culture. (Vincent, Lines 809-816) My kids were one of two white children in her kindergarten class. Watching them not even notice the difference was eye opening to me. I'm like how in the world do you have 14 children in a class and nobody realizes they're different in any way shape or form - special needs, color of skin. What do we do to our kids that by the time that they're in second or third grade that they do? As a parent, it was eye opening to me. What do I do without thinking about it that passes that on to my child? Because it's definitely learned. (Shelley, Lines 638-634)
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			The prejudices and what you watch on TV what you read how you respond to people. The little ones are observant. If I respond differently when one group of people walk by versus another group of people or if I respond to one mom differently on the playground than I do another, they notice that. If I don't talk to - they start noticing patterns - If I don't talk to everyone the same, if I don't show the same respect, if all of my friends are only white woman who go to church then, that right there—well, there must be something wrong with these other people or we don't associate - you know. (Shelley, Lines 653-659)	
Culture	Values Beliefs Habits Patterns of thinking Behaviors Styles of communication	Present to Not Present	I don't know that I identify more - if I'm checking a box, I'm not enough Native American that I could get a free ride [laughter] - the government would pay for it. My dad could have - barely, but he could have. So, I still check the Caucasian box. (Debbie, Lines 866-868) "The conversations my parents would have with me or the things that they	Debbie has a feeling of belonging with Native American culture because of her dad. However she does not claim it because of government stipulations.

	would say are really the way I was taught those values" (Tiffany, Lines 945-946).	
	"I was always a good student. I had a good family background. I had a lot of support at home, and education was of very high value in my family" (Tiffany, Lines 37-38).	
	"Their culture is going to play into what they know, what they're doing in their reading and their writing" (Gretchen, Lines 798-799).	
	Before this year, I didn't know what a YouTuber was. Most teachers would fit into that same boat, but that didn't stop me from spending hours on YouTube figuring out exactly what was going on and why these kids were so obsessed with it and why it's so difficult to maintain their attention span in class. (Caleb, Lines 1427-1430).	
	I always look at as - that's my competition. I know inside your brain, you're thinking - "Man that YouTube video was so funny last night" I got to be equally as funny, but also balance	

			the fact that I'm supposed to be teaching you stuff too. It helps me bring a certain energy into my classroom knowing there are things out there vastly more entertaining than me teaching about the human body and the skeletal system, which is what we are doing right now. It keeps me on my toes. (Caleb, Lines 1434-1439)	
Racism	Slurs Ignorance Innocence Awareness Recipient	Present to Not Present	I'm half Hispanic myself. My maiden name was a very Hispanic name. I always noticed as a student in school being - I don't want to say different - not being picked on per se but being called out for differences like that. So, I noticed it even at a young age - probably going back to first or second grade is when I started realizing differences like that. (Monica, Lines 292-295) got called names because that was my name. So, I would get called taco and refried beans and things like that. It kind of makes you stop and think. You start to notice other people's differences as well, because you don't always want	

to be the one who's different. (Monica, Lines 311-314) "Sometimes I'll think something and then I think - is that racist [whispering]? Is that a terrible thing to think? I don't know" (Tiffany, Lines 890-891). "I think it's a tough thing. In our city right now, it's a really tough thing. It's hard to ignore that news in that specific area" (Jeremy, Lines 587-588). It was very shocking to me to move to Diverse City and how divided it was. My neighbor was pulled over basically, because they were black and in a nice vehicle. I never had experienced something like that. I never experienced going to work and somebody not liking me because of the color of my skin or not thinking I was good enough for their child because of the color of my skin. It's just not something I experienced in high school - or school at all - college, work -

Then, the last 14-15 years I've had to look at all of that stuff and my position. Then, I've been in education for eight of those years. Experiencing that [racerelations] in the education world is a place where the bluster gets stripped away, because you're dealing with kids. They don't have There's no bent on it. They're not coming at it from a political place. They're just trying to get their needs met like everyone else. In school, there is an opportunity to see how race influences their ability to access net needs. (Vincent, Lines 652-657)
It impacted me by not being trusting of my peers. Making me more aware of comments being made or of just the backgrounds of certain people. Understanding if they're comfortable making a certain joke, that I probably shouldn't be interacting with them. (Caleb, Lines 780-783) You can look around my classroom with all of my superhero stuff. You can tell I'm a pretty nerdy individual. So, in middle school, the only thing I had in

			my pocket were Pokémon cards. Yet, one morning - because I'm getting off of the bus from the City - someone assumed that I brought a gun to school. In the middle of PE, I get pulled out of PE with police officers searching through my locker and taking me to the principal's office. (Caleb, Lines 770-775) "Wow! This is what you think of me? I'm here just learning, but you think I'm here to bring malice and I'm bringing guns from the city and getting hate letters" (Caleb, Lines 778-779).	
The way I was raised	Whiteness Ignorance Racism Tradition	Present to Not Present	I was just taught things that I feel like my parents - some of the things you might stereotype as white, but I just feel like they were regular. I was never taught that because I was white. It was just this is how we do things. (Julie, Lines 536-539) It's called <i>Family Gathering</i> , and we talked about some of the things that they do at their family gatherings. So, I think we have to be cognizant of having those conversations with our kids and offering different books	

	maybe To get those cultural-because each one of them talked about what they did for their family gatherings and each of one of them were they were a little different. (Beverly, Lines 807-811) "To be honest, some of those things I won't pick up on unless they mention it. You know. Like that student. I think that goes back to the fact that - what we know is what we've come from" (Tiffany, Lines 569-571). So, the very first time I thought about - Oh. I'm white and that person is black is the first time I had a black boyfriend. Then, it came up in my family like - "Well, you're white." It was like an unsaid - Well, you're white. You don't date other races kind of thing. (Tiffany, Lines 960-962) "It wouldn't have been considered okay for me to like him as a boyfriend. I didn't. We were just friends. I remember feeling that perception. It could have been the perception at home too" (Debbie, Lines 892-894).
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when I was in high school for a little while, I dated - he was African- American. My mom didn't mind it. My family goes back to - my mom's from Detroit. My dad is from Detroit. Racial tension there for years and years and years. My mom never let him around when my grandma was around. She was always worried what my grandma would say or think. (Gretchen, Lines 618-622) "I just thought that was unfortunate. I thought that was really unfortunate" (Gretchen, Lines 623-624). Being taught values - once again, there
was never a conversation that was like - you're white so you have to do this, but it was more like - you're white so you don't do this. Like dating outside of your race. (Tiffany, Lines 973-975) my mom's sisters both married African-American men. That was a huge huge thing, because my grandparents were very embarrassed by it. My mom and dad were very - we
didn't associate with them. Because of that, I think there was a lot more of a

racist feeling in my home because of the hardship it created in my mom's family. Again, it was more of what was caught not taught. Observations and things. (Shelley, Lines 710-714) "[White] was better. That sounds awful to say. You didn't want to be [Black], because there was something wrong. That was very ugly. Sorry. I'm ashamed of that" (Shelley, Lines 722-723).	
Ashamed that I don't know. That's what I was raised in. Because it's just wrong. Thankful I'm not like that. I try not to be like that. Like I said. Because that was so thick back then, there are times that things or phrases or thoughts pop into your head just because that was ingrained in you when you were little. (Shelley, Lines 727-730) "The values that I have, I think they've been taught to me - just like my family values - and what we valued when we were growing up" (Gretchen, Line 617-618).	

			It was never pointed out with words. "We are white. So, we are better." But it was definitely the message I got growing up. The stories dad would come home with and say. He'd watch the news and have comments. You hear it all the time. I would hear it all the time. But I was never taught about my race. I just heard about other races and how they aren't good. (Ginny, Lines 483-487) "I really guard my words closely. I'm very careful about how I phrase things. Also, very careful about phrases I use in the classroom, because phrases I grew up hearing - of course they're not at all appropriate" (Shelley, Lines 627-629). It's funny, because you would think after not living at home for 25 years you wouldn't have that. Sometimes, I'm like - where the heck did that come from - the thought or the little clip. So, I try to be very mindful of that. (Shelley, Lines 630-632)	
Your circle of influence	Likeness Family	Present to Not Present	"Can I emphasize enough the importance of having teachers that	

Frier Peers Foe		
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	There's a book - I'm going to get the title wrong - but <i>Why are all of the black kids sitting together in the lunch room?</i> I think that's the title of a book, and that's what we did. So, not being the only African American in my high school, we started kind of to stick together. (Caleb, Lines 794-796)	
	Just friendships that I've had and thinking - Wow. All of my friends were just like my family. I didn't have a lot of friends that didn't have enough food to eat or didn't have - I don't know. Just people who were like my family. (Tiffany, Lines 916-918)	
	He was really understanding things, but that was in the context of that lesson. Then, he goes out and hangs with his friends. Then, he goes out into normal! America, and some of those other thoughts can kind of seep in. This was a student that at one point in the year - a young African American lady was talking to him in class. I guess she was speaking in a different dialect, and she maybe mispronounced a word. He told her - you should learn how to	

	speak English or go back to Africa. (Caleb, Lines 932-937) There was a joke told to me one time it was during Halloween time. "Hey Caleb, you know what I hang from my tree during Halloween?" Ya. They left it open ended, so I could put the pieces together. It was a joke to them. They thought that was funny. I'm sure some uncle told them that would be a funny joke, but for me, that was terrifying. "That's what you think is funny? What people have gone through, and this is the time to make that joke?" It helped me open my eyes to become more aware and fear certain crowds in hopes to not put myself in actual dangerous situations that have actually happened to people in my family where it went further past a joke - like physical attacks, people chasing them down. (Caleb, Lines 783-790) After that point, I did start to view my world in a different way. It gave me trust issues with certain people. You don't really know what they think about you. You don't know what their true
	you. You don't know what their true intentions are. You don't know what

				labels they already have in their head. What they think you're actually going to bring to the table. (Caleb, Lines 765-769) "I didn't have my first instance of recognizable racism until middle school" (Caleb, Lines 765). "Middle school - somebody snuck a hate letter into my book bag saying, explicative this- get out of our school" (Caleb, Lines 769-770).	
Viewing Others	Labels	Deficit view Stereotypes Student First Holds Meaning	Present to Not Present	It helps me perceive them on more like a spectrum of their learning rather than stuck at a certain place. It's more hopeful when you view your students as emergent readers rather than a struggling reader. There's more hope in your feeling for where they're going to go next. (Monica, Lines 269-272) then my daughters don't learn empathy. they learn pigeonholing and knowing what to do with people and where to put people which is a natural management tool for all of us too. when we don't understand people, or we don't	

understand why a person acts the way they do it's much you put them in a category than to find out a little more - that requires something of ourselves or risk whatever. so it's much easier just to categorize people. (Vincent, Post Interview, Lines 69-73) [students] talk about who's in which math class with them right and they determine what a person's intellectual value is based on that - "he's smart he's not smart she's smart she's not smart" just based on that [student groupings] alone (Vincent, Post Interview, Lines	
"So, I had to pull out testing books and show there's been research behind that term, and why we use it" (Mallory, Lines 497-498). "You say at risk - it makes you feel like there's some danger, some hazard. Non-responders makes you feel like they're dead. [laughter]" (Jeremy, Lines 430-432). "Non-responders. Yeah. That sounds a little final" (Vincent, Line 634).	

		"I do believe [labeling students] plays out into how students interact with those teachers and those classrooms" (Caleb, Lines 702-703). "I worry that it could - when you put a title on a kid it can limit even the person who's teaching them their thinking" (Kelly, Lines 452-453). I remember a couple of years ago when we started receiving Parkes' students. I would hear constantly, teachers in this building, refer to them as - The Parkes Students [negative connotation]. With that, they probably didn't see it this way. With that, I heard a context of they're poor. They probably won't be able to read as well. None of them will be gifted. I'm going to struggle with them, and they're going to have a bunch of behavior issues. (Caleb, Lines 693-697) Every time I heard that statement, that's what I know that teacher was feeling about The Parkes Students. If	
		feeling about The Parkes Students. If they were just students, they would say students, but they were Parkes	

	Students. They had to have an extra label attached to them (Caleb, Lines 698-700) It becomes a problem that's not talked about. It becomes a problem that that kid still has to go to that same teacher every day. Every day he walks into that classroom, he has to think - this teacher doesn't like me because of my skin color. No, she just thinks things about you because you are a Limited English Proficiency reader, because you are a Parkes kid, because you are a -	
	whatever group you are a part of. (Caleb, Lines 731-735)	
	I work to build connections with students not only in my grade level but kind of all over the school. You'd be surprised about how many students come talk to me that are in fourth or fifth grade that are from a diverse background that thinks their teacher is a racist. I'm pretty sure their teacher's not a racist, but because of these labels and how they pre-label them before they walk in the door, it relates and translates to how they interact with them. Whether it's a huff or subtle eye	

roll, the way they interact with them if they have a certain question, the tone - all of that kind of plays out once these students have been stamped with a label. (Caleb, Lines 721-728) when I was in special education, there was always a lot of talk about student first language. I've always thought that
was so important. It's not an autistic kid. It's so and so who has autism. It's not a Parkes kid. It's so and so's name who is from Parkes. Not only are we making it a little more politically correct, we are seeing the child first. (Gretchen, Lines 665-668)
I think it's important to know that they're a little hesitant, but not that they're not going to respond. I think that really is limiting. Some people will take that for what it is, and maybe not give the child an opportunity. They think - "Oh well. He's not going to respond. That's the label that was put on that student. So, I'm not going to try that." Then, we might be missing something that could really really help the kid excel. (Kelly, Lines 484-488)

complex across from our school. Before it was The [Parkes] Kids, it was The [Taylor Downs] Kids. Once again, that came attached with poverty, lower reading, free and reduced lunch, all of those things that came from those students. (Caleb, Lines 712-715) I think sometimes it serves a purpose in that you have an idea of some causes and some potential needs. I'm probably looking more at things like Limited English Proficiency. If I have a student identify with that, I have an idea of their background and what research things have supported students that have had that experience. (Mallory, Lines 360-363) "It best if you know more about their strengths and weaknesses and less about a label" (Mallory, Lines 365- 366). "[A label] makes me investigate a little bit more of what's going on" (Ginny, Line 396).
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	"I do think sometimes label inform. When I see things like at risk reader, I like to keep promoting some of my students are at risk, because I feel like it signals they need a little help" (Mallory, Lines 366-368). I worry a lot about my kids in kindergarten who come in labeled YCDD, and then, I know they're going to test out because it's virtually impossible unless you are so far behind or language intervention didn't help you that you're not going to qualify going on. We know that if you had difficulty learning to talk that reading and writing are going to be difficult. Sometimes it's not difficult in the very beginning. Some of them get some of those sight words okay or they do that first-grade level reading and then by the time third grade hits, it's much more difficult for them. So, I feel like that at-risk label sometimes is helpful in saying - This kid is going to need a little bit more intervention. (Mallory, Lines 368-375)
	If you were thinking each kid could carry around all of their history and

wouldn't need a label - that would be great. It's just not as feasible as saying - these kids are at risk. They need a little more help. (Mallory, Lines 376-378)
"Again, [free/reduced lunch] kind of attaches a label to a kid that maybe's not fair" (Mallory, Lines 469-470).
I think it keeps people from accessing resources that maybe they need at that time that's helpful. I think people should feel free to access those things if they need them and that additional stigma could keep people from doing that. (Mallory, Lines 470-472)
I like that novice learner better and the emergent reader, because it sounds - especially if I'm talking to a parent on the phone or whatever - I'm not going to say struggling reader. Hopefully, I'm using terms that are a little bit more positive and if you think about a student who is a novice, they're new at it. They're still kind of figuring it out. (Beverly, Lines 373-376) Johnny came into me, he was independently reading a level B. Now,

independently able to read at a level D. So, it would be more like - when we started our lessons, Johnny still didn't know one to one correspondence, but now he does. He can do one to one matching. He started out with a bank of - seeing where his known words in reading and writing have grown too. Just looking more at those reading behaviors - we try to focus on rather than just classifying students by their level of reading. (Gretchen, Lines 546-551) in my hometown it was if you didn't speak English it's because you were too lazy to learn it you know we had a lot of immigrants who worked in a town about 40 miles east of us and so they would come to come to Walmart and things like that and my family would make comments like why wouldn't you learn that language if you're living there and one thing I really took from that because I had some I found a tactful way to bring that up with the parents and they said I don't speak it well enough I don't want to teach my child the wrong way I value how you as a teacher will teach it and then the other

			thing was that they want to hang on to that piece of culture that is theirs and they want their child to be able to speak their native language as well as English and that really changed my mindset and so just something as little as that I think has helped me have conversations with other teachers. (Tiffany, Post Interview, Lines 111-120)	
Economic and Social Status	Stigma Opportunity Consumerism Poverty	Present to Not Present	I feel like that word is thrown around a lot. Maybe it's just because I'm in education, so I hear more of those words. I think it's been on Facebook and things like that. The kid has to have a peanut butter sandwich - I mean I think there's a little bit of awareness now that what your lunch situation is indicates where your family is at financially. (Mallory, Lines 462-465) I have a little girl who lives in a motorhome living in a trailer park. There was a big issue earlier in the year where somebody who can be unkind sometimes - with her own insecurities - she had said she was poor. There's never been anything in here that -	

	nobody's ever said she's poor, but I think she's heard she lives - where she lives. The little girl is not afraid to say where she lives, which I love. She actually said - It doesn't matter where you live, whether it's an apartment or a trailer. It's a home and that's where you live. (Kelly, Lines 597-602) "They would think \$100 is a ton of money, because they're third graders, but they do know that if you're in a trailer park you might not have a lot of money" (Kelly, Lines 597-602).	
	One time in third grade - Samantha - I won't use her last name - wrapped up some of her old toys and gave them out to the class - gave them out to some of the kids in her class, and obviously they were used toys. She wanted everybody to have a toy, and so, I was like - "Oh my gosh Mom! Can you believe that?" And I remember my mom going out and buying a present, and me having to take the present in to give to her. Here she was. She was wrapping up her old gifts - her old toys to give as gifts. (Beverly, Lines 439-444)	

	When I first started teaching, I taught in Southwest [part of the state] - not like a rural school district. Kind of like suburban. There was a family who didn't have running water. I think how in this day and age do you not have running water. How does that happen? There are some kids who don't have running water in their home. Think about how many more things you have to worry about. (Gretchen, Lines 609-612) "She would talk about going in to do home health with the families who were African American and were living in awful conditions" (Gretchen, Lines 642-643). She would also talk about how hard it was for them to get out of that because when you grow up in those communities. One time, she talked about a family. They were saving their money, and they were trying to get out. Then, they would get things stolen from them- like they got their car stolen from them. One time, they were supposed to come see her and had
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	gotten their baby stroller stolen from them. She's like - "How do you ever get out of that condition when people are taking from you? Get out of that cycle? Cycle of not having anything?" (Gretchen, Lines 647-652)	
	I think they're aware of those materialistic type things - like what a kid wears to school and where they live is correlated with the amount of money they have and their income. I do think they might not know the value of money, but they might know what people show - which is not healthy - but what people show and what people tell you about where they live has to do with how much money somebody has. (Kelly, Lines 604-608)	
	It's impossible. It's impossible. You may be able to get to a place of empathy, which is what I hope for all of our teachers to get to that place of empathy instead of just befuddled - like smack your head. Like how do people live like this. We all say that - "How do people live like this?" Well, that's what they know. It's just about surviving for today. Growth and achievement don't	

mean anything. (Vincent, Lines 703-707) "It's interesting to talk about poverty as we sit in [our suburban county], but it does have its certain mark throughout the whole region not just in the city. It's not just an urban issue" (Vincent, Lines 18-20). Because I was a poor kid, I try to champion those kiddos, but in a way that people don't know that they're those kiddos I hate the idea of backpacks showing up on the first day of school with supplies for the kids. They come to school and come to Open House, and they don't have what they need. Then, we swoop in and take care of it for them, but it's with what we want to give them, which is great. We are providing a need for them. I talked to [a colleague] earlier when we were doing Adopt a Family - why can't we do that before school starts so that
doing Adopt a Family - why can't we

			the stuff "- or they don't show up because they're embarrassed they don't have the stuff. We've kind of started something rolling, and we're doing Gear for the Year before school starts this year. (Shelley, Lines 750-760) they can come in and do everything everyone else is doing and that feeling in the pit of your stomach when you walk in and know you're not prepared. You don't have the markers to put in the bucket like everyone else. You don't have a supply box to sort through and put your name on and put in your desk. (Shelley, Lines 789-792)	
Past Experiences	Family stories Family experiences Personal experiences	Fear to No Fear	One of the stories that I remember is that on the day that Martin Luther King was shot, she was at school. It's all just sad. She was at school, and the kids had gotten so upset about it. They were turning over trophy cases and just tearing the school apart, because they were so upset. So, all of the white students had to leave. I don't know why I'm crying about this. I wasn't there. It's just sad that it happened. In my mind, that was scary to me. I'm sure it was scary to them. I'm sure it was scary to	

	all of them that it just happened. It's just like the things that are happening now. (Julie, Lines 512-518) "I would become aware of it because when I would go down there to visit them, which we did often, there were always a lot of African American's just walking around" (Julie, Lines 522-524). "In my mind, that was one of my first experiences with knowing [what happened at mom's school the day MLK was shot] and feeling scared" (Julie, Lines 525-526). My dad grew up in the city. He would tell me some stories sometimes about times he was robbed on the street in his neighborhood as a little boy. There was a different perception from him - a different background when it came to race than for me. (Debbie, Lines 894-896) "I didn't have the same experiences whatsoever" (Debbie, Line 912). As a kid, I didn't really think about it until we went out of town or something. I remember as a kid, we drove to Gulf Shores, and we were in	
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			Memphis. It was dark. We saw a group of African American men running across the road, and my dad locked the doors. I never thought to ask why did you do that or would he have done that if it had been white men running? (Tiffany, Lines 884-888)	
Stereotypes	Gender Race Economic Status	Present to Not Present	"[stereotypes are] just kind of things that we just take for granted and we just listened to everyday" (Beverly, Lines 468-469). It could be a stereotype of mom staying home taking care of the kids and dad's going to work and mom's making breakfast for the kids and making sure that the kids have their homework done. I think that would be a bias, because my family doesn't work like that. I'm sure some families it works like that, but in our family- for my own kids- life doesn't work like that. We're a team, and we have to be working together. Sometimes my husband is cooking. Sometimes I'm cooking. I think a bias would be where mom's kind of staying at home and	We can learn stereotypes through the texts we read. Beverly addresses some common stereotypes about roles within a family by sharing her experience.

	taking care of the kids and dad's off at work. (Beverly, Lines 312-318) It's trying to switch your mind set to understand that they aren't doing those things to be a bad parent. That's just set in our minds. Middle class, these are what your values are. That's set in our minds that that's not good parenting. That's not necessarily the case. (Tiffany, Lines 1032-1034) I do tell a lot of stories about what's going on in my family too, because the kids really like to hear that. I'll talk about how my husband always does the cooking. [laughter] "you know Mrs. Westbrook is not a good cook, right?" [laughter] "So, Mrs. Westbrook would not" We had a book called <i>Family Gathering</i> and how they're making all of this food for the family gathering. And I said - "you know at Mrs. Westbrook's house, this is not how it would be done. Mr. Westbrook would be making the food, and Mrs. Westbrook might be cleaning and helping in other ways, but I would not be making the food." So, just bringing the good." So, just bringing.	
	be making the food." So, just bringing in my personal experiences I think, and	

knowing that all of our students come from different backgrounds. Some moms are working, some moms aren't working, or whatever you're talking about. Whatever cultural differences you're talking about. (Beverly, Lines 322-331) There were some kids that were talking about girls being in the military. It was a conversation - I can't remember if it was last year or maybe it was even at my other school. They were older. They were like - "Girls can't do that." I'm like - "They can. They're allowed to." There's a lot of - they think girls can't do this and this and that, but you might look back and girls are going to be doing a lot of the same things you're doing like playing sports. (Kelly, Lines 299-303) I know it was a big deal - that girl that
l know it was a big deal - that girl that played - she was a pitcher. She played baseball. I tried to talk to them about that. They thought it was the weirdest thing. I was like - "You might look back one day and say - Oh that was totally normal." There's more of that happening now. That was a connection

they could make, because they made a big deal about it. I had a group that was obsessed with sports, and they're like - "Can you believe this girl?" Just trying to get them to think - "We think a lot of things that happened a long time ago are really weird. So, think about in the future. You might think - I can't believe I thought that way." (Kelly, Lines 303-310)
I'm a crap athlete. I'm really really bad at so many things, but so many people look at me and say - you used to play football, didn't you? No. I bet you were good. No! This literally happened yesterday. As I was walking out with a retired teacher. In her mind, she wasn't stereotyping me. She had no malice in her heart for what she was saying, because of the images that have been put to us, books that are at our reach. That's the highest that she could hope for me is that I was a good athlete. (Caleb, Lines 1044-1049)
"Early in my career, I got a lot of people - even though I was great in the classroom - Mr. Banks, you should be a rapper" (Caleb, Lines 1036-1037).

			I'm sure they have [been a recipient of a stereotype]. Probably some based on their ethnicity. I have students have a lot of a variety of ethnicities. Probably some -we have a lot of students who are on free reduced lunch, and perceptions on families and their involvement or lack of sometimes as a result - I think there are perceptions there. (Debbie, 414-417) "Sometimes because of a student's race, it's assumed they come from Parkes, but really, they don't come from Parkes. They live within our school bounds. So I see assumptions being made that maybe shouldn't be" (Gretchen, Lines 561-563).	
Tokenism	The only one Diversity	Present to Not Present	I must be the expert. The things that I say - some people really think - this is how black people think. This is MY anecdotal experience - what I've seen in MY life and how I feel about THIS topic. (Caleb, 1110-1112) "I make the joke with my close friends [clears throat] that I'm everyone's	

	favorite token to seek out racial based answers" (Caleb, Lines 1105-1106). There have been times when I have sensed myself using Beauford and Alma as my token if you will. I went to a it was the February right after Michael Brown, which was 2015. So, it was [20]16 the MLK day we were off school. So, I went to an MLK celebration at a big church right next to the [theater downtown] - a big, citywide MLK celebration thing. I was going, and I invited Beauford and Alma to come with me. They're in their 60's I think. He's the pastor of his church, but he's also the chaplain for the homicide division for [City] police department. Alma is an educator in the [city] public schools. She'll kill me if I say it wrong. It was either Boyer High School or she was at Harper and her husband went to the other one - rivals. So, if I say it wrong, she's going to be mad. Let's say it was Boyer. She has her doctorate. She's a long-time educator. So, we connect on that level too. Linet remember feeling at that	

			legitimate I am. Look how relevant I am. I have real life, urban, Black friends." It's not always like that. Please know they are dear friends, and we care about them. (Vincent, Lines 720-732)	
Acceptance	Empowerment Empathy Acceptance Love	Present to Not Present	In life, people want two things. They want truth and love, and they want it in the other order. They want love first before truth. So, when they come to school, they're not seeking necessarily to be informed. They're seeking to be loved first. (Jeremy, Post Interview, Lines 70-72) I'm saying that when the focus of everybody is a consistent amount of love to these kids, then the learning piece will actually raise itself over time. The attendance rate will raise itself. All of those things will increase, because students are going want to be around. (Jeremy, Post Interview, Lines 271-274) I think I knew Grace would want to be the boy, and I didn't want her to feel like she couldn't. When I say girls line	

up. She lines up. She comes as a girl, but I feel like she would have wanted to have that choice without being singled out for it. I was actually surprised that more than her chose to be the warrior, but I don't know why I'm surprised by that. With all of the talk about female empowerment, I should have had them all be warriors. (Tiffany, Lines 600-604)
I think [understanding culture] would help kids learn how to have pride in their own culture, but to also not look down their noses at other cultures and to catch those things their parents are saying that maybe we shouldn't say that any more. [laughter]. Maybe that's a way of the past. Let's get rid of that. (Tiffany, Lines 1321-1324)
We don't always understand each other from a cultural perspective. We try to, and I think that's the best we can do. They look and say - "Gosh. I don't know why you're our friends Vincent and Karen you pasty white people from [the suburbs], but you are. So, we are going to be around you. See what we can figure out." We do the same thing

	with them. None of us have it figured out. None of us know how to do this thing where we blend our cultures and try to learn from one another. (Vincent, Lines 732-737)	
	I always talk about like I envy not growing up in an area where I was immersed in it, because now I struggle with how does it look like to be a real person that's actually accepting of everybody? I don't even know what it looks like. I never was exposed to it. (Jeremy, Lines 576-579).	
	"I've struggled with this in the past, and this is something I truly believe about people and humans. I will have more compassion and understanding when this kid comes to my room" (Jeremy, Lines 505-507).	
	"Yeah. Relating it [texts] to [real world contexts] - so, they can build empathy maybe for someone beyond themselves" (Yvonne, Line 319).	
	"Being able to put themselves in the character's shoes and describe what they would do. We worked on the	

language skills at the same time, but it made them imagine being someone else" (Mallory, Lines 235-237). "You're not seeing where they're coming from every morning, and you're not seeing where they're going home to every night. It is really difficult to empathize if you just don't know" (Tiffany, Lines 1049-1051).
I have a little girl who likes to dress like a boy. She likes to play with the boys. That's been a pretty big - not a big discussion among the other kids, because they're just really accepting. They don't care. I feel like that has been a big discussion among faculty. (Tiffany, Lines 574-577)
I think she makes me notice more things. For example, when we do Native Americans, sometimes when they have their writing, I'll have them color like a Native American girl or a Native American boy. I've never thought before - "Well. What if the girl wants to be the warrior instead of the little Native American girl with the little dress and the braids?" You know. So, this year - clearly, that's more in the

			forefront of my mind. So, I had printed off enough that I was like - "You can choose if you want to be the warrior." And we talked about how typical women's roles were whatever. If you want to be the warrior, because this is 2017 at the time then, you can choose the warrior. I had about I would say four or five of my girls choose the warrior (Tiffany, Lines 577-585) "I think they shouldn't be ignored because their skin color is different. They shouldn't be ignored that their heritage is different. Because it is. It is beautiful" (Ginny, Lines 517-518).	
Seeing Potential and Possibilities	Expectancy Goals Grit Mindset	Present to Not Present	What's your goal? It's not just about reading faster (Caleb, Field Notes, March 7, 2018) Gretchen is conferencing with a student about his/her writing. She works through a few sentences with the student and says, "you have really great ideas." Then, prompted for the student to go back and add punctuation when he/she got the next idea down. Gretchen referenced the goals on the board.	Vincent had a comment about this - goals didn't matter to some because they live for today. That makes me think about giving the students what they need - basic needs - so they can see past today.

			(Gretchen, Field Notes, December 17, 2017) I'm just pretty explicit with what the expectation is when you're here it's your job to be reading and so if you finish what you've been asked to read you can go back and reread you can get a different book from your book box and you can read from that but that your job is to be reading the whole time (Gretchen, Post Interview, Lines 71-74) I don't see her having drive yet I don't see her she cares when it comes to that she can't do it and she sees other people doing it but I don't see her having that drive yet to and I and it might be due to a lack of models. (Julie, Post Interview, Lines 64-66) "I think about that student and how that student is always feeling behind or always feeling like I can't my best is not good enough" (Beverly, Lines 134-135). "They quit, and they don't want to try" (Ginny, Post Interview, Line 77).	Students see the teacher's experiences and focus and expectation. When the teacher's expectations change for themselves - the student sees learning differently Modeling Grit
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"I have one that'll shut down because of frustration" (Ginny, Post Interview, Line 92).
"They don't want to fail, and if they do, they don't know how to get back up" (Ginny, Post Interview, Lines 94-95). "I don't know how to teach that other" "I don't know how to teach that other"
than modeling, [and] tell them the stories about how you know they got to fight through" (Ginny, Post Interview, Lines 95-97).
""Oh no! Can't do it!" I'll throw my pen or something like that like. "I quit." "That's not how you do it. Let's figure this out again. Let's try another way."" (Ginny, Post Interview, Lines 128-130).
"It's hard to teach them that [grit] in the moment because they're already done, and so, it's more like a next time we'll try this" (Ginny, Post Interview, Lines 135-136).
"Here's when you know it's going to get hard, because these are the ways you are going to feel. You're going to want to do this -quit and shut down -

because it's hard, It's easier to just stop, but I'm going ask you to push through." (Ginny, Post Interview, Lines 156-158) "maybe even connecting it to a physical activity first" (Ginny, Post Interview, Line 159). "Showing them where they're going. So, they have that end goal in sight" (Ginny, Post Interview, Lines 85-86). I think humility coincides with it the ability to say I played a part in that allows us to move past things more quickly than if we're blaming circumstances or other people right because circumstances don't change,	
and rarely can you make somebody else change their mind so if you're willing to at least look at your part (Vincent, Post Interview, Lines 355-358)	
radical acceptance says you can't do that it's never possible rarely is it possible to change the circumstances that caused you despair so how do you radically accept those things and how do you respond to them? now what do you do with it and a little piece of	

what's your part in it? (Vincent, Post Interview, Lines 373-376) we're trying to put words to the one that little stuff moves around in your chest or when blood moves through your veins at a different temperature what do you call that so we give it a word and that helps with awareness and then the next part can you say it can you put a word to it can you express it and then do you know what to do with it. (Vincent, Post Interview, Lines 395-398)	
whatever you want to call it whether it's resilience or grit or whatever -the focus has to be on self-awareness. That's the push with mindfulness. The idea that we will encounter stressors as human beings, knowing how it affects you, and what to do with that is a big deal. (Vincent, Post Interview, Lines 13-16) we spend all of our time telling them you're so smart you're so smart so smart. what happens when they meet a challenge and the feedback is you're not smart? then they question everything,	

because we have built their value an idea that you're smart (Vincent, Post Interview, Lines 170-173) helping a student process through like what power are you giving to somebody else by allowing them to steer you into a place of discomfort or uncertainty? about who you are as a person is it possible that you can absorb something that somebody does or says about you and you get to determine if it's true or not. and if it is true do you have the humility to address it? (Vincent, Post Interview, Lines 201-205)
can we as a school determine that the messages that we're sending to kids are gonna foster resilience and not despair? if the only message we're sending is you better be good you better behave better you get a math reading science social studies you better get good test scores and you better graduate if those are the messages that were sending unconsciously then I think we're doing it disservice to kids, because it's pretty narrow. (Vincent, Post Interview, Lines 209-214)

you're just saying where they are now and then it gives you gauges for where they need to go. Like if they're an

emergent reader, you know you want to

transitional part versus when you're just talking about them being a struggling

push them to the next area of that

reader they're kind of stuck there. (Monica, Lines 278-281) "I had a student last year. They were like - "He won't talk to you. He won't
read to you." I was like - "Now, don't tell me that, because I want to try. I want to have a clean slate, and maybe, he does too." (Kelly, Lines 480-482)
"I think that's definitely hard. I come from more analytical, deficit. I do a lot of assessment to pinpoint where those weaknesses are and next steps. Really, using students' strengths is an area I need to work on" (Mallory, Lines 311-313).
"Ideally, I think our IEP paperwork is set up [in a student deficit] way. Although, it tends to fall back the other way, because we have to support so much the things that we do" (Mallory, Lines 385-387).
We've been encouraged for a long time -even in elementary - we're asking parents - what do you think the student would like to do after high school. So, we can start thinking about - it lets you

	know things they're interested in or even what the parents see as a potential for them, and then, how can we support it. (Mallory, Lines 387-390)	
	Instead of going to the conversation and - oh, Johnny's only reading at a B and he's supposed to be at an F. What does that breed? That breeds more - yeah, he can't do this, he can't do this, he still doesn't know all of his letters. (Gretchen, Lines 535-537)	
	"Just being that person helping them see what they can be and what they can do" (Kelly, Lines 671-672).	
	It's really given me a lot of insight to some of the kids who walk into our classroom, and they may come from backgrounds or things that have happened that are hard and difficult. I just try to focus on their potential and what they can be and try not to - I always feel like they're going to have their background and those things	
	going against them. They're going to always have that in their mind, but if they have somebody pushing for them to not let that get in the way of what	

they could be - even if it's one person. (Kelly, Lines 665-671)
"you each have value for who you are regardless of whether it's skin color or if you're a boy or girl or how much money your family has" (Debbie, Lines 398-400).
"I think it's especially important for teachers to [share their grit], because, at least in my experience, most kids look at me like - There's Mr. Banks. He can do no wrong. He's great at everything. He's fantastic" (Caleb, Lines 248-250).
"I think they [students] see it [teacher's grit]. They definitely see it, and you're bringing them that experience" (Yvonne, Post Interview, Lines 132-133)
So, with my LLI and the boxes that I have to do, there's nothing that really fosters effort and engagement and grit. So, I go a lot off script and go into mindset. Talking about what it takes to triumph at something that you're no good at. That's me sharing my personal stories that I've been terrible at. Maybe

			finding a few stories or quick anecdotal stories to show them that it's not easy for everybody to get good at things. (Caleb, Lines 244-248) My hope for literacy interventions would be that the students gain the literacy skills that they need to meet the goals that they have for their lives. So, whatever that may be - college, career, and just life in general - that they're able to function and do the things they want to do, because they have the literacy abilities and knowledge that comes with that they can learn. (Mallory, Lines 666-669) "literacy skills allow you to learn anything you need to learn and access information I think it would enable students to learn and to grow in whatever ways that they want" (Mallory, Lines 670-672).	
Diversity	Exposure Awareness Acceptance Value	Present to Not Present	some of us are really gifted in some areas and some others are not and others. maybe that those students who don't learn math very well or need extra practice, they might be amazing	

something else that you're not. so their value is not determined by how good they are math. It's is that they're a whole person and that there are gifts and benefits to that student that might not necessarily be reflected in the traditional academic milieu if that makes sense (Vincent, Post Interview, Lines 104-107)
How do we help them understand what that means? and that they can still have value and worth? and can they be aware of how it makes them feel first of all? And can they express it? That's probably the second part - being able to just express, and then knowing what to do with it. (Vincent, Post Interview, Lines 145-148)
"I think the other important thing is just remembering that not everybody grew up the way you grew up" (Tiffany, Lines 1051-1052).
I think in general - especially in Lowell-Mann, most of the teachers are probably white. I don't know, but I'm assuming there's not a huge amount of diversity. If there's so many teachers

	that grew up in the same kind of way that I did - middle class. These are your values kind of thing. I think that's what we expect from our students and from their families. That's not a good representation of what our students have. Especially at King Elementary coming from all different walks of life. (Tiffany, Lines 1021-1026)	
	I feel like my own personal school experience was very similar racial make-up as to what our school is. I compare that to like my husband - he went to private school, and he really wasn't around students of other backgrounds and races until he went to public high school. I can see the difference in our thoughts and viewpoints and just experiences. I think it just set me up to see the world in a different way. Seeing where his world was more of everyone's like me when he was younger instead of more broad I think until he was a little bit older. (Mallory, Lines 397-403) First thing we teach this school year in third grade is government. That's always very difficult, because now	

	more so than ever, the last few years, students seem to have more of an opinion about what they think about politics, who's in office, what this is, and what that is. It becomes very difficult to teach them diversity when someone has already kind of hammered into them what they should think about a certain topic. How they should feel about religion or whether it's this candidate or that candidate. (Caleb, Lines 533-538)	
	We are all part of the same country- we are all part of the same team. Skin colors may be different. Socioeconomic status may be different, but we are all going for the same goal. Our country is pretty fantastic. It becomes difficult to get those messages across, because some kids are like - My dad told me that it's okay to build that wall. My mom said - no, we should do things against climate change. You have all of these kids with all of this background chatter. They really don't know how - they don't know what they're talking about. A lot of them are just regurgitating information they	

They were just trying to get by. They didn't really have career aspirations, because they had bills to pay and kids to take care of and things like that. I could see them and their kids and kids that I grew up around. I just think realizing your experience - the way you grew up - is not the same as everyone. (Mallory, Lines 408-416) I'm realizing where other people come from, and their backgrounds might be different. The things that they worry about or the things that they have - not	heard from home. (Caleb, Lines 539-536) An experience that I had I think was important - when I was in college, I worked at a convenience store. My dad managed a convenient store. So, I worked there. While most of my friends - I was in college in a sorority - most of my friends were all quite like me - college and career bound. I worked with girls who were - mostly girls. There were a few guys, but they were all mostly girls who are my age or younger and many of them had two or
about of the things that they have not	managed a convenient store. So, I worked there. While most of my friends - I was in college in a sorority - most of my friends were all quite like me - college and career bound. I worked with girls who were - mostly girls. There were a few guys, but they were all mostly girls who are my age or younger and many of them had two or three kids and were on food stamps. They were just trying to get by. They didn't really have career aspirations, because they had bills to pay and kids to take care of and things like that. I could see them and their kids and kids that I grew up around. I just think realizing your experience - the way you grew up - is not the same as everyone. (Mallory, Lines 408-416) I'm realizing where other people come from, and their backgrounds might be different. The things that they worry

	the things they have - more their thoughts and what their motivations are - might be different. (Mallory, Lines 416-419)	
	my mom kind of exposed me to those differences. Even my soccer team - I went and - really young - I'd go and help kids that had some sort of disability learn how to play soccer. I felt like outside of school, I was really exposed to different things. (Kelly, Lines 629-632)	
	in Texas, I worked with a predominantly African American staff. They had a different - even my baby shower - they're like praying in a public school and they're all doing their praising really loud. They're all joining in. It was very different for me. (Kelly, Lines 649-652) "without diversity, it's really hard to be immersed in diversity. You can read about it in books. You're not ever going to be experienced" (Jeremy, Lines 574-	
	to be experienced" (Jeremy, Lines 5/4-575).	

"Just some of those things, when you have the opportunity to be a part of [diversity], you don't know that you're not having that opportunity" (Jeremy, Lines 580-582).
"They talk about going in the lunchroom and finding different foods. Everybody has something different that they've never heard of before that they cook at home" (Kelly, Lines 257-258).
"Kids are starting to notice those kinds of differences and wondering - why does so and so's culture say this word this way when that wouldn't be something that my culture would say" (Tiffany, Lines 1313-1315).
"Trying to connect culturally was extremely difficult just because of the differences. I think here is the same way. It's pretty diverse here" (Kelly, Lines 255-257).
"The diversity here is so great that I feel like it's more of a microcosm of society, and I feel like it makes me proud to teach here" (Debbie, Lines 761-762).

Eagleton Elementary is 59% white and 41% a lot of other things. It's the least white building in the whole county. In that is a mix of a whole bunch of cultures, and then, some extreme poverty too. Because we have some really low rent mobile home communities and long-term hotel stays, so a lot of those families are entrenched in a poverty culture. (Vincent, Lines 35-39) "I went to a Catholic school where there was not one person of a different race" (Kelly, Lines 628-629).
Well, I grew up in a small farm town. I could start with that. As a student, I was only around white students. Most of the students I grew up with refer to themselves as hicks. [laughter] That's one way to put it. That's pretty much as straightforward as I can go. Stigmas were very strong. Racial slurs and prejudice rules most of the area I was around. (Jeremy, Lines 477-480) I'm just a teacher. I don't want to be the black teacher, but that's going to happen as long as I'm the one black

teacher. I could be wrong, but I do firmly believe that I am the only African American male teacher in all ten elementary schools in the Lowell- Mann School District. I've been searching for a while. I've been looking. I keep my eyes open when we have a giant PD. I try to find any types of familiar faces. (Caleb, Lines 1157- 1162)
It's a lot of pressure. It's a lot! of pressure. I can't say here at King I've felt that pressure. Like I'm the Black teacher and they're going to hold me up to this light and be like look what we have got over here. I never felt that way. They let me teach, and I really appreciate that. (Caleb, Lines 1187-1189)
Lots of adults do not have a diverse group of friends within their phone. They don't have people to ask these kinds of questions to and learn more from them. So, it's quite often that I find myself - this isn't how I feel about it, but I feel it's being perceived - I'm speaking up and advocating for the

black race about this issue, about how we feel about kneeling for the National Anthem. How we feel about President Trump saying this. It kind of always goes there. I do my best to kind of tote the line and say this is how I think. This isn't a blanket statement. They don't have anyone else to test this theory on. There's no other person that they have in their life that they could consider close enough to even ask that type of question. (Caleb, Lines 1115-1122)
I'm even nosy enough that when the new teacher hiring dates start, I go over there, and I take a nice gander into that room. I see - "Is Lowell-Mann making actual steps and moves to change one of the biggest problems we're going to have in our classroom?" It's our racial diversity problem that we are going to have in this district. Each year, I become more and more disappointed (Caleb, Lines 1162-1166) coming from a very small country school that was probably 98% Caucasian - transferring to Eagleton, which is the most- I believe- the most

				multicultural school in the district. Okay. It was I remember my very first open house standing in the hallways, and greeting people, and smiling, and talking to people as they went by. I remember feeling like a minority for the first time ever with the families walking down the hallways and just noticing it. (Debbie, Lines 747-752) in most cultures - well maybe that's a Caucasian culture - that we look at the elderly as in general as casting aside - don't want to get old. Yet in Native American culture it was strongly valued -those generations - and appreciated and looked to for wisdom (Debbie, Lines 846-848)	
Viewing Self	Ally	Advocates Sharing privilege Take a stand Work to understand	Present to Not Present	Working here I feel like a lot of times teachers here and myself included are advocates of students who live in poverty. I know some people are guilty of saying things - making generalizations about students or families in poverty. I can think of a couple of times where I had to stand up about comments being made like - "I don't know why those families can't just go out and buy their own school	

supplies. It's only this much money" and just kind of sticking up for what I know about those families or the students. (Monica, Lines 397-402)	
I know she has two pairs of tennis shoes that are both extremely small. So, I didn't want to just buy a new pair. Although I know mom and dad can't afford. So, I was going to have the counselor call just to make sure I wasn't going to be offending anybody by buying the new shoes and give them to the counselor. The little girl could get them from her and not like I bought you a present kind of thing. Just you need a new pair of shoes here you go. (Julie, Lines 559-563)	
I feel like it's important for their self-esteem. Sometimes, it's just a basic need. It's important because they have to have a pair of shoes, so their feet don't hurt all day. Sometimes it's a self-esteem issue when your feet are so stinky everyone is making fun of you and you can't help it. (Julie, Lines 573-575)	

I feel like we have more and more and more kids that need significant help with things at home whether it be food or clothing or sometimes their parents need help with a bill. Just figuring out ways to help parents to get back on their feet and sometimes to help themselves a little bit too. (Julie, Lines 578-581)
"It's also made me a lot more understanding and sensitive Makes me a little more confrontational around people who are not sensitive" (Jeremy, Lines 488-489).
"If I'm given the opportunity If we're having a conversation at work and we're classifying kids as Parkes kids - "What does that mean? Are you putting them in a category just because of where they're from?"" (Gretchen, Lines 660-662).
Thinking about the expressions again, my parents if they were trying to strike a deal at a yard sale or something. You know you down. I think I said to my mom one time - Mom. I was probably in high school, because that

one took me a little bit longer. I was like - Mom. Do you know what that means when you say it? She was like - Yeah. It means you're trying to get it for less. I was like - You see how that's disrespectful to anyone that's Jewish. She was like - Well how? Sometimes you don't even think about it, because it's just so - it's what you grew up with. (Tiffany, Lines 1133-1139) "I'm like why do they need to stand up? Who are we to say they need to stand up. We're not them. So, we can't we can't judge that That makes no sense" (Beverly, Lines 575-577).	
when I hear somebody having a conversation even like in a group of friends - it might be distant friends - friends of friends - and I hear a conversation about just discriminating against a certain group of people just making sure - "Are you talking about one person or are you talking about every single person?" Using the word, they - I'm like - "Who are you referring to?" I even say - my dad will just say something like they. I'm like - "Who	

are you talking about?" (Kelly, Lines 677-681) I think of different situations when somebody might say two people are married of the same sex, and they're like - "That is so wrong." I'm like -
"So, they love somebody else. They're not doing anything to hurt you, but they're wrong? They're loving, but there's people out there that are hating everybody else, but they're wrong?" (Kelly, Lines 692-695)
"This little girl is gonna come to school with smoke in her clothes and in her hair and her books and that's just how she's gonna come to school. So, I always like come back with something positive" (Beverly, Lines 606-608)
if you really understand why they're taking a knee, it has nothing to do with them saying I'm rich. I've been given a platform, and I'm going to stand up for not just me, but for my family and other members in my community that are socially that have been socially wronged, or things are not equal. (Beverly, Lines 570-573)

It's giving a voice. So, if you have money, like a football player does, it's giving you a voice that might help. It's helping you give a voice because you're on TV. You are being watched by millions of viewers. It's helping to give a voice. (Beverly, Lines 566-568) "Just defending our friendship. No big culminating dramatic event. I remember feeling like I had to defend our friendship" (Debbie, Lines 891-892).
If maybe I'm seeing a child being put into a category - maybe just saying a little something - Oh well, just because they're from Parkes doesn't mean that they don't know how to read or that their parents don't care about them or whatever else. (Gretchen, Lines 668-671)
"Sometimes it's even hard to know how to help," (Gretchen, Line 660). "During PLC meetings or data team meetings because we're going to multiple grade levels. We can stand up

			and make sure that that we are a voice for those kids" (Beverly, Lines 591-593). "There have been times when our relationship was that of an ally. There have been other times when I was embarrassed at the way I used or responded to that relationship" (Vincent, Lines 737-739). "I try to get people to think about it in another light. I share experiences of kids in here" (Kelly, Lines 695-696). I try to use that opportunity to talk to the parents about it - to let them know how this could effect them in the future if you guys don't get in front of this mind set that it's okay to do things like that. Sure. It's safe in an elementary school, but I don't want them to try that in the real world. I don't want them to try that in the middle school and end up getting hurt, which is a possible reaction. There's lots of things that I do to become the advocate. (Caleb, Lines 1100-1105)	
Comparing self to others	Economic Status Self-Esteem	Present to Not Present	"I would go to other people's houses, it just wasn't like that. It was more of an	Comparing self to others is how

One time I asked her something. I complained about it. My mom's like - "Let's go see what some of these kids live in, and I can show you what this looks like." So, she'd drive me past some of their houses. She's like - "These are some of my kids' homes. I'm like Oh! These kids don't have anything. They live in this place. It's a dump." I try to become more thankful for the things that I have and try to see people for who they are and what they can be instead of their past and what's happened to them. (Kelly, Lines 659-664)		abundance or freedom Wear what you wanted to wear. Eat what you wanted to eat" (Shelley, Lines 702-703). "It wasn't until later in college I started meeting other people that I realized it's a little bit different. There's more variety out there I guess, and I could kind of see where I was at" (Mallory, Lines 440-441).	people identify if they're good off, poor, etc.
"just looking at the cars people were driving" (Jeremy, Line 536).		complained about it. My mom's like - "Let's go see what some of these kids live in, and I can show you what this looks like." So, she'd drive me past some of their houses. She's like - "These are some of my kids' homes. I'm like Oh! These kids don't have anything. They live in this place. It's a dump." I try to become more thankful for the things that I have and try to see people for who they are and what they can be instead of their past and what's happened to them. (Kelly, Lines 659- 664) "just looking at the cars people were	

	I would say probably elementary school was when I first started really pondering that, and it was more because of knowing my neighbor's home life, and we would just run back and forth between the two houses. She always had the new stuff to play with [laughter]. She always had the best of everything and the cutest clothes, and I had my sister's hand-me-downs, which worked out fine. (Debbie, 805-809) "You know- everybody having the name-brand and this and that. I would say probably the first time I really noticed a difference -because you only know what you live" (Debbie, Lines 797-799). I always happened to date people that -now looking back - they were very poor. That was when I started - I didn't think my family had a lot of money -but it is when I started realizing that other families didn't have a lot of money. I remember a boyfriend I had	
	money. I remember a boyfriend I had in high school that I dated for like five years and thought I was going to marry. He lived in a trailer park. I	

remember the first time that I walked into their trailer, the first thing I noticed was that they had a ton of cats. It was really really dirty. I remember thinking - I can't imagine living like that. On Saturday's, we cleaned at my house. That is just what we did. He had to work to help pay for the electric bill and the water bill and stuff like that. I had to work to pay for gas if I wanted to go out on the weekends. He was constantly worried that he would get kicked out, because his mom and him had a very volatile relationship. That is not anything that would have been an issue with my family. (Tiffany, Lines 978-988)
I always knew what I had was not as good. I didn't have everything the other kids had. That effected my self worth. It felt not good enough. Not every child of course, but for me it really was a blow to my self-esteem not to have the stuff I needed or to have the crappy stuff. As you get older, other kids start to notice. You do take that, and you do internalize that. You become more withdrawn or you do the opposite - where I had a sister who was more in

			your face about it because you have to adjust somehow. (Shelley, Lines 776-781)	
Seeing Possibilities	Role Model Mindset Goals Supporter	Present to Not Present	we want her to know that we're proud of her for the kind of student that she is but want her things for the right reasons" (Vincent, Post Interview, Lines 62-63).	
			"but I think the tools that we give them and even the - don't give up. Keep trying. I think that is a huge thing that comes out of that. We talk a lot about the power of yet" (Shelley, Lines 371-373).	
			"I want them to know authors out there writing stories and we can learn from them. We can be a better person from them - from the stories that we're writing or that we're reading" (Beverly, Lines 300-302).	
			I like that - to help them see possibilities, because we talk a lot about why the author wrote the story. I really think that possibilities of help them see their possibilities - "Why do you think this author wrote this story?"	

Sometimes I'll go like real literal - "So, I can be a better friend." That's part of it, but let's delve a little bit deeper into that. I want them to start doing some more deeper thinking about their stories. (Beverly, Lines 296-300)
When you see those kids that have already given up at the age of seven, those are the ones that are obviously going to be the hardest to pull in and say with the little [fishing] guy - you're not even going to pick up that book, because you just think you can't read? That's what he thought about himself. (Tiffany, Lines 754-757)
That visual representation has always been limited. If you're a young black man, your only way out is if you're going to rap or play ball. A lot of friends have that perspective. No one had the dream of - I want to work for NASA one day, because if we saw movies about NASA - if you watch <i>Apollo 13</i> , all of the astronauts are white. Everybody in that control room is white. We didn't get <i>Hidden Figures</i> until 2016. That story has been around since the 1960's. It's just one of those

things - let's just put that in a box. We don't want that out quite yet. That representation and I can wholeheartedly agree that most students will have that image stuck in their head at a very early age. I'm just framing it for African American students and what they get to see and what their aspirations could lead to. (Caleb, Lines 1026-1034) Kind of being inspired to be more and do more and not be limited by what other people might think. I think that's something that resonates with everyone but particularly with students that may be perceived as struggling readers and struggling writers. (Debbie, Lines 383-386)
I do my best to try to track growth and not proficiency and really get the kids to understand that your mindset is going to be more benefited if focus on your growth and not reaching some score or some tally mark the District says or your teacher says you need to hit. So, really just focusing on goals more specific to themselves. (Caleb, Lines 148-151)

I think that we set a goal. I think all students are moving toward that goal. In my classroom, I don't set everybody's goal at 100%, and I ask them not to set their goals as an unobtainable number. I ask them to look at where they're at and think about what kind of questions they still have and what they would hope to get to at some point. I think you do that with life. We aren't all trying to do the same thing. (Jeremy, Lines 653-657)

I read the story What Do You Do with an Idea. Excellent story -to help inspire them to have ideas and dream big, to set goals for themselves, to have a growth mindset about what they could accomplish regardless of others' opinions, and that's something that occurs in this book. This boy has an idea, and at first, he doesn't share it with anyone. He thinks everyone will laugh at his idea, because it's too big. The idea keeps following him. It's an awesome story. Until it grows and expands, and he nurtures it, and it becomes big, and it changes the world. It's a very good book for goal setting

			and mindset. We then did a writing activity where they wrote three things they can do and one that they can't do yet, but that they will learn to do with effort. So, that was their goal setting for the year. (Debbie, Lines 368-376) I wouldn't be where I am today if it hadn't been for one of my teachers in middle school, because she took me out of school one day and took me to Sibley University and sat me down with the Dean of Education and said - she wants to be a teacher. Tell her what she needs to do to make that happen and how she can go to school for free here. That's how I did it. If she hadn't of done that, I wouldn't have known. (Shelley, Lines 1038-1042) I just had a conference last night with this kid and has been told he is not a good reader. He won't try anymore, because he doesn't think he's good. I think our teacher talk gets into their ears. (Ginny, Lines 400-402)	
Economic and Social Position	Vacation College Basic Needs	Had money to didn't have money	"Kids in poverty - at times - carry a lot of guilt. I don't think parents mean to do it. Money's a worry. Anything that	

costs money becomes frustrating or bad" (Shelley, Lines 783-785). "Looking back on it - we went to the lake. My parents had a place. It was my grandparents though. We still went. We went on one vacation, but we had the
lake" (Kelly, Lines 572-574). "I was aware at an early age. Maybe starting in middle school, I could recognize that. We did not have the most money. We were never into things like summer vacations. That wasn't a thing" (Caleb, Lines 816-817).
As I got older, probably in the last five years, I found out the school I go to now is like 80% free and reduced lunch. I wouldn't have known that, because I always had a lunch bill. We weren't free and reduced. We just didn't have any money. (Jeremy, Lines 537-540)
"There was a time that I went on reduced lunch, because we only went off of my mom's salary who was a teacher. Isn't that sad?" (Mallory, Lines 449-450).

When I was a kid, you lined up by free lunch. Uh huh. It really wasn't until I was an adult that I realized how bad that was that we did that until really that I worked as a teacher. I can't believe. But I remember it, because it was - I didn't care. It wasn't a big thing. I don't think I knew what reduced lunch meant [laughter]. I was like - "Oh. I get to move up in the line" [laughter]. (Mallory, Lines 450-454)

I was raised in a blue-collar family. My dad was a carpenter and a drywall hanger, and my mom did not work. I was the youngest of three- so a lot of hand-me-downs. I didn't really realize that that's not how everybody else lived until I got to probably middle school. (Debbie, Lines 795-795)

"I do have to understand there is a difference between poverty for you and me and poverty for someone who is in a different country. However, what is universal is the way it impacts us" (Vincent, Lines 680-682).

College. Because I went to a Catholic high school too. So, it was kind of like - I hate to say that, but I did, and I didn't realize. I didn't realize. I thought everybody was Catholic, and we are Catholic and we all just had - we were all just the same. It wasn't until college. (Beverly, Lines 423-425) "We would have to boil water for a hot bath, because we had utilities turned off regularly. We were dirt poor" (Shelley, Lines 672-673). Well, I knew [boiling water for a hot bath] wasn't normal, because we weren't allowed to tell anyone. It was always - you don't want someone to come take you away from us. So, we knew we couldn't talk about it. It was a big secret. (Shelley, Lines 678-680)
"Since it was secretive, it had to be wrong. Then, as I got older and started going to other friends houses, I'm like hmmm. This is not normal" (Shelley, Lines 683-685).
everything was counted for you. When you came to the table that was what

			you asked. You didn't just get to fill your plate. How many of this can I have? Everything was counted out. So, you didn't get to eat until you were full. It was just portioned out. So, how many pieces of bread can I have? How many french fries can I have? Everything was counted. You were told what you could eat and how much you could eat. (Shelley, Lines 697-702)	
Privileged	College Police Financial Support	Present to Not Present	From the simplest thing that we talk about like - I've never been pulled over just because. I've never unfairly treated by a police officer just because. That's the one we talk about the most. The place where bias is present. I've never experienced that. So, that has been an advantage to me. (Vincent, Lines 408-411) "They've always had support elsewhere. Now that I'm an adult, I realize that if anything were to ever happen to my family financially, my parents would be there to support me. I think they had that same support" (Kelly, Lines 580-582).	

"I mean I graduated college without debt, because that was important, and my mom could do that" (Gretchen, Lines 581-582).
My grandparents made that possible too. They left - they set aside funds when we were growing up for college. So, that was paid for. We didn't have to worry about that. That's what we did. We graduated from high school, and we went to college. I didn't have to worry about the financial part of college. (Gretchen, Lines 582-585)
"I just had opportunities growing up. It was never limited to - if we have money for college - it was - you're going to college" (Beverly, Lines 414-415).
not everyone can afford to go to college. [laughter] You can say - okay, I'm going to go to college. I even think about - okay so you go to college and then, for those people who take out loans - then you come out of college and you have to pay off loans. So, that continues to hinder your opportunities.

				That can continue to make life hard. (Gretchen, Lines 585-588)	
Changing views	Awareness/ Woke	Terminology Bias Racism Pathways to own personal awareness Focus	Present to Not Present	our society as a whole there's a lot of conversation I think right now about discrimination whether it be based on race or based on gender so you know when you're talking right now it's a huge thing and in Hollywood about you know women just on the Academy Awards the other night talking about women and needing more female directors and the pay gap between men and women in Hollywood let alone all other occupations and professions across the country. (Debbie, Post Interview, Lines 21-26) I'm exposed to some educators whomight make excuses that -well that child isn't making any progress because there's no support at home if a child comes from a poverty household or the language barrier that child is never gonna be able to be on grade level and just lower expectations based on the child's background that's where I think it's a little discriminatory (Debbie, Post Interview, Lines 70-74)	(current events, immersed in diversity, reflection)

	"there could be some unintentional bias based on a teacher knows about a family or a child's clothing or their cleanliness the way they speak" (Debbie, Post Interview, Lines 165-167) I still think I live in my bubble, but after working with Banks being able to have open conversations with him about things, I don't know if I've changed anything or that I'm more aware of problems that are real. In my head, it happened a long time ago. But it didn't. He suffered from it and he's younger than I am. That blows my mind. I guess I'm more aware of reality. (Ginny, Lines 408-412) "Just paying attention. Listening a little harder to comments that might be made. Listening to their worries" (Ginny, Lines 433-435). When they say cops are bad, I listen a little bit more rather than just shunning them away because in their world, they	
	them away because in their world, they are, or they can be. That's hard. For me to be able to step out of my own life	

	and see it through their eyes. I think it's maybe a little more understanding for them. (Ginny, Lines 435-438) "It's made me more aware - of sometimes we think things and we don't even realize that we think them" (Gretchen, Lines 567-568). "As you get older, you start to get a mind of your own - but these are good people. Why is this wrong? Why are they wrong? Just through the course of life" (Shelley, Lines 737-739). I think you start with the terms that you use. Then, thinking about where they're at and where we want them to be, and then, it's not going to happen overnight. We have to take small steps toward making that progress. Even when we look at their progress monitoring chart - okay, they're not where they need to be, but are they making progress? Are we seeing it continually go up? And are their errors going down? I think it's the approach. Going back to - we have to keep motion going forward. (Yvonne, Lines 373-378)
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Because of a moral compass and having faith, there's a piece of you that knows there's things that are wrong about that [race jokes]. I certainly didn't hold on to the beliefs at a younger age. I already had the wrestling going on. I just didn't know why. I didn't really have a model. (Jeremy, Lines 571-574) If we're not aware that biases exist, if we're not aware that there are cultural differences and that we should at the very least just be aware of them. Yes. Somebody who has lived in the culture of poverty has a different world view than I do. Just knowing that from the get go is the first step. (Vincent, Lines 334-337)
I had to go through my own personal transformation or awareness, and it took time. I don't know how to foster that for other people or for an entire entity. I don't know how I would sit with 2000 staff members in Lowell- Mann and try to explain to them what that transformation is - how I went from a belief that everything was fine to Wow! I don't think I really recognized how deep the divisions run and how

difficult it is for anyone who isn't just like me. How much more difficult. Not impossible. It's never impossible. It's just more difficult. (Vincent, Lines 387-393)
"I think one of the things that has been the hardest for me personally is understanding that my family did have biases" (Tiffany, Lines 854-856).
"Having to come to terms with the fact that maybe there's thoughts that I have or things that I view that I don't even realize I'm doing, because that's how I grew up" (Tiffany, Lines 857-858).
"With all of the riots and things like that bringing all of this [implicit bias] to the forefront" (Tiffany, Lines 858-859).
"Then, just experience and paying attention to what's happening in the world has really changed my own view point about the fact that these systems or these biases do exist" (Vincent, Lines 371-373).
It's become apparent for me watching it happen. Watching it play

out in a diverse school building. As I visit with families and I spend more time with parents and out there than a lot of people get the opportunity to. These personal experiences leave me with this burning feeling that something's off, but I'm still not sure how to fix it or what it is. (Vincent, Lines 381-387)
It's surprising how many people - how many white people - are like - "What do you mean? There's no racism anymore. It's 2018. Everything is fine. What are you complaining about?" Well, if the majority of people like us feel that way. Then, the majority of people are blind to the fact that for somebody outside the majority culture challenges exist. If we're not aware of those challenges, then we're not addressing them. (Vincent, Lines 324-329) "On a deeper note my faith really was a big part of just recognizing some of the pitfalls of my own understanding.
That! really changed my perspective as an educator" (Jeremy, Lines 481-483).

ye w w w st te	Really, even the last two or three lears, I've really been focusing a lot on who I'm surrounding myself with and what were some of the prejudices that I still have or that might impede my leaching" (Jeremy, Lines 483-485). made a switch a couple of years ago to the school out here, Eagleton, on surpose, because I wanted to be around his socio-economic situation over here. As far as my influence, it's kind of tocked me and made me question things. (Jeremy, Lines 485-488)	
in be the de second of the sec	Right now, I guess the biggest way it's influencing things in my teaching is just being more sensitive and more aware of hings that I do that are things that I don't want to do. Does that make sense? don't think I do anything terrible, but ometimes I'm like - wait a second. Did call on everyone in the room, because ou focus on those four kids. Wait. Did get everybody's perspective? Did I not all on that kid, because I think that hey haven't had that experience ecause I know what bus they go on. You know what I mean? Being more	

conscious about that kind of stuff. Being more conscious with my own family as well. Being more conscious with my own family as well, and the things that I say to [my kids] about people they see or people they go to school with. Just being more aware. (Tiffany, Lines 862-871) I think I would have said that I heard some grammatical errors, but at this time, it's not drastically different than what I would see in other students in the community. So, instead of narrowing it down so tightly, because it really isn't just African American students that speak that dialect. It's just a label that we were given in the research. (Mallory, Lines 509-512) "It really took another conversation
"It really took another conversation with another SLP, [Sonia], to kind of see where the other perspective" (Mallory, Lines 498-499).
As a teacher I have to be very mindful not to fall into stereotypes, because being an older teacher I came from a family who was - I hate to say it - was racist. I have to be very careful not to

automatically have those thoughts in my head. I'm ashamed to admit it. I have to be aware of that, because I grew up with that. That just was the position in our house. (Shelley, Lines 614-616)
"Yeah. You have specifics. Yes. You have something specific to focus on for a child versus a general perception of why the child might not be learningperhaps a bias -not involved parents, home life, unmotivated" (Debbie, Lines 740-742).
I feel like we're not stuck on how far behind they are anymore. I feel like we talk more about how far they've come. A lot of our discussion, we talk about our celebrations, and it can be very small. It can be very big, but we always start out our meetings with celebrations. I think it's important for everybody to see their work. We are working hard, and we cover our Tier 1 celebrations as well as our Tier 2 celebrations. So, if it's carrying over into Tier 1 and you're seeing this progress. Then, we have to

			start with celebrations, and they're able to share whatever celebrations they want. (Yvonne, Lines 396-402)	
Learning	Truths Friendship	Present to Not Present	I would say I was pretty sheltered as a young child. I was an only child for like six years. I kept right to my mom and just to my cousin who was just like me. Getting to know others of other ethnicities and other religions - "Oh. These people are fine." That's not how I felt [when I was] younger. I was afraid of other people. (Julie, Lines 530-533) "As I got older and got to know some friends that were African American in my own neighborhood I was like - "Oh. These are nice friends. I like playing with them."" (Julie, Lines 526-528). The fact that there's that confrontation. Like the friend of mine or the family member of mine that still believes a prejudice or a stereotype that I've let go of that I actually know is not true, and then, we face a conversation, and something is said, and I'm not on the	

same fence anymore. That's not true. That's actually really bad that you think that, because now it's a deeper-rooted thing. (Jeremy, Lines 521-525)
When you have that and you truly still believe some of the things that are just unkind - just not strong moral values - that impedes part of your teaching. Whether you believe it or not, you're impeded at some point. There's going
to be a wall that you're going to hit that you won't be able to go around unless you let go of that barrier. Whether I believe this about this gender or this race or this socioeconomic class or not
- If I do hold on to a little bit of a bias about something, then when that student in my classroom does something from that race or gender or whatever, there's going to be a limit that I'll probably meet that I'll give up
on. Versus a person who has wrestled with that decision and has said - this is not true. (Jeremy, Lines 497-505) When I became friends with an African
American girl in high school. I was afraid to let my parents know. She was a good person. Her faith was good.

			Sweet and kind. I was afraid to let my parents know. (Shelley, Lines 735-737)	
	Content	Present to Not Present	I feel like you can see that the more that confidence and how to talk about children, and how to analyze things the more that develops then the less the blame game, because you know you have something to say. (Debbie, Lines 733-736)	
Mindset	Blame Uncapable Changing	Potential to Deficit	Kind of a mind shift of blaming things on- I'm sure you notice these things when you get into some of the meetings - can't do that because the child can't focus. True. I mean that can be very true. Can't do that because the child needs medication or can't do that because the child never reads at home or we don't have parents or child has trauma that's a tricky one. Yeah. That's a tricky one because those things do impact a child's ability to learn We have to use what we can to help versus use excuses for why a child might not be on grade level. (Debbie, Lines 673-679)	

	"Well, it's just changing our mindset too. Sometimes I think as teachers we tend to think what they can't do instead of what can they do" (Beverly, Lines 383-384).	
	So, that is a much more difficult battle than impressionable children that think the world of you. It's easier to get in there and change their mindset - positive activities, giving them good motivation, showing them some type of video that connects with them - as opposed to adults who have been thinking this way for 30 or 40 years. It's very difficult to rewire that brain to get them to understand - yeah. That label means a lot. It does. (Caleb, Lines 752-757)	
	Maybe now, so and so is a struggling reader, but we are going to work on this. They are not going to be a struggling reader forever. I think we have to - first and foremost - as teachers, have that growth mindset. (Gretchen, Lines 511-513) Even as a mindset of the teachers - "Oh. I got a group of at risk readers	

				coming in." It's going to be different that - "Here comes my novice learners. Here come my emergent readers." It's different perspective. It's a different mindset just based on the level that you put on it. I think it has a great impact on what those students will be able to do and how those teachers will interact with them. (Caleb, Lines 688-692)	
Through Conversations	Race	Hard Conversations Diversity Mindset Safeguarding	Talking about race to Not talking about race	"I will say something else about my family, we don't talk about a lot of hard issues and I'm not necessarily - my personality, I won't argue with someone to make a point - especially my mom" (Gretchen Lines 634-635). "I don't know if hard as much as intense" (Gretchen, Line 641). I think moving here, even though [this area] is very white also, it's pretty diverse to me. [laughter]. I think it's been nice, because I've been able to have a lot of race conversations with people who are not white. (Tiffany, Lines 847-849)	

"We don't talk about [race] ever. It's not something we had hard discussions about" (Gretchen, Line 637). "He made sure we were aware of our race. We weren't thinking we were another face in the crowd. We would stand out. Things would be different for us" (Caleb, Lines 840-842).
I remember my favorite shirt. I didn't understand the context until I came home one day. My dad had this old shirt on it it read - "I am and educated black man." It had all of these cool adjectives that went with the shirt. I remember wearing that to school like-"This is cool. This is cool." My dad didn't know I wore it to school that day. I came home. He was like - "You had that out? In Minche Hill? Okay." So, we had that conversation. (Caleb, Lines 834-838)
"we didn't really talk about any of those things [values of your race]" (Beverly, Lines 438-439). "I never really knew there was an issue with race ever until I started learning

about it in school. I never knew there was any difference. My whole family never really talked about it too much" (Kelly, Lines 626-628). "That was always something - you did not bring up race with anyone that wasn't white. I think sometimes you still feel like that's going to get you in trouble" (Tiffany, Lines 849-850).
Gretchen and I were like so we were in a couple meetings and we've been talking about triggers and the teachers think the trigger is if you're black. They think that's a trigger. No this was a very, very intelligent person that said. They're getting a subgroups and triggers mixed up,and that's at Walker. We've been doing this a couple years there's I think they're getting subgroups mixed up. (Beverly, Lines 480-484) I don't think it's coincidence. I think the timing's probably right. It's
February. It's Black History Month. A couple of the texts that we just finished up were back-to-back stories about the Negro baseball leagues and Jackie

Robinson and his impact. The relationships between him and his teammates. I'll be honest. It was really tough, because I had three African American students in the group and two White students and there's that uncomfortability between some of them that they're in fourth grade and they're really smart kids, very well rounded with culture. (Jeremy, Lines 289-294) They know that we still live in a society where - yes, we're making progress, but there's still - especially in our close city - a large amount of prejudice out there. I didn't have to tell them that. They shared that with me as they were talking to me. (Jeremy, Lines 294-297) I saw that as an opportunity to have a deeper-rooted conversation about humankind and less necessarily about the race. I think that was relevant for them to have to be uncomfortable for a little bit - both parties - and to wrestle with this is still an ongoing thing. (Jeremy, Lines 298-300)	
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			Always growing up I can remember mom saying - the color of your skin doesn't matter, everyone's made different - you have blonde and other people have dark hair, you have light skin and other people have you know. People of different races are just like you is what I was taught very much growing up to treat everyone the same. (Mallory, Lines 476-479)	
Economic Status	Hard Conversations Providing for Family	Having money to Not having Money	"I think that comes from my grandparents. I don't think they ever talked about money" (Gretchen, Lines 578-579). "My parents growing up were always really - we did not talk about money very much in my family" (Gretchen, Lines 574-575). "She was a nurse, and she could provide for our family. I'm sure it was very hard, but she would never talk about money" (Gretchen, Lines 577-578).	

			"Kind of like politics. They didn't talk about money and didn't talk about politics" (Kelly, Line 583).	
Having social justice conversations	Differences Learning and Understanding Environment Real Conversations Parental Support Control	Having conversations to Not having conversations	"I think the conversation starts just by talking about differences" (Gretchen, Post Interview, Line 117). The words in Jeremy's vocabulary intervention touch on social justice. Some of the words being studied this week include discriminate, racism, segregation, and prejudice. (Jeremy, Field Notes, March 6, 2018) "not creating an environment where we're safe to talk about [social justice] does hurt us, because kids are living these things every day and hearing about them at home in different ways" (Kelly, Post Interview, Lines 113-115). We could be the ones that are delivering them the healthy ways and making a difference instead of hiding from it. We can have a positive impact, because they may be hearing about things - social justice issues - in a negative way. We can shed some positive light on things and help kids	

find ways to make differences (Kelly, Post Interview, Lines 115-118) "To prevent [implicit bias], you have to have very real conversations with teachers" (Caleb, Lines 718-719). Support. Parental support. They need to know their principals are saying - "Ya. We can do this." The district - from the Superintendent down - "It's okay. This is what we're doing. I think for teachers, there could be some fear - If I'm talking about this, am I going to get in trouble for this?" (Kelly, Lines 845-847) Without going beyond and making
them feel like what they've learned - whether it's from home or parents - not belittling where they're background is from, but also making sure that if there are falsities that they're believing, it's my job to also form them and educate them and certainly talk about the reality of where our world is at, but at the same time to educate them. (Jeremy, Lines 333- 336)

"Just talking about how everyone is different, and we can learn from them" (Yvonne, Line 243). "Yes. This might be in the past a stereotype that was given, but that doesn't define a person. People are not going to be that, because they have that name or that title." I try to have that conversation as much as I can as a whole class. As the vocabulary group, the same way. Literally just today, I talked to them about that. (Jeremy, Lines 337-340)
That comes from that regurgitation thing you hear from home. Even though I think that would be the appropriate grade level to hit those topics, parents really want the kids to think what they think on that. When that topic came up, lots of angry emails coming out- "No. We don't want this being discussed in class. This isn't what we send our schools to learn." It just becomes that roadblock. (Caleb, Lines 904-908) social justice is just I don't know I think just having conversations with

people and making sure that people know that that's what I believe in and just whether it has to do with the border ortaking a knee. (Beverly, Lines 558-560) "I think that's going to provide for students what I didn't have a s a child an understanding. Opening your eyes to what other cultures do or say or wear or speak" (Tiffany, Lines 1311-1312). The thing of it is you just never quite know how that person you're talking to it's going to take it. Even though you might not mean it that way, but they might take it wrong way. (Beverly, Lines 531-533) the kids that went to our school that didn't have those opportunities or whatever - I regret a lot of things that happened. I could have been a lot nicer to them and really understood their plight, but I didn't. It was never brought up or taught or you know - really even, we didn't even really talk about those things in high school. (Beverly, Lines 429-433)

Having critical conversations with students Through curriculum Through text Through text Through text Through text Through text Through text Through curriculum Through text Through text Through text Through text Through text Through curriculum Through text Through text			"You're just not sure what you're allowed to think and say sometimes. Especially with all of the riots [laughter]. You want so badly to just agree on it. Everyone's just too scared to talk about the race stuff" (Tiffany, Lines 888-891).	
	critical conversations	Avoiding Through curriculum	 anywhere I feel like you could have you know just get fine books about anything to have it come to kind of open up conversation that's a great thing" (Gretchen, Post Interview, Lines 128-130). we actually just started reading a book about a little boy whose dad is a magician and it embarrasses him and so he's just we've had some conversations about as we're talking about the book about how you know what how he feels and just how you know his dad does something that's different he wishes this little boy wishes that his dad was something normal but he's not so we're	

what's normal (Gretchen, Post Interview, Lines 120-126) When I'm reading stories to my kids, I have to stop and explain certain situations. As you're reading when you come to one of those biases, you would stop and explain - now in this book, this is how this family is and then explaining different ways that situation could actually look in real life. Explaining this isn't the only way that this happens. Especially in kindergarten, they make generalizations very easily without really thinking that there are other possibilities. (Monica, Lines 196-200) some of our Polocco books and things like that touch on that. So, I stop, and we talk. "This is a story from a long time ago back when Ms. Swaringim was little. So, you know it's ancient. Back then, people thought differently about things." We talk about it and how we think differently now. (Shelley, Lines 306-309) Some of that, I've been known to skip over stories too. If I think it's above

their level of understanding, I may skip a section of a story, which is I guess a cop out [laughter]. Some things, I don't know that I want to tackle with seven and eight year olds trying to navigate through that. (Shelley, Lines 309-312) I tend to want to keep kids innocent for a while to protect them. So, I don't know that on my own if I would have read a book about homelessness and had that conversation. Once I had to, I became more comfortable with it. I do think sometimes we need to be pushed outside of our comfort zone. (Shelley, Lines 895-898)	
I had a little girl come up to me with tears in her eyes - what do you mean they don't have a home? We were watching the Reading Rainbow. Then-I made a connection, because I was homeless too - which I know is true. Then, you have those heart moments - okay maybe I shouldn't have done this on Friday at one o'clock. They're not innocent of it. (Shelley, Lines 902-906) I was able to handle the questions the kids had in a way that was truthful but	

	was hopeful, which in my head - I think we need to have that hope. I think that made it okay. I was okay with that. I wasn't able to protect their innocence, but I could encourage them - you can make a difference. (Shelley, Lines 926-929)	
	Especially in elementary, it's easy to see that we're kind of opening gates for how they're going to experience the rest of the world. The better you build these foundational skills, the more things you're exposed to through education, the better you are able to handle life, and better able to contribute to society and be a good member of society. (Mallory, Lines 264-267)	
	"Odds are, kids have probably felt that way even if they don't realize it. It could give us a chance to talk about it" (Gretchen, Lines 438-439).	
	"I don't know what it would look like to totally fit into a scientifically-based literacy instruction, I just know it would mean you're exposing them to	

things that might feel uncomfortable to teach" (Jeremy, Lines 726-728). I also know the reality of the world is not going to be a perfect place. You can only do your part. I feel like my part is to have those conversations with them and challenge them and students who already have that belief now, what are they going to do to help in the future. That's what our role is. (Jeremy, Lines 603-606) "To create that safe place in the classroom, it's almost near impossible unless it's through the frame of that book" (Caleb, Lines 614-615). "I can't imagine anything that makes it more streamlined way to be able to teach those lessons than through literature. I don't think it's enough though" (Caleb, Lines 922-924). When you get a book like that. All of the preconceived notions just go

entry way through a story becomes a lot better. (Caleb, Lines 546-549)
I've heard stories about what's going on in fifth grade this year A lot of those students are ready for that information, but their parents don't want them to have that information. It becomes a battle where if they introduce a certain topic, they get a lot of angry parent emails. "Why are my kids talking about this topic and that topic?" (Caleb, Lines 888-891)
"I would briefly, and I say briefly, because I try not to hit on too many controversial things with especially young children, but I would briefly address it through conversation" (Debbie, Lines 396-398).
"I think it starts with those little things when their young" (Gretchen, Line 771).
"Then, they might not be positive conversations. That's where I'm like - this pattern is going to continue and it's scary. We're the ones that could be

	doing something about it" (Kelly, Lines 920-921) I think we shy away - we talked about a social injustice unit. Talking about some real-world problems and bringing them in. There's so much hesitation still. They're hearing about it in other ways - sometimes negative ways. We're not bringing it in the classroom, and we're not giving kids a chance to talk about it, which just continues the whole pattern of not talking about things and having these thoughts and feelings about groups of people that might not be fair. There might be a lot of misunderstandings, but I think it starts in the classroom. They might be hearing it on TV or hearing it from their parents, and we're not giving them a chance to talk about it amongst themselves. I remember talking about having a social justice unit in curriculum writing. There was a lot of hesitation about people being afraid to talk about that stuff in their classroom. It's sad, because it's something we need to talk about. (Kelly, Lines 814-823)
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	Discover Ed videos, and they were talking about how the women were responsible for taking down the camp, putting up the camp, repairing things that needed to be repaired, and they went over this whole long list. They said the men were responsible for hunting and protecting. One of my little girls said - "Well, clearly the women did much more work." [laughter] I thought that was funny too because no one has ever said that before. (Tiffany, Lines 606-610) It's just some talking we've done in morning meetings talking about how every family has their differences and every family has differences in the jobs that they have. Every family has differences in the things their able to do, and some people use all of their money, and some people save a lot of their money. You might have someone who uses all of their money and looks like they have a lot of money. They	
	who uses all of their money and looks like they have a lot of money. They don't have a lot left. Someone who is saving it might live a little bit differently because of that. (Kelly, Lines 610-615)	

Having critical conversations about students	Perceptions about students Disagreement Thoughtfulness Self-efficacy Mindset	Student potential to Student deficit	I feel like a lot of times the reading teachers or the interventionists in the building- they see all of the little nuts and bolts of what the kid can do, but the classroom teacher sometimes only see the things the kids can't do because they're trying to catch them up to the larger group that can do a lot more. (Julie, Lines 418-421) When we see a big discrepancy coming with the classroom teachers, we will try to talk them into have the child double grouped. Okay, if you think he's reading a 12, and I think he's reading an 18 can you put him in both groups see what he can do? Sometimes that works. (Julie, Lines 430-433) "I think we need to guard our words a little bit more carefully when we're talking about our students and not to fall into that trap" (Shelley, Lines 514-515). Parents were very concerned and they didn't understand. So, I had a lot of those conversations at the beginning	
			those conversations at the beginning of the year, because for some of them	

	it was their first time in intervention. It was an end of the year trigger from first grade. But as I explained - this is to make sure moving forward these holes don't get bigger. They were on board with it. (Shelley, Lines 26-30) I think we struggle. I think there could be a tie to how we're feeling. We're not feeling adequate or sufficient to meet the needs. I think sometimes that could play into it. By the time I get a kid to kid talk, I've done everything. There's a part of me that's going - what am I doing wrong. I wonder if we reflect that too is our feelings of inadequacy onto their struggles. (Shelley, Lines 517-521) My Addison. God love her. We're still at the same spot we were at the beginning of the year. You go to talk about it at kid talk and start having some meetings about possibly testing and things like that. I feel like - what am I missing. So, I think I'm starting to describe things differently, because I'm feeling inadequate. (Shelley, Lines 525-528)
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	I think at the beginning of the year I was more hopeful, because I felt more hopeful. As the year's gone on I catch myself - we did progress reports this week and I had to go back and remove the struggling because I noticed I used that several times in her progress report. Nope. We need to change that. Because I feel like we're struggling. There's not that hope there after a year of working and not making progress. (Shelley, Lines 532-536) "I wonder how much it's how I'm reporting" (Shelley, Lines 541-542). Big picture - six months later - I'm not anticipating having any hard conversations at parent teacher conferences. I'm going to be able to say - "Look this one's tested out. This one's really close to testing out. The intervention did its job." I think that's some hard conversations. Kids not always understanding the why. (Shelley, Lines 42-45) I think part of it is just empathizing. I	
	know the counselors do a lot of home	

visits. Not that teachers would have time to do all of those home visits, but I sometimes wish we could sit down with the counselor and say - what did you see there? Sometimes I feel like you see this very short picture of a kid each day. (Tiffany, Lines 1042-1045) "I think to focus on the fact that we aren't maybe having positive start with the conversation is a good question to ask. To focus on the potential is a good way to approach it" (Jeremy, Lines 465-467). "I think we live in a world where we	
like things easy. So, when it's not easy, people don't like it. When it comes to students that are struggling in reading, that's not an easy task" (Jeremy, Lines 467-469). "I think we get lost - even in IEP meetings. We tell stories, and we're not really focused on what we're there for. We just tell stories about the kid instead of - I see observations" (Kelly, Lines 493-494).	

We can say - "this is what we need to work on" -instead of saying - "he can't read." Really having a conversation of how we can help. Giving ideas - saying things that we did, how we intervened, and the growth we saw or the growth we didn't see is important too. If we know something works with the kid, we don't want to throw that away. We want to keep that tool. (Kelly, Lines 475-479)
We probably need to start more with goal setting and what we want to happen for students. What we feel like their individual goals might be, and what we see them able to do, and talk about how we can take steps toward that versus what areas of weakness we see. (Mallory, Lines 383-385)
I feel like maybe initially there was some of that [making excuses and student deficit conversations], but I feel like it's diminished as all of us as educators have felt more confident in how to talk about kids, and what to talk about, and how to analyze assessments, and use them to help us to drive instruction, and I think that's just a

learning curve that we have all are all continuing to develop. (Debbie, Lines 729-733)
"If I start the conversation off with things that they are doing, I feel like that breeds more conversation about things that they can do" (Gretchen, Lines 534-535).
when we go into having conversations about students - if it's one of my students, I go into the conversation - I've prepped for this conversation - with things I know they can do and growth that I've seen in them since we've started. (Gretchen, Lines 531-533)
Kind of a mind shift of blaming things on- I'm sure you notice these things when you get into some of the meetings - can't do that because the child can't focus. True. I mean that can be very true. Can't do that because the child needs medication or can't do that because the child never reads at home or we don't have parents or child has trauma that's a tricky one. Yeah. That's a tricky one because those things do

			impact a child's ability to learn We have to use what we can to help versus use excuses for why a child might not be on grade level. (Debbie, Lines 673-679) For example, when we do assessments about a student and we find out what their strengths and weaknesses are, then we can compare that to what the teacher classroom teacher is seeing and how they're performing in that setting, and then discuss what we see as a strength and weakness and how we can best meet those needs. Maybe what intervention that student needs versus just saying well they can't do that, or they failed that assessment so child's not on grade level. (Debbie, Lines 30-35)	
Space	Common experiences Encouraging	Having a place to talk to Not having a place to talk	"you're kind of sparking [conversations] between people that you're interviewing. This is good. This is good" (Beverly, Lines 525-526). "I think [RTI has] encouraged teachers to have a lot more dialogue about students" (Debbie, Lines 18-19).	

Subcategory	Property	Second-level Property	Dimension	Data	Memo
Community "you're building more than just literacy, you're building a community. You're building conversation skills. You're building up their ability to talk in a small group" (Jeremy, Lines 214-216).	Creating spaces	Input from students Safe Welcoming	Present to Not Present	"whether we're setting up an environment that works for every student" (Kelly, Post Interview, Line 27). "I like starting with a very minimalist like approach" (Kelly, Post Interview, Line 46). "The kids make it what it is" (Kelly, Post Interview, Line 47). "So, just getting to know them and seeing what they're comfortable with first, and then, creating your environment around the kids" (Kelly, Post Interview, Lines 50-51). I think we kind of come in with the environment already set up for what we're envisioning as teachers instead of waiting for the kids to arrive and getting to know them and setting up an environment that's suitable for their	

	needs. (Kelly, Post Interview, Lines 50-53)
	"I think not letting kids have a say in what their environment looks like can also create an environment where they feel like they're not welcome in it, or they're not safe" (Kelly, Post Interview, Lines 73-75).
	I think it means having that safe environment for kids to be able to feel like they can talk about things if there's something in the book that they made a connection to, but it may be hard to talk about. (Gretchen, Lines 767-769)
	there are times where we stop and talk about how - like the story <i>The Other Side</i> - I can't think of another one right now. Especially at the beginning of the year when we're talking about community and some of the books our Units of Study used to have, we stop and talk about how this is what it used to be like and how that makes us feel. It doesn't sound fair, because people look different or talk different doesn't mean we can't be friends. So, we have a lot of

would come where there was not necessarily an agenda. We would create a theme, but it wasn't like it was STEM night or curriculum night, or [state] test results night or whatever. It was more about finding events that would just get families in the building, so that they could be at the school, see their friends and teachers. Their parents could see their friends and teachers, and it would be free. We also found food helps. (Vincent, Lines 44-50) Already, the PTO does a Trunk or Treat. That's been in existence for a long time, and that's a well-attended event. We supplemented that event with some ways to not just make it a thing where people came through, got their candy, and left. We added a DJ. Community Church does a hot chocolate bar with all the toppings and stuff, and we've done bon fires with firemen out there manning the bon fires		a theme, but it wasn't like it was STEM night or curriculum night, or [state] test results night or whatever. It was more about finding events that would just get families in the building, so that they could be at the school, see their friends and teachers. Their parents could see their friends and teachers, and it would be free. We also found food helps. (Vincent, Lines 44-50) Already, the PTO does a Trunk or Treat. That's been in existence for a long time, and that's a well-attended event. We supplemented that event with some ways to not just make it a thing where people came through, got their candy, and left. We added a DJ. Community Church does a hot chocolate bar with all the toppings and stuff, and we've done bon fires with
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to make it more of a social event not just a come through and get your candy thing. (Vincent, Lines 50-55) We also do a Back to School Bash, which is not just an open house, but it's for everyone - it is an open house - but there'll be food, a DJ, and free haircuts, and stations where they can - Fresh Thyme Market comes at sets up giving out free samples and teaching families about how to fix a healthy lunch for kids. Then, we have university students have been really good. The university's athletic department has partnered with us, and they'll provide student athletes to come and volunteer at all of our events. It's a good way to engage the community. (Vincent, Lines 57-63)
Those three things are just free, openhouse style events to get people in the building. Even this year, there were at least 600+ people here for the One Book One School - Pancake Dinner Night. Family Reading Night is what we call it. We had 600 RSVP just for the dinner. There had to have been more than that in attendees counting volunteers and all that stuff. We've seen

			a good participation in that. (Vincent, Lines 63-67)	
Getting to know	Conversation Stories Names	Present to Not Present	it's important to me to know the parents' names just as it is to know the kids' names and what the parents do for a living and that's like that that positive no nosiness like I want to know those things because that helps me teach their child. (Tiffany, Post Interview, Lines 265-267) "Getting to know them as a person. Then, you know asking how the baseball game was last night" (Ginny, Post Interview, Lines 40-41). having conversations with individual kids and understanding what's going to get them. What's going to make them want to learn new things? What's going to make them challenge themselves to answer those questions in a whole group setting? What is it that they want to achieve in their life? Seems like the best way to get to any kid. (Tiffany, Lines 758-761)	

"Every new teacher has an opportunity to get to know a kid" (Kelly, Line 497). I traveled a lot when I was a kid - went to Europe and stuff - not a kid - but young adult. I've been to Guatemala. I've been to Haiti several times. We work with an organization in Haiti. I've gotten to see cultures that differ in color and certainly in socioeconomics. If I was a classroom teacher, I would use story a lot. Story bridges cultures. Story's important cross-culturally. (Vincent, Lines 459-452)
"Stories - just like music. Music is culturally significant. Stories are too. Stories are culturally significant across socioeconomic boundaries too, because much of any culture's history is through story" (Vincent, Lines 554-556).
"I would hear all kinds of stories about Native American culture and our family tree" (Debbie, Lines 833-834).
"[My dad] was my best buddy He would just tell stories about -like the Native American culture with how they

			would treat the elderly. The value of those elder leaders in the culture and how much respect" (Debbie, 844-846).	
Understandin g others	Connections Points of View	Present to Not Present	I had a boy whose mom overdosed on drugs at my old school. I stayed connected, and they were very - they saw the effort that I put in at the beginning of the year that I put in with him to connect with him over the summer before the school year. I was also able to connect with the family, because I was picking him up at the house with my principal to go take him bowling and bringing him back and having those conversations. They were able to vent their - They started venting their feelings about losing their daughter because of an overdose. You learn so much, because he was going home to a house that was still broken up about his mom when he's lost his mom, and he has nobody to go to. It's that connection. (Kelly, Lines 551-559) It was me using that as an opportunity to advocate that. In the room most of the time it was 50/50. Some people believed	

			that - oh there's nothing wrong in schools after the election. Some people's like - no. We're seeing it right now. So, it gave us the opportunity to show through our diligent research, this is what we found. These are the stories that we're seeing. I got to share what I saw in my own class. (Caleb, Lines 1087-1091)	
Relationships	Caring Humor Patience Respect Investing	Present to Not Present	Yvonne started laughing in response to a student's comment. She said, "Are you questioning me?" Yvonne had not used one of the starter words on the card when she shared her question. (Yvonne, Field Notes, March 1, 2018) Kindergarten teachers just had a meeting to regroup students for interventions. Today is the second day new groups met. Monica had some students in her group that belonged in another classroom, and she was missing some students from her group. She called the other teachers to help students get to where they needed to be. She waited until everyone was accounted for before beginning her lesson. (Monica, Field Notes, April 24, 2018).	

There was a definite feel of relationship between Yvonne and her group. Laughter erupted as Yvonne was teased because she said, "Let's start with 'but'." (Yvonne, Field Notes, March 1, 2018) As the group transitioned from rereading the text to word work, there was some joking around about Tiffany eating candy all day long. Tiffany joked with her students too. Snickers. (Tiffany, Field Notes, February 27, 2018) When I arrived to the door of Debbie's
room, I could see her down the hall with her head poked into a classroom. She was gathering her students for intervention. She indicated to me that not all students were ready. So, she waited at her door to greet students as they came. (Debbie, Field Notes, January 28, 2018) Debbie parted with the students by saying, "Adiós. Muy bien." (Debbie, Field Notes, January 28, 2018)

I think that comes from um I try I try to
model that so um it comes from
discussions like our discussions about
our books our about the books but then
there also I always talk to them about
you know making connections and it
seems to encourage them I should say a
lot I encourage them to be thinking
within the book and them outside the
book and then that seems to be a place
where they feel comfortable conversing
with me and then conversing with each
other so I think it's just I mean we just
practice it a lot so and I will say like that
group of kids is it's there like that too so
um I'm thinking about like I mean the
girls there they just are all pretty caring
about each other no um I'm thinking like
one student who can sometimes he has
not always like his personality is a little
more it's just not the type of kid who
always sees the bright side of things but
he's also I've know noticed over the year
he's just also that kid doesn't warm up
right away so he's become I over the
course of the year just become more
open as they get to know me and they
get to know each other and they know
that they can trust each other and they
that they can trust each other and they

can trust me (Gretchen, Post Interview, Lines 88-99)
"I am here for you. We're gonna do this together. We're gonna make great gains" (Ginny, Post Interview, Lines 28-29).
"the hardest part is being willing to say - 'what's my part?" (Vincent, Post Interview, Lines 347-348)
"I make sure I make eye contact. "How are you today?" you know and just have a second for us to talk when they first come in" (Ginny, Post Interview, Lines 13-14).
"I say hi in the hallways you know so they feel like one of mine" (Ginny, Post Interview, Lines 17-18).
"Really, I sat in silence next to him while he read for a while before he got comfortable with me sitting next to him" (Kelly, Lines 482-484).
It kind of goes for everything not just kids living in trauma or kids who are coming from poverty or they're from different cultures or the kids have two

moms at home - just different things that are going on. Just building that relationship and building that trust to get them to understand - "I understand what's going on with you at home, and I'm going to help. I'm not here to do anything but help." (Kelly, Lines 559-563) I had to gain that trust. I've really learned a lot about the importance of relationships. Through the conversation about race and our differences, but realizing we are all very similar. I've been able to carry that through every single one of my other experiences. Regardless of race, it is apparent everybody needs a relationship and that connection. I think that's the biggest thing for me. (Kelly, Lines 515-519)
I had a kiddo. Every day started with something like - this is my first year - something is a little off, and I wasn't sure. I didn't know the parents. Nobody really showed up to anything. Finally, I was like - alright, I'll make a phone call. So, I made a phone call, and they had been having trouble at home. From that conversation alone, I learned more

about his family than I needed to know. It was good information, because I'm seeing where this kid is coming from. At first, they were really hesitant- "You're just calling - he's going to get in trouble again. Same situation as last year. You don't like him. He's a boy. He's a black boy, and you don't like him." I took a step back, and I was like - I gotta build a relationship. (Kelly, Lines 529-536)
They came to me because they trust me and I was able to put my arm around them and - okay. That is sad. What can we do? or I know. I know you have a story. and We were okay. It was a moment. She hugged me and we moved on. It didn't ruin her day. It ruined mine [laughter]. (Shelley, Lines 933-936)
I try to embrace that without getting off task - letting them feed off each other and share with each other, build that relationship with each other to be comfortable with sharing. It can be scary when you're trying to give your definition of a word that's unfamiliar and four other people might know that word already and might make you feel

like a fool if you don't know it. So, as a kid, trying to build a relationship where they can be comfortable sharing that for the first time. (Jeremy, Lines 221-226) They've been together for 26 weeks, and when somebody says something goofy, they all laugh. They all know that's the goofy person or that's the sassy person. They have a relationship where they're able to take those personalities and be who they are. One of the words is sassy, and one of the girls refers to herself as that word. They take - it's just awesome to see them do that. (Jeremy, Lines 241-245)
"Some benefits would be relationship they get to build with another teacher when they're in an intervention. Sometimes they might get that extra time with their own teacher, or they might see somebody outside. They might need those relationships" (Kelly, Lines 41-43). If we can at least get them to show up or to be in the midst of what happens here, it kind of breaks the barrier down a little bit. They become more trusting.

	They feel more comfortable engaging in what's going on as opposed to just sending their kids because they have to. It becomes a way to build a relationship. (Vincent, Lines 27-30)
	"Instead of sending letters home about how bad attendance is, we call and say - How can we help? We just tried a consistently friendly and relational approach with those families" (Vincent, Lines 68-70).
	Take lunch accounts for example. In the past, and this is something that we've had to talk through in our building and also at a district level with food service and the CFO. It used to be once a student was minus five dollars in their lunch account, they got cut off from regular lunch. They got sun butter. An automatically generated letter got sent home. Sometimes at the end of the year, there are ten families that are "in collection" so to speak and somebody is having to go beg, borrow, and steal that money from families. We figured out what if instead of automatically generating this letter and cutting students off, which gives them a stigma

			and they have to walk through the lunch line with this tray that says - "I'm poor. I forget to pay my kids lunch accounts." They get negative sometimes. It happens. We said - instead of this automatically generated letter - what if somebody called home and said - "Is there anything we can do? I just didn't know if you knew that the lunch account was at this number. Is there anything we can do to help?" Whether it's pointing them in the direction of a free and reduced application. Helping fill that application out. Can we pay off a balanced for the time being? In the past, we raised our own funds. This year, the district has provided funds to help pay off delinquent lunch accounts. It was just a shift from automatically generated letter to a phone call from someone at the school who cares saying - "How can we help?" That's a more relational approach. (Vincent, Lines 76-91)	
Investing	Effort Time Resources In people	Present to Not Present	We really try to focus on making sure that they're in a good place to learn. I guess that's always come first here. Making sure that they're ready to learn,	Meeting needs of students/families

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Whole Child	because if they're not ready to learn, then they're not going to learn. So, meeting their emotional needs and even those physical needs - if they're hungry or in need of something. (Yvonne, Post Interview, Lines 220-224)	Whole child
	you have to meet those basic needs before you can get to the higher levels kids have to have those basic needs met and know that they're loved and if they're safe and trust you before you can really make it educationally (Debbie, Post Interview, Lines 259-261)	
	I think that's important for every adult that comes into contact with the child during the day is to not just teach the academics but to develop those relationships so you are making more of an impact on that child in the social-emotional areas as well plus the physical needs that a child (Debbie, Post Interview, Lines 248-251)	This goes with Shelley's statement about - Gear for the Year Community
	we deal with that that because when they come to school hungry and they come to your classroom hungry or something you know they they didn't have enough money to do whatever like	coming together - students have an equal playing field - emotionally It is important to meet basic needs

		eause levels the equal playing d
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"we do things as a school we do things to lift burdens we do things to help like the backpack program for example" (Julie, Post Interview, Lines 114-115). Intercom blared for the end of the day announcements. The announcement advertised Student Council's Food Drive for Community Christian Church. (Kelly, Field Notes, April 25, 2018)
getting the parents in more and getting the not just the parents that are on the PTO and the ones that are always up there volunteering but the ones that we really need up there the ones that's kids are struggling in figuring out what we can do to help them be more involved in their students life and I think that would be you know a confidence booster it would it would build up the kid a lot more it would reinforce some of the things that we are doing at school. (Julie, Post Interview, Lines 193-197) our churches works with Aspen stand one of our pastors I can't remember the
scripture but it goes back to being that it's a scriptural thing but there is a reading incentive program and they're

	working closely with Ferguson. (Shelley, Post Interview, Lines 137-139) "BJC book brigade sends a book for each second-grader, and they get to come and choose the book that they want. They take it home and it's theirs to keep, and it helps to build their summer reading" (Yvonne, Post Interview, Lines 6-8). "We have the backpack program and so I believe that's [Community Christian Church] where our food that we collect throughout the year is stored, and then they [Community Christian Church] brings it every Friday" (Yvonne, Post Interview, Lines 30-32). In July, you know we do our back-to-school supply stuff. This year, we're having a big day at the end of July, and they're [students are] going to get haircuts, the vision van, the dentist, and their school supplies. So, that everybody starts school [and] comes to meet the teacher night prepared. (Yvonne, Post Interview, Lines 34-37)	
	interview, Enies 37-37)	

"Kids feel equal to their peers. They don't feel less than" (Yvonne, Post Interview, Line 41). "It takes a little bit of effort. My first year, I really wanted to give up sometimes" (Kelly, Lines 547-548). "I drive families to doctor's appointments and pick up families and bring them here for IEPs if they don't have transportation. I find resources: housing, food, outside counseling
sources. Then, I also work with students in the building" (Vincent, Lines 7-10). Because there's a level of mistrust between families who have either been burned by the system or at least been exposed to the system for one reason or another, the school represents that same entity to them. We have to do a little extra work to bridge the relationship between school and home. (Vincent,
Lines 24-27) I would say the most important piece in that is the availability of somebody to implement the intervention and then, whether or not that person is willing to

			relate to and build a relationship with that student. It will always work better. (Vincent, Lines 792-794)	
Connections	Church University Home School Classroom	Present to Not Present	I know our counselors refer parents to support groups and things in the community if they need it and you know food banks and places where they can get services that they need so really our counselors are liaison for all of those things that families they need (Debbie, Post Interview, Lines 283-286) "harvester Christian Church okay and they come in and well for the teachers they came in one day the last corner and they put on an entire lunch and just served everyone lunch just to show love and appreciation" (Debbie, Post Interview, Lines 274-276). Caleb began applauding. Suddenly, the entire room bursts out into applause. The whole class community was celebrating. (Caleb, Field Notes, March 7, 2018) "One of the kids was down there today showing off his sister's poem and I was	Writer's celebrations build community

in hall. He was like - "Come here. You want to see my sister's poem?" - one of the fifth graders" (Yvonne, Post Interview, Lines 174-176). I think again it becomes a snowball effect where some people come, and they feel welcome, and they feel connected and so they want to maintain that connection and then when they talk about to other people other people also want to be connected too. right all of us want to have some the majority of us have a desire to have some connection
to the school where our kids are spending a lot of time. (Vincent, Post Interview, Lines 244-248)
we want to build relationships with kids and families okay the natural byproduct of that is that more teachers get involved that feels good they want to continue to be involved it creates this sense I'm connected to something I'm a part of something that matters all of us are motivated by that the idea of being connected to something of being a part of something that matters. (Vincent,
Post Interview, Lines 280-284)

"if we're creating this environment where we want parents and students to want to be here naturally this teacher will follow suit" (Vincent, Post Interview, Lines 296-297).
If we all have this bent to want to be a part of something be connected to something naturally that's going to turn into wanting what you're a part of to do the best one right so that's hysteria that comes to us it's not enough for a lot of people it's not enough just to say you're a part of that sports culture they are part of the Cardinal Nation you also want them to be the best. (Vincent, Post Interview, Lines 310-314)-
the natural byproduct for that [feeling connected] as a school is that if we can create this sense that they are connected and they want to be connected and actually it'll work harder and do more to make it better. (Vincent, Post Interview, Lines 335-337) "We can make connections home, and
we can make connections to society and the community and bring those into

school" (Kelly, Post Interview, Lines 188-189). When we connect with families, and they see meaning to school. Then when we connect with the community and society, the kids can see the meaningful circle. So, I really do think it comes from the school, because I think it's a
school's responsibility to reach out and connect with families and connect with the community and the society and make sure that those connections are strong enough to reach our students (Kelly, Post Interview, Lines 191-195) "At our family reading night, one of the
football coaches was here with a dozen football players. He's kind of in charge of the team's social outreach and stuff. We make those connections" (Vincent, Lines 101-103).
"Community Church was willing right off the bat to partner with us. They are open to anything" (Vincent, Lines 110-111). Mission Church is another church that's right across the street from central

	office right there on [the same road next to the technology building]. They bring us a supply of snacks for students who don't get snacks sent from home. I mean teachers try to keep a stash in their room for kids who don't bring something, but teachers shouldn't have to supply that out of their own funds. (Vincent, Lines 116-120) "Most of the schools that have a backpack program, it's run by a church. They make that happen for schools" (Vincent, Lines 109-110). "Some of it is somebody knows somebody and says let's get these people involved. Some of it is - we go around soliciting help - knocking on doors asking who wants to help" (Vincent, Lines 127-129). Then, the church says what else can we do? So, I'll meet with people who are on the church's outreach team or a pastor and talk through what they're capable of doing, what they'd like to do. So, lots of different ideas come out of that. (Vincent, Lines 125-127)
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				In some cases, it's somebody knows somebody who knows somebody - right? [The literacy coach] knows the athletic director at the university. They're family friends. In a conversation, they said - "What if we helped?" The university does a really good job at requiring student athletes to also perform community service. It's a part of their philosophy. She talked to George, then he spread the word amongst coaches. (Vincent, Lines 97-101) Culture night. It was awesome. We have so many different cultures. They had different music. We had different foods from different cultures. Parents came in. It was cool. I asked a few people about it. Luisa Garcia she cooked some tamales and made homemade tamales and stuff like that. (Kelly, Lines 953-955)	
Teacher Learning	District Provided	Book Study Change in Focus Support Large Group	PD to no PD	"There would have to be some professional development on how we could deliver [social justice curriculum] to kids, because it is uncomfortable for	

	some people" (Kelly, Post Interview, Lines 128-129). I don't feel like I've received a lot of training in regard to [CRP]. We did a book study with our data team on that topic and some good thinking. Translating that into scientifically based literacy instruction I don't know if - in my knowledge -quite there yet. That the diversity and cultures is systematically in place. (Debbie, Lines 1016-1019) we don't get a lot of instruction type professional development and things like that. Even research in language therapy is pretty light in what the actual instruction looks like and what the actual interventions look like. Outside of how to help students with multiple languages, we don't get much. (Mallory, Lines 648-651) "I know a lot of the PD and training that we do, we'll probably never get around to that portion, because there's always something new that we want to get into" (Caleb, Lines 719-721).
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				"I just think that support. Knowing that it's okay so, [teachers] can take that risk" (Kelly, Lines 848-849). I know when I did PD this summer with [special education coordinator], we talked about kids with behaviors and trauma and things like that. We talked about starting with those strengths first. That's the motivation. You build in those areas that you need to work on. (Mallory, Lines 313-315)	
	Self Initiated	Collaboration Peer Coaching	Time to No Time	"I would really like to have more time to meet with the ELL teachers and learn from them as a reading group and them to have the opportunity to learn from us as well" (Julie, Lines 275-276).	
Student Learning	Learning from each other	Turn and Talk Partner Work Would You Rather	Using Cooperative Learning to Not Using Cooperative learning	"We do turn and talk like every day in that comprehension program" (Yvonne, Line 146). Yvonne read the shared reading piece to the group. Once she finished, she prompted them to get in their pairs to discuss questions they were thinking while she was reading. (Yvonne, Field Notes, March 1, 2018)	How is cooperative learning connected to building relationships? Cooperative learning allows for peers to rely on each other, to begin to trust each

Yvonne modeled writing questions she had come up with on her mat. She handed the mats to the students and had	other, to problem- solve, to practice conflict- management, and to use social skills.
talk. One person would give a word and the other person would use their	Relationship between conversation and learning.
enjoyable when they get to interact with one another. (Monica, Lines 140-142)	Tiffany acknowledges her students bring knowledge to the
"They did have a lot of things in the script - having them turn and talk to each other about a time when they so on" (Tiffany, Lines 373-374).	discussion she would not have known to share or is not yet in her background knowledge.

	when they get a chance to illustrate. Then, they're taking turns trying to describe each other's pictures and trying to pick out that word. They'll write a story, and as they read the story. They're listening to try to find that. So, you're working together and kind of coaching each other back and forth. (Jeremy, Lines 216-226) I didn't even use cooperative learning for a very long time. I just never thought we could do it. I never thought this group of kids. They're low readers. They're coming to read, and they struggle. Of course, I can't use cooperative learning. How can they learn from each other? That's such a silly thing to think, but I think I was unaware of the fact that I felt like that. When I came to Lowell-Mann, and there's all of this CITW. It talks about cooperative learning every day. So, I was like okay, I'll try it. Really, it's notnumber one - it's not as hard as I thought it would be. It's really not. It's not hard at all to have kids turn and talk to their neighbor. (Gretchen, Lines 371-377)
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"My principal is really big on cooperative learning, and she really encouraged me - maybe three or four years ago - to start using cooperative learning" (Beverly, Lines 232-233). "That's actually been a big goal of mine. Something I've done some presentations on - trying to incorporate more cooperative learning into my interventions" (Mallory, Lines 135-136). "Thinking of language, interacting is the main purpose of oral language and even writing and things like that. Trying to get my kids to interact more together. It's a good 21st Century Skill" (Mallory, Lines 136-138). "I'm still trying to figure out with three how to do more [cooperative learning]. That seems to be pretty far off script"
"It's always cooperative. They're always feeding off each other. They're always building on it" (Jeremy, Lines 213-214).
They're like - "Oh. My partner is reading even more fluently than I am." I

	try to partner them up and read with each other and follow along with each other. So, I say - one is the reader and one is kind of like the coach. If somebody misreads a word, they'll say - "Stop. That word is. Then - Can you say the right word, and read it fast?" Then, they'll read it fast. The next time they go through it on their own, they're not missing those multisyllabic words that they might have missed in the passage. I try to partner them up like that. (Kelly, Lines 160-166)	
	When my students come in as we are getting everything ready, and I'm transitioning from content to LLI, I have them partner up with a reader - a reading partner that's in the group - they go into feedback mode. One partner reads a page. Then, I've trained them on some of the prompts you'll share with your partner to give appropriate feedback. I always make it a compliment sandwich-"I really like what you did right there. I like your expression. However, you blew past all the periods and your stop signs, but I can tell you're putting great effort with your reading. So, I would give you a two." I have them rate	

themselves as a one, two, or three on the effort that they put in. So, they have their feedback partners now. So, when they come in, they're not just reading individually or staring at the page, they have somebody who's holding them accountable to making sure they're using all of their 30 minutes to the best of their ability. (Caleb, Lines 319-328) They really like when we're reading a book, and I do a lot of would you rathers. Would you rather - usually just two but sometimes three choices. They go around the room. They have to talk to someone else at their spot. They talk about why they chose that spot. Then, they share it out. (Mallory, Lines 140-143) They really like when we're reading a book, and I do a lot of would you rathers. Would you rather - usually just two but sometimes three choices. They go around the room. They have to talk to someone else at their spot. Then, they share it out. (Mallory, Lines 140-143)	
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"I would say the thing that my kids like the most is easiest for me- cooperative learning wise - that I've done recently - we do like a four corners type of activity" (Mallory, Lines 138-140).
"We do a lot of Agree/Disagree. I'm not quite sure what the structure is called but - "Hey do you agree with that? Well, why do you disagree? or Why do you agree?"" (Beverly, Lines 244-246).
"I think that collaboration allows them to process, really be able to communicate their thinking out loud to somebody closer to their age and the same interests" (Kelly, Lines 188-190).
Anytime I can have kids explain their thinking, that's so important, because it's so hard for them. It takes a lot of scaffolds usually. Especially in the beginning to get them to talk about their thoughts, and how they came up with their answer. (Mallory, Lines 147-149)
"I just think it builds the confidence of the kids. If they're not sure, they can kind of see what other people pick and

then, having them explain their thinking" (Mallory, Lines 145-147). [Turn and talk] was really helpful for my reluctant writer in particular, because if he has if something's too open-ended for him, he doesn't really know where to start. So, engaging in that conversation and listening to others' perspectives helped him to solidify what his course of action would be and helped him to plan his writing. The planning of his writing is the most difficult. (Debbie, Lines 303-307).
"They just learn from one another without me always having to do all of the teaching. They're teaching each other" (Yvonne, Lines 181-182).
"they learn from each other" (Gretchen, Line 395). "Sometimes one of them will bring something up and then it leads to a really great discussion about the story" (Gretchen, Lines 397-398).
"They're each sharing their own. A lot of times they're connecting to different parts of the passage even. It might be -

"Oh, I didn't think about that part." Then, they have a connection too" (Yvonne, Lines 160-161). We had a book about fishing the other day. My one little guy who has a lot of background knowledge about everything basically taught my other two kiddos what it is like to go fishing. He said - "You have to get up early. You have to eat a really big breakfast, or you'll get hungry, and you have to get bait." He went down this whole list. One of the little girls was like - "I've never been fishing." She was looking at him like - what are you even talking about. We had to go off the script and just reiterate that. Those are all the things you would do if you were to go fishing. One of the other kids said - "Why would you want to go fishing?" Then, I asked him - "Why do you go fishing? Oh, it's fun. You get to spend time with dad"- and so on. (Tiffany, Lines 212-219)
We had one that was about night workers. First of all, when I picked up the book, I was like - "Night workers? This is kind of a weird book." I had just never thought about - when I think about

	a community unit, I don't ever think about the people who work at night. One of the girls talked for 10 minutes about how her grandma is a nurse at night, and she wants to be just like her. She's a nurse at night, because she really cares about people. She discovered this whole thing that she could talk about and feel excited about to share with the group. That's a really nice thing to talk about, because I don't have any experience with night workers. (Tiffany, Lines 244-251)	
	I've brought in some students who aren't even on the radar for intervention to kind of help fill that group to make it a more rich vocabulary group, and they're growing by 10-15 words per minute just from being around that conversation. They add to the diversity of that conversation. (Jeremy, Lines 78-81) "They long for the next level. They enjoy that conversation" (Jeremy, Line 168). "I understand that word, and I want to add on to that person's" (Jeremy, Line 214).	

Multi-se	ensory Drawing Acting Visual Music Rhythm Movement	Present to Not Present	Yvonne introduced a graphic organizer for asking questions. The graphic organizers are called mats. (Yvonne, Field Notes, March 1, 2018) Monica encourages her student by reminding the student that he/she knows the first sound. Monica pointed to the sound chip that represented the /p/ sound. (Monica, Field Notes, April 24, 2018) In the center of the table, Yvonne placed a visual reminder of the starter words for questions. The card included the five W's and H questions - who, what, when, where, why, and how. (Yvonne, Field Notes, March 1, 2018) Beverly incorporates movement into her phoneme segmentation practice. She has students use their entire arm in a punching motion for each phoneme. She prompts them to get started by saying, "Let's do some punching." Then, she gives them the first word - collar. (Beverly, Field Notes, December 18, 2017) As they were punching sounds, Beverly said "bedspread." Beverly took clues	"Dynamic visual representation can be manipulated in the same ways as concrete manipulative. This enables the user to make meaning and see relationships as a result of one's own actions." (Obaid, 2013, p. 77). Caleb uses dance and music in his procedures - such as lining up for art
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from her students that they did not understand what this word meant. So, she encouraged them that they did know what it was, but they might call it something different. She began describing it. Once she realized students knew what it was, she gave them another name it could be called - "comforter." (Beverly, Field Notes, December 18, 2017) During Beverly's word work section of her lesson, she was teaching students long u. She referenced her phoneme/grapheme cards, which has a picture of an object with the sound along with all of the ways the sound can be spelled. She pointed to the card with a unicorn. She asked her students, "What's the picture for?" (Beverly, Field Notes, December 18, 2017) Beverly read the last paragraph from chapter 5 of the book Making Choices. She then had students do a quick draw.
A quick draw in this case included drawing a picture of how Andrew, the main character, felt. Beverly prompted students to visualize by asking, "What's

	his face look like?" (Beverly, Field Notes, December 18, 2017) As Caleb had his students practice fluency, he had them change their voices. "Read it in a country accent." He prompted a student by giving context to a country voice by saying, "Think of Woody from <i>Toy Story.</i> " (Caleb, Field Notes, March 7, 2018) Caleb infuses more drama and humor into the vocabulary part of his lesson. "Now, you have to act out the next word. Laziest. Oh wow! You must have been practicing this." (Caleb, Field Notes, March 7, 2018) Jeremy passed out the definitions to the words they had been studying previously. He gave students an opportunity to read the definition in partner groups. Then, he presented the entire group with a picture. The object was to connect the meaning with the picture. (Jeremy, Field Notes, March 6, 2018)
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Shelley teaches not only with words but also with visual reminders. She points to her ear cuing her group to listen carefully. (Shelley, Field Notes, April 26, 2018)
Monica starts her group with short consonant vowel consonant words such as lap. She represents each sound in the word with a magnetic circle, or sound chip. The magnets are on a white surface with a long arrow at the bottom. She models pulling down the sounds in the word to the arrow. Then, sweeping across the arrow to say, or read, the word. (Monica, Field Notes, April 24, 2018)
Shelley encourages her group to use tactile structures to help them make the sounds of our language more concrete. She tells them she likes how they are tapping out the sounds with their fingers. (Shelley, Field Notes, April 26, 2018)
Shelley passed out mats with Elkonin boxes. She also gave each student four blue chips and one red. The blue chips represented the consonant sounds. The

	red chip represented the vowel sound. The mat was a visual reminder for students while they manipulated the phonemes. The chips could be moved to the Elkonin boxes as the sounds in the word were said. (Shelley, Field Notes, April 26, 2018) Caleb had music playing in the background (Caleb, Field Notes, March 7, 2018)	
	they really do help because it's especially with the manipulation of sounds it's really hard for them to think in their brain how to switch sounds or delete them or add them which is what we've been focusing on and to see the circles like they they're able to it gives them a visual picture of where the sound is that like today we were replacing sounds with new sounds and to see the visual we worked on just doing the first initial sound replacement so they could see which sound was being replaced and I could tap it if they'd forgotten so they knew which sound to change their voice at um so I feel like the visual representation is very powerful because it is hard for a lot of the kids who are	

just you know average and they're making gains they can just manipulate it in their head and figure it out but a lot of the ones who are behind don't know how to do that without the visual representation. (Monica, Post Interview, Lines 48-57) I think our delivery of the curriculum is another thing. We can't just always have turn and talks. We have some kids that are visual learners, and they need to see things visually- like vocabulary- there has to be a picture along with it. (Kelly, Post Interview, Lines 98-100) During the word work portion of the lesson, Debbie tied vocabulary into the phonics. The word was brought. She gave the definition of "took it somewhere." Then, she went a step further and acted like she was picking something up and moving it somewhere else. (Debbie, Field Notes, January 28, 2018) Debbie uses tapping sounds to make the phonemes of our language tangible. "Tap it with me." (Debbie, Field Notes, January 28, 2018)	
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	Debbie referred her students to the word wall. She had put the words they studied on the word wall for an easy reference in the future. (Debbie, Field Notes, January 28, 2018) "Some of those [varied formats] are in script" (Jeremy, Line 204). "I think you change those modes based on the needs of the student" (Jeremy, Line 270). "Movement. Splitting up onsets and rimes. Using hand motions like when we do the Heggerty stuff incorporating some of that into the practice. Definitely adds some movement to those lessons" (Monica, Lines 161-163) I'm in the process of making these boards for them to write on with their finger, because the white boards just are not working, and they get tired of pencil. [pulled out a black felt board] So, pulling these out occasionally. Yu can't exactly see the letters very well, but they enjoy the texture. (Shelley, LInes 252-	
	enjoy the texture. (Shelley, Lines 252-255)	

	"Talked to [a literacy coach] and she said you're probably on the right track. Trying more kinesthetic, more repetition for her" (Shelley, Lines 586-588). We were reading a book yesterday and it had a compound word in it. It was so	
	funny, because she read it and she said backpack [used fist to show each part of the compound word and pushed fists together] backpack. She applies that stuff. (Shelley, Lines 577-579)	
	Act like they hurt me - /OU/! To show /oi/, I showed the clip of Timon and Pumbaa singing in <i>The Lion King</i> . It's the one where they're trying to eat - at the very end of the movie where the hyenas are trying to eat everybody. Timon and Pumbaa do a little dance to distract them to get the bird out. Timon is in a little grass skirt. They sing some silly song. At the end, he goes /OI/!	
	[laughter] So I showed that clip when we were introducing the /oi/sound. So, every time we make the /oi/ sounds, they'll go /oi/ [high pitch like in the song]. (Ginny, Lines 284-289) My second and third graders have a vocabulary section in their response	

	journal and we will act out certain words. For instance, let me pull one of their journals - for instance, one of their words would be 'rescued.' So, not only do they draw a picture for rescued from the story, then we can actually act out somebody being rescued. (Beverly, Lines 268-271)	
	If you felt triumphant, bringing those emotions into it. Sometimes I would have the kids - "Oh. Would that make you really happy or is that a word that would make you really sad?" So, the vocabulary lends itself pretty well to that kind of stuff. (Tiffany, Lines 445-447)	
	"YouTube - even if it's a book read online, it's just a little bit more fun to do it that way. Anything you can turn into animation just a little bit of intrigue and things like that" (Mallory, Lines 215-216).	
	"I think visuals are the number one thing. You can connect it with a movie or picture or something they've been a part of, then, it sticks with them. Next	

	time they see that, they'll just remember it" (Jeremy, Lines 176-178).	
	"They usually make these really great drawings from the book. So, I'm like - Well, they have to be thinking about what happened in the book if they're drawing about the book - right?" (Tiffany, Lines 419-421).	
	"Flocabulary is a new one. It has raps. It has lots of different skills. It has a lot of vocabulary. Then, things from every subject and character ed and stuff like that. So, they like that. Discussion points" (Mallory, Line 213-215).	
	When I played some music in my classroom, we do our dancing games. See this list right here [pointed to the white board in the back of the room with a list of dance moves]. This is a list of the dances I've taught kids over the years. Old school to new school to things they may make up themselves - all these things. (Caleb, Lines 652-656) "Something I do instead of clapping	
	syllables, because it gets so confusing. I try to get them to use the duck lips and do different things like that. They hear	

themselves humming the syllables" (Kelly, Lines 227-229). I use a lot of YouTube. If there's a dance with anything, we go with that. Little kids' basic concepts, you can usually find some - on, off, under, below - kind of videos. We can get up and do those. I do a lot of You Tube even with my older kids. (Mallory, Lines 209-212) Right now, I'm using a lot of Go Noodle. All of the classrooms are using Go Noodle. You're late in the game. They use them for - they call them brain breaks. So, it's like dances or different things. But they actually - So, with my social skills pragmatics groups, they have some nice ones on like - self-control and patience. They're not all like run and dance. We do those too, but those are some concepts to do in a fun way. Still they get up and move, but self-control and patience is more like yoga poses and things instead of running and jumping. A nice way to introduce and practice those kinds of social skills we've worked on. (Mallory, Lines, 203-209)	
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you have to be doing writing For instance, some kiddos really know sight words. They can read sight words, but when they go to write the sight words, they're not as strong. So - "okay buddy, now that you've seen that word, now you can write that word." (Beverly, Lines 187-190)
"With the comprehension program for each strategy they have a hand gesture that they do. It tells the teacher that they've made a connection, or they have a question or whatever strategy we're doing" (Yvonne, Lines 187-189).
"He does a lot of using magnetic letters and breaking and just that manipulation and the hands on" (Debbie, Lines 606-607).
I think the chip - they're putting it right on the part of the passage that they had a connection. So, they can't lose track of their thinking, because they have that reminder as you're going through the passage. "Yep. This is where I made that connection." I think a lot of times if you don't have that, then kids forget by the

			end. That's a constant reminder. (Yvonne, Lines 207-210) "Keeping them moving, because this group of kids needs to move. I started to things like that because of some failures" (Shelley, Lines 188-189).	
Connecting to known	Deficit Potential Strengths Connections Background knowledge Interests	Present to Not Present	Beverly reminds a student that he/she knows that word chunk. "You know that chunk." Then, she reinforces the student for trying and for knowing the word chunk. "You knew it! Yeah!" (Beverly, Field Notes, December 18, 2017) "start a little further back hopefully you can move along that a little quicker" (Shelley, Post Interview, Lines 55-56). Gretchen tries different prompts to get the student to elaborate. "What does that look like in your house? What kind of attention? Who's it from? Okay. How can you write that?" (Gretchen, Field Notes, December 17, 2017) "Making sure you're pulling up the other areas they do feel important" (Ginny, Post Interview, Lines 41-42).	

			[Julie] paused student and said, "Let's practice me on the practice page. Say it slowly." [Julie] made a connection to a different activity within RAK. She said, "When you write on your practice page, it's like when we push the sounds in pig." (Julie, Field Notes, February 13, 2018) [Julie] let the student choose the next book. She gave a book talk on the book Bella and Rosie. She mentioned the dogs were hungry and identified Rosie as the dog with a pink collar. She connected the collar to the color of a rose flower. (Julie, Field Notes, February 13, 2018) "There's so many things to do with reading. Very rarely is a kid awful at all of them and so I'm very careful to really point out- "No, but you got this. We're just working on this part."" (Ginny, Post Interview, Lines 59-60). "Three [students] have amazing comprehension. They just can't read [the words]" (Ginny, Post Interview, Lines 63-64).	In Debbie's intervention, building from the known frees up space for other problem solving.
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and "let's see if you can find that word down here." Then, when she goes through and reads, she's much more successful. (Shelley, Lines 597-599) Maybe their better at responding to a prompt. I give them a scenario, and they tell me if that's the word or not. Maybe their able to recognize visual. So, when I get to that visual part of the vocabulary, they're able to tell that word by its visual, but maybe they can't read the definition. You got multiple areas where a student can shine. (Jeremy, Lines 409-413)	Student is auditory learner, so reading story out loud hooks him into the book
I don't know that us as a grade level - even in the PSI going back and saying - Look at all of these things that you did right. After we've given the assessment - "Look. You did all of this and this and now, we're going to work on this." I don't think we do that. I don't think we even recognize all of the - "Look at everything you can do." (Shelley, Lines 433-436) I would think just pointing out on the PSI - "Remember when you sat down and read with me? We did all of those	

	silly nonsense words. Look at how many of those you have correct. This is where I think we need to work." Even do some goal setting with them. "We are going to look at some similar words again. Let's see when we retest how much we know." Talking about progress monitoring and things like that. Celebrating what they already put forward. (Shelley, Lines 461-466) "give those students a chance to share that background knowledge that they have" (Debbie, Lines 1002-1003). "I think it's important to activate their background knowledge- have conversational book introductions before we read a new book that gets them excited about their reading and can set a purpose for them" (Debbie, Lines 267-269). "some of the most beneficial connections a student makes when you're not expecting it. Another conversation comes up and they connect" (Jeremy, Lines 122-123).
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Give them that personal connection piece even before they start reading, because it helps them draw on background knowledge that they may have, maybe personal feelings about the situation. As they read, they'll be able to identify with the text more. After reading, we can come back to that personal connection piece. (Gretchen, Lines 415-418)
They're probably going to have more success reading the story, and then understanding at the end of the story. We want to give our kids books that they can connect to. It's like another layer of their comprehension around the text. (Gretchen, Lines 421-423)
That's always the most interesting part, but because I spend way too much money on my library, I'm able to have lots of different examples of - "Oh! If you don't like this book, you may like this book." They can take the big pictures that I'm trying to teach them - if they're not connecting to Wynn Dixie, because it's about a girl in Florida, they can take that same lesson about following the character up and down

	story mountain to one of the over there and they're able connection from that. Instean important book. It's cal <i>Dixie</i> . We are going to know and this is all we're going opens itself up to be applied different ways as opposed going on before. (Caleb, L. 1387)	e to build a ead of - this is led Wynn ow about her, to focus on. It ed in lots of to what was
	"Sometimes the stories that write are very simple, and work with them in how the it- just adding more. Using say what they begin with a point" (Gretchen, Lines 31)	so we really ey can expand g what they as a starting
	"I'm thinking it's helping to possibility that even though working on the actual act of they're still able to conversunderstand it" (Tiffany, Li	th they are of reading, se about it
	They can use those words then free them up in a text have to focus on what they that to be easy for them an anchor that can help them a sentence or with meaning	later to not y know- for id use it as an structurally in

	only having to problem solve what they don't know. (Debbie, Lines 246-249) the first ten days of Reading Recovery lessons are called Roaming Around the Known. That's when we're doing activities- literacy activities- that should be within their reach based on what we've learned about the student from the OS - the Observation Survey. (Debbie, Lines 226-228) "good interventions build on what students know, and then, expand that learning and when they're starting to	
	have some success" (Debbie, Lines 108-109). "I consider their known writing vocabulary. It's really important, and I consider words that they've seen in this story, and how we could transfer that into their writing" (Gretchen, Lines 332-333). we're really watching their writing vocabulary. We write down words that they can write independently, so I can see during my lesson words that they know. I can see maybe- if they know	

	how to write look we could take them to the practice page and try another word in the same family. If you can write 'look' well you could write 'took' then you could write 'book'. (Gretchen, Lines 311-314)	
	we use what they know for us to make judgement on where we need to go next. We look at what they know, what they can do with help, and we make our teaching moves based on what they can do with just a little bit of help. That's going to be the thing they are ready to be independent on next. Then, how can I give them instruction. Then, how can I scaffold that instruction so they're doing it independently. (Gretchen, Lines 490-494)	
	I think we approach things with finding just the deficit and then, hammering that deficit with a hammer as hard as we can. We forget there are other things they are already strong in. That gets set to the side at times. I think it can be dangerous sometimes to just focus on one area and then, forget the things they are already capable of doing. (Jeremy, Lines 456-459)	

	A lot of my kiddos are better at auditory learning. Once you put that visual piece, that's where it breaks down and they need that intervention piece. One thing you could do is just read part of the book out loud. Especially when I'm beginning a chapter book. I might just read - obviously you read the back cover - but even those first couple of pages - I'll read it to them, because I want them to really start liking the book. I'll read it with fluency and get the characters in their mind - hooking them into the book a little bit. (Beverly, Lines 359-364) I'm thinking I maybe need to see what they're already doing in art class. So, if I just wanted them to talk about something that they made, maybe I can use something they made in art class, and they can talk about that. So, if that was an interest of theirs, we can bring it in. (Mallory, Lines 347-350) "I had to listen closely to things they were talking about and catch on to some of those interests" (Kelly, Lines 250-251).
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	"thinking about what they enjoy, what they like, things they like. It gives them that investment in the reading and writing" (Gretchen, Lines 341-342). I go back to my first experience. It was in Texas. There was lots of - it was all African American or Hispanic - every single one of them. I had to a lot of times think outside of the box as to how I was going to get them to connect. I really tried to do things like interest, surveys, and things like that. Feed into their interest. (Kelly, Lines 243-246)	
	One of my little girls just loves <i>Chicken Little</i> . We read it like ten books ago, but I keep putting it out because she usually doesn't pick up books. A lot of times she'll be like - "I'm reading" - but she's looking around the room and not in the book. But if I have <i>Chicken Little</i> on the table, she's going to read it - probably twice. (Tiffany, Lines 409-413) last year I found some computer games as well that we would work on for a few minutes when we had time to kind of	

reinforce that skill, because I knew that was a motivating factor for them as well. (Monica, Lines 147-149) "That's what I would hope - more culturally relevant books based on the students' interests and their ethnic backgrounds" (Caleb, Lines 1421-1422). turned out he loved nonfiction books. He loved books about outer space. It just- you know. I just try to -I would look through my books, and I would see what would pique his interestDanny was the hook that drew him in. (Gretchen, Lines 205-208)
I saw a huge change for him when he could start reading <i>Fly Guy</i> . He loved <i>Fly Guy</i> . When he got far enough to where he could read those books- he loved them -he can read them on his own- he really took off. Giving them things that they can read about and enjoy and seeing that reading is still going to be some work, but it can be fun too if I'm reading about things I like. (Gretchen, Lines 349-352)

			Jeremy responds to the students comments about using familiar words instead of the new words being taught in the lesson by letting them know we need to know a variety of words. Knowing a variety of words makes books interesting. (Jeremy, Field Notes, March 6, 2018)	
Motivation	Misidentifying Choice Grit Interest Success	Present to Not Present	[Julie] let the student have a choice about which book they would read. [Julie] took notes while the student read. (Julie, Field Notes, February 13, 2018) [Julie] reinforces a reading behavior by saying, "I saw your eyes check the picture." She also offered praise - "I like how you noticed this word changed." (Julie, Field Notes, February 13, 2018) Opportunities were given to students to fix their answers. This placed an emphasis on continued effort instead of getting the answer right the first time. (Shelley, Field Notes, April 26, 2018)	Caleb points out and recognizes students' strengths. He coaches them to work on more difficult skills while highlighting things they already do well.

	I think that kids still need to have that choice. I think that's where our curriculum is going- more choice- but we need to have the resources where the choices are relevant to kids lives and things that they can relate to. (Kelly, Post Interview, Lines 93-95) Gretchen encourages a student to "try it" because he/she petitioned to the teacher for the answer. (Gretchen, Field Notes, December 17, 2017) Beverly expects her students to do their best. "We are going to do our best to whisper read." (Beverly, Field Notes, December 18, 2017) "With your hand, show me your effort today." Beverly recognizes the effort students gave. She is not recognizing whether or not students got the right answers, but that they gave effort. The bulletin board illustrates a leveling system one through five. "I would say a four. I think we were all on fire today!" Again, Beverly is not expecting perfection. (Beverly, Field Notes, December 18, 2017)
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Toward the end of the lesson, Caleb was sure to let his students know what they did well. "I really liked your expression today." (Caleb, Field Notes, March 7, 2018)
Shelley had a guest teacher (substitute) recently. Shelley lets her students know she cares how they do even on days she is not in the class with them. "Mrs. Thomas said you did a really nice job with your book the other day." (Shelley, Field Notes, April 26, 2018)
Opportunities were given to students to fix their answers. This placed an emphasis on continued effort instead of getting the answer right the first time. (Shelley, Field Notes, April 26, 2018)
"Are you ready for a challenge?" Shelley prompted students for the next word in the lesson - crust. It was more difficult than previous words, because it had a blend at the beginning of the word. The lesson had students breaking words into phonemes and manipulating the phonemes. The lesson started with three sounds - such as gas - and built up to harder words. Shelley praised

	students for working through the more difficult word. "You couldn't be tricked." (Shelley, Field Notes, April 26, 2018)	
	Kelly gave students the opportunity to correct themselves. Kelly reinforces the strategies students use to make corrections. She said, "Right. See, when you use those strategies, you can read it, and it makes sense and helps us understand." (Kelly, Field Notes, April 25, 2018)	
	"I think there's more to say if you send them off with love and grit and effort and those things will also in return have an academic impact" (Jeremy, Post Interview Lines 268-270).	
	She was like "Can we write about anything we want today?" I said, "Why." "It's my mom's birthday, and I want to write her a letter." "Sure. Let's write about anything we want today." She wrote like five or seven sentences to her mom. They were all different. A lot of times she'll repeat the same sentence. All of the sentences were different and were composed in a sequential manner.	

	When she finished I was like "Oh my gosh! Look how great this is!" (Julie, Lines 388-393)
	"maybe the student struggled for so long, they just don't think that they can do it. Then, that turns into- what appears to be -a lack of motivation" (Gretchen, Lines 174-176).
	"Some kids are really motivated by interventions" (Kelly, Lines 49-50).
	"Other kids, it's not really their choice. That choice may be lacking. I know there isn't much of a choice" (Kelly, Lines 50-51).
	"I think when kids have choice, they're going to try harder. It's going to be more authentic for them. They're able to connect to the learning more" (Yvonne, Lines 166-168).
	At the end of my session - 3.2 - when we do our testing day, I let the kids choose. They love to do the word chains, but we also have just a blank bingo board where they could put the different blends or different vowel

sounds that we're working on on the board and we use the word cards to play Bingo. I give them choice then - more of a celebration at the end of a session. (Shelley, Lines 220-223)
When I did the vocabulary, there was a little bit more wiggle room for the choices of things to do. I might let them choose - "Do you want to do this activity first or this activity?"" (Tiffany, Lines 422-424).
Student choice on familiar books especially will always -every lesson starts with familiar reading for Reading Recovery -and so they'll go to their book box. I'll give them a range of the last probably five or six books that they read. They can pick the book that they would like to start with that day. (Debbie, Lines 272-275)
If I talk about writing, they can choose what they want to write about. They can compose their own story and not just sitting there telling them what they have to write. They really are more invested in it. It's that investment piece. (Gretchen, Lines 385-387)

	"That's just what we do - we don't give up" (Beverly, Line 94). It's just kind of funny how she was just engrained on - I'm not giving up." She'll like verbalize that. Sometimes she tends to give up. And it is hard for her. What I'm asking her to do is really challenging for her. They really have to put in a lot of extra that some kids don't have to do but knowing that if you put that effort in - you're going to get better. (Beverly, Lines 94-98)
	when I was still in my master's classes, I learned about asynchronous development, which is all the different skills: artistic skills, music skill, math skill, reading skill, writing skill. You name it. You can be super high in one area if you're a gifted student - like the most fantastic math skills in the whole world, but you're writing skills might be super-duper low. It's great to focus on this skill that's super high, but don't let yourself be discouraged because you have this low skill and you're not good at it yet. You just have to put more time and effort. You're not going to have to put more time and effort into something

	you're already great at, but that low skill, you're going to have to actually work at it. Some students didn't really get to see that connection. (Caleb, Lines 635-643)	
	I get to tout that and be like - "Dude. You got this. This is your skill. This is you, but let's look at some of the things you're not so good at. I see you come down and start reading through these fluency cards with expression. So, you're focusing on what you're good at. What's something that you're not so good at? What's another way you would come and get this started? If your fluency and expression is a strong suit, maybe you want to come in and say - Mr. Banks, can I get the vocabulary cards instead and work on that, because I see a weakness in my vocabulary?" (Caleb, Lines 623-629)	
	I like emphasizing the thing that they're good at. Some students especially when they come to a reading intervention, they are thinking anywhere under the umbrella of reading they are no good. That's why they're here. That's why they're sitting at this table. That's why	

	they get into another class, and everybody else gets to stay. Being able to find that thing they're already good at, and really hold that up to the light. (Caleb, Lines 629-634)	
	I have a student who, first grade, but he hated reading, hated writing, and he went into Reading Recovery. He loved <i>Danny</i> books- loved Danny. I mean-It really was that character. He was always wanting to know what Danny was gonna be doing in those book. He'll go home tell mom about <i>Danny</i> books. Mom ordered <i>Danny</i> books online for them to have them at home. Otherwise, he hated	
	coming to me, because -you know - Reading Recovery it's that one-on-one structured program. They're going to have to come, and they're gonna have to work. It's hard, but he loved Danny. So, we would read about Danny, and we'd write about Danny. That really did it for himI really saw that that was a selling point. That worked for him. Danny was very motivating for him. (Gretchen, Lines 185-192)	
	And with the writing- the writing was hard for him. He really struggled with	

forming his letters -path of movement. A lot of times Reading Recovery we use response to literature format, so then, we'd write about <i>Danny</i> . You'd get them writing. They'd start using words from the stories, and he's writing new words. He's motivated, because he wants to write about <i>Danny</i> . (Gretchen, Lines 208-211)
We ended up having to make a deal where we would like -we slow -the gradual release. We'd start doing <i>Danny</i> books -new <i>Danny</i> books every other lesson. That was our -like what we negotiated. That was our agreement. "I know that you love reading <i>Danny</i> books." If I didn't give him a new <i>Danny</i> book, I'd put it in familiar reading or something like that, so he would still see Danny. (Gretchen, Lines 196-199)
That one little girl I was talking about earlier, I know something that really helps her connect is - she goes to movies. If there's any words, she cannot read it on the screen. So, that kind of stuff motivates her. (Kelly, Lines 140-142)

	"that can really transfer into that motivation, confidence with every bit of new success that occurs" (Debbie, Lines 109-110). "That gradual support of the I do, and the we do, and then, the you do I think is definitely increased level of engagement on students become more capable" (Debbie, Lines 277-279). when we do the picture walk to see if she can match up what she's seeing in the picture with the word and then, her memory is so sharp she goes through all she needs is the first couple of letters and she can make it match, which has really helped her gain confidence. Now, she can pick up a C book and a lot of D books and if we use that strategy she feels successful. (Shelley, Lines 601-604)	
	Like with the little fishing guy - the conversations I have with him are amazing, but he was the one at the beginning who was like - I can't read. Now, he's understanding that feeling. He still knows he's not the best reader, but I	

			don't think he feels like he can't read anymore. Helping them understand that that practice - that repetition - is going to help everything else. Make you complete or help you put everything together into that big puzzle. (Tiffany, Lines 739-744) "I think they're feeling ownership, because they're doing some of the teaching for me. They're showing the other kids - I can do this. Maybe next time you can too. They are invested" (Beverly, Lines 225-226).	
Culture	Knowledge of Integration of	Present to Not Present	"If you're talking the students know and can do, understand their own culture. I think that might be the part that we're lacking -understanding their own culture and the culture of others" (Beverly, Lines 769-771). We've gotten our base. We know what percentage all of our students fall in. Then, we are going to look at that culturally responsive and figure out okay. These students, they have this base, but now, we need to take it a little bit further and help them progress using this. (Tiffany, Lines 1295-1297)	

				If it's found to be effective in improving students' literacy skills, then I think it should be incorporated in what is an effective practice Since there is evidence that supports that it's an effective instructional method, then it should be considered to be one of our top ways of instructing. (Mallory, Lines 637-640)	
	Adulthood	Relationship	Present to Not Present	"We just care that you're here at our school, have the attendance rate, get this ACT score, and we're done. Not a lot of follow up of like look where they're at now kind of thing" (Jeremy, Post Interview, Lines 267-268).	Relationship with school system stops. Jeremy is implying it should continue.
Tension	Time	School structure Fitting lesson in	Having time to Not having time	"I do a lot of turn and talk, because in a thirty-minute lesson, there's not as much time for extensive cooperative learning" (Debbie, Lines 290-291). I can't say it would play too much of a choice, because with 30 minutes, it's so structured. I don't give them much of a choice. The only choice that they have is they get to select their own book that	Mallory is limited by time hindering her ability to incorporate art into language therapy. As she reflects, she realizes another way to incorporate students' art work.

				comes out of their LLI bag. (Caleb, Lines 351-353) So, they could tell me what they felt like doing that day. If we had some extra time, it might be a choice - "Well, do you want to write about this and draw a picture or do you want to do some kind of game?" So, they would choose in that way. (Tiffany, Lines 425-428)	
	Families	Barriers Comfortable relationship	Present to Not Present	this is just my personal experience watching and hearing some conversations they start to check out or they start to get defensive because then they feel like I've done something wrong or I didn't you know. I think the barrier starts right then and not intentional by any means. (Shelley, Post Interview, Lines 101-104)	Creating a barrier with families - so how do we approach families at kindergarten orientation
	Conversations	Connecting Opportunity	Present to Not Present	"Thinking about that and what conversations stem off of that. It's not always a great conversation. Not always comfortable for some students. Not always wanting to talk, but sometimes, they want to talk more than you do" (Jeremy 308-310).	

			If I was trying to connect with them more even by the way I talk to them, I'm afraid to treat them any differently to try to make their experience more their style and how they're talked to at home. I don't know. I'm afraid to, because I don't want that to be seen as racism even though I'm trying to connect with them a little bit more. Thinking of Banks. He can connect with all of his students, and he can change his twang a little bit to talk to his students. It's acceptable because that's how he is too, but I don't think that would be acceptable for me even though I think I could connect with them a little bit more. (Ginny, Lines 420-426)	
Teacher's strength	Student's strengths Teacher Self- efficacy	Perceived as difficult to Perceived as doable	Crafts always get away from me. I'm not a crafty art person, which should not matter. It should be about the kids' strengths, but in my mind, it's a lot for me personally to get over all of the how to organize it. It's just a hard one for me. (Mallory, Lines 340-342)	

Category 2: Response to Intervention

[&]quot;Target Time is our - it's our intervention time" (Beverly, Line 53).

Subcategory	Property	Second-level Property	Dimension	Data	Memo
Serving all Students	Variety of interventions	Reading Recovery Options Phonics LLI Sped Programming	Individualized Options to Scripts	Dani, who is a third grader, and this is my first time working with her she has received a lot of interventions over the years. She was just tested for special education. She did not qualify. Her mom has dyslexia. She suspects that her daughter has dyslexia. Dani really struggles. She was in a 50/50 group in special education, and the teacher said it's not working for her. She is very frustrated and agitated. Is there something else we can try? I just had a small spot in my day that opened up for 20 minutes. I can try one-on-one-modified Reading Recovery lesson for a third grader. So, I started working with her just maybe weeks before maybe three weeks before break. (Debbie, Lines 323-330)	The state allows a special educator to provide instruction to general education students as long as half of the group are IEP students. Lowell-Mann terms these groups as 50/50 groups.

"We use that to those 10 lessons to further understand and learn what a student knows and what the student can already do" (Debbie, Lines 559-560).
"I hope that we can continue to provide a lot of options for students" (Debbie, Lines 1089).
"I think we can have all sorts of interventions to meet the needs of students" (Beverly, Lines 150-151).
I saw it in one of my students this year. She's been in interventions since kindergarten. Nothing has worked. She's been on the same
level. There's been no growth. Then, we sat down this year and tested her again. Then, she didn't qualify for SPED because her IQ
matched where she was performing. Then, we decided we're going to have to change something with her intervention. So, we put her in - it's
more of a Reading Recovery, but it's one on one adapted to her needs. We're working from square one. We're seeing her grow the way she

intervention with does not mean ne has an IEP. They' those kiddos like kiddos" (Beverly, Different options Reading Recover but it's not gonna Guided Reading I comprehensive. It a lot, but it's not g I think it's import other options. (Do 1081) "they wouldn't ge intervention, but I	to see that amazing. (Kelly, e he's just getting a SPED teacher cessarily that he re just supporting I'm supporting , Lines 125-127). Yep, because y works for most, work for all. Plus - t's gonna work for gonna work for all. ant that we have ebbie, Lines 1079-
If they're weak in would place them intervention. May	

Lines 15-17).

Varying levels of student need	Far Behind Special Education Tier 3	Little support to heavy support	A lot of our students that I see are low across the board in all areas of reading and usually writing too But yet they're still not so far behind that they need to be placed in special education. (Gretchen, Lines 43-45) "Obviously, I take the lowest kids that are not like maybe seeing a Tier 3 interventionist - special ed interventionist. So, I would take the next round up - or next group up" (Beverly, Lines 28-30).	
Knowing students	Relationship Gathering information Meeting needs	Present to Not Present	Tiffany starts her intervention lesson off by taking a running record with one student. She stops making tick marks on her running record paper to listen more closely to the student finish reading the book. (Tiffany, Field Notes, February 27, 2018) Gretchen does a quick assessment of students' understanding by doing thumbs up or thumbs down. "Some are kind of stuck. Maybe we need to process. Turn and talk."	

	(Gretchen, Field Notes, December 17, 2017) Gretchen takes notes as a student reads <i>Freckle Juice</i> . She gathers more information by asking questions. "Stop there. What's happening on this page?" She writes more notes on her paper then asks, "Why would he want brown?" Meaning a brown magic marker. (Gretchen, Field Notes, December 17, 2017) Gretchen stops students to recognize their processing and problem-solving. "I noticed you stopped and problem solved. What did you do here?" Gretchen confirmed the action helped the student problem solve an unknown word. "And that helped you read 'couple'?" (Gretchen, Field Notes, December 17, 2017)	
	Tiffany asks the student questions to clarify his/her thinking processes while reading during the running record. "On page ten, you were	

it to (Ti	ing to say, but you changed to Why did you do that?" iffany, Field Notes, February 27, 118)	
kno me bui	think you just kind of have to now your group well, which eans that first couple of weeks ailding relationships" (Jeremy, tnes 276-278).	
mo rel tha	he more you know them, the ore you're going to be able to late and give them the experience at they need to move forward" eremy, Lines 279-280).	
tha a le firs WI at t	m thinking about a specific kiddo at has a lot of trauma and missed lot of school in kindergarten and est grade and wasn't here. Thenever she started here, looking the triggers, figuring out where it as that she was going to go, we	
poi wa neo hei	aded up putting her in LLI. At that pint in time, I already knew she as pretty far behind where she eeded to be. In my mind, putting er in that spot was not - "This is bing to help me get her into	

special education." It was - "This is going to help us figure out what it is she can really do, because when you've missed that much school and you've had the crazy traumatic things that have happened to her, then, you don't truly know what they're capable of." (Tiffany, Lines 157-164)
have to meet their needs as a building through screenings, assessments, conversations in our data team meetings, and our progress monitoring meetings. I feel like all of that just helps us. I feel like we know our students more than we ever have before as a building. (Debbie, Lines 19-22)
"I also feel like it has helped us to know our students better as a school overall" (Debbie, Line 18). it could be that a child needs a strong phonics base. It could be that a child doesn't know what to do when he or she comes to a difficult word and needs a more strategic activity. A lot of

	comprehensive continuous text. It could be the child as a weakness in vocabulary and doesn't have a lot of background knowledge and really needs that to be built up it. Could be that a child can word call and doesn't put meaning or comprehension behind what they read. There are a variety of ways that we can help children. First, you have to know what the child needs, what the child can do, and build on their strengths, and what the child needs. (Debbie, Lines 92-99) I feel like the more you know about your students -then, I think focusing on what they can do and have not yet learned to do but will. It's the next focus. What is the next thing that we need to focus on for that child. The more kinds of conversations you have about that in the education setting the better. (Debbie, Lines 669-673)	
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"when they share their ideas, you know more about this than I thought you did. We wouldn't know that unless we were sharing our ideas together" (Gretchen, Lines 395-397).
you're trying to be accountable to knowing that [the growth student has made] too - to be analyzing records, and notes, and keeping track of ways my students are changing in their reading and writing and things [inaud 1 sec]. More specifically, than Johnny was reading at a B and now he's reading at a D. It goes beyond that. (Gretchen, Lines 539-541)
Listening to my kids read and doing running records whether they're informal or formal is to me the best thing that I can do for them to assess them, because you can see different strengths you can see - do they know sight words? Can they figure out unknown words by blending the sounds together or by thinking about what makes sense and using a variety of strategies?

INTEGRATING RTI AND CRP					
		You can see where their weaknesses are if you kind of step back and look at a book that they read. (Monica, Lines 481-485)			

	Creating a plan	Layering interventions Level of Support Duration How to work with student	Present to Not Present	I think of one student right now who's made gigantor gains, where at the beginning of the year I was really worried - there's something here. Something has recently clicked, and he's been in intervention. He's also been receiving language intervention with [the speech-language pathologist]. So, putting in those little interventions beforehand. I think if we hadn't done that, I think I would be knocking on the door - Hey. We need to get this kid tested. (Ginny, Lines 135-140) "Between the LLI and the guided reading groups, I've just seen a huge amount of growth" (Shelley, Lines 81-82).	Layered Tier 1 and Tier 2
				"their progress is the result of a combination of Tier One instruction" (Gretchen, Line 48).	
				"if the student has a low IQ, they could be they could be in a layered intervention and their progress is going to look a lot different than a student with an average IQ" (Gretchen, Lines 247-248).	
				they might see me during their Target Time to work on reading and writing, and they might have some minutes with the SPED teacher to maybe do some reteaching or some other work - some layering work with the Tier 1	

"We still see kids that go into our interventions early, and they have to stay in them for multiple years," (Gretchen, Line 47). I think in general, they are not seeing it with that stigma any more. Along with that effort, I think it's helping with the motivation. Just because it's taking you longer to learn this skill doesn't mean you are bad at it. It just means you just need a little bit more work.
a lot of kids think - "I was in interventions this year and I'm done." "Dude. You might be in interventions until you graduate high school." This might be your life long struggle working on this skill. Really getting kids to understand that big picture. How much work it's going to take to get good at something I really think needs to be emphasized. (Caleb, Lines 1445-1449)

I really I feel good about what we've seen and what we've collected in the data. As we move into third grade, I'm hoping that we've done what we needed to do to help set her up for success for testing or whatever comes next. (Shelley, Lines 103-106) "Working with children, response would mean responding to their abilities and meeting them where they're at" (Jeremy, Lines 6-7). "For us responding in terms of ELA, responding to where their
literacy is at. So, where ever they're at. We meet them there" (Jeremy, Lines 8-9).
"response to intervention - it kind of lays a platform out to help narrow your planning to exactly how you're going to work with students" (Jeremy, Lines 17-18).
"I think the basic core skills that we're teaching through interventions are critically important no matter what your

	background is" (Caleb, Lines 1392-1393). Let's say they need an intervention for vocabulary. We see there might be a gap. We look at data. There might be a gap in vocabulary - their exposure. We look at that need, and we respond to it by intervening. (Kelly, Lines 5-7) When I'm talking about working from a known model, which Reading Recovery you're working from a known model as opposed to a deficit model, but I do see how they are in some ways one in the same. So, if I'm working with what they know I'm seeing where the kids are and adding just a little bit more each day or each lesson or each time I assess them, I'm able to add a little bit more to their base. If I'm working from a deficit model, I don't want to just be filling them with things that are along the continuum, because if they're not ready for them then that is just

			us, and they are still going to be suffering in those areas because they have not connected it to something that they know - that they are firm in. (Julie, Lines 29-37) "My belief is that working from the known and then building on that will help to build those gaps faster than trying to fill a bucket that might still be empty with no connections to make with it" (Julie, Lines 37-39).	
Adjusting plan	Visual Tactile Pace Word study Texts Conversations Cooperative learning Interests Writing Background	Present to Not Present	Text Debbie gave students included culture. The characters were from Mexico or were Mexican-American. The book had a pinata. (Debbie, Field Notes, January 28, 2018) Debbie has students make words using magnetic letters. The word is fowl. Debbie notices the students are confused by what the word is and what it means. So, she gives them the definition. "A baby horse is a fowl." Then she points them to the Phoneme/Grapheme cards. She	

specifically has them look at the card with a can opener. The canopener card represents the long o sound. Debbie goes on to explain the difference in the word fowl and the word full. She makes facial expressions and gestures to indicate her stomach was full. She also talked about how her mouth was
different when saying the middle of the words full and fowl. She used her finger to outline the shape of her mouth as she said each word (Debbie, Field Notes, January 28, 2018) Tiffeny drow a chart on her white
Tiffany drew a chart on her white board breaking it into two sections - the base words and the suffix. She puts a heading above each column and references a recent book they read - headings like a heading in the <i>Bats</i> book. (Tiffany, Field Notes, February 27, 2018)
Kelly puts her group into pairs. She has them read the decodable passage with their partner. She prompts them to read with fluency. "You should be able to scoop up the

	words." She also reminded them to "coach" their partners. (Kelly, Field Notes, April 25, 2018) Kelly uses a hand motion when teaching about long vowels. She wanted students to understand the vowel sounds in open syllables make a continuous sound. As she makes the hand motion, she asks, "Does it keep going forever?" (Kelly, Field Notes, April 25, 2018) Phoneme/grapheme cards serve as a visual anchor for the phonics being studied. Debbie refers students to the card with a picture of a toilet. "Toilet is the anchor for /oi/. What are two letters that say /oi/ in this word?" (Debbie, Field Notes, January 28, 2018)	
	Jeremy shares his own personal story about his own children and wife using the vocabulary words in the lesson. He then gives students the opportunity to also share stories using the vocabulary words (Jeremy, Field Notes, March 6, 2018)	

	Even though Shelley teaches phonics, she adds in vocabulary when needed. The word in the lesson was dusk. Shelley explained, "It is when the sun is setting. It's not quite day - not quite night." (Shelley, Field Notes, April 26, 2018) Gretchen gathers input from her students on the pace of the lesson. She asks them how much time she needs to finish reading. Once everyone responded, she gave them a specific number of minutes to get to a certain ending point. Then prompted them to "keep reading." (Gretchen, Field Notes, December 17, 2017) "I'll keep my mat up so that if we need to refer back to it we can so we do a lot more with it than what the lesson plans actually saying" (Monica, Post Interview, Lines 62-63).	
	they could do tops but the the second position and the before the	

I found that for some of the students when they were asked to come up with rhyming words using the mats provided in the kit just	final position they needed that visual for a lot longer so we spent the whole next day still using the visual and just practicing the second position I think which is different from the plans like in the plans for some reason they have you like do it in one position just like three or four times and then you're just doing it orally and I've been breaking it apart where it's like we do like today we were at substituted sounds and we just did the first sound and tomorrow we'll substitute sounds but we'll only focus on the vowel sound and then we'll do a third day only focusing on the ending sound doing it with all the steps because it takes more time.	
them an alternative tool they're familiar with - like an alphabet	(Monica, Post Interview, Lines 76-83) I found that for some of the students when they were asked to come up with rhyming words using the mats provided in the kit just weren't working and actually giving them an alternative tool they're	

different beginning sounds rather than trying to come up with a beginning sound in their head. (Monica, Lines 118-121)
When we were doing rhyming words, the group I had - we spent several days on one skill - on finding rhyming words because it was just very difficult for them. Instead of moving on and coming back to it, we just did four days on the same skill. (Monica, Lines 129-132)
I have one [student] who's all comprehension. Comprehension everything. But she can't decode to save her life. She mixes up words a lot. Cot and cop. I'll say cot, but she hears cop. So, she thinks the word c-o-t is the guy that's out on the street, because she's putting meaning to everything. Frequently, she will ask me - I thought this was the word. So, we'll talk about
meaning all of the time. Vocabulary comes up in phonics even with three letter words more than is

	addressed in the script. (Ginny, Lines 185-190)	
	I had a kid before who couldn't retain the sentence. So, if we were doing a sentence, he couldn't retain the sentence. So, I would put a picture up on my phone and put it	
	in front to help jog his memory of what the sentence was - working on that memory skill. (Ginny, Lines 192-194)	
	As a teacher, do I follow it exactly? Not always. It's close to it but again, I have five to six kids at my table. So, it varies. I think the boxed approach gives you that researched- based. This is what you need to say and do. This is what research has shown, but it also gives me the tools that I need and I can adjust a little bit as needed. (Shelley, Lines	
	A lot of times with those - some of the cards and some of the things you have to do repetitively - we try to make a game out of it. Or they'll stand up in a row and I'm flashing	

things at them and they're giving me their answer real quick. (Shelley, Lines 185-188) "sometimes the kids when they've been introduced to it, sometimes they need that lesson more than one time before they're ready to move on. Sometimes they don't master it at the end of one lesson" (Gretchen, Lines 265-266). I would love to say - let's track how Moosling reacted to this problem in the first book <i>Moosling in Winter</i> and let's track how Moosling reacted in <i>Moosling the Hero</i> . Track it across books. Get the synthesizing skill in there. Like really be able to bring everything I do as a reading teacher from afternoon to intervention all into that one group. (Caleb, Lines 300-304)
Maybe - even if you're pulling up a video for your students to watch to go with a specific topic - you may choose one that would be that that student might relate to better. You

just pull different things into your teaching that applies to that. (Yvonne, Lines 629-632) I say we struggle with the reverse with the texts that are put into the phonics intervention, because they're so word specific and skill specific. The kids struggle to understand the stories, because they don't understand words like fret. I spend a lot of time front loading vocabulary or talking about vocabulary, so they can understand what they're reading. (Shelley, Lines 293-296)
Sometimes, I talk about a baseball game where there was a kid who had never been to a baseball game. Showing a video of what this looks like and explaining home plate, because you're going to see these words in books and they're not going to be able to comprehend if they don't have that vocabulary. Just like exposing them in different ways - like stories, or reflecting on their own experiences, or they might have seen it on TV, or even if

they haven't - showing them the experience in a different way. So, it's that off script practice. (Kelly, Lines 99-104) "You use those real-life connections" (Jeremy, Lines 145-146). There are particular strategies in that the kids struggle with. So, there are times where we have to do an extra day or two of the fiction lessons within one or the non-fiction lessons or even both within one strategy. So, I bring in passages to help with that Because I just don't feel they're ready to go on. (Yvonne, Lines 121-124)
my group this year is third grade. So, they come in within a few minutes of each other. Right after announcements in the morning. So, I have them reread the passages that we already done. So, they're getting that practice reading. That's one of our concerns with that particular program is that the kids aren't doing enough reading. So, that's one way

that we're trying to increase the amount of reading that they're doing. (Yvonne, Lines 90-95) "Because they already read them. I want them to have extra practice with the one's we've already done instead of reading ones I haven't introduced to them yet or that we haven't discussed" (Yvonne, Lines 100-102). "Maybe I need to find them different books" (Gretchen, Lines 271-272).
That goes back into that background knowledge. A lot of times it will have one opening sentence. It'll be like - "We are going to read a book about night workers. It's about people who work at night." Sometimes that doesn't really - you're like - "What does that mean?" Sometimes, I'm like - "What does that mean?" Usually when it's like I just hand out the book - that's when I'm going to add in some extra stuff for them

	to start thinking about it. (Tiffany, Lines 264-268) "[Cooperative learning is] a point where I have gone off script" (Caleb, Line 317). A few years ago, I was working with the literacy coach. She gave me these mini white board cards [he gets up to get them from his small group table and brings them back to the desk]. Through these, I can kind of build my extension out. (Caleb, Lines 287, 280)	
	"I have cards. I was trying to think if I have good ones with a sentence stem on here. They're usually some kind of a picture that reminds them of something I said that you say at that time" (Mallory, Lines 158-160). I know my kindergarteners and first graders can't form that kind of - He is, She is - in a picture sentence. So, I already have these [pulled out picture cards with a male and female] ready to go, because that's a	

	basic sentence structure kind of example. (Mallory, Lines 185-187) For instance, the vocabulary is like a 20-week program. Once that 20 weeks is up - now what? So, we have implemented some other things to go with those boxed programs. So, it was a great start, and then we kind of took it and added a little piece a little writing piece with that to delve in a little deeper with that vocabulary. (Beverly, Lines 155-159) "understanding who the students are and their background. Some of those sentence stems were very -	
	almost too specific. So, sometimes I would try to change them to be a little bit more open ended" (Tiffany, Lines 319-321). It could be even those strategies that I have to extend the number of lessons. Even choosing the passages that I choose to do those - ones that my students are going to be interested in. Ones they'd be able to apply their personal lives to. That	

	they'll take interest in. (Yvonne, Lessons 636-639) "Sometimes when we're working with multisyllabic words and they're reading the word and they get the word, but sometimes I'm like - "Do you know what that word is?"" (Kelly, Lines 409-410). Gretchen's room is arranged so students can spread out during their independent reading. She has set up a rotation, so students can make use of the spaces such as beanbags.	
	(Tiffany, Field Notes, December 19, 2017) Beverly's room is set up so students can move to different locations during independent reading. Beverly gets up and moves to the student's location to conference with him/her. She would kneel down next to the student or sit on the floor (Beverly, Field Notes, December 18, 2017) When it says - "He knew he would bring defeat to their old friend." We	

don't know what that means until we know what the word defeat means. Now we can make a deeper meaning and connect it a little bit more if we understand that word. (Kelly, Lines 415-418) I have adjusted the examples so they're my own examples. So, the kids actually believe what I'm saying. I have done that. Like School Days is one of the passages. It is about the first day of school and you're hungry and you're thinking about lunch. I'm not going to use their example when I have examples of my own. (Yvonne, Lines 131-134) "If you have students that you know they come from diverse backgrounds, or they come from different cultures, then you try to incorporate that by choosing the	
different literature" (Yvonne, Lines 628-629). I think as an educator, if the script doesn't give you another line to help them to connect, that's your job to	

bring it back and reconnect it. If
you run out of - then do this then do
this lines in your script, then that's
when you have to decide - okay,
what's the next step for me to make
sure that they get this? I'm not
going to just keep moving on.
(Jeremy, Lines 142-145)
Most of the time the sentence
starters that it had was fine. Going
back to that - being sensitive to
which students YOU are
specifically working with. It was
designed for the masses. So,
understanding how you need to
change that for YOUR three kids or
whatever. (Tiffany, Lines 328-331)
whatever. (Tiriany, Emes 320 331)
I have a current reading recovery
student who -for example, I was
just thinking of recent experiences
this one was a couple of days ago
and -we have a lesson focus -that's
what we call it in reading recovery,
but it really is our objective for the
lesson. I believe his objective or his
focus that day was to reread for
meaning. So, anytime he noticed if
his reading didn't make sense to go
3 3

	back and reread. I had to abandon	
	it, because within the first book of	
	the day, I noticed that we needed	
	more of a behavioral focus. He was	
	appealing to me every time he	
	needed to confirm if his reading	
	was correct, or if he was trying to	
	problem-solve something, he	
	would stop and instead of looking	
	at the tricky word and thinking of	
	all the strategies that he could use,	
	he would stop and turn to me. It	
	was something that he had done	
	when he first started reading	
	recovery, but we had worked	
	through it. He had abandon it, and	
	it was just after Christmas break.	
	He had reverted way back to this	
	behavior of not trying to help	
	himself and appealing so quickly. I	
	abandoned his lesson focus and his	
	lesson objective for the day, and we	
	went back to -"Oh remember, when	
	you get to a tricky word, where do	
	you look? Do you look at the	
	teacher? Where do you look? You	
	look at the word. By the end of the	
	lesson, he was back to doing what	
	he need to do making attempts to	
	help himself versus appealing for	

			help at the point of difficulty. (Debbie, Lines 190-205)	
Meeting needs	Academic Circumstances Social emotional Confidence	Present to Not Present	"Every second you have to be flexible. That kid over there is crying in the corner. You're going to have to figure out a way to address their needs" (Tiffany, Post Interview, Lines 51-52). "I feel like you just have to be very flexible, very caring, and just willing to change" (Tiffany, Post Interview, Lines 54-55). "I feel like a lot of my average kids	
			- a lot of them do need some kind of intervention in something. So, it's not like out of the ordinary for many students to need an intervention" (Monica, Lines 52-54).	
			She has been very distracted in kindergarten, first, and second grade. Now, she has huge gaps we have to fill. I think that's intervention's job to fill those gaps. It's a good thing for her - to give kids that chance that didn't get it	

the first time to get it again. (Ginny, Lines 85-88) "if kids need that then we have to do it" (Beverly, Line 76). I guess the biggest impact has really just been to bring that to the forefront of my mind- even the kids who aren't in one of our interventions - thinking of ways I can intervene in the classroom in areas - even the gifted kids - how to intervene in their education.
In the beginning, I don't think we saw what change was taking place and was frustrating. Kids weren't getting as much help as I thought they would need. I see now how many kids had interventions early on in kindergarten. First grade, who either postponed a heavier need like in special education or then close those gaps and didn't need that or they continue to get interventions, but they never needed a larger support. (Mallory, Lines 17-21)

"Just that idea that we can take some weaker skills and intervene and improve them without having to be a part of the whole special education program. It's been huge I think" (Mallory, Lines 21-23). "They get frustrated when they're in whole group, but when we get to that RTI - that small group in intervention - they get the instruction that they need at their level" (Caleb, Lines 90-92). "Sometimes a child just might have
not received enough quality instruction or maybe the right kind of instruction" (Debbie, Lines 52-53).
They really can do some things. We just have to figure out how to access that to add one more thing to it. We can't put our own thoughts on what they need to know in their brain. They're not going to be able to latch on to that. They have no sense or meaning to make with that new information if they don't' have

		a hook in their brain to hook it too. (Julie, Lines 446-450)	
circumstances	Present to Not Present	Most students, especially the ones we're talking about, they come from these different socioeconomic backgrounds. They don't have that opportunity to keep reading after school. Some of these kids have to go home and become the parents. Some of these kids have to go home and fend for themselves. (Caleb, Lines 162-165) "For some kids, because it was the first time put into an intervention, they felt like they were in trouble." (Shelley, Lines 25-26). We have a situation here where a fifth grader started crying because she was getting an intervention letter. [She] was crying because the step-father made fun of kids that go to interventions. So, that was me getting involved, Dr. Baines getting involved, to help her feel better about going to interventions. I think	

		there is still some of that. There is a stigma from when kids' years ago went to interventions. Being able to help our kids through that. (Yvonne, Lines 34-39) It's not just the reading that's probably struggling in our life. It's a team effort. It goes back to a village. Lots of people have to surround that kid. They're probably coming to school with so many other things besides just their literacy abilities that are needing some intervention. (Jeremy, Lines 469-472)	
Social emotional	Present to Not Present	we still have to find ways for them [students with trauma] to operate in a level environment within this context that we call school. Sometimes I wonder if what we do can be more enabling versus solution oriented. (Debbie, Lines 685-688) They're working with students that come from different classes that are also at that level. They feel a little	

			more comfortable - oh I'm not alone in this struggle. I'm also able to learn just like these students are learning, and we're all in this boat together -instead of thinking they're in the classroom on an island. (Caleb, Lines 92-95)	
	confidence	Present to Not Present	Trying to build confidence is a lot of what that time is about as well before you start pushing them into instruction and really trying to present harder text and new information. We are solidifying the things that they do know. Pointing out the things that they do know. Often, they don't even know that they know all of this information. (Julie, Lines 372-376) Just yesterday she said - "I can't write. I can't write anything." I said "Look. I want to tell you that last week when you were in the room and you wrote those five or seven sentences remember I made a copy and I was so proud of it and I hung it up." She's like- "Okay." [She] regrouped herself and put about	

three or four sentences down about the book we were reading. (Julie, Lines 397-401) "our students are feeling more confident because we're meeting them where they're at" (Yvonne, Lines 17-19). I think sometimes - those are the kids that shut down in your whole group. Those are the kids who are hesitant to answer your questions when you're whole group. So, giving them that confidence to go back in your classroom. (Tiffany, Lines 542-544) I think the biggest change that I've seen is that he has some kind of confidence now. I think a big part of that is - once again - he sees other kids who are just like him, and he gets instruction right at his level. He's able to experience
level. He's able to experience success with that. (Tiffany, Lines 141-143) It does make me sad when she said - "I couldn't read. I wish I could

			read that. It must be nice." I'm like - "Oh." These interventions do help, because it gives the kids confidence. They leave happy. They know they're doing something. (Kelly, Lines 149-150) I don't know if it's because they're getting more fluent and they're feeling confident with it. I think that might be it. With my kids, I see a lot of confidence things with them. If they feel confident, they will do so much better. It would make me feel not very confident if I couldn't decode a word on a page. I think once they get that skill down, they begin to feel more confident. Then, they enjoy reading them, because they're reading them fast like they hear some other kids read. (Kelly, Lines 124-129)	
Prevention	Sooner to Later	Present to Not Present	"I think we've caught more students who may have deficits in reading earlier now" (Monica, Lines 17-18). we're getting those students who don't always get caught initially.	

	They slip through the cracks and make their way through the system until they're older and we notice they have big deficits. So, I feel like - especially down here in kindergarten - that we're really noticing some of those students more. (Monica, Lines 18-21) "I think for the students, it's been especially beneficial that we're responding - we're using RTI because they're getting what they need and they're getting it at a lot earlier of an age" (Monica, Lines 21-23).	
	One of my students right now, she's a pretty good reader. She's pretty much on level, but I noticed this quarter that she's having some fluency issues and when we sat down and did our progress monitor reviews, she had a couple of triggers. So, we placed her in an intervention for phonological awareness. (Monica, Lines 60-63) "That we're trying to catch those little weaknesses and fill them in	

before they become bigger problems" (Monica, Lines 86-87). We had too many kids who needed intervention and not enough manpower to teach that intervention. It's like - well, who do you throw [the life vest] to? Do I save this kid, or do I save that kid? They are both struggling, but I only have so many spaces. I don't feel that this year. It's not because we have more man power. It's not because we have more man power sections in third grade. It's not because we have less kids. It's just we have less kids hitting triggers. So, we don't have to choose who we throw the life vest to. It's probably because we had intervention. This group right now, they had intervention definitely in first and second grade and in third
"they're able to more seamlessly transition students from here to there and actually getting more

students out of needin and Tier 2B intervention Lines 723-725). "As a result, I feel like students are receiving interventions, and if stresponding well to that they're often avoiding assessed for special edservices" (Debbie, Line "my hope for literacy is that we continue to students with early into	e more needed tudents are tintervention, being ducation nes 14-16). interventions provide ervention"
(Debbie, Lines 1086-1 "The main thing is inswaiting for students to discrepancy model that receiving those early in (Debbie, Lines 12-14) I just feel like it's hon economical for the distyou're talking finances focus on that early into on doing what we can to that special educative even just from a finance.	estly more estrict to put -if s- to put that ervention and before we get on referral

	standpoint, and a time stand point, and a staffing standpoint, and obviously it's better for the students to have more opportunities and more interventions than just a child's failing- we need to do a SPED referral. (Debbie, Lines 58-63) I think the goal of it is to be more preventative. I see our school do that a little bit more. Now that we're into it a little bit more and more comfortable with interventions, we're starting to look more ahead to - okay, if they're in this intervention next year, how can we support them through the summer and at the start of school next year. So, we can make sure we stay on top of it and not let them fall too far behind. (Kelly, Lines 79-83) "I see it more as a preventative measure - meeting their needs and making sure we're doing everything we can in order to help them be successful in the classroom" (Kelly, Lines 72-73).
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"I think RTI has a great role. I think when you do it with fidelity and you have everybody on board, then, you're able to eliminate many SPED files that probably shouldn't exist" (Jeremy, Lines 102-104). "This is what's happening, and here's how we mitigate this issue and it's not necessary that we have to go the special education route. That's happened, right? Interventions have worked. What do you know!" (Vincent, Lines 192-194).
Are there sometimes that it does lead to SPED situations? Yes, but I don't find that to be a bad thing. I mean if it's the diagnostic nature none of those kids are going into an intervention with the intent of - "Well, they're going to end up in sped anyway. So, we are just going to do this as a step." I've never felt like that. I think in general, we are using it for preventative. It just might turn into diagnostic in some cases when they're not responding

	I think for a lot of kids - even the kids that are kind of in that middle in that bubble, I think in the past it would have been like - "Well, they're close enough to succeeding. So, we'll call it good." Then, the next year it would be - "Well, they're a little bit lower, but they're probably still okay." By the next year it's like - "Oh my gosh! Now, they really need something." We've lost two or three years of time. (Tiffany, Lines 166-170) we use those triggers to identify where those students' gaps are and we're able to get in front of a lot of those things that can help support them instead of not doing anything to support them, throwing them in general education for years and years and years, and then once they reach a certain grade level, you realize they have huge gaps that there's no real way to fill in anymore. (Caleb, Lines 157-161)	
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			I've seen the shift in waiting for students to fail before we could help them to- let's help students, let's accelerate the learning and the places where they're struggling so that we don't have to ultimately just place them into special ed and stay there forever. (Gretchen, Lines 23-26) "[Interventions] are there to prevent failure down the road" (Gretchen, Line 154). if they don't get that phonics intervention in third grade, sometimes we don't see it right away. It ends up looking like that fifth grade student who's getting ready to go to middle school, that's when it shows up. It's weird. (Gretchen, Lines 458-460)	
Diagnostic	Data Assessment Dynamic Assessment	Prevention to Diagnosis	"I also see it being diagnostic since we are using data to diagnose. We're finding out if there's a problem. We're using the specific tests to diagnose exactly what the	

	problems are" (Monica, Lines 87-89). but I think we live in the tension between both. It is for the kids that we think need the special ed services. We've got the data. We've tried this and it's a formulaic systematic approach to - We can set them up well. But for those kids who are struggling, is that very formulaic systematic approach so	
	that they can make gains and you're not really shooting in the dark. (Shelley, LInes 117-121) You want what's best for your kids. I think there's always that - "Oh gosh. I wish we could just move them. This is what I think they need." It may slow down the process, but I don't think it hinders the process. I think it's a good gut check - "Am I doing this because I'm frustrated and it's not working? Or Have I really tried everything?"	
	I think it helps remove the emotion that sometimes you have with just wanting to help this kid. I don't think it hinders it. I do think it	

sometimes slows it but I don't know that thing. (Shelley, Lin Dynamic assessment some sort of intervery you basically province very short-term base can be as short as 1 can be as long as sin weeks/months. The for any changes in I (Mallory, Lines 86-	at that's a bad hes 128-134) Int - you provide ention. To me, de therapy on a his. Sometimes it 0-15 minutes. It ax to eight h, you're looking language skills.
Most of the research points more to dynawhich to me is kind same continuum as a little bit longer. Be provide some sort of There's some with a There's some with a see them for a period see if they responded intervention or not language skills important Lines 76-80) I think they both has interventions preventions preventions.	amic assessment, I of part of that RTI. RTI is just asically, we of intervention. vocabulary. grammar. They od of time. Then, ed to that - if their roved. (Mallory,

then, diagnostically. It lot of research, not just in language there's a lot actually about dynamic RTI being a more effect determine impairments Lines 63-66) "I think we have both I we have a really good intervention versus diag (Vincent, Lines 535-53 I think that RTI has he the gap and narrow down kiddos we actually nee SPED for testing. So, on have a student who has through all of the steps process and are still no progress, then, we come the building data team that that's looking at all of the puzzle and deciding take them to sped. More kids are actually getting whereas before it was	in reading, t of research assessment. tive way to , (Mallory, nere. I think mix of prior gnostics" 6). ped to close vn which d to bring to ow if we gone of the RTI t making e together as It's the s deciding, he pieces of g whether to e of those g identified.
l	g identified. a lot of kids out not many

identified SPED. (Yvonne, Lines 53-59) I see the benefits I see both sides of it. I think that's the beauty of it too, because when you aim for prevention. When that's your goal, you intervene early. You -a lot of times -you prevent that failures down the road. Then, when they've been in intervention for so long, and they've continued not to grow as they should- then you have data to maybe support a different placement- going to that diagnostic nature. (Gretchen, Lines 222-226)	
we are not allowed to use RTI to qualify a student for special education. Certainly, on how we decide to test a student, then sometimes, the interventions play a role. Obviously, as we try different interventions and they're not responding, that might lead to a referral, but we can't use that as our justification. (Mallory, Lines 57-61) "We still have to show that discrepancy. So, we use [RTI] more	

	I don't k in Misso anyone it to place regulatio only a fe are actua special e 150-153 I think i interven somethin said, we over tim growth. diagnost that we'v working "I think too is wi goal, it's not beca	cof is this a good referral" y, Lines 62-63). Know many school districts ouri who are really -if in Missouri -are using RTI . Isn't that a state on? and I believe there are few states the country that ally using RTI to qualify for education. (Debbie, Lines 3) it is a diagnostic tool - ntions can be, because it's ng we are trying. Like we be can make changes to it ne and see if there's any If there's not, it could be a tic tool. These are the things we tried and they're not g. (Kelly, Lines 75-78) the good thing about that then you're writing and IEP s much more targeted. It's ause you don't know what do" (Vincent, Lines 529-
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	"However, we all understand the importance of that, because we don't want to rush to labeling everybody as special education" (Vincent, Lines 171-173).
	"You've honed in on what the problem is. So, your goals can be much more targeted. Because you've tried some things and done diagnostics" (Vincent, Lines 534-545).
	"there comes a point when there needs to be that diagnostic portion of RTI. Maybe there's something else there we don't know about that further testing could give us more information about" (Gretchen, Lines 241-243).
	"I think [referrals] can cause district staff to be overworked unnecessarily" (Debbie, Lines 85-86).
	"Until we know what that is [the right instruction] that the child needs and try various things, various interventions, I think

			sometimes students can be referred prematurely" (Debbie, Lines 53-55). "By the time a child is referred for testing, there should be a whole lot of other interventions that have been tried and that have not achieved the desired results" (Debbie, Lines 57-58).	
Desired outcome	Academic growth Growth as human being	Present to Not Present	I also think that with using things like the assessment wall or like in the reading recovery program we're really looking at growth or progress and so by looking at it in terms of growth or progress we're not trying to like get to the end or get to the end goal or by a certain date we're working towards the end goal but we're not that's not like the finite like okay well you're done you didn't get there. (Julie, Post Interview, Lines 166-170) "It's a good measure to look at how far we still have to go, or which group still needs help, but I only	

think it should be used to inform us not define us" (Julie, Lines 625-627). As a parent, Beth was in a reading program in kindergarten and first grade. She could not get the pieces put together. This is a child who grew up with a book in her hand from the time she was a teeny-tiny baby. Couldn't put it together. Just could not put the pieces together.
could not put the pieces together. By third grade, she had more than made up for that, but without that intervention, I don't know that she would have because it was beyond - even with all of my educational experiences -beyond what I could do as a mom to help her. It was hard, because - "Oh my gosh. My kid's in reading." [laughter] You know it was a blow to my ego. When I look back, she graduated with honors. Above a 4.0. I totally give credit to that intervention those two years she spent in the reading program getting that extra help
because it helped her catch up. As a parent, once I got passed the whole - whoa I could see the bigger

	picture. Now, it was a huge impact for her. (Shelly, Lines 52-61) It starts with what they know. To think that in 16 weeks that a child can go from being behind grade level to being ahead and above grade level with all the confidence in the world to expect more for herself is quite a celebration. That's the kind of thing that I fortunately get to experienced regularly. (Debbie, Lines 129-132) She started in Reading Recovery at a text level three, which correlates to a C in the classroom. By the end of kindergarten, they're supposed to read on a D. So, she was placed in recovery after receiving an OS, and she is currently, after 16 weeks of instruction, which would be considered early on discontinuation, she's reading the text 20, which correlates to a K. That correlates to the beginning of second grade, and	
	the beginning of second grade, and she is writing very enthusiastically with mostly accurate spelling, knows how to help herself with	

	unknown words. (Debbie, Lines 121-127) "We have seen that the process
	works. I don't want to mess with that. With the progress that our students are making" (Yvonne, Lines 224-225).
	"when they came to me, they were this low, and they still can't do this. Yeah. You're right. They still can't do this, but what can they do? Let's focus on that" (Yvonne, Lines 382-383).
	"Improvement isn't based off what one student can do. It's based on what each of them individually do. They're students and they're humans, and we want to see them grow. Growing isn't a number" (Jeremy, Lines 664-666).
	"Literacy interventions- I see -have given students an opportunity to accelerate their learning. The goal is for them to accelerate their learning in a shorter period of time to catch up with the average band of

their class" (Debbie, Lines 105-108). I really talk about - when they'r reading books, reading signs - t work we are doing is going to he them with that. I really start wit their classroom, because they come and they're like - I feel like can read this book now. I feel like can read this a little faster and a little bit better. I get them to connect in that way. (Kelly, Line 135-138)	e he elp h ome te I ke I
There's a kiddo in my group rig now for LLI, and this kid at point in time knows that he can read as well as his peers. Of con there's lots of things going on in home life as well, which is most our kids. When he first started in LLI, he would just say-"I don't know how to read." He wouldn't know how to read." He wouldn't try look at the word cards. He would just say - "I don't know how to read." It's like he had already given the page. He wouldn't say - "I don't know how to read." It's like he had already given! Through his classroom teac coming here, having those talks.	this not arse, in his tof in the late of the late of the late of late

about putting in effort and giving it try, he was in the group with other kids who were at the exact same level as him. I think that helped him see - "I'm not the only one." He is doing great. Is he still really far behind where he should be? Yes, but he picks up the books. He tries. He doesn't appeal to me every two seconds to ask me what a word is. (Tiffany, Lines 132-141) "I think it's beneficial because you see growth, and if you don't see growth, then we try to fix the intervention, change it, and adapt to the child's needs and find something that will work" (Kelly, Lines 52-54). "[Interventions have] always been the best way to see their growth"
(Caleb, Lines 108).
"whether we are using MAZE testing or RCBM - we can see their words per minute go up and being able to set those very specific goals for those students. They can also

Growth as human being	Present to Not Present	"Eventually, I was able to point out to her this is what you read on the first day when you told me you couldn't read. Now, look what you're reading" (Julie, Lines 381-382). I would hope most teachers would always say - when my students	
		see their own growth" (Caleb, Lines 109-111). Obviously using a standard measuring tool, like AIMSWeb, checking their fluency. All of those students have grown. One significant from like 80 words per minute to 120-130 words per minute. You wouldn't think that that would be the effect of learning new words, but because they've learned these new words, and they're able to push through more words as they approach them, because of their familiarity with the words that we're	

				leave my room I want them to be the most effective human being when they leave. That might mean they become a better reader this year. It might mean they grow just a little bit in reading, but they've grown a ton in their social abilities, ability to advocate, and abilities to have effort in life. (Jeremy, Lines 666-670)	
Processes "I think that without it, there would be some kids that would fly under the radar. Then, we might miss an opportunity to get them back on track" (Kelly, Lines 24-26).	Placing in intervention	Data Multiple pieces of information Conversation	Present to Not Present	We have worked really hard to target what students are in need of interventions and determine the best intervention for each student. We use the data trigger sheet to determine who may be in need of an intervention, what diagnostic may be needed and then we use the diagnostics and teacher recommendation to place students accordingly. (Yvonne, Post Interview, lines 243-246)	RTI contribution to closing the achievement gap
"The whole school has a process. It's organized. I don't feel kids get				We also started teaching our phonological awareness program to all kindergarten students this school year. We teach skills one and two and then assess to see who may	

slipped through anymore because we're busy or this or that or oh I forgot to send this email. There's a net" (Ginny, Lines 64-66).		need an intervention. This helps us to determine if it was just lack of exposure for some of them or more than that. (Yvonne, Post Interview, Lines 246-249) We're not playing a guessing game of whether we think there's an issue or not and what we think the issue is. We have a lot more data to provide to kind of guide them	
		provide to kind of guide them through whatever intervention they might need. (Monica, Lines 23-26) "because of those [data], I caught things I wouldn't have caught" (Shelley, Lines 30-31). "I've noticed because of the data I have kids that I put in interventions	
		that I normally wouldn't have. I wouldn't have without the triggers" (Shelley, Lines 8-10). It has made me a more I wouldn't say detailed, but it's made me a better educator because I pay attention to those details that I don't know that I would have - more data to look at. Especially more of the	

standardized data. I'm comparing apples to apples and I'm seeing things that I wouldn't normally see if I were just looking at my anecdotal notes. (Shelley, Lines 10-14)
I think it goes back to those kids at the beginning of the year at first glance that I don't know if I would have put them in interventions. This year I had three or four. Reading with them - I don't know that I would have said -"Oh. These kiddos need an intervention." Because they were doing okay, but the different things we look at -they had triggers. (Shelley, Lines 18-21)
"all students are screened, and further diagnostic assessments are given to determine placement or specific needs of students if necessary" (Debbie, Lines 147-148). I feel like if they had other areas that they were struggling in, then
that they were struggling in, then they wouldn't be placed in my comprehension intervention. We

			would have placed them in LLI or even phonics or vocabulary. So, they have these basic pieces, and now, we're up here. (Yvonne, Lines 355-357) I think if we have that framework, if they're not performing here then, what are we going to do outside of the classroom? What extra supports can we give them to help them get back into the learning that they're supposed to be participating in and helping them be successful? (Kelly, Lines 21-24)	
Movement between tiers	Special Education Tier 2 Tier 3	Present to Not Present	"I think sometimes too because I'm wanting to make sure I say the things I need to say to get services" (Shelley, Lines 537-538). "Tier 2 has not worked. So, she's not shown the growth. We're trying something different. There are a few kiddos that we moved out of intervention at our last progressmonitoring meeting and we're trying the sped interventions" (Shelley, Lines 98-100).	

	A diagnosis doesn't fix everything. All it does is gives you a place to start. It tells you - here's where you are. Just because I get diagnosed with a torn rotator cuff doesn't necessarily mean I'm better. It just means now I know what I'm working with. Now I know what the problem is. (Vincent, Lines 477-480)	
	My students - for instance - I have reading recovery students that definitely at the beginning of the year, they are triggering. They have the most triggers. They go into reading recovery. I just graduated two reading recovery students. They still have triggers as of right now - we just have new AIMS data so that might look a little bit different - and once we sit down and look at the trigger sheet again. They don't need Tier 3 intervention anymore. They need a little bit of phonics intervention, because they still are triggering. They can go into a classroom intervention - during	

	their intervention times. (Beverly, Lines 43-49) we just had a student - two students graduate from reading recovery, they tested out, they're reading on grade level, but we still put them into a phonics intervention just because they came into Reading Recovery and they were weak in phonics. (Gretchen, Lines 105-107) I have this student that's ready to discontinue. Normally, I'd be like okay bye-bye and you're doing great. See you later. That might be the kiddo that you said, but he still has triggers. Oh yeah. Maybe he won't have triggers once the new trigger sheet comes out. I looked at his AIMS scores. Good scores. Running records. All things are lining up like he wouldn't need, but instead of just like you're done. He doesn't need a Tier three anymore, he went to a phonics intervention. (Beverly, Lines 890-895) Sometimes they're strong enough, and they graduate from the
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			intervention, but they come to the end of the 12 to 20 weeks, but there's still some concern that they've had that that intensive one-on-one program, and they've made that growth but they're that high because they've had the tier one instruction and they've had us. So, it's more of a gradual release to put them into group. Then, we'll put into reading group to ensure that they maintain the skills they can be reinforced but it's not as it's not as intensive because instead of being one-on-one it's one-on-five. (Gretchen, Lines 78-83) "you have more information and you refer them on for something else: testing, special ed testing, or maybe a different intervention" (Gretchen, Lines 86-87).	
Exit from intervention	Proficiency Mark Reading Skills Data	No longer receiving interventions to receiving interventions	"there's the target reading level. We're trying to get a little bit above, because then they're able to better generalize to the classroom" (Gretchen, Lines 75-76).	

			"We want them to be firm. We don't want them to stop using the program, and they're still a little shaky. We want them to be on grade level. We want them to be where they need to be" (Beverly, Lines 174-177). "when we get that trigger sheet, and they don't have any triggers, then we'll move them out" (Gretchen, Lines 113-114). "Those are the students when you take the lowest of the low they don't always they don't always make it out" (Gretchen, Lines 88-89).	
Structures	Small group RTI	Present to Not Present	It's better than what we had before you know so I do think getting those kids on our radar and not just looking at them as oh my gosh the students in my classroom I'm a class we teach her and I he's not on grade level here go to the reading teacher or go you know maybe if you have a volunteer or whatever but what more still looking at it like these are our kids what can we do to help these kids I like that [MS1]	

	(Beverly, Post Interview, Lines 259-263) "I think he's really benefited to from that small setting with just the two or three kids in the group and his reading group here has been so small. The conversation he gets to have" (Shelley, Lines 82-84). "there's a lot more accountability in that small group. They can't task avoid or hide" (Debbie, Lines 540-541). I think you're always going to have students who feel very selfconscious about going to interventions, but I think the way that we have it set up, it's not so-"Oh you're below grade level and you're going to intervention." The mind shift. There is a mind shift there. Students don't feel so different Instead of one group of kids getting pulled out pretty much everyone is going somewhere. (Yvonne, Lines 30-34)
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			The interventions that we're offering, I don't feel like the kids when I say - so and so go to intervention - I don't think their thinking of that stigma. I think most of the time, they're kind of excited, because they get to go somewhere else for a little while and be with different kids in a smaller group. (Tiffany, Lines 109-112)	
	RTI	Present to Not Present	"I really think that our intervention model is going in the right direction right now" (Julie, Line 719). With our screeners, it's able to give us a glimpse of whether there's some kind of weakness whereas before, I remember sitting around in intervention meetings thinking-"well, they're a good reader. They don't need any help." I was kind of just passing that off. Whereas now, we are really taking a look at how many triggers they have and whether they really do need more diagnostic testing. I feel like we're a lot more in depth on how we're identifying students, so they're not	

	just left to just the teacher's judgement. We've got some solid data to back that up. (Monica, Lines 30-35)	
	"It gives us that solid foundation and structure to follow as a school" (Kelly, Lines 34-35).	
	some structure to how we respond and how we intervene with kids. I think if we're not intervening with a purpose, it can kind of create chaos. Having that structure in place - such as RTI- can give us some direction. (Kelly, Lines 17-19)	
	"[RTI] gives an even platform versus one classroom may be trying this strategy another classroom trying another strategy. It gives a common bond and a common vision of where they're going" (Jeremy, Lines 27-29).	
	"I think [RTI] brings it into more narrowed purpose and narrows down exactly what students are needing. It's just better for the students. It gives an attainable goal	

			for them to reach and achieve towards" (Jeremy, Lines 29-31). "there might still be some type of hole that needs to be filled. It's something that a lot of them need. It's not a bad thing. It's just something to help them out" (Monica, Lines 55-56).	
Problem-solving	Data-based decision making Grouping students Adjusting Interventions Assessment	Present to Not Present	"I feel like we do a pretty good job now that we've got some - not just screeners, but diagnostic tests. We're able to diagnose where the problem is" (Monica, Lines 90-92). "There are others - like vocabulary that we kind of guess and take what we know best to hope that that works out. We are monitoring that data to see if that is improving their scores" (Monica, Lines 93-95) "You've got good data and you've got good information to make decisions to help" (Shelley, Lines 121-122).	

it's the whole RTI process that we've implemented. When we are looking at data and looking at our data points, we're noticing - "Oh wow! This kiddo is not making progress. What can we do?" and we come together - not just me by myself trying to figure it out - but coming together as a team - coming together with the classroom teachers and all of the interventionists that's working with that grade level or that student coming together and figure out - what can we do to help this kiddo? (Beverly, Level 120-125)
We had first grade classroom teachers and we had the lit coach in there and reading teachers in there and we were just like - "Okay, what can we do now with these kiddos?" Twenty weeks is up. What can we do to continue working with these students, and really making sure that they're firm in that vocabulary? (Beverly, Lines 171-174) I feel like we're not stuck on how far behind they are anymore. I feel

like we talk more about how far they've come. A lot of our discussion, we talk about our celebrations, and it can be very small. It can be very big, but we always start out our meetings with celebrations. I think it's important for everybody to see their work. We are working hard, and we cover our Tier 1 celebrations as well as our Tier 2 celebrations. So, if it's carrying over into Tier 1 and you're seeing this progress. Then, we have to acknowledge that too. We do always start with celebrations, and they're able to share whatever celebrations they want. (Yvonne, Lines 396-402) "It showed that they can still use a little bit of help there. So, we place them there" (Gretchen, Lines 110-111).
If I'm if I'm gonna go talk to a teacher or tell a teacher and have that conversation of you know -I think this kiddo is on his way. He doesn't really need tier 3 intervention anymore. Well, now I

	want to show that teacher and have a conversation about and having more than one. We'll look at the AIMS. The AIMS is looking pretty good. Okay, let's look at oh I gave him a diagnostic and I might give him like the observation survey-obviously if it they're reading recovery, you have to give them the observation survey, but I might just do a DRA just to say just to know real quick. (Beverly, Lines 871-877)	
	"it won't go back to- it was my decision or the other teacher's decision, or the classroom teacher's decision, or we'll have the data, the numbers, to show it" (Gretchen, Lines 115-116).	
	"I think observational comments are a little bit more productive. What do you observe when you're reading with this kid?" (Kelly, Lines 469-470).	
	if a teacher says- well, the data says such and such, but I think Johnny is fine. No, Johnny's not fine. The data	

shows that Johnny's not fine. We have to go back to that. Or it could look -a teacher comes to us and says -oh Johnny is so so so far behind. You guys need to you need to see him, but then I look at the data and the data shows- Well, maybe Johnny's behind, but we have one, two, three, four, five-However, many kids on the data sheet that shows that they probably need more help than Johnny does. (Gretchen, Lines 121-126)
I wasn't here before RTI but thinking about my own school experiences it was kind of the same thing - you were just all in the classroom and no one really sees. Now, there's a lot more people who are involved. I'm able to look at data with my teammates, which is nice. They can give me some ideas that I maybe wouldn't have thought about. (Tiffany, Lines 46-50) "So, I guess in another way - in terms of the school - just bringing more of that PLC - those objectives in, because you are truly working

with your team to figure out the right place" (Tiffany, Lines 50-51). we need to work together to figure out how are we going to make a difference not only this year but next year and the year after that and the year after that. If I can share the things I'm seeing in my classroom, and they can share the things they are seeing in their classroom then, you have all of these situations to pull from the following year. "Oh - I remember when Susie told me in our progress monitoring meeting
pull from the following year. "Oh -
I like the progress monitoring meetings, because somebody's going to start talking - not let it be

		silent. I hope. Our grade level doesn't. We are all like - this is a safe room. We can share what's going on. Once again, not feel like this is just me failing as a teacher but feel like - "Oh wow! Veteran teachers are feeling this way. New teachers are feeling this way. Teachers in the middle are feeling this way." I guess just more of that - somehow it has made collaboration on that easier. (Tiffany, 90-95)	
Grouping students	Present to Not Present	you can have a child that's in a comprehensive group that really is struggling with that decoding piece, and then a child who is really struggling with the comprehension piece, and they can be at the same level that you can put them in the same group, and not be as effective on targeted instruction. (Debbie, Lines 573-576) For example, what we do in reading is we'll do all of the assessments - whether it's an OS or a DRA. Then, if we're looking at group placements, we will actually within ourselves say -well- and this was	

			before we started doing the data team- these kiddos if we have two second grade groups, let's talk about their levels, let's also talk about their reading behaviors, let's also talk about what their strengths are, let's try to group them accordingly as much as possible. (Debbie, Lines 568-573) "taking the DRA2 for example - focusing on trying to pair students within groups of what their strengths are is important" (Debbie, Lines 566-568).	
	Adjusting interventions	Present to Not Present	"There also has to be some freedom for teachers to adapt the instruction that meets the needs of their kids. It's not one-size-fits-all" (Kelly, Lines 779-781). The hope would be that teachers recognize different perspectives when a student comes to see them. If they're not quite getting why, somebody isn't understanding something maybe there's something more to it based on what they're familiar with or what they're not	This is more how decision is made to adjust

	familiar with - especially students who speak different languages. They may have a difficult time producing particular sounds or understanding certain words because they're lacking that background knowledge in our language. I guess the hope would be that we're aware of cultural differences so that we can make adjustments as needed for students who need the intervention curriculum to be adjusted. (Monica, Lines 493-500)	
	I think there are times that the boxed lesson doesn't always work the way that it's intended to. So, there are some times that you can see tweaking the lesson to make it flow better for the students that you're working with and even working with different groups - some of them might catch on to certain lessons and do just fine with them, but then you might get a different group that it's over their head and you have to change the language or change something about the way you're using the	

materials to make it work better for that group of students or that particular student. (Monica, Lines 103-109)
We can't figure out if LLI is actually working if I'm teaching something completely different than what every other LLI teacher is doing. Do I want to go off script from time to time? You betcha, but I do my best to kind of teach it the way it's supposed to be taught. (Caleb, Lines 283-286)
I think while we have a script, we do go off script with a lot of thought. We put a lot of thought into it. We discuss it with others. It's not something I say - well, today I'm going to go off script because I saw they need this. It's - we've tracked a pattern showing what they need. I bring it back to my team. We talk about it and determine what the best thing to do
is. So, you're not just randomly going off script We put a lot more thought into it than we used

	to, and it's a team decision. (Yvonne, Lines 576-581) "I understand the structure, because you can't really know if a program is working and then six different teachers are doing six different things. I understand the control they are trying to have with it" (Caleb, Lines 309-311). "teacher needs to use their best judgment" (Gretchen, Lines 271). "We stick to the basic script, but we do have conversations about - "Oh I really feel like my kids are lacking this and I have this evidence to show that they're lacking in this. How can I tweak this to meet their needs?"" (Yvonne, Lines 573-575). "when you have to make a teacher move and give that particular student what they need. So that would time that I would say that would be like going off-script" (Gretchen, Lines 274-275).
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	"Just based on what I see them do before. Just knowing where the student is. I feel like I can kind of predict" (Mallory, Lines 180-181). "I get a lot of like - Him yawning or Him yawn. So, that's where their language is. At that point, we are working on - He is yawning" (Mallory, Lines 196-197). "I think that running record will mostly show that but then those conferences that you have with them while they read are important too in gathering that information" (Gretchen, Lines 294-296). you know that your students need instruction in another place. Maybe while your conferencing with them while they write. There's also suggested teaching points in there, but sometimes maybe that teaching point that's in there may not be what's most appropriate for for your student and your conference you may decide to go another direction. (Gretchen, Lines 277-280)	
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	"lots of observing. Lots of note taking" (Beverly, Lines 197). "we are still seeing one or two triggers - what can we do a little bit differently with that program" (Beverly, Lines 162-163). "The right instruction for whom? okay. [laughter] It depends on the child. Yeah and every child is going to have different needs" (Debbie, Lines 91-92). They continue to have their teaching mold into how you can best meet the needs of your students. It all looks different for each kid. My lessons aren't going to look the same as the other reading teacher that I teach right next door to. We are going to have different lessons because we see different kids. (Gretchen, Lines 753-756) "It's usually necessary to go off script a little bit most of the time to fit the students that YOU have in that group" (Tiffany, Lines 191-193).
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			"If they aren't making progress, we try to figure out - is it the teacher? Is it the program? Do we need to switch this?" (Ginny, Lines 123-124).	
	Assessment	Present to Not Present	There's lots of tools that Lowell-Mann uses to kind of check a student's ability, but I don't know that I've fell in love with one of them yet. They are just the tools that are provided for us that we use. There's not a lot of flexibility. They're all the same. We are having the conversation about culturally diverse. There is not a lot of diversity in the platform or the stories. They're pretty standard. (Jeremy, Lines 746-750) with what the reading you have to have everything: the reading, comprehension, the accuracy, the fluency. I'm not sure what it would look like, but we would want and with the multiple perspectiveswe would want to make sure that it's just not one assessment on one day.	

	We want it to be over time. (Beverly, Lines 905-908) "There's more than just an assessment that gives us information. I think those are the people in the classrooms every single day that can give us information about what kids need" (Kelly, Lines 786-788).
	the kid that sat next to you for you know ten weeks you're like oh he can do this. Well, can he? You want him to do it. So, having somebody look at or having like even Julie Jacobs come in. We've had her come in, or having Gretchen come in and watch a lesson, or we're just showing them this is what I did. What is he doing in the classroom? (Beverly, Lines 917-920)
	Informally, I do jots at the end of reading. Just seeing their thinking. That is an informal thing that is so much more valuable, because it's every single day. I'm seeing their thinking. I'm seeing how they grow every single day. How they deepen

their thoughts. (Kelly, Lines 857-859) Another one is sometimes I'll have a grand conversation. Like yesterday, I split them up into groups. So, they were in small groups, and they shared in whole group something about a book that we had been reading. I see the conversations, and I see when they are able to bounce things off of each other and are able to add on to something somebody said. I see that they come up with this idea that not even I was thinking of. They're really really understanding this. I think that's the most valuable assessment. (Kelly, Lines 859-864) "When the teacher was showing Ava, she was only showing that one little thing. That's really not her as a
Ava, she was only showing that one

	know that children have a weakness in or that I know would be more powerful impact on reading and writing. I generally start at baselines with students. Then, I come up with a plan on what skills I'm going to target. (Mallory, Lines 120-123)	
	"using assessments to learn what they can do before focusing on what they can't do yet" (Debbie, Lines 662-663).	
	"In reading, nothing's really concrete because unless you videotape them or record them" (Beverly, Lines 705-706).	
	"Instead of the letter of a reading level on the assessment wall, could I show - hypothetically - a running record with the complexity that would show the complexity of text the student is reading?" (Gretchen, Lines 823-825).	
	"If I say a student is independent on a level F, books are leveled differently. Publishers level books	

portfolio migl show that text (Gretchen, Lin "The benefit of can tailor ther	1 ,
I really like loas language shas the retell a for a little bit to piece out a they're reading measures. (Ma "I think when and they're ab through convergeople. I think than a standar	boking at a DRA as far kills. Just because it and has the questions deeper, and I'm able little bit more as g versus some other allory, Lines 659-661) I see their thinking, le to add on to it ersation with other at that tells me more dized assessment or a ment" (Kelly, Lines
more than any	use my own es and running records withing. Not only does hance to speak to a

student one on one, but it also allows me over a period of the see what things they do every time and what things they're progressing, and what things they've gotten better at and so (Tiffany, Lines 1331-1335) [The Observation Survey] as a variety of literacy compone letter identification, word knowledge, concepts about provided with the second correlation of the second correlat	me to single on. sesses onts- rint, ond oit's text. It at -I get vould can ol ext
spelling look? Their phonics knowledge. What strategies a using and neglecting? It just it	re they

	me a meaningful overview of literacy. (Debbie, Lines 1060-1063) We want them to be independent. We want them to be you know where they don't necessarily need a teacher sitting one-on-one with them anymore. [The DRA] gives the fluency, give us the accuracy, and it gives the comprehension. Those three pieces I like for my students yeah. (Beverly, Lines 854-857)	
	we use AIMS Web right now. It's a really quick text where they're reading words. You're catching words to see what they're able to read. I love the fact that it's something that's consistent, but the one thing I wish there was more of the comprehension piece to show what they're retaining. I've had so many students that will read words quickly and make few mistakes, but then walk away and not know what they said. (Jeremy, Lines 739-743) "I might continue to do [AIMS Web], because I kind of like it. It's	

				taken me a long time to get there. Now that I know how to use it" (Beverly, Lines 696-697). Before this progress monitoring, you can have a student for a long time, and you wouldn't necessarily have concrete data to show it's working or it's not. We do assessment. We do running records, but it's just another source of information to show that the intervention is working. (Gretchen, Lines 250-252)	
Implementation "it's really working well for us" (Beverly, Line 65).	Benefits	Time Relationships Awareness Progress	Present to Not Present	"We are able to get them organized and hit the ground running. By August, we are already working through interventions with them and helping to meet the needs of students" (Caleb, Lines 59-61). "if the diagnostics and the data is showing that there's some problems some - you know they're behind or whatever - then our response needs to be fast, effective, efficient" (Beverly, Lines 5-8).	Caleb's school creates more time by beginning the year where the previous grade level left off. Students are able to go into interventions earlier in the year increasing the number of weeks available for interventions.

We can step into a PLC, but we might have ten minutes on a PLC agenda. During that time, we can't possibly talk about all the students on our caseload within a certain grade level. I feel like having data team, having more conversations, and more time set up to be able to analyze students has been beneficial both ways -for classroom teachers and for special teachers -whether it's special education or reading -more time to talk. (Debbie, Lines 37-42)	
Each grade level has it at a different time, which is great. We can go in instead of taking them out of Tier 1 instruction, which we used to have to do. We don't have to do that any longer, because the whole grade level - I don't want to say shut down at that time. They're intervening at that time and the other kids that are not - that don't need interventions obviously are doing other work, independent reading, or whatever. So, I'm not having to take them out of Tier 1 instruction, because our Target Time is when that grade	

			level is intervening. So, each grade level has a different time. I love it. (Beverly, Lines 54-61) "Instead of wasting time - wasting their time - [RTI] helps them and really targets their needs rather than saying - Let's try this and having no why behind it" (Kelly, Lines 20-21).	
	Relationships	Present to Not Present	Some of those kiddos are not able to connect to the instruction in the classroom can maybe connect with a different person or in a different way. I think that is a benefit - that extra relationship building experience that the kids have. (Kelly, Lines 43-46) "Mom likes [RTI] too" (Kelly, Line 66).	
	Awareness	Present to Not Present	"To me what it has really done as an educator but also personally, it has made me think more about those students who need that	

			[different support]" (Tiffany, Lines 36-37).	
	Progress	Present to Not Present	"I think we definitely see a big difference" (Yvonne, Line 23).	
			"I think we are feeling more confident too that we are doing what we can" (Yvonne, Lines 18-19).	
			"We still do focus on progress, and if they're making growth that shows that the intervention is working" (Gretchen, Lines 248-249).	
			"that data progress monitoring is so important. It kind of gives us something concrete to be able to see if that intervention is working" (Gretchen, Lines 233-234).	
			I see kids really struggle with the first read, then with some help they can hold the information, but there really needs to be a point of independence where they read that book with only a couple of problem spots where they really have to	

			stop, and problem solve. You wouldn't to move them up to a harder book if they can't do that with some more independence. (Gretchen, Lines 291-294)	
Hindering practices	Time Assessment Plan does not work Stigma (students)	Present to Not Present	I can't say take the time. My perspective will always be the same since I'm in the classroom. Where is the time? It takes time to learn how to teach LLI. It takes time to do all of these other things that we do that are truly making our school a better place. (Caleb, Lines 744-746) "That is the other thing with intervention. I mean it's short. It's 30 minutes every day. Sometimes kids need more than that" (Gretchen, Lines 245-246). Time constraint is what I'm thinking is what's holding me back from considering that as a top one, because I can't think of something we can do quickly. And I have such a short time - 60-90 minutes a week with kids. So, to make something, and then build a lesson. How long	

	would that - how much time of intervention would I get out of that project before they would be bored and want to move on? I don't have any good ideas yet that would make it - time wise - work out great. (Mallory, Lines 330-335) With that -when you have a child who is that far behind by fifth grade- a lot of times there are task avoidance behaviors and issues that go along with that. So, engagement and following expectations- it's a whole lot to fit into 30 minutes and feel effective. I'm trying. It's daunting. (Debbie, Lines 541-544) "at least 45 yeah. We used to have 45 minutes in early literacy when I first started in reading. Eventually those were weened down just for time sake of getting more students served" (Debbie, Lines 548-549). "it would be nice to have that flexibility to say -this group needs more time" (Debbie, Lines 550-551).	
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	Yes. Give him a diagnostic, but I'm going to tell you which one you need to give them" (Ginny, Lines 58-60). I believe I should be listened to. Sometimes I think the steps overtake the human brain. That's not okay. I think we need to have a	
	happy medium there and still be valued for our knowledge and for our talents. We kind of know what we're doing sometimes. [laughter]. (Ginny, Lines 60-63) For example, you have a kid who his hitting his triggers and we're	
		need to give them" (Ginny, Lines 58-60). I believe I should be listened to. Sometimes I think the steps overtake the human brain. That's not okay. I think we need to have a happy medium there and still be valued for our knowledge and for our talents. We kind of know what we're doing sometimes. [laughter]. (Ginny, Lines 60-63)

It's like well, "No. I can tell you right now it's the phonics. So, give him the PSI." If that doesn't show, then we can give him the DRA, but sometimes we are told we have! to give the DRA even though I know the problem is phonics or vise versa. (Ginny, Lines The running record can tell me a lot more than just if they got it right or wrong or if they need to move up a level. If you are really analyzing them closely, what are the child's pattern of responses? So, over the course of days, are they always struggling with putting blends together at the beginning? Okay. That's something that we need to talk about and bring them back to in their book. (Julie, Lines 690-694) I might also be looking at the Heman and Gentry's stages of reading and writing development to
I might also be looking at the Heman and Gentry's stages of

"I wanted to just say [showing the AIMS Web graph is] hindering right now- where we want to be with Ava. With other kids, that might be really beneficial. If she could do it she would do it" (Beverly, Lines 675-677). to me that was like hindering. So, I stepped in and I said during the meeting I said -"Well, that's one piece that we like to do and you know what we do graph it every single week and and she knows where she is weekly with her AIMS because we progress monitor and the kids wanna know and I do have them graphing but then we put it away and it's in a folder and we don't even talk about it the rest the week because it's just a piece of what we do. (Beverly, Lines 679-684) "[Standardized test scores]
certainly hindered my ability to provide interventions" (Mallory, Line 577). The time I see it the most is what I talked about earlier with our

kindergarten students who
unfortunately the standard of what a
kindergartener has to do to qualify
as language impaired - that bar is
very low. Often times I can see that
they are not talking as well as they
need to. That they don't have the
language skills. Add on to it that
our curriculum is actually kind of
above what typical language
development would be. So, not only
do I see kids whose language
abilities aren't up where they should
be developmentally, they're also
nowhere near where they need to be
in the curriculum. Language skills
that kids need to be successful in
the curriculum is even higher, and
that's across all the grades. Having
to compare to what the standards on
the standardized tests are is difficult
when you know they need more
skills. (Mallory, Lines 577-586)
Skins. (wanting, Emics 377 300)
You can only be able to form a few
sentences, and generally not be
talking in grammatically correct -
I'm not talking small grammar
errors. Basic sentence structure.
You could not have basic sentence
1 ou could not have basic sentence

	structure and still not qualify as language impaired in kindergarten. (Mallory, Lines 605-607) "They're view if they're getting better at reading is - "Did I read more words this week?" It's how we assess them. It's hard to veer them away from that mindset" (Caleb, Lines 368-369).
	I think it hinders their ability in the same way, because we're so hyper focused on what they need to know for those standard assessments that we might teach so much to the standard that we don't think outside of the box and think of other ways to reach those kids that didn't get it the first time. (Kelly, Lines 752-755)
	If I let it get in my head that Johnny has to be reading on a level F or G by the end of second quarter, I might rush. I might skip things that need to be taught if I am so set on that. Maybe for right now that would be okay, but when there's holes - when students have holes,

	they always sneak out. Then, we are in trouble. Then, you're having to reteach things that should have been solidified a long time ago. (Gretchen, Lines 710-714) "I can have that as my goal, but I can't let that be the driver. I have to keep that good solid practice in mind and what my students need at that time" (Gretchen, Lines 714-715). the teacher was bringing up the AIMS graph where it was showing where she needs to be -not the rainbow report- but where she needs to be and where Ava is I go and she's like well I've just you know I just showed it because I want to show her like how much work she needs to do and I'm like oh my god. Okay. So, you just told us that this has anxiety problems. You put that timer on and she's already a mess. I'm just gonna say she is already a mess. I said- so,	
	she is already a mess. I said- so, showing her that graph was probably -not that we don't want towe do we graph every single week.	

		So, she knows where she is. Telling her where she needs to be in showing her that is not helping her, because she can't get there today. (Beverly, Lines 666-673)	
Plan does not work	Present to Not Present	"That's frustrating when they don't make progress and you're doing everything you can. Looking at the data and you know this is what's best for them, but it's still not connecting. It's not going through" (Ginny, Lines 103-105). The biggest drawback I can think of is when it doesn't seem to be working. Then, you have to go back and say - "This isn't working. What do we do now?" I don't know that that is really a drawback. That's just more trial and error. (Tiffany, Lines 122-125) You start the year off fresh. You looked at everything. You looked at data. Hey this sounds good. You talked to people and doggonit. It didn't go the way you thought it would. Just kind of that low point.	

			We didn't accomplish as much as we wanted. We didn't get as far. I'm saying that like it's a lost case. There's been some growth, but not near what you would hope. (Shelley, Lines 559-563)	
	Stigma	Present to Not Present	No matter what way we frame it, the students know that if they're in interventions, they know they're not good at something. They kind of feel targeted. Some of them may only feel targeted. Some of them may feel the support they have in that area. (Caleb, Lines 103-106) My first year in that fifth-grade classroom, they had the DIBELS system that they used. The kids knew. If you had to go out with that teacher, they knew you were a really low reader. If you came with me, because I was just their classroom teacher and that's how they did it, then you knew you were the highest of the high readers. (Tiffany, Lines 102-105)	

	"anytime you leave the classroom, you're missing something. The more interventions you need, the more you're missing of something else" (Mallory, Lines 35-36).	
	The students that do not need interventions, they get to work on Study Island and Tinmark and all these additional sources and sites. I know some of them feel like they're being left out of that extra time or that "free" time they may have in the classrooms. (Caleb, Lines 99-102)	
	"That's definitely a drawback of always wondering what your peers are doing when you're one of the kids in intervention" (Caleb, Lines 102-103).	
	Some drawbacks would be that they're leaving their classroom during a certain period of time, or they're leaving whatever instruction is going on at that time to get that intervention. So, they might miss something that's going on in the classroom, which could put them	

behind in other areas. (Kelly, Lines 46-49) I think an outsider looking in would be like - "Oh. They have to get pulled out of a class to go to a special reading class [whispered]." That's not the vibe at all. That's not the feeling here at all. I think it's a positive thing for the kids. (Ginny, Lines 76-78) A drawback may be for the other students sitting there. As much as I try to give them work that's not just busy work, they're not losing a half
an hour of instruction, but they kind of are It's busy work. They're on Study Island. They're listening to reading on their computer, which is a good skill. Work on handwriting or math. I try to change it every day, so they're not bored with doing the same thing for that half an hour. (Ginny, Lines 92-96) "I think we focus so much on the intervention or the intervening and we forget about the extension" (Ginny, Lines 97-98).

	Collective effort/ Responsibility	Sped Teachers Classroom Teachers Reading Teachers Data Team Different Perspectives Team Approach	Working together to not working together	"Even during that Target Time our SPED teachers are intervening during that time" (Beverly, Lines 105-106). The school has their data team. I feel they're the net that might catch things that I don't see necessarily because of their triggers or I dropped the ball and forgot to bring it up at a kid talk or I feel they're the net to catch it, which is pretty cool. So, less pressure. (Ginny, Lines "You have so many different eyes looking at it. You don't feel like you're alone trying to figure it out" (Shelley, Lines 122-123). "You can't just shut your door and take on all of that burden by yourself. You have to have other people to help you" (Tiffany, Lines 74-75). I feel like we're all in this together attitude that maybe we didn't have before. So, and so has a new student in their room, and they're below	
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	grade level - what are we going to do to help this child. It's more of a grade level discussion. Even getting our reading teachers and our SPED involved in that. (Yvonne, Lines 19-22) "I would say it has a greater impact on the whole body, because if everybody is on board with this, then, you're able to approach a larger body of students" (Jeremy, Lines 22-23). "we're all going at it, we're all in it together, we're all holding hands, we're all getting kids into interventions, and getting them help if they need it" (Gretchen, Lines 103-104). "We need to be working together as a team, because really it is not SPED and intervention, it's like we are all intervening" (Beverly, Lines 104-105). "they're all of our kids. You can't say - 'oh, my kid, my student.' It's	
	say - 'on, my kid, my student.' It's	

	our students" (Beverly, Lines 31-32). "I feel like we have a stake in all of our kids" (Beverly, Lines 590). "Do we have a wait list? We don't have a wait list any longer at our school, because all of our kids that are triggering or below level or whatever are being serviced - somehow, someway" (Beverly, Lines 25-27). At this point in the game we're placing all students into interventions in our building -I can't speak for other buildings- but in our building, in the K-3 grades, we're placing all students into intervention who have two or more triggers. Everyone's getting seen. Maybe -that's always been missing-the reading teachers have never always been able to see everybody. So I think 40% of our first graders at the beginning of the year had two or more triggers. It was crazy, but we can't place 40% of our kids into	
	or more triggers. It was crazy, but we can't place 40% of our kids into Tier 2B or Tier 3, Reading	

		Recovery, intervention. I think that still has always been the case. We've never been able to see everybody we'd like to see, because there's not enough of us. (Gretchen, Lines 130-136)	

So, before RTI - being a reading specialist - it was kind of like the reading specialists job to get kids in and out and respond to them - whether they needed vocabulary intervention or phonemic awareness intervention, or they needed all of those interventions together - all five pillars. (Beverly, Lines 21-24) "I don't feel like I have to take on the world anymore" (Beverly, Line 24). "it's not all about me because I'm not the only interventionist in the
building now. Everybody's an interventionist. Everybody has a part to play" (Beverly, Lines 30-31). "Because we have classroom
teachers now that are implementing researched-based interventions" (Beverly, Lines 27-28). "It's really affected our school, because pays, again, kindergerten.
because now - again - kindergarten teachers are not looking at their kids in their own classroom, but

Tiered Supports	Tier 1 Tier 2 Tier 3	Present to Not Present	"not having to wait for special education services to kick in or begin or testing but being able to respond to a student's immediate need" (Monica, Lines 5-6). "It shouldn't be seen as as this huge deficit like special education, but more like - let's fill this hole you have so you can catch back up where you need to be" (Monica, Lines 43-45). "There's been times when you've tried everything, and you end up with an individualized education plan and that's not working either" (Vincent, Lines 194-196). "That Tier three they're gonna get one-on-one - you know that's the idea -more supports. They would get more time with more support" (Gretchen, Lines 244-245). "I think ideally. When you think about an individualized education	
			"I think ideally. When you think about an individualized education plan, ideally, you're coming up with more - what does this individual	

student need" (Mallory, Lines 113-114). There's a tension in feeling sometimes you're just checking boxes off of a list, so you can say - Well, we tried this. We tried this. We tried this. We tried this we tried this and then, actually figuring out - are there legitimate options outside of special education that we can try. Are we always taking those seriously? Are we always really doing those things
with fidelity? Or Are we just checking off boxes? There's tension in that, right? (Vincent, Lines 173-177)
"The tension exists in knowing sometimes in your gut the very best thing is special education. Sometimes going -well, that's the only thing I can think of is for them to have an IEP" (Vincent, Lines 179-181).
somebody in special education in their environment can make a lot more adaptations than I can when I have students for 30 minutes only -

			only a certain amount and a certain structure that I needed to be teaching in that thirty minutes. (Debbie, Lines 72-74)	
Resources	Benefits Drawbacks Scripted programs	Present to Not Present	As a teacher, I wish I could be everything to every kid in my class, and I can't. Having the privilege that we have at this school to sit and have so many different choices and go - "Okay. This is what I think this kid needs. Can we find a spot for him?" Holy cow. I just love that. The different options that we have. (Shelley, Lines 61-64) So, our school again has implemented Target Time. We had that before, we just were not very strategic- I guess would be the word I would say with - we tried to be. We just didn't know how to be strategic, because we didn't have materials. We tried our best. I remember sitting down at that meeting - what did we have - like 100 things that different schools were using, and our school was probably using a fourth of those	

		materials. Everybody was trying their best, but we just didn't know what we didn't know. (Beverly, Lines 35-41) "Even though the student might be a good reader, I'm able to determine where some weaknesses are and how to respond to those weaknesses using our intervention programs" (Monica, Lines 15-17).	
Drawbacks	Present to Not Present	"[Following a script] doesn't allow you to meet their individual needs" (Yvonne, Line 568). "So, just having more. You can't have more [interventions] unless you have the human resources to it" (Shelley, Lines 1013-1014). "I would say the hands, so we can have more LLI. LLI seems to be the big one. But more LLI more phonics with varied having a greater variance where you're at in your phonics intervention" (Shelley. Lines 1008-1009).	

Scripts/Boxed Programs	Present to Not Present	"I like the scripted at times, because it removes the - "Am I doing this right?" It gives me a script to follow." (Shelley, LInes 161-162). "I think there's value in both. I see the value in that systematic boxed program, and I see the value in more individualized or specialized instruction with on the run teaching moments to accelerate learners" (Debbie, Lines 183-185). "I think there is some value in a boxed program for systematic, consistent instruction with especially when there would need to be less specialized training required for people that are doing the intervention" (Debbie, Lines 174-176). "I think there's value in both. I see the value in that systematic boxed program, and I see the value in more individualized or specialized instruction with on the run teaching	
		instruction with on the run teaching moments to accelerate learners" (Debbie, Lines 183-185).	

	"I feel like those boxes are just to give you an outline of what you need to do" (Tiffany, Lines 190-191). "If that's what a boxed program is, I guess I sort of need that. [laughter] At least to get you started. To get your own ideas off of" (Tiffany, Lines 193-194). "I think those boxed programs are there for a very strong guide that you are needing to follow, so you can see the benefit" (Jeremy, Lines 112-113). I do believe the script is there for a reason, because they don't want you to get too far off from the vision that they have. It's very repetitive, because repetition increases the outcome. The more consistent it is then, the more consistently the	
	then, the more consistently the student is going to grow. (Jeremy, Lines 118-121) When I think about our intervention programs that I feel are researched-	

based, I believe they've reserve how they want those lesson out and the format you shou follow including - although get monotonous - reading the scripts. They have it said the particular way because they found that to be successful in research. Kids respond to it	s laid ald it can ne at 've in their
guess that there's been a lot research behind it not - oh, worked with this child - so we're going to put it in a pro (Yvonne, Lines 605-610)	of this just now ogram.
When I personally as a teach don't have anything to go of way too overwhelming to transfigure out where I need to go Anytime that someone says "You have total freedom. You have total freedom. You total freedom. I want some.	of of, it's y to o. to me - ou can want I want
enough wiggle room where put in the things that are my personality for being a teach don't want someone just to a "Your job is to teach your of comprehension" - because scary. [laughter] Because the	ner, but I say - hild that's

	much obviously that goes into that. (Tiffany, Lines 183-188) "I think we need to not just look at the term "boxed programs," but if the kids are responding, then that's where we need to go. We need to follow the child" (Beverly, Lines 163-164). I think there's a benefit to boxed programs. Especially at the first tier 2 level. Sometimes we talk about Tier 2A, Tier 2B. We have to be cognizant that teachers only have so much time. By providing some of those things that is effective for a lot of children then, I think that it is a good use of our time to try something like that. (Mallory, Lines 100-103) "I think if it was just a boxed program that made it effective, a robot could read it to a child, and they would grow just by the fact that they're hearing it" (Jeremy, Lines 117-118).	
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	"Even in the vocabulary program, it gives you that ability to have that freedom to have that conversation and introduce those words" (Jeremy, Lines 146-147).	
	"While it may be somewhat boxed, I've never had anybody say - "If you don't say exactly what's on this paper, you're going to be fired. If you say "is" instead of "that", then you're done."" (Tiffany, Lines 188-190).	
	"I don't know if there is one program out there per se that is going to meet the need of every student. That's why we have different programs" (Yvonne, Lines 69-70).	
	The boxed programs that we currently have, we have researched those to make sure those programs meet the needs of our students and where our students have those specific deficits. We target groups of students for those. Whereas, the old boxed programs, it was taught to everyone in the class regardless	

			of where they were. (Yvonne, Lines 554-557) I think that they are meeting the needs of all students. Yeah. There are times where we have to tweak it after much thought and discussion, but for the most part I would say yes. They do. We see that progress. (Yvonne, Lines 75-76) in purchasing those boxed programs - they were researched based, we piloted them, we looked and made sure the kids were responding to that intervention - at least the kiddos we had piloted with. They were making progress with that. (Beverly, Lines 148-150) "I've taught two of the boxed programs, and I think they're very thorough. They definitely have a very good hands-on approach to help the kids see - not just telling them, but they can actually see what they're learning" (Monica, Lines 101-103).	
Learning	Professional Development	Need to learn to Learned	"With the CIM intervention and the Reading Recovery intervention,	

Webinar	teachers are continually given professional development by a teacher leader who continues to teach them" (Gretchen, Lines 751-753).
	"I know that one PD that I recently did - it was a webinar. They talked about different levels of growth were more indicative of a language impairment versus just a second language influence" (Mallory, Lines 80-82).

Subcategory	Property	Second-level Property	Dimension	Data	Memo
Learning	Apply learning	Other contexts Other settings Own life	Present to Not Present	"They're gonna go out world and see these things, but we're not connecting it to their school life. Then school- it just starts to seem separate. Then we're not really lifelong learners. We're learners at school" (Kelly, Post Interview, Lines 144-146).	

	We're the ones delivering the curriculum. We're the ones giving the content that we're teaching. If those things are relatable to kids and we provide experiences and resources that kids can relate to and connect to-they can be learners everywhere and not just in school (Kelly, Post Interview, Lines 147-150) we had a kiddo in third grade that decided to write a letter about needing more basketballs. We've had I don't know how many basketballs sent to the school, because she found her voice. She was able to do that. (Shelley, Lines 363-365) "We do have world changers" (Shelley, Line 369). "One of the things we've really been trying to explain to the parents who	
	"One of the things we've really been trying to explain to the parents who are still mad about Envisions four years later is that math is not purely numbers anymore" (Tiffany, Lines 647-639).	

	"I think [sensory varied formats] just helps them see that literacy spans across many different areas" (Tiffany, Line 457). "So, you really like making YouTube videos? How do you find other people's YouTube videos? You have to search, so to be able to search you have to think of what words you're going to search for. You're going to have to be able to type them. If you make a video, don't you want to - you're going to see comments that people wrote. You're going to have to be able to read and understand what they're saying, so you can respond back. They might have an opinion and you might want to give a different opinion - defend what you had	
	you might want to give a different opinion - defend what you had done." All of those skills are going to feed into that. So, trying to take their interests I think. (Mallory, Lines 300-306)	
	we're teaching such large concepts that kind of trickle down into all of these different areas. I think it better prepares them for a different array	

of topics to hit from. Just within these character studies - not only understanding how to learn about the character - connect with those character traits and prove with details from the text, which are
things I've been doing from the beginning. It also sets us up perfectly for character comparison. For figuring out why the author decided to make this character the way that they are. Not that it's preparing you for the test that's
coming up at the end, but it teaches them so many skills that they're able to pull from. They're able to apply it to lots of different formats of reading. (Caleb, Lines 1358-1365)
"I think about the vocabulary intervention where - when you're trying to make an argument or give our opinion when we're doing opinion writing - we have to have the words that will convince the people that we're talking to to agree with us" (Kelly, Lines 350-352).

			"Seeing that you use it in everything. I think the kids see that in school. You have to be able to read in order to read the math word problems" (Kelly, Lines 356-357).	
	Other settings	Present to Not Present	building on - "Oh! I know that word. I've been practicing that word, and let's write that word. And oh wait! Now, I can use it in my writing in my intervention class but wait - now I can use it in my writing in my classroom as well." (Beverly, Lines 190-192) hopefully what I'm doing today that they're going to remember the things we are talking about today in this story. Hopefully, they're able to generalize that into other stories that they're reading, whether if I have them in second grade hopefully they're taking that into the third grade and fourth grade and fifth grade (Beverly, Lines 339-342) I do talk to my kids about how	
			much I read at home and how it's important to read - not just to get	

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			through this book, or not just to get through this lesson, but how they're going to be able to take this strategy or this lesson from the story or whatever we're doing and take it back to the classroom and take it into the next level - next grade level and take it home when they're reading books at home. (Beverly, Lines 350-355)	
	Own life	Present to Not Present	When they step outside of school, making that connection I also need to do it for things outside of school. Trying not to relate it to school is really hard - you're going to need this for fourth grade or you're going to need it for fifth grade. (Kelly, Lines 357-359)	
			"One time her mom said she said - "I wish I could read that." Those external motivations - there's reasons why we read. It's not just in school. Getting them to make that connection" (Kelly, Lines 147-149).	
			They just know I'm going to have to continue to use these things. Getting it to connect - a lot of it's	

parties and stuff like that, because that's the stuff that they're connecting to right now. I think that's really really important that they make that connection right away, so they feel it's important. (Kelly, Lines 387-390) It's so easy to make that connection with that girl. We have to be able to read and we have to be able to decode these words and be able to chunk the syllables and read the whole word in order to read things on a movie screen and everyday life. (Kelly, Lines 347-350) As an educator you get multiple hats put on you. In the area of literature and literacy, you want kids to be successful readers and be able to understand what they're reading, because that's a big piece of growing as a human. Literacy is huge. It's a huge part of our life. (Jeremy, Lines 787-789)	
It kind of plays into the real world too when you're - when you're out in the real world having a	

			conversation with somebody or your listening to them and you're trying to comprehend what they're saying and use it. I think those kinds of things are really important and it is much broader than just reader's and writer's workshop. Seeing that you use it in everything. (Kelly, Lines 352-356)	
Learning how to learn	Self-extending System Learning in Isolation Support System	Present to Not Present	Kelly encourages her student by reminding the student that he/she has strategies to solve the word. "You may not have heard the word before, but because you know the strategies, you can put that word together, and read it." (Kelly, Field Notes, April 25, 2018) "that self-efficacy you know being able to learn how to learn, to learn how to approach something that's unknown can help to carry things over into other environments" (Debbie, Lines 114-116). "What can I teach you today that you can take with you and apply it back in your classroom immediately or tomorrow - not just	

	necessarily just a skill, but a way to learn" (Debbie, Lines 112-114). "I also think that the literacy interventions help students to develop a self-extending system to learn how to approach something that's unknown- especially in the area of reading. What do you do?" (Debbie, Lines 110-112) "It's hard for them at the beginning, but then they'll start to [add more information]. When they get into habit of doing that you just noticed that they start independently writing more" (Gretchen, Lines 319-321). Then, teaching the parents how to help them at home. That's been a big thing for us. On our Facebook literacy page, I share ideas for how to help them at home. I give them lists of books to read. I connect them with the reading through the St. Charles Library or the Barnes & Noble summer reading program. (Yvonne, Post Interview, Lines 224-227)
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				"We also have our parents' information night, and the reading teachers and I give them tips for helping them at home" (Yvonne, Post Interview, Lines 227-228)	
Desir	I	Mindset Learning begets learning	Present to Not Present	Discussion was generated from post it notes. One post it note read - "Bats eat other bats." Tiffany encouraged students to use critical thinking skills. Tiffany read that part from the book indicating the book said - "some bats." She encouraged them to go beyond this one book on bats to find other sources to clarify the questions surrounding bats eating other bats. Tiffany brainstormed places to look when they went to the library. Videos, such as Animal Planet, were also offered. (Tiffany, Field Notes, February 27, 2018) "Kindergartners are pretty easy to talk to about this. Most of them don't have set mindsets about how they feel about reading and writing at this point. Most of them. Especially reading" (Monica, Lines 238-239).	

words. They hold on to that. They're learning in a way where

they want to continue to learn new words. (Jeremy, Lines 62-72) "She just like devours new books soon as you say- "Oh, I have a new book!" "Oh good! I can't wait!" She's just enthusiastic about learning. She's actually asked here first-grade teacher if she can challenge her more" (Debbie, Line 127-129).	as w
interventions are that piece that most of the outside world would call tutoring. They would refer to as like - the student is struggling this area, so, we should get him a tutor. Tutoring isn't really something that's help as much as intervening, so the kid can learn the rest of their life. Tutoring is kind of a catch up to what I'm missing out on. Where intervention is providing them like a building block or a missing piece of the puzzle, so they can continue to for their learning abilities the rest of their life. (Jeremy, Lines 53-58)	on

Deeper Understanding Variety of Texts Variety of Topics Variety of Perspectiv		You're providing them with lots of different types of books and different experiences so that they're seeing a wide variety of things and not things in one narrow sense. You're presenting them with different topics, so they can think critically about things. I feel like it's just common sense that those scientific researched practices kind of have that embedded in there. (Monica, Lines 467-471) a lot of kids do learn to read in those ways because they are culturally relevant for many different kids to learn their own perspective but to see the perspective of others as well, because presenting them with a variety of materials and not just limiting them to one certain text book or one certain thing. (Monica, Lines 472-475) "I think in a lot of ways when you can read, it broadens your horizons. It broadens your thinking. You can read different points of view. You can read different books. You hear	
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				different viewpoints. You think differently" (Shelley, Lines 355-358) We just read <i>Glory Be</i> , because we were doing Civil Rights. <i>Glory Be</i> is a story of two White families that have very different views on segregation. Every day, I had to remind my students it is two White families, because we are all raised thinking if you're White you're for segregation and if you are Black you are against segregation. So, to have them see - no. There are two White families and they were at war with each other over the same topic. I think that opened their eyes a little bit to reality. (Ginny, Lines 332-337)	
Diversity of texts	Diversity	Literature in Library Literature in Intervention Literature in the Classroom	Present to Not Present	"It's being more mindful of the books that I have in my library. That's a very simple thing, but it's very meaningful to kids" (Kelly, Post Interview, Lines 93-95). I hope honestly just practicality wise- I would love to have more racially culturally diverse literature	

that would be my hope that is good literature with good engaging stories that can help us to incorporate it more frequently and maybe a little more systematically. Just that exposure. That would be my hope. (Debbie, Lines 1091-1095) "I would really hope that as our libraries expand and books are provided to us that can have much more of a diverse and culturally relevant stance for the kids" (Caleb, Lines 1403-1405).
"One thing that I've noticed through every LLI book, there's not a single one that focuses on any African Americans" (Caleb, Lines 174-175). it was good that they gave cultural texts for that reason. I think it
would speak volumes if all it contained was students that were white - like a bunch of white kids. Kids would notice that - especially in my group. (Jeremy, Lines 316-318)

			"I would say - at least in my experience - the literature that they pick, they try to pick from diverse backgrounds" (Jeremy, Lines 113-114). Also, I remember in my education classes them talking about finding books that matched race. Then, I found myself going overboard and only trying to find those. So, not going the other direction making sure it's balanced. If I have an African-American child, I'm not just giving them books with African-American characters. I tend to look at that. The Hispanic kids I have in my class, I try to find that, but I try not to only find that. So, just finding that balance. (Shelley, Lines 632-637)	
Seeing self	Movies Books	Present to Not Present	"It's kind of hard to connect to the book or movie or anything that doesn't reflect you within the script" (Caleb, Lines 175-176).	

			That representation is important. Like we talk about the books and the students being able to be represented in those books. It's really cool for students to be represented with the giant movie posters they get to go see. I've gone to see all 14 of the Marvel movies that have come out in the last ten years, but I've never been able to go up to a poster and say - He looks like me. He looks like me. She looks like me. You don't get that. It's important to have that perspective. (Caleb, Lines 997-1002)	
Relating	Gender Ethnicity Race Relevant	Present to Not Present	I feel like we're sensitive to [including relevant texts]. [23:47 - 23:58 pause- last call for buses announcements]. At least here I think we are. I think even more literature that's for boys we've tried to do that. I've tried to order more of that for grades three on up that applies more to them for the book room and things. I think we are sensitive. (Yvonne, Lines 270-273)	

Ethnicity	yes in the sense that I'm personally sensitive to that and I try to incorporate literature thathas and there isn't a lot that we own - but whenever I have a book for example there's one on my desk right now that is about a grandmother who is from Mexico and I found it in the text level that my students are reading at and my ESOL - three of my students are Hispanic -and so anytime I see a book that has a variety of cultures or another culture represented that I can pull into our instruction I do. (Debbie, Lines 997-1002)	
Race	"When I was a coach in Woodlawn, I was the minority there. I really tried to seek out literature that they could relate to. I used a lot of Jaqueline Woodson books and things like that" (Yvonne, Lines 265-267).	
Relevant	"Continue to see opportunities for kids to read about characters that are relevant to their own background and going through things that are relevant to what	

				they're going through" (Jeremy, Lines 763-764). It's not so happy. It's real. It's a real thing. It's not always that perfect - Because of Winn Dixie story or Where the Red Fern Grows -things like that that we grew up reading, but it's more about the real-life struggles existing around us. A fourth grader whose parents aren't home or in prison or whatever are going to have a hard time relating to some little red headed girl that lived on a farm 300 years ago. They probably don't care. (Jeremy, Lines 729-733)	
Communicating	Talking	Effective Ellaborate	Present to Not Present	Understanding that literacy is going to be everywhere. In our world today where you are expected to be able to communicate so much, you're not going to be able just to show this one number example. You're going to need to be able to talk about that example and explain your steps. (Tiffany, Lines 645-648)	

Vocabulary	Cross- curricular Background Knowledge	Present to Not Present	I think that goes back to that integration. Of course, in mind all I'm thinking is - like our math program and how much reading it requires - that's feeding back into that reading and writing thing. The vocabulary in general is what I'm thinking of mostly, because how important vocabulary is becoming in every single area. (Tiffany, Lines 634-637) my little ESOL guy we were reading a book about houses and it said they'll in the living room and he said I don't what's a living room those are things that I would never have thought you know to do vocabulary on a living room I mean and I mentioned that to his mom just because I was saying that he's asking questions which is good because I don't always know what he is questioning like the living room and she goes what is a what is living room you know and so we were like exactly you know it's like he brought to my attention that I didn't know that but if he hadn't I wouldn't have known that I was	
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				wrong and not explaining that. (Tiffany, Post Interview, Lines 168-174)	
Curriculum or Course of Study	Books at the center	Variety Choice Diversity	Present to Not Present	I feel pretty lucky with our units of study. I base most of my interventions on units around a book. So, I've been able to use the units of study, which has been nice. There's a nice variety of books with a variety of interests. I can usually pick based on my groups as a whole - what do I think would best suit them and to the language skills that I want to work on? (Mallory, Lines 125-129) "I think definitely your literature choice and the discussions you have in your classroom can make things culturally relevant and yet you're still fitting your standards in and getting into that science of what you have to teach" (Shelley, Lines 873-875) having those conversations and showing them not every little girl who is alone will react in this way. Maybe they'll react a different way.	

			We read two books where the main character was a girl who had lost in some way a parent, but they reacted in completely different ways. Talking to them about that. Just because this character did it this way, doesn't mean you have to. It's about how this character dealt with their problems and this is how their character dealt with their problems. One was a white girl and one was a black girl. She didn't act this way because she was black. She didn't act this way because she was white. They just reacted differently because they're different people. (Ginny, Lines	
Institutional Racism	Homework Family Values School Values	Recognizing home literacy to Not recognizing home literacy	Kids who are in the program and do the reading and homework every night at home - that's such a huge piece of it and their progress - if they're reading at home or not. If that's part of their family culture - to be reading every night. Some kids it is and some kids it's not. As a teacher, I have to develop my instruction based upon that. Maybe that means having more conversations with parents and how	Ties into un/level playing field and institutional racism - the literacy and background knowledge a school/system recognizes.

			to help their kids. Maybe they don't even know it's important to read at home. Everybody comes from a different place. (Gretchen, 803-808) When I think of culture, maybe values, their family values, what reading is like for them at home. It looks different - not every family - do they read at home, do they not read at home, do they have books at home, do they not have books at home. So, getting to know them as readers, that's really important. (Gretchen, Lines 799-802)	
Create opportunities	Comfort zone Fair chance	Present to Not Present	"our Units of Study, I don't know that I would've chosen Eve Bunting books and tackled some of these things if I hadn't had to for the Units of Study" (Shelley, Lines 884-886). Providing the same opportunities to all of the kids that you would provide to any of them. Just making sure - am I giving fair chances to everyone whether it's based on race or even gender or making sure - did I give a fair	

			chance for everyone (Monica, Lines 323-325) "Just trying to make sure - check yourself - that you're doing the best that you can to make sure everybody gets a fair chance at participating and learning" (Monica, Lines 327-329)	
Whiteness	Representing all Known Seeing	Present to Not Present	The curriculums that are out there and the programs that we are using, we want to be smart about opening opportunities for every background and sensitive to every culture and it's kind of a tough conversation. You have instruction that - it's so hard to have someone speak for you when they're not a responsive teacher. They have to make decisions that affect everybody, and there's always going to be somebody mad. There's just always going to be somebody mad. (Jeremy, Lines 703-707) Everything we do is aimed at what we know as white people. If I develop a curriculum, I'm developing it for what I know,	

			which is whiteness. I'm not in tune to what your experience has been. I'm influenced by the experiences my great grandparents had as rural farmers in the state. I'm influenced by that. (Vincent, Lines 282-285) I have this idea that if I'm going to treat a black student differently because they're black them I'm going to be targeted of being racist. But I also feel they have different struggles than I do and they do have different family dynamics than I do. They have a different life than I do. It's not better. It's not worse. It's different. I feel that I should be changing [my teaching]. (Ginny, Lines 442-445)	
Social justice	Viewpoints Limited Texts	Present to Not Present	a few of the other teachers decided to read the story <i>Glory Be</i> in conjunction with our content for Civil Rights. I didn't get a chance to read it, because I got caught up with everything else. They said it was a great story, because it focused on Civil Rights, but the characters are pretty much all white. A lot of students, as we taught Civil Rights -	

	they thought - MLK talked to the Black people. He got the Black people to make changes. Thanks, Black people. If you were White during those times, you're on the wrong side of things. That's so much not the case. Reading a story like that that's able to shut down the chatter of the things they think they already know and present them a story of somewhat historical relevance. It helps them learn it in a different way. (Caleb, Lines 459-557)	
	"we're the grade level where [Civil Rights is] actually part of our content. So, we get to start teaching it in January and leading into February. That makes me happy but still really not enough" (Caleb, Lines 985-986). a lot of adults think that Civil Rights	
	was solved by Dr. Martin Luther King Jr. and Rosa Parks, because of what they did, the whole world changed. We very very rarely look at what other people did in that same situation - Jackie Robinson,	

	Medgar Ever, Fannie Lou Hamer, The Little Rock Nine. All of these people who helped contribute to getting Civil Rights on the map. Getting that image out there that this really needs to change. (Caleb, Lines 947-951)	
	encouraging students to find other people outside of the big heroes of Civil Rights and highlight their importance. I think that's really important for racial and social justice because they're people that -I can put money on it - I don't think once they leave this classroom they'll hear the name Medgar Evers again. Not on TV. Not from a fourth grade fifth grade teacher. Nobody above. (Caleb, Lines 1061-1065) "It just seems there's always a push	
	to keep it in this little box - this February box. Keep it with MLK, and that's it" (Caleb, Lines 1002-1003). in Germany, they have holocaust museums. What happened during	

World War II and World War I is a part of their real curriculum - not one month secluded for it - history of slavery and reconstruction. The Civil Rights in our country is a huge part of our country. I find it very odd that all of it's scrunched down into one month. (Caleb, Lines 981-984)	
We've been using Eve Bunting books for reading. We were talking about <i>Fly Away Home</i> . We were using it to meet that standard - the central message and how do characters respond and all of that - but it brought up this conversation of homelessness. "Why would she share that message with a bunch of kids? It's a kid's book. Why would the author do that? What was the purpose behind that?" So, then we pulled out a Reading Rainbow and we watched that segment where LeVar Burton is talking about the cents or whatever. A first grader or second grader wanted to know why they couldn't use their pennies to help homeless people. So, they started this collection program in	

New York, and they would once a month go collect everyone's pennies that lived around them. They're kids. So, we talked about even as kids if we are aware of a problem, we can do something to fix it. (Shelley, Lines 863-872)
Opinion pieces. They were able to write about things they wanted to fix or change. It could be my parents need to clean their room to PS4 needs more games to Bank's kids writing about how this person deserves a monument that definitely could be stretched to include more social injustices and things like that. (Ginny, Lines 613-616)
We're kind of hitting [social justice] now with fairy tales. Cinderella's always this nice sweet girl. All she wants is a prince. Someone to marry. So, we're going to break her up and make her into a strong girl. So, we can go out of the box. (Ginny, Lines 617-619)

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Category 3: Academic Press

Subcategory	Property	Second-level Property	Dimension	Data	Memo
Expectations	Grade Level	Pushing expectation to lower grade level Increased Expectations	Present to Not Present	"I really see the expectation level over 25 years - what's expected of students in each grade level has significantly increased" (Debbie, Lines 954-955). If I were in kindergarten now, which I do teach a kindergarten group, sometimes the things that my kindergarten group is doing in their writing - sometimes even in an interactive writing group when I'm working with some of "struggling" learners in kindergarten -they seem to be stronger than some of my second graders were years ago. (Debbie, Lines 950-954)	Expectations versus expectancy
	Expectations	Challenging Rigor	Present to Not Present	"At the same time, not changing them when I feel like it's going to be a challenge" (Jeremy, Lines 161-162). I would only change it if I knew the stem has enough - it's almost too easy - I might challenge them with an	

			additional word that I may bring in from a different vocabulary lesson the week before or two weeks before. (Jeremy, Lines 163-165) "I would not like to bring the rigor down any further - especially with the group I have this year" (Jeremy, Lines 165-166). "I try to only change it if it's going to make it more challenging or something that's not going to affect the meaning of it" (Jeremy, Lines 168-170).	
Seeing potential	Expectancy Possibilities	Present to Not Present	"I have an opportunity to make a huge impact in students' lives. For me personally, I don't have negative views of struggling readers, because that's what I do. I see the possibilities. And I love them" (Debbie, Lines 655-657). "I don't I don't really use [negative labels]- that's what I do. I don't view it as a negative. I view it more as to be really honest as an opportunity" (Debbie, Lines 653-655).	

Standard Community Teacher Assessment School System	Low to High	I think there's different schools of thought on that. My old school of thought prior to all of that was that I wouldn't recast it. Then, I would let it go and say that was the way a talk in their community and I wouldn't correct it. That's not a school expectation though. That's not a job expectation. If you go into a job, if it's a grammatical error type - not an accent - you're talking about dialect - language/grammatical type of errors, then, that's usually not job acceptable. It's not acceptable in writing when you turn in essays. While it's not a disorder, it probably would be appropriate to correct it, because there's the Standard American English is the expectation of the curriculum and the job world. So, you would recast in that situation. (Mallory, Lines 540-548) saying 'aks' instead of 'ask' that is something that I would always note. Let's say it's the same student every single time that says that. I might make a note to myself - need to help say the word 'ask' correctly. Now, I'm like, but that's not something for me to	
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	correct. I feel like that's a cultural thing now. Or dropping endings off of words - especially with my ESOL kids and things like that. That's probably something that I'm going to note, but knowing that child and knowing their background, that may not be something that I may necessarily hit heavy with them. (Tiffany, Lines 1337-1343)	
	I just in my mind - I just thought I was following a rule that this was the way I was trained. If you see these, that's what you call it, and it's not a language impairment. I really hadn't taken the time to put myself in anyone else's shoes to see that that sounded like I had a different expectation. It was how it was taken - that I had a different expectation for that student because of their race. (Mallory, Lines 499-503) I believe the accountability as far as	
	what you're expecting from a certain race or a certain socioeconomic class to all be the same - to all be on the same platform - I think it is kind of silly to expect everybody to be in the	

same place when they leave. (Jeremy, Lines 645-648) We don't often consider too - a lot of those cultures don't cater to outside the bell curve students. If you're outside the bell curve, you're not in a general education population. You're tracked in a different way. Ninety-nine percent of public school students take a test, and it counts. Only one percent gets the alternative MAP test. Ninety-nine percent of our students - regardless of where they are on the intellectual educational spectrum - they're test scores count. I don't think that's the case in every culture. (Vincent, Lines 258-263) you know sometimes even I feel like a child that is receiving reading services-
I might be communicating the child is reading at this text level and has gained

				a lot of literacy ability, and the teacher isn't expecting the same from them in the classroom, because they couldn't be on grade level now, because they're receiving reading services. (Debbie, Lines 420-423) Sometimes I feel like they -some teachers- can even have that perception for students receiving reading services-especially Reading Recovery because they're assuming they're the lowest. It might just continue to have them in a lower group even if I'm communicating every week this is the text level we're on this week. This is the text level we are on that week. They're in my low group. I think there can be a bias even sometimes inadvertentlyfrom that. (Debbie, Lines 423-428)	
Standards and Standardized Testing "All that I hate" (Yvonne, Line 498).	Measuring Success	Measuring success Making to work Digging into data Comparing to others	Present to Not Present	"Of course, they're going to want results. So, how do I know if they're excelling? Listen to me. Trust me. I'm a professional" (Ginny, Lines 559-560). Even though I might get a student reading a text level one and by the end	

of the year I have him all the way up to a 14, they're still reading below level. So, all it's showing is that my student is reading below level. It's not showing all of the great work they did to get 14 levels. (Julie, Lines 600-603) "I also feel like we should be measuring the progress the students are making. Not just did they pass or fail" (Julie, Lines 605-606). Maybe a student in third grade made all of the progress in the world - made all of the growth in the world - but still might not be on target when taking the [state] test. On that test, it would show that student failing, or Basic, Below Basic - not meeting. If you're looking at a growth model, that student could make a ton of progress, and you would never see that. (Gretchen, Lines 695-699)
"I think it can hinder if you're only looking at it in one way. That kid got 65%. They failed on this part. That's all I need to know. Well, that's going to hinder your ability to help anybody" (Tiffany, Lines 1247-1248).

		In our desire to reform public school, we're to figure out what to do with public school. At some point, it became really important how we were doing on these standardized tests. That would be a measure of our success -if we were making it or not. (Vincent, Lines 248-251) "I can use those standards to guide me, but I can't let that be the end of the end. I can't let that be - you know - a student's a failure if they don't make the bar" (Gretchen, Lines 699-700).	
Making to work	Present to Not Present	To maintain being a teacher, of course I have to follow the policy. However, I think as any educator, we have to remember that those scores we are getting on standardized testing are not the sole make up of our students. For my teaching in particular, I feel like I have to find a way to make those two converge a little bit more. I know they're on completely different sides, but I still have to give the standardized test. I still have to follow the practices that have been put into place for our	Yvonne states some students did not receive the instruction in third and fourth grade and scored poorly on the gradespan test.

	school, but what I can do as an educator of my specific students is to understand within my lessons and within my day I'm going to have to make changes depending on what their progress is minute by minute instead of just these three times a year, (Tiffany, Lines 1204-1212) We may look at the standards we fell down on and work to address how we cover those. Our teaching of those - like we did with science last year - the year before last. We did horrible in science here. We talked about how to increase a better understanding of it. It really tests third, fourth, and fifth - well, they're forgetting what they've learned in third and fourth grade, and we may have students - a lot of	
	learned in third and fourth grade, and we may have students - a lot of students - move in and out. So, they may not have been with us. So, in fifth grade - last year in fifth grade they did something different about reviewing those. They went through - each classroom did a different topic, and the classes switched each day for a couple	
	of weeks. It may have even been one week in April, and it just reviewed those specific topics. We did much	

		better. Considerably better. (Yvonne, Lines 513-521)	
Digging into data	Present to Not Present	They do provide some data -right. The best thing I think that we've done is not just look at the overall picture but start to look at how these sub-groups doing. I think that's been an important piece. Not just to look at the aggregate but is there growth amongst the ones who don't necessarily fit in the box. I think that's been a really important piece of interpreting those results. (Vincent, Lines 251-255)	
Comparing to others	Present to Not Present	"Society - they system - still just looks at the overall score. Then, compares us to the rest of the world for whatever reason. I don't even know how much that matters" (Lines 255-257). Well, RCBM scores will come out. I'm not afraid of - hey, this is your post it. This is what you got. We're going to set a goal for the next time. Kids kind of float around and peek over everybody else's shoulder. Oh. I got 48 words per	

			minute. He's got 100. You can immediately see them defeat themselves. You can immediately see them spiral out and recognize - Oh. I'm not as good as the other third graders. (Caleb, Lines 144-148) "I look at like the observation survey as a standard assessment, because it has national stanines that help us look at how our students are falling nationwide in certain literacy sub-skills" (Debbie, Lines 929-930). So, standardized testing has never worked for me. Ever! I got average at best. It would always be weird, because I always felt sharper [finger snap] than most, but when it came down to the [state test] we had to take all through high school, elementary, and middle, I was always average. (Caleb, Lines 1214-1217)	
Usefulness of Standardization	Whiteness Whole child Accountability Pressure Usefulness	Present to Not Present	"Every time I've read a test, it made perfect sense to me, because that's the world I came from. The test was created in my world not their world" (Vincent, Lines 422-424).	

Whole child	Present to Not Present	I think sometimes when we take these standardized tests, we don't get to see the whole picture of a kid. I know some days they're on. They've got it. Then, other days, they're not. So, on that test day, is it really fair to measure a kid's success by that one day when they took this one test and the passage was written this one way. You had to click this one answer, and it had to be the right answer. (Kelly, Lines 735-739)	
		I think sometimes with getting grades and getting kids where they need to be and though sometimes I think we forgot about that. That these kids might just need a little extra love -you knowalittle extra TLC. (Beverly, Lines 1017-1020)	
		That test is not going to give you the big picture. Especially in this school - it's about their home life. They're not going to do well on this test because guess what he was just taken from his home last week. Think he cares about this test right now. No. He's trying to	

	figure out where he There's just so muthat test. (Ginny, I	ich more to a kid than
	big picture. Especit's about their hor going to do well of guess what he was home last week. This test right now figure out where he	ich more to a kid than
	wash. You drive the	nking full service car hrough and just get d, or you can really give it some love.
	inside. I mean you the outside, which - that's what we're You're trying to m front of people, m front of people, bu	rior and what's on the can always try to fix is in school systems

		inside. (Jeremy, Post Interview, Lines 85-91) If you're worried about the outside looking good, the inside maybe just have all kinds of baggage and stuff going on in it. If it's not pure and being taken care of as well, eventually it affects the whole thing. No one's gonna use a dirty cup, and the same way a student is not gonna be fully effective if the inside of who they are is still not being taken care of. (Jeremy, Post Interview, Lines 128-131)	
Accountability	Present to Not Present	When we would do [state test] practice and we would give them a big booklet and we would practice doing sessions I felt like using that time for practicing for a test versus being able to respond to kids through interventions and through differentiated reading groups was just not valuable. It is a waste of however many days. (Monica, Lines 438-441) "[state test practice] really took away from the time you could be responding to what they actually needed" (Monica, Lines 441-442).	

	I just feel recently that everything we've been doing we're stuck in a rut. We're stuck in a box I feel like it's the exact same thing every day. We're trying to do it with fidelity and all of it. (Ginny, Lines 607-609) "I think you're held accountable for certain things. You always want the best outcome. As an educator, you're always held to this accountability of tests. It's kind of the way it's always been. It's still going at this rate."	
	been. It's still going at this rate" (Jeremy, Lines 643-645).	
	something that could be to the best of their ability a measurable expectation for a ten-year-old in the fourth grade but knowing there will be students who do not meet that goal based on life circumstances and natural abilities and other things like what does it look like to hold them accountable. (Jeremy, Lines 708-711) "To actually have legislation and money or finances tied to it that makes me worry because schools can be making a lot of progress and still not	

		get to that benchmark set forth by the state" (Julie, Lines 610-612). the resources provided to various school districts whether it be from state federal or local are all different. So, we might be spending \$10,000 per child and another district is spending \$15,000 per child. More than likely the district spending \$15000 probably has a smaller classroom to teacher ratio so they might have more hands on with the teacher. So that's impacting them, but that's not necessarily setting the score fairly for the districts that are not as privileged financially and such. (Julie, Lines 612-617)	
Pressure	Present to Not Present	"I think it's frustrating. It always has been frustrating. I'm very thankful to not have to give the state standardized test anymore, because you felt so much pressure to practice a certain way" (Monica, Lines 422-423). I mean even when we're looking at our aims results I mean our kindergarten teachers didn't have the best aims results in winter and multiple meetings and I'm sure the teachers are like you	

		know I'm trying my best so we we do put pressure on the teachers. (Beverly, Post Interview, Lines 151-154)	
		Let's do this to make the score on the test go up when you're really thinking as an educator, I don't want to practice writing this prompt or answering questions - multiple choice questions - about reading. I would just like to spend that time working how I've studied to help kids to become better readers. I did it because I was told to do it, but I never enjoyed doing it. I think it definitely puts you at odds with what you know - what you've learned through years of school and practice and your actual job and professional development - it definitely puts a riff between what you know you should be doing to be an effective teacher and what you're being told to do so that score on the test will go up. It's frustrating. (Monica, Lines 424-431)	
		A lot of that art is gone. As a teacher, it's one of the reasons I fell in love with teaching, because you get to do a little bit of that. You get to be creative. You get to think outside the box. I think the	

expectations are so high you lose that. (Shelley, Lines 850-852)
"You need to have structure and you need to have things in place, so every child gets a good education and a comparable education. Just trying to get find that good balance. The art of teaching is a science." (Shelley, Lines 854-856).
"As a teacher, I want to make sure they're moving forward, and when they don't, I think you carry that personally. A lot of teaching is a heart thing" (Shelley, Lines 550-551).
"I don't think it's because I feel pressured by [the principal] or by Yvonne or even the team that she has to be at a certain level before she moves on" (Shelley, Lines 553-554).
I think probably our principals feel pressure, but they don't share that with us. I mean there are times where I've sat in meetings where we go over scores - the district scores - and I feel like - Ah! We are like last or second to last or third to last again. But we've

	made so much progress, so trying to put that into perspective. (Yvonne, Lines 537-540) "The tension or the pressure that we talked about isn't from the test and it's not from the school system [walkie talkie blares] itself" (Vincent, Lines 247-248). I think it gets us to focus more on making sure they learn all of these things and get them in by the end of the year instead of really sitting down and looking at the kid sometimes. For my own practice, I try not to do that.	
	I think there's so much more value in conversation and in everyday activities and everyday interactions with kids. But in our mind, I feel like it's a weight for teachers, because they know they have to do this, but it might not be the best thing every day to focus on for the kids. I think it's hard. There's a balanced that has to be had. (Kelly, Lines 739-743)	

Usefulness	Present to Not Present	"I don't know what else to say about that. I don't know how to change it, because we do need to have a set of certain skills that they need to master and a standard way of looking at" (Beverly, Lines 636-638). we don't really do a lot with our MAP scores at this level, because we take into account their daily work - how they respond to instruction in the classroom. We have our benchmarks that we do, and we look at the whole picture. It's not just one measure we use to determine progress. (Yvonne, Lines 508-511) "I honestly couldn't tell you what the	
		[state test] scores of individual students are in our building. Those are not typically shared with me. I have the broad picture of where they are" (Yvonne, Lines 511-513). Yesterday, I put a pause on what I was supposed to be teaching, and we had a really big conversation about a book. It got a chance for other kids to talk to each other and share their ideas and really have some think time. I feel like	

	that shows me more about what a kid knows - how they think about a book - instead of them sitting down, reading a passage, and clicking an answer. (Kelly, Lines 731-735) "I think of standard assessments as things that help me to drive instruction" (Debbie, Line 928). [referencing the OS as a standard assessment - lines 926-928) It cannot naturally work. I believe they know that. This is where I have the hard problem with it. I'm not in the position, and I don't have the framework to think of any other different way to get their job done. I don't know how to compare students that come from different schools, from different states and see who's going to actually be the best fit to be admitted to Harvard next year outside of them taking that ACT, outside of looking at all of the extra-curriculars they did in high school. The system is broken, and I don't know how to fix it. I do know this is not the way to do it. (Caleb, Lines 1300-1306)
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		"For me, standardization really set me back in education" (Caleb, Lines 1224-1225).	
		None of those extra accomodations that we'll make as educators or that the school district will make factor into that last standardized test that they'll have to take before they go to college. For me, it's illogical. The things you are saying about how it's detrimental and definitely the enemy of education the enemy of our profession, I believe whole heartedly, because there is no standard way of learning. So, how could there be a standard way of testing? (Caleb, Lines 1244-1248)	
		Most importantly, I can do all of this teaching, all of this individual-based goal setting, all of this worry about you staying in your lane, but then I know it's a farce, because in a couple of weeks, my kids are going to have to take the [state] test. Then, everybody's in the same lane, and you should be looking at who's next to you, because that person who's going to test better than [you] on the ACT, they're going to get that scholarship money that you're	

			not going to get. They're going to get admitted to the college that you're not going to get into. That's going to put you at a disadvantage. Sure, I've set up this pathway in your brain that you should focus on you and worry about your own growth, but we're all supposed to get to the same finish line together. (Caleb, Lines 1273-1281) able to do the rest of our lives. I was a 3.3 student in high school. Perfect attendance all four years. Four-year wrestler. Two-year football player. None of that meant anything because of my ACT score. None of that meant anything because all got to that finish line - even though I put in all this effort and did all of these great things - because there's this one standardized format that you wanted me to show out	
One-size-fits-all	Legislation Fitting in a box Teaching Level playing field What is important Accuracy	Present to Not Present	"Pressure. [laughter]. Yeah. Pressure that I feel, because if I have students that are on a SB319 - fifth graders - and I'm excellent at early intervention and this is very late intervention" (Debbie, Lines 514-515).	

			I would love for somebody to be making the laws that is in the classroom and in the thick of it and not just in the classroom at Ladue, but in a classroom like here or in the city seeing what it's like every single day and how many other things are going on and how we can meet their needs - not just academically, but emotionally and socially. (Kelly, Lines 781-784) through, it showed that I wasn't a student worthy of being accepted to [the state university]. I wasn't worthy of being accepted to any school that was really outside of Diversity City. That limited my options that I had. It's going to impact me the rest of my life, because I wasn't good enough to get that scholarship money. Because I wasn't good enough based on the standardized test, I had to take out more college loans. (Caleb, Lines 1282-1291)	
	Fitting in a box	Present to Not Present	"Kids don't fit neatly in a box. Strengths and weaknesses of individual needs sometimes can get trumped by	

	labels as well" (Mallory, Lines 363-365). to put everybody in a box and make them feel like that's the way you're supposed to live your life. At least, I would take it that way. To believe that everybody has to be the same. People are made as different human beings. (Jeremy, Lines 802-804) "The box that we're trying to get them into is pretty defined. When we can't get them into that box or that section of the bell curve, we all end up a little bit befuddled. I think" (Vincent, Lines 196-198). Most kids are able to do that within that 80% degree of success. But the 10 and 10 leave the rest of us really scratching. What it feels like to me is that we're trying to take the 10 and 10 on each end of the spectrum and try to get them into the middle instead of maybe expanding the scope of what we're expecting education to look like or what our desired outcome is. (Vincent, Lines 208-212)
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I feel like there's these high stakes tests get us to try to teach these kids things that they might not be ready for. At their age level, they're not even supposed to be knowing some of these things or being able to do some of these things. (Kelly, Lines 726-729) That's what we teach them, and that's the problem with some of the laws that are made. Holding a student to an accountability that they may not reach, or they may not need to be reaching at this point either, because it's not the right thing they need to be achieving. (Jeremy, Lines 676-679)
In the broadest term, it feels like the system - public education in our country - is set up to get as many people into the middle of the bell curve as we can - or into the box that says here's how you're supposed to learn, here's how you're supposed to regurgitate information, here is how you prove that you understand information, here is how I will know that you have succeeded or that we have succeeded. You will complete this standardized process -whatever that it

		may be- that is aimed at the 80%. If I can get you to succeed in that, then I can say - we've succeeded and you're ready and we turn you loose on the world. (Vincent, Lines 213-219)	
Teaching	Present to Not Present	I try to keep some sort of balance. I keep the standardization in mind, but I also try to keep in mind this isn't how it works for every single kid. So, I have to present it in different ways. (Kelly, Lines 743-745) Unfortunately, if you're just following standardized - that's what you're doing - making up your lesson plan that you can use for the next 20 years. [laughter] Not accommodating for any differences. If you're only using differentiated instruction and that kind of thing and you're not doing any of those standardized practices, then you're not doing what you're supposed to for the state. I guess for my practice, understanding that one thing isn't the end all be all. (Tiffany, Lines 1222-1227)	

"I think it can make it harder to respond to students' individual needs if you are focusing on that one score. It could impact that if you let it" (Yvonne, Lines 563-564).
when we are thinking about RTI, I'm thinking about where the students need the most help where they can get the intervention right there and helping them right there. That might not that might not mean getting to the standard. (Gretchen, Lines 725-727)
In my instruction, it's always important for me to go back to what my students know and what they need to learn next. For my state legislature, they need to understand that that may not be - for a fourth grader - may not be a fourthgrade standard. (Gretchen, Lines 756-758)
I mean it it's hard because I know what they're saying, but I don't know how else how else. What do you do to change that? Unless you have a group of people that are in on that standardization that can bring different perspectives to that standardization,

		and right now, when I look at my books on my shelf I don't see a culturally diverse group of people that are telling me how to teach reading. (Beverly, Lines 631-635)	
Level playing field	Present to Not Present	it's not a level playing field I think we just have to remember that when we're working with our students. When they come to us, and they walk in that door, they're not all coming from a level playing field. (Beverly, Lines 1015-1017)	
What is important	Present to Not Present	That's from a really basic standpoint of school success based on your graduation rates, your test scores, your attendance, what else. Those are the things the Board cares about. Those are the things the state cares about. Those determine the grade you get as a district. We have in our building - other buildings have them too- We have a lot of Asian and Middle Eastern families in our building who spend a lot of time in their ancestral home during the school year [intercom blares for the assembly]. We have a lot of students	

scl to It's the do typ the thi say wh ne scl rat Th mi rea em the be 31 No the Fa go qu	cho miss like four weeks in a row of chool, because their family goes back o visit family. It's just what they do. It's a culturally appropriate thing for them to go back home. Those students con't fall behind academically prically. It's not an issue that hinders them in any way - just an attendance thing. Instead of looking at that and the arranged of looking at that and the arranged with a bump on an attendance of the chool, so it's a bump on an attendance atting and lowers and attendance score. There's a negative connotation behind the arranged view that says- Let's enbrace the cultural expectations of the people in our student body and just the okay with that. (Vincent, Lines 304-17) There's a family goes back of school with the control of the people in our student body and just the okay with that. (Vincent, Lines 304-17) There's a family goes back of school with the control of the people in our student body and just the okay with that. (Vincent, Lines 304-17) There's not be a Fannie Lou Hamer will be something about King George	
III	I, because he's important to our alture. It's a difficult line to balance	

		between getting them what they need versus preparing them for what other people need. Yeah. That's a tight rope. (Caleb, Lines 1327-1331) We want to see that progress being made, but she can't right now at this time be there [average]. [So] showing a visual - I don't know. I felt like it was kind of like almost rubbing a little salt in the wound with the parents. You know? It's like - "Well, we want her to be here." Okay. Well we do, but let's just look at Leah's graph. Her own graph, because that's really to me showing whether she's making progress or not - not necessarily like looking at the standardization, and that's what the classroom teacher was doing. (Beverly, Post Interview, Lines 7-13)	
Accuracy	Present to Not Present	In our desire to reform public school, we're to figure out what to do with public school. At some point, it became really important how we were doing on these standardized tests. That would be a measure of our success -if we were making it or not. (Vincent, Lines 248-251)	

Scientifically-based	Getting results	Proficiency Proven	Present to Not Present	When I'm thinking scientifically-based, to me that means that it has been used over and over and over and been proven to get results. It has proven to show that every single child is going to have some kind of progress if you use this scientifically-based literacy or scientifically-based instruction. (Tiffany, Lines 1271-1274) What it seems like it ends up doing like in real life in a real-life situation - it seems as though scientifically-based has become less about make progress for everyone and more let's do this test and see what percentage that child comes out as. (Tiffany, Lines 1274-1276)	
	Research	Scientific method Variables Proven Classroom level	Present to Not Present	The long-term effectiveness of things - sometimes I really struggle with that piece because if a student learns something in first grade, but we are looking at it and still wanting to see a transfer over a couple of grades later to see if that is still working, I struggle with that. I don't know that there is always a direct correlation from one grade to a grade or two later because	

	there's so many other factors that come into play: homelife, teacher, teacher style, curriculum changes. (Julie, Lines 651-656)	
	When I look at the scientific process, I know there are a lot of controls in experiments. Lots of things with the same format for each of these - like if you're trying to figure out which plant is going to grow the best under different types of sunlight, all of those pots have to have the same amount of soil and the same type of soil and the same seed and receive the same water. The only thing that can be different is the sunlight that's going to come in. That's never education. We can't have this scientific-based research with something that has a spectrum wider than this school of the different controls that will not be available for that student's experiment. (Caleb, Lines 1264-1270)	
	Whether mom's not there, dad's on drugs, somebody's in jail, they were abused at some age - there's no perfect potted plant to conduct this experiment with. So, to apply that to education is	

	very counterproductive. It does not make sense for what we as educators need to do. (Jeremy, Lines 1270-1273) "Those boxed interventions that we use are well researched. I think that's important" (Gretchen, Lines 747-748). "The CIM intervention is very well researched as is Reading Recovery. It's been researched for years. It continues to be researched" (Gretchen, Lines 750-751).
	If we want them to say that it's scientifically based, and you want that to be part of it then that means it needs to be researched andtried and proven with all different backgrounds of students with all different varying culturally. (Beverly, Lines 747-750) "when I think of scientifically based I think of science behind it -numbers behind it" (Beverly, Lines 744-745).
	"When we are thinking about scientifically-based, to me that means well researched" (Gretchen, Lines 746-747).

	I think people are actually in the field, and they're in it every day. They're the ones in the classrooms teaching the kids, and they're trying these types of instruction out on a daily basis for a long period of time, collecting data, seeing growth, analyzing individual students - like how it's worked for this student. Why or why not? Why we think it has worked. Why we don't think it works on a certain student. Changing things. Fixing things and tweaking things to make it better. (Kelly, Lines 770-775)	
	I think somebody's gonna need to run it like Barnett University. Like somebody is gonna need to somehow take over that data and compile that data, so we would need somebody doing that. But it could be in a classroom. It's gonna have to be in a classroom. Shouldn't it be in a classroom, [laughter] It should be in a classroom, but somebody over overseeing it could be like a grad student or somebody, but then needs to go back to the classroom. (Beverly, Lines 756-760)	

			"we need to turn to the research and see what has been significantly effective" (Mallory, Lines 628-629). In my mind, scientifically-based is maybe what you would start with to get a good base of where your instruction needs to go, and then, it would branch out into - well, this has been proven to help this super subgroup, or this has been proven to help this group of students, or once again, this has worked in my classroom with this child every single time I've tried it. (Tiffany, Lines 1276-1280)	
One-size-fits-all	Formulaic Programs Individualizing	Same to individual	"Scientifically-based to me means there is a formula that A+B=C. That's great and science is great and there's a place for that, but with kids A+B doesn't always equal C" (Shelley, Lines 810-811). It does help create a program across the board. You need something there. Otherwise, it's wishy washy and what one kid gets and what a different kid gets in the same school but different teacher. I think there's a disparity there.	

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				I see why you want the scientific But A+B doesn't always equal C when it comes to kids (Shelley, Lines 812-815) "So, maybe we need to delve a little deeper and broaden our scope and not let the scientific part of it be the end all be all make that just a piece of it" (Shelley, Lines 815-816). So, scientifically based is something that is important to use in the classrooms. Things we know most students are going to respond to, but there also has to be some sort of individually based instruction as well that that may not address. (Tiffany, Lines 1280-1283) there's other times I want to break the rules. I want to go - This kid doesn't fit the formula. So, we need to look at him differently, and what are we going to do differently without waiting two years to finally go - okay now what are we going to do differently. (Shelley, Lines 833-836)	
The Gap	Causes	Curriculum Instruction	Present to Not Present	"they look and say well how does white privilege affect education it has to that	Does data mention the way we are assessed

Wealth Gap Opportunity System Expectations Racism Pace Teacher Partnership (Home, school, community) Trauma	has to permeate all of it because it was built for white people by white people" (Vincent, Post Interview, Lines 420-422). "I can see where that one-size-fits-all prescribed instruction could leave a lot of students behind and widen the gaps for students" (Debbie, Lines 942-944). It can be lack of education, different opportunities at home, in early childhood, children maybe who didn't have a chance to have stories read to them, to have literacy print-rich environments as they were developing in early childhood, maybe not having enough background knowledge, not having their parents take them to different activities in the community to build just basic vocabulary knowledge, it could be cultural, could be socioeconomic could be a factor It could be motivation for a student It could be a learning disability. There are lots of reasons for the gaps that we see in students. (Debbie, Lines 162-128) "If you're gonna be in first grade, you	to even know there's a gap that exists?
	need these skills. If you're gonna be in	

	second grade, you need these skills So, we need maybe we just need to maybe have more input" (Beverly, Lines 638-640).	
	"We have this curriculum, but what are we doing to make sure that it works for every student? How are we delivering it? Are we delivering it with different methods, and are we giving everybody an opportunity to learn?" (Kelly, Post Interview, Lines 28-30).	
	lack of order and structure in the home a lot of that spills into school when they come to school not really ready whether it's tired or hungry or something else weighing on their mind from home it's not fair to them to all sudden expect them to turn into school mode you know and be ready to learn all the things that I want to tell you about today because they're just not their brains aren't equipped to make that adjustment so quickly and or to set all those things aside they're weighing on their shoulders (Julie, Post Interview, Lines 97-102)	

Trauma	Present to Not Present	lack of order and structure in the home a lot of that spills into school when they come to school not really ready whether it's tired or hungry or something else weighing on their mind from home it's not fair to them to all sudden expect them to turn into school mode you know and be ready to learn all the things that I want to tell you about today because they're just not their brains aren't equipped to make that adjustment so quickly and or to set all those things aside they're weighing on their shoulders. (Julie, Post Interview, Lines 97-102)	
Teacher	Present to Not Present	"the fish-out-of-water thing" (Tiffany, Post Interview, Line 156). I would call the phenomena the teaching gap. In many ways, we as teachers teach the way we learned, therefore unintentionally imposing teaching strategies that worked for me as a white, middle class student. As there seems to be a lack of diversity in teachers, there is then a lack of diversity in teaching methods. (Tiffany, Survey)	Teachers need exposure to teach with cultural relevance

"I mean you're kind of just thrown in and expected to do what's best for every student but if you've never had the exposure you don't know that what you're doing is wrong" (Tiffany, Post Interview, Lines 160-161). I think both [exposure on student and teacher's part] you know if I haven't been exposed to a lot of different and difficult situations or even just different situations and the student hasn't been exposed to you know things that I talked about or my experiences then how do we come together and meet in the middle. (Tiffany, Post Interview,
just something as what seems simple to me as simple as you know manners or mannerisms you know things that I do or looks that I give you know what does that convey you know does it convey oh my teacher is giving me the look I better stop or oh no something bad's gonna happen I need to listen I need to get out of the situation you know is boy just you know little nuances like that but they mean one thing to me but they mean something different to that child.

		(Tiffany, Post Interview, Lines 212-217) it is important to keep our eye on that like our kids of all backgrounds learning to read? if they're not that's the achievement gap they're not achieving what it is we also should be achieving which is learning how to read. is it because what is our responsibility in that? (Vincent, Post Interview, Lines 468-471) it's [the achievement gap] absolutely real and I know that all students don't have access to this to the same things absolutely know it's real but I guess for me it needs to start with me but where is what fixes it? I mean it starts with me here. (Gretchen, Post Interview, Lines 327-329)	
Partnership (home, school, community)	Present to Not Present	"I feel like everybody is [responsible for the gap]. I don't feel like it's just school" (Julie, Post Interview, Lines 228). to find the silver bullet for every single family I think it really pushes on the what the school should be responsible	

	for the reason I say that is because everybody at school you know we're there to do a particular job while we're there at school and I see teachers going above and beyond. (Julie, Post Interview, Lines 138-140) "one of our counselors at school has taken a kid in before - last school year" (Julie, Post Interview, Lines 143-144). "the teachers buying them clothes and shoes and sending food home and giving them rides to and from school cuz Mom has no job" (Julie, Post Interview, Lines 277-279). I think there's equal responsibility it can't all be the parents fault but they can't all be the teachers fault the school's fault either I think it's yeah there's equal blame there's equal claim to you know and kids do well and I think there's equal blame when they're struggling I'm not blame but responsibility. (Shelley, Post Interview, Lines 82-85)	

			"collaborative responsibilities for students learning path" (Shelley, Post Interview, Line 237).	
	Instruction	Present to Not Present	"Some of them have not received a ton of intervention before, and I don't know how that happened. Or maybe the quality of intervention might not have been exactly what they need" (Debbie, Lines 516-517). We shove [phonics] in. It's the only time in the day we have to do it. I know life takes over. I get that, but I also know how important it is to do it, because of the follow through with reading and with writing. Being in fifth grade and seeing those huge gaps in phonics and how it is affecting them. Making sure while I have them, they're hopefully going to get a good phonics foundation and remember to sing and talk to their words when they're in fourth grade. because their fourth-grade teacher may not do it because of time. I get it. Maybe you had one come in crying today. There goes your phonics lesson. (Ginny, Lines 312-319)	Monica's students was extremely ill and mom did not do a lot of the learning activities others did

		he had made so much progress compared to some who started ahead of him and he just passed them up because he had no exposure and then like it's like you told him how to do it and was like oh okay and so there was still work to be done but it's crazy to see stuff like that we were like you just you just didn't know anything because you nobody ever taught you anything. (Monica, Post Interview, Lines 158-162)	
Wealth Gap	Present to Not Present	"that that gap of between you know people making a ton of money people making you know is getting that middle class gap that's getting bigger and bigger" (Beverly, Post Interview, Lines 335-336). "people afford it [college] by taking out grudent loops and then they're you know	
		student loans and then they're you know they're constantly in debt" (Beverly, Post Interview, Lines 352-353). "poverty and education level of parents would be the biggest factors in my opinion" (Monica, Post Interview, Lines 217-218).	

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System	Present to Not Present	"not fair Society gap" (Beverly, Post Interview, LIne 356). There can sometimes be a gap but not always. I'm not sure achievement gap is really a term that should be used to describe diversity. This would be true if all students were coming to school on equal playing fields. This is never the case. (Beverly, Survey) "Cultural majority" best defines this for me. Our educational system has long been tailored to the majority (socioeconomically, culturally, ethnically, intellectually) and is slow to adjust as diversity increases in these areas. (Vincent, Survey) "Achievement gap is the term I'm most familiar" (Mallory, Survey) This is the never-ending pursuit of helping students meet their utmost potential, even when all obstacles are in the way. Sometimes the students have absolutely no support outside of school, which means the adventional system is	Tight rope walker - so we have this thing called achievement gap or exposure gap but then we throw in this social aspect you know and when we think of poverty it's not a school issue that
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needs as well. When these needs begin to be fulfilled, opportunities to close the gap of a student's struggling academics comes into sight. (Jeremy, Survey)
"Discrimination is when certain groups of people have fewer opportunities to succeed than other groups" (Debbie, Survey)
The achievement gap shows us that diverse students have different experiences than the majority. These differing experiences have educational impacts and these educational experiences are reflected in the achievement gap. (Gretchen, Survey)
I am accustomed to the term achievement gap, although - a disparity is fitting. These students often enter with a disadvantage due to opportunities, vocabulary, [and] language development. (Julie, Survey)
"life disparity" (Julie, Post Interview, Lines 295) "then their pole would get longer would get longer but then we also have this

		circle of social influence that makes it harder it loosens or tightening" (Monica, Post Interview, Lines 257-258).	
Opportunity	Present to Not Present	"well A lot of our kids come to kindergarten, and they don't have the exposure. Many of them haven't been exposed. They'd haven't been to preschool or had any structure" (Yvonne, Post Interview, Lines 216-217). "exposure gap" (Monica, Post Interview, Line 194). I mean transportation providing its you know when you live in a big city it's easy to get around if you don't have a lot of money because there's buses and subways that can get you from place to place but I mean even in st. Louis it's hard to get around so it's obviously not cheap or easy if you don't have what you need to get from place to place and st. Charles all (Monica, Post Interview, Lines 297-300) "The government providing services so that everyone can use them. so that it	Public services gap

makes it possible not that just they're there but making it possible for everyone to be able to use them" (Monica, Post Interview, Lines 324-325).
it's kind of like one thing after another is stacking against the girl and she's got a lot of supports going on at school but we don't have any reinforcements going on at home because everyone relies on grandma to be kind of in charge and taking care of all the business although she's the one with the two jobs so for that little girl disparity starts with when she gets up in the morning. (Julie, Post Interview, Lines 25-29)
kids that can't afford college can't afford you know to go to that have to you know go to work right away and that that's their that's their life is working ten dollars an hour so then the cycle just continues. (Beverly, Post Interview, Lines 327-329)
"if you have enough money you get to go to preschool but if you don't have enough money there are some preschools out there that you can

maybe get into maybe" (Beverly, Post Interview, Lines 281-282). I think a lot of those kids and you know the diverse kids the lower-income kids the kids that the English as a second language they just don't have that as a starting them up here they've missed all of the journey up to that point and so they've missed all of that so you just need to and it sounds simplistic I'm not saying that's all you need to do I think it's just stepping back and just remembering that and then starting their learning journey their place versus trying to fill in the gap of the time. (Shelley, Post Interview, Lines 25-30) Even in education, if we continue to pretend -"What do you mean? There's no racism." If you're an African
American student or an Asian student, you have the same opportunity as everyone else. Go achieve the American Dream, but the American Dream is a white American Dream. I'm expecting someone to run a race towards a finish line that's not important to them or isn't ingrained in them, and I want them to run it at the

		same pace that I run that same race. (Vincent, Lines 329-334)	
Expectations	Present to Not Present	students really low at decoding, we pull them out for decoding. There's a little bit of comprehension piece in there. Sometimes that level of comprehension expectation in the special education intervention isn't quite the same expectation as the regular education classroom. I can see those gaps with students. (Mallory, Lines 46-49) there is no emphasis put on schoolwork and I don't know sometimes I wonder if it's they think she's oh it's just first grade Oh she'll catch up it's only first grade not realizing what the real expectation is but she's still very far behind the rest of her class that she really stands out and gets very frustrated about it herself. (Julie, Post Interview, Lines 44-47) roadblocks that other kids don't have she has to walk a fine line between mom and dad and what she can say in front of one person in another so that	
		kind of probably creates a little bit of	

			anxiety in her at those times. (Julie, Post Interview, Lines 84-86)	
	Racism	Present to Not Present	I think the things I've heard from people even after Ferguson and all of the events since the scariest thing I think is that maybe things aren't what we thought they were people didn't know what to do with that so some people went the other way instead. (Vincent, Post Interview, Lines 532-534) I think culturally right now we're recognizing that we haven't come as far with discrimination racism and stereotyping as we think we thought we had right so even as a national collective institution of Education maybe we accepted it a little too early that we had that problem licked you know. (Vincent, Post Interview, Lines 411-414) The people that are creating these tests are basing [them] off of a middle-class society. If the family was never around that, they may have never had to persevere through some of the same	
			tasks that these students are now	

				[doing]. (Jeremy, Post Interview, Lines 206-208) The system is still - in 2018 - it's designed for white people. I don't know how we can draw any other conclusion from looking at what happens with these super sub groups. No matter how much intervention we try to take Native Americans and try to assimilate them into the box, there's still a gap. We've figured that part out. There's still a gap. There may be growth. There may be growth from 60% achievement to 65% achievement amongst the super sub group. I think it is important that we recognize the implicit bias in the system, in the curriculum, and in the test itself. (Vincent, Lines 292-298)	
		Pace	Present to Not Present	"Sometimes the pace of interventions depending on what they are can cause a student to become further behind" (Mallory, Lines 36-37).	
	Pressure	From Self From School From State	Having pressure to No pressure	It's intimidating because I feel personal pressure that I want to do my best for them to succeed. Yet there are so many	

			deficits. Trying to build on what they can do, but the gap for them is wide, and I have a 30-minutes a day lesson that by the time they come to me. Thirty minutes a day to try to close that gap having only taught them for a quarter so far knowing time is short, and I want them to be successful and I want them to get off a reading plan and to be prepared for middle school. (Debbie, Lines 518-523) "I think right now our plates are so full to think about things differently is overwhelming" (Shelley, Post Interview, Line 135).	
Narrowing	System Interventions Curriculum and Instruction Partnership Assessment Opportunity	Present to Not Present	"I think that is a matter of looking at what we're not doing" (Kelly, Post Interview, Line 160). "filling the opportunity gap" (Julie, Post Interview, Line 325). "Students ability to connect with the environment and the curriculum" (Kelly, Survey). some of these kids can't afford College so then maybe you know I cannot even	Achievement gap transcends schools age

maybe looking at on the flip side to like what does that look like even after high school after that free public education is over like now what. (Beverly, Post Interview, Lines 322-324)
our kids that I have in intervention didn't have preschool a lot of them didn't have the oldest kids they the parents didn't know that way in a minute there they were supposed to be reading and writing in kindergarten now I didn't know that you know so I don't know making one year of preschool free before they even enter elementary building (Beverly, Post Interview, Lines 269-272)
"because right now preschool is not really done fairly" (Beverly, Post Interview, Line 277).
if we want to become a nation of what we say we're going to do we say that we care about everybody and that we want everybody to succeed then yeah, we do need to focus on that [achievement gap] we need to focus on before these kids even get into school. (Beverly, Post Interview, Lines 319-321)

the standards should be can you read write but how do we then if this is the system how do we expand the system

"my hope would be that those interventions are working for all

	students. I want all students to learn" (Beverly, Lines 950-951). "Hopefully, the interventions that we have chosen and that we have and that we are using right now areculturally diverse so that all students are learning and feeling successful" (Beverly, Lines 951-952). The benefit is that interventions help target areas where students are lacking and have gaps in their abilities, whether it's reading or behavior or whatever you're intervening in - math. Then, you're able to bring them back to what	
	we would call standard mastery. (Jeremy, Lines 39-42) we want to see their writing progress at the same rate or close to the same rate, but we always see students that have such huge gaps between their reading and their writings. I feel like that helps -you know- prevent that gap from forming as when we're trying to make their writing sound the same as what they're reading. (Gretchen, Lines 334-337)	

Par	artnership	Present to Not Present	"maybe [politicians] come in and and maybe like get to know some of these kids and the struggles that they are dealing with" (Beverly, Post Interview, Lines 232-233). "I would say it's the balance of loving and learning" (Jeremy, Post Interview, Lines 237-238). I have a student whose mom and dad didn't have car so if she missed the bus then she just wouldn't come to school and so once we found that out and as long as we we let the councilor or the one of our principals know they actually will go and get her hmm and so it doesn't cost anything you know but that's just like one little thing in place that we have for her because we know she missed the bus and you know she's gonna miss out on the whole day of learning and so that wouldn't you know just little things about knowing about that and calling and reaching out to the family and finding little things that might not cost any money it just thing you know it's just making sure you	Goes into home, school, and community Collectively looking out for students - beth is talking about her student who when miss the bus counselor would go pick up. Beth brainstorms an idea of a structure to make sure kids educational and social needs are met so they can learn at school We all have to work together to change the trajectory of the achievement gap/not fair gap
			know we're communicating to about	

have outside counselors too you know but just making sure that that kiddo is

		looking is being taken care of educationally socially and they're meet needs are being met too. (Beverly, Post Interview, Lines 195-200) "it took like a group of people it wasn't just with the classroom teacher it has to be that group looking out for that student" (Beverly, Post Interview, Lines 191-192). "we do need to work together yeah I mean we do need takes a village" (Beverly, Post Interview, Line 363).	
Curriculum and Instruction	Present to Not Present	"relevant network for growth" (Kelly, Post Interview, Line 354) "Then, the curriculum-that content - and the resources that we have- the kids can connect to those resources" (Kelly, Post Interview, Lines 34-35). "students ability to connect with the environment and the curriculum" (Kelly, Post Interview, Lines 22-23). "The people that have decisions about curriculum, about assessments, about maybe different input to come together	

		to make it culturally diverse and making sure that all cultures all students have a level playing field" (Beverly, Lines 644-646). "I feel like that's mostly how we use it honestly. We are just trying to figure out a way to get them from here to there, so that we can keep narrowing [the gap] year by year" (Tiffany, Lines 170-172). "Ultimately, you want to make it fair for all. As fair as you possibly can. So, everybody can relate to it" (Yvonne, Lines 439-440).	
Opportunity	Present to Not Present	We've seen the growth in the preschool kids that we have here this year. Just that exposure, and how far they've come. These kiddos that we have had are going to be so ready for kindergarten. They can go to kindergarten now and do great things. So, really, we're going to close that [gap]. (Yvonne, Post Interview, Lines 217-220)	
Assessment	Present to Not Present	"we need to change what it is we're measuring because the gap will always	

			exist if we're only measuring it based on these very narrow definitions" (Vincent, Post Interview, Lines 462- 464)	
Outcomes	Educational targets Goals	Present to Not Present	"Our goal is to help people" (Jeremy, Line 786). "Is our goal to make everybody the same? Is our goal to help everybody? Because those aren't the same things" (Jeremy, Lines 797-798). "Certainly, I want you to be able to read and be literate. I'm not sure what our end goal expectation is always" (Jeremy, Lines 805-806). "I think that's the benefit - the more kids can achieve those ending educational targets" (Mallory, Lines 34-35). that there's a certain standard or a certain goal or endpoint that we're trying to get to. Standard American English - so, that's the goal. I know that my students need that goal to meet their college and career kinds of goals. So, that's what we're working towards.	

			That's where we slot our goals towards. It's our end goal. It's that standard. (Mallory, Lines 560-563) "I think standards they give us goals. They give us a focus The idea of them is to kind of guide us, but for me, I'm teaching. I'm looking at student growth" (Gretchen, Lines 694-695).	
Diversity	Normalize Home literacy Fixed Viewpoints Empathy	Present to Not Present	"[Poverty] just presents a lot of challenges in trying to normalize education for all of those families" (Vincent, Lines 39-40). "I think that in turn also goes back to the empathy understanding that you are going to work with students and parents that are completely different than what you know" (Tiffany, Post Interview, Lines 223-224). I also think depending on where students are coming from, they might be from different family backgrounds or they might have come from backgrounds where some people are readers in their family, some people speak a different language. Maybe they haven't had access to rich texts, and	We want to see that progress being made, but she can't right now at this time be there [average]. [So] showing a visual - I don't know. I felt like it was kind of like almost rubbing a little salt in the wound with the parents. You know? It's like - "Well, we want her to be here." Okay. Well we do, but let's just look at Leah's graph. Her own graph, because that's really to me showing whether she's making progress

	they're not able to be immersed in it at a young age. I think that's a difficulty you face as far as a student. (Jeremy, Lines 48-52) "one of my kids was in the vocabulary intervention. They're not exposed to that vocabulary, because they live in a home where they don't have a lot of experiences" (Kelly, Lines 92-94). As our culture develops, as the world becomes more complex, and more diverse in the kinds of careers or life goals that kids are going to have - the system hasn't changed a whole lot. We're left with a lot of people on the fringes. (Vincent, Lines 219-221) In school, what if it's - I don't really understand the words on this page as well, because this isn't what we say at home. This isn't how we talk at home. This isn't how we talk in my neighborhood. This isn't how my aunts and uncles talk. Not because we don't speak English, but because we speak a different kind of English, because we have	or not - not necessarily like looking at the standardization, and that's what the classroom teacher was doing. (Beverly, Post Interview, Lines 7-13)
	grown up in poverty and nobody's	

	educated in the world that I grew up in. These words don't make a lot of sense to me. They don't resonate with me. (Vincent 414-420) I think you have to be able to take the perspectives of others to be - as a member of society, when you think about what we need as society as a whole, you can't just think about what you personally need- by knowing the world at large - being able to see other	
	I guess if we're wanting more diverse stories or diverse situations or the type of reading that they're even reading or how they're reading it There's the whole other piece a whole nother culture that has its own language is a whole nother conversation. The words that they grew up using and sharing and singing and writing about are not always words that are recognized in the English language or grammatically correct or that have grown up being told that are useless that they define most of what they live by. I think that's another piece that's its own beast of a	

				a lot. They're familiar with reading those words but not familiar with reading words that are Old English. (Jeremy, Lines 750-758)	
Teacher Grit	Perseverence	Focus on Learning Focus on Process Outside Comfort Zone	Present to Not Present	I don't know when I think about grit and teachers that go back to all of the hard work that they put in with Lucy this year. Those long hours of planning. Most of them haven't had the training yet. The planning, the rereading, the getting their lessons ready, and thinking that through. I'm telling you- hours a day that they spend on that, and they kept with it. Not one team stopped. I know in other buildings; some teams were like - "No way" - and they stopped. Not one team in our building stopped, and they kept pushing through. We just supported each other and had conversations about - "Yep it's hard." and "What are we going to do? How are we going to get through it?" and a reminder - "Yep. We said it was going to be messy." And it's messy, but we'd rather do this now than next year. (Yvonne, Post Interview, Lines 67-75) "The teachers didn't feel the pressure" (Yvonne, Post Interview, Line 155).	A lot about the teacher's learning. A lot about Tier 1. Although important - not sure that it addresses the research questions. Include? Focusing on process and product instead of it being perfect Focusing on learning instead of end result Teachers haven't historically taught poetry. The boxed lessons - Lucy Calkins - took the teachers out of the comfort zone. They tried it and loved it.

		The teachers didn't feel comfortable with it, and they didn't look at themselves as good writers of poetry. So, they were just we're going to teach the lessons and teach the process. I think that that was powerful for them. (Yvonne, Post Interview, Lines 163-165)	
		It is a lot of supporting each other through it and asking questions. Some of them had to rely on their teammates more than they have in the past, or maybe, even rely on me more than they have in the past. You know a lot of them went through different ways of planning, because one way wasn't working - the way that they were planning together. So, then, they would try to problem-solve and come up with better ways of doing it. They used a lot of our DPDC money for [afternoon] half days after the [morning] half PD days to plan. (Yvonne, Post Interview, Lines 82-87) "Tears. There are lots of tears. Just letting them know that they're not alone. Maybe helping them get through	

	a particular lesson. Sharing ideas. A lot of talking. We talked a lot" (Yvonne, Post Interview, Lines 91-93). "I even had a teacher comment to me the other day and say - "I wish that I could teach that unit again, because now I know."" (Yvonne, Post Interview, Lines 127-128). "We watched videos - some of Lucy's videos. Our third-grade collaborated with Harvest Ridge's 3rd grade. Even talking with other grade levels - sharing what they're doing on other grade levels" (Yvonne, Post Interview, Lines 97-99). If we were in a part, and we were stuck, and I'd be like - "Well, this is what this	
	grade level is doing. Maybe you guys should talk you know maybe one of you should reach out to them to see how that came about." (Yvonne, Post Interview, Lines 105-107) "So, most of the year, I was in the planning meetings" (Yvonne, Post Interview, Lines 107-108).	

Even in our writing celebration this year - she [Lucy Calkins] said hang out the revisions. Some of the people that were there [at Home Grown Institute PD] hung their revisions out - getting past that point where it has to be perfect writing. (Yvonne, Post Interview, Lines 113-115) "The process, product. So, in realizing- "Oh. It is going to come back around. It's going to spiral, and we're going to teach it again. It gets better every time."" (Yvonne, Post Interview, Lines 126-127).
Who are the people in this building that I look up to, and who is it that I go to for help, and who is it that I want to aspire to be in 25 years when I'm getting to that burnout phase? What has to be already a part of your personality for you to be able to keep up with this profession? (Tiffany, Post Interview, Lines 37-39) "I mean initiative has to be a big thing" (Tiffany, Post Interview, Lines 44-45).

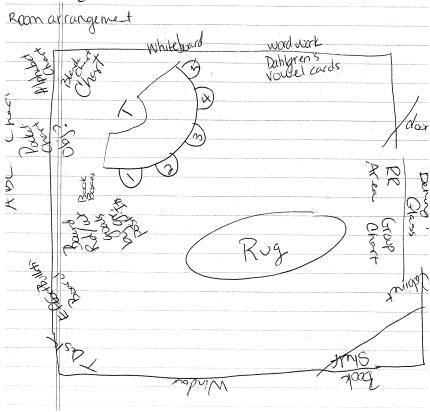
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Appendix I: Example Field Note

Observation Date: 12-18- 17 Observation Time: 12:30-1:00 Observation Location: [Walker] Elem. [Beverly's] Room Brief description of the setting: Larger room with a behind the glass. Small group table meeting area. Length of Observation: 30 minutes Transcriber: Melinda Scheetz Observer: Melinda Scheetz Observed Activity: [Beverly Westbrook's] Guided Reading Plus 3rd Grade Intervention Pseudonym: Beverly Data Type: Observation Field Notes

Conversation with [Beverly] prior to students arriving. She described how the students begged to take the porcupine books home, and she is hoping they have brought them back for today's lesson. The intervention group is at an instructional level L on the Fountas and Pinnell continuum. They are independent at a level K. Today's text is a harder text. [Beverly] will give a longer text introduction.

Room Arrangement:



Students arrive - one at a time. As they come in, [Beverly] chats with each student welcoming to her room. Students have a routine, and [Beverly] reminds students about the routines.

[&]quot;Oh! You brought it back!"

[&]quot;Did you get your box?"

Once all of the students arrive, [Beverly] begins the lesson with word work. Today, we are looking at long u in word work. As we were reading chapter 6 we are reading through words and noticing parts.

"Let's do some punching." [Beverly] is referring to the movements she does with students during a phonemic awareness activity. As words are broken into phonemes, [Beverly] directs students to punch diagonally from the chest into the air. This motion mimics boxing. [Beverly] calls out words:

Collar - /c/ /o/ /l/ /er/

Answered - "I gotta think about it. Let's say it together" [Beverly] used a prompt to remind students to say it slow to get all of the sounds. /a//n//s//er//d/ Bedspread - /b//e//d//s//p//r//e//d/

[Beverly] repeated a student's question. "What is a bedspread?" She reassures students by saying, "Yeah, you know what it is." She grows their vocabularies by providing a known synonym - "It can also be called a comforter." [Beverly's] instruction is very much a conversation with the students.

[Beverly] guides students through several more words as they all punch the phonemes: monkey, weekend.

"All of those words - you'll be seeing those."

[Beverly] continued the word work section with phonics work. The phonics focus was long u spelled /ue/. [Beverly] used the long u card from Sound Spelling Cards by Tools4Reading. The cards show all of the ways to spell each of the English phonemes. [Beverly] focused only on ue. She drew the students' attention to the anchor picture on the long u card (FIND OUT WHAT ANCHOR IS). [Beverly] makes the /oo/ sound for long u.

"What's the picture for?" She repeats student responses. "To remind you the sound the long u makes." She prompted students to give her words with the long u sound and began calling on individual students.

Another adult entered the room to do a special education evaluation on one of the students in the group.

[Beverly] repeated words students generated. She also offered additional words: moon, unicorn.

[Beverly] told the students there are three ways to spell the long u sound: u_e, ue, and ew. She pointed to the Sound Spelling Card for each phonics spelling. Today, the focus would only be on the ue spelling. [Beverly] had students say the sound. She said, "I really want you to hear the sound."

[Beverly] moved into the last section of the word work: Personal Dictionary. This part of the lesson has students write words in their personal dictionaries. Dictionaries are set up by spelling pattern allowing students to compare. For example, the long u sounds were in a student made chart all on the same page.

"BLUE! That's our first word. What part will we underline?"

"What's that ue saying?"

[Beverly] discussed how the color blue can be the character trait of being sad.

[Beverly] generated more ue words with the students.

When students gave words with the /oo/ sound but a different spelling, [Beverly] offered the correct spelling. She told the students, "we'll get to that."

[Beverly], again asked, "what's the ue say?"

She asked for another word and repeated the student's response. "True." She asked the student to spell the word and asked the group, "What part do we underline?" [Beverly] continued asking students for ue words and repeating their responses. "Sue. Oh! Like the name. Spell it." [Beverly] prompted the student to capitalize the S in Sue.

"We have to move on. What does ue say?" [Beverly] prompted students to tie the grapheme to the phoneme once more before moving to the next part of the lesson. [Beverly] prompted students to write a 30 second response. "It's going to be a quick draw on chapter five. So, leave some room for a quick draw. This was our last paragraph from chapter five." [Beverly] read aloud the last paragraph from chapter five of the book *Making Choices* by Barbara Williams. "Thirty second quick draw on how Andrew feels/looks. How's he feeling? What his face look like?" [Beverly] watched and commented on student's quick draw, "I like that. He's sobbing." [Beverly] prompted students so they would know how much time they would have left - "Ten more seconds. Write a couple of words." [Beverly] prompted students to share the words they wrote. [Beverly] repeats a response: "Blue is gone. Character? Or Feeling?" *Making Choices* has a character named Blue. [Beverly] praises the students' work by saying, "I love it." [Beverly] prompts her students that the lesson is moving away from the quick draw by saying, "pencils down."

[Beverly] begins the next part of the lesson: Orientation to New Book. In this lesson, [Beverly] is orientating the students to the next chapter, chapter 6. [Beverly] moved closer to a student. "We will share a book. Put your shoe on Dear."

[Beverly] draws the students' attention to the italicized print in chapter 6. "That's the part Andrew is imagining in his mind." [Beverly] gives a summary of the chapter. She responds to a student's gasp with "I know! He's changing from one character to the next. Tomorrow, we will be writing about his change."

[Beverly] prompts students to take a picture walk of chapter 6. "At the very bottom, what do we see?" She waits for students to respond. "That's actually a money jar. He didn't have enough to buy a mountain bike. Do you see the italics?"

"Find the word on page 33 - lead. Frame it for me please." Framing a word is when a student puts the left index finger at the beginning of the word and the right index finger at the end. The word being framed fits in between the student's two fingers. Words on either side of the framed word are blocked out. [Beverly] explained the word lead means the same thing as leash in this story. "Next word to frame - bureau. Does anyone know what a bureau is?" [Beverly] read from the story, "He put his jar on the bureau." [Beverly] listened to responses. She would say "hmmmm" after each response. She then gave them the definition. "It is a desk or dresser."

[Beverly] moved on to the next part of the lesson where students were to whisper read the story to themselves. [Beverly] went to each student and listened to him or her read. When she came to student 5, [Beverly] points to a word. She then taps on the desk in front of student 4 to get back on task.

"He's counting it," [Beverly] says to student 5 as she points to a section of the book.

[Beverly] moves to student 4. "You know that chunk." [Beverly] offers praise - "you knew it! Yeah!" [Beverly] told the student the word - "suspension." Then, she asked while nodding her head yes, "do you need to use your finger to help you?" [Beverly] continued moving to the next student at the table, student 2. She spent less time with student 2 compared to the others. She moved quickly to student 1. [Beverly] nods her head to student 2 before moving. Asking student 1, "How did you get that word?" [Beverly] reinforces the student's use of strategy. "You had to chunk that word. Remember that strategy?"

[Beverly] got up from the small table and walked over to the carpet to meet with student 3. She knelt down next to the student. "Good correction. What did you just do there?" As the student responds to her question, [Beverly] says, "mmmmm." She reinforced the strategy used by the student. "You chunked it. I love how you're chunking." [Beverly] got up and walked back to the small table. [Beverly] listened to student 1 read. "Is everyone finished?"

"Wow!"

[Beverly] moved to the last part of the lesson: After Reading New Book. In this case, it was after students read the chapter, chapter six. "What are some things he imagined doing with Blue?" [Beverly] repeats part of a student's response and offers praise. "... with his dad. I love it!" [Beverly] continued to the discussion by prompting students to think more. She referenced how Andrew imagined doing things with Blue and then asked, "Do you think he'll actually do it? How do you know?"

As [Beverly] wrapped up, she pulled in the ongoing goal of monitoring effort. "With your hand, show me your effort today." One of [Beverly's] bulletin boards is an effort bulletin board explaining effort on a Likert scale. [Beverly] responds to her students, "I would say a 4. I think we were all on fire today!"

[Beverly] called students to line up at her door. She took care of a few business items such as finding a place for an extra student book, giving a student time to pick an earned prize. As students left, she reminded them about effort. "To be at an effort 4, walking here and walking back you need to remember expectations. Bye." [Beverly] says in response to one student, "How about try your best."

Aftward, [Beverly] asked me about word work ideas. She mentioned the students were struggling with word work. She also mentioned the students were only moving one level a quarter on the Fountas and PInnell continuum. We discussed how students are expected to move about one level generally in grade 3. These students needed to move more than one level a quarter to move toward reading on grade level.

Appendix J: No Child Left Behind and the Achievement Gap

(U.S. DOE, 2003)

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Accountability	

No Child Left Behind is designed to change the culture of America's schools by closing the achievement gap, offering more flexibility, giving parents more options, and teaching students based on what works.

Under the act's accountability provisions, states must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. They must produce annual state and school district report cards that inform parents and communities about state and school progress. Schools that do not make progress must provide supplemental services, such as free tutoring or after-school assistance; take corrective actions; and, if still not making adequate yearly progress after five years, make dramatic changes to the way the school is run.

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1. Program Overview

Raising academic standards for all students and measuring student achievement to hold schools accountable for educational progress are central strategies for promoting educational excellence and equity in our Nation's schools. The Elementary and Secondary Education Act (ESEA) supports State efforts to establish challenging standards, develop aligned assessments, and build accountability systems for districts and schools that are based on educational results. In particular, ESEA includes explicit requirements to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all other students in each State.

(U.S. DOE, 2017b)

Appendix K: IDEA Regulations

Highly Qualified Teachers

(See also Alignment with the No Child Left Behind Act)

(U.S. DOE, 2017a)

The reauthorized *Individuals with Disabilities Education Act (IDEA)* was signed into law on Dec. 3, 2004, by President George W. Bush. The provisions of the act became effective on July 1, 2005, with the exception of some of the elements pertaining to the definition of a "highly qualified teacher" that took effect upon the signing of the act. The final regulations were published on Aug. 14, 2006. This is one in a series of documents, prepared by the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education that covers a variety of high-interest topics and brings together the regulatory requirements related to those topics to support constituents in preparing to implement the new regulations. ¹¹ This document addresses significant changes from preexisting regulations to the final regulatory requirements regarding highly qualified teachers.

IDEA Regulations

1. Establish requirements for special education teachers teaching core academic subjects.

For any public elementary or secondary school special education teacher teaching core academic subjects², the term "highly qualified" has the meaning given the term in section 9101 of the *ESEA*³ and 34 CFR 200.56, except that the requirements for highly qualified also include:

• The requirements for special education teachers in general described in 34 CFR 300.18(b) [see "Establishes requirements for special education teachers in

¹¹ Topics in this series include: Alignment With the *No Child Left Behind (NCLB) Act*; Changes in Initial Evaluation and Reevaluation; Children Enrolled by Their Parents in Private Schools; Discipline; Disproportionality and Overidentification; Early Intervening Services; Highly Qualified Teachers; Identification of Specific Learning Disabilities; Individualized Education Program (IEP) Team Meetings and Changes to the IEP; Individualized Education Program (IEP); Local Funding; Monitoring, Technical Assistance and Enforcement; *National Instructional Materials Accessibility Standard (NIMAS)*; Part C Amendments in *IDEA* 2004; Part C Option: Age 3 to Kindergarten Age; Procedural Safeguards: Surrogates, Notice and Consent; Procedural Safeguards: Mediation; Procedural Safeguards: Resolution Meetings and Due Process Hearings; Secondary Transition; State Complaint Procedures; State Funding; and Statewide and Districtwide Assessments. Documents are available on the *IDEA* Web site at: http://IDEA.ed.gov.

² "Core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. 34 CFR 300.10.

³ For purposes of this document, *NCLB* also is referred to as the *Elementary and Secondary Education Act* of 1965, as amended (*ESEA*).

general," "Describes how a special education teacher can meet the general requirements when participating in an alternative route to certification program" and "Describes how a special education teacher who is not teaching a core academic subject can meet the requirements" in this document]; and

• The option for teachers to meet the requirements of section 9101 of the *ESEA* by meeting the requirements of 34 CFR 300.18(c) and (d) [see "Establishes requirements for special education teachers teaching to alternate achievement standards" and "Establishes requirements for special education teachers teaching multiple subjects" in this document].

[34 CFR 300.18(a)] [20 U.S.C. 1401(10)(A)]

2. Establish requirements for special education teachers in general.

When used with respect to any public elementary school or secondary school special education teacher teaching in a State, highly qualified requires that:

- The teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, highly qualified means that the teacher meets the certification or licensing requirements, if any, set forth in the State's public charter school law;
- The teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- The teacher holds at least a bachelor's degree.

[34 CFR 300.18(b)(1)] [20 U.S.C. 1401(10)(B)]

3. Describe how a special education teacher can meet the general requirements when

participating in an alternative route to certification program.

A teacher will be considered to meet the standard in 34 CFR 300.18(b)(1)(i)) [see the requirement regarding full State certification in paragraph 2 of this document] if that teacher is participating in an alternative route to special education certification program under which the teacher:

- Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;
- Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
- Assumes functions as a teacher only for a specified period of time not to exceed three years; and
- Demonstrates satisfactory progress toward full certification as prescribed by the State.

The State ensures, through its certification and licensure process, that the provisions in 34 CFR 300.18(b)(2)(i) are met [see the requirements regarding alternative routes to certification in this paragraph].

[34 CFR 300.18(b)(2)] [20 U.S.C. 1401(10)(B)]

4. Describe how a special education teacher who is not teaching a core academic subject can meet the requirements.

Any public elementary school or secondary school special education teacher teaching in a State, who is not teaching a core academic subject, is highly qualified if the teacher meets the requirements of 34 CFR 300.18(b)(1) [see "Establishes requirements for special education teachers in general" in this document] or the requirements of 34 CFR 300.18(b)(1)(iii) [the requirement that the teacher holds at least a bachelor's degree] and (b)(2) [see "Describes how a special education teacher can meet the general requirements when participating in an alternative route to certification program" in this document].

[34 CFR 300.18(b)(3)] [20 U.S.C. 1401(10)(B)]

5. Establish requirements for special education teachers teaching to alternate achievement standards.

When used with respect to a special education teacher who teaches core academic subjects exclusively to children who are assessed against alternate achievement standards established under 34 CFR 200.1(d), highly qualified means the teacher, whether new or not new to the profession, may either:

- Meet the applicable requirements of section 9101 of the *ESEA* and 34 CFR 200.56 for any elementary, middle, or secondary school teacher who is new or not new to the profession; or
- Meet the requirements of paragraph (B) or (C) of section 9101(23) of the ESEA as applied to an elementary school teacher, or, in the case of instruction above the elementary level, meet the requirements of subparagraph (B) or (C) of section 9101(23) of the ESEA as applied to an elementary school teacher and have subject matter knowledge appropriate to the level of instruction being provided and needed to effectively teach to those standards, as determined by the State.

[34 CFR 300.18(c)] [20 U.S.C. 1401(10)(C)]

6. Establish requirements for special education teachers teaching multiple subjects.

Subject to 34 CFR 300.18(e) [see "Provides for separate HOUSSE⁴ standards for special education teachers" in this document], when used with respect to a special education teacher who teaches two or more core academic subjects exclusively to children with disabilities, highly qualified means that the teacher may either:

⁴ HOUSSE stands for "high objective uniform state standard of evaluation."

- Meet the applicable requirements of section 9101 of the *ESEA* and 34 CFR 200.56(b) or (c);
- In the case of a teacher who is not new to the profession, demonstrate competence in all the core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher who is not new to the profession under 34 CFR 200.56(c) which may include a single HOUSSE covering multiple subjects; or
- In the case of a new special education teacher who teaches multiple subjects, and who is highly qualified in mathematics, language arts, or science, demonstrate, not later than two years after the date of employment, competence in the other core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher under 34 CFR 200.56(c), which may include a single HOUSSE covering multiple subjects.

[34 CFR 300.18(d)] [20 U.S.C. 1401(10)(D)]

7. Provide for separate HOUSSE standards for special education teachers.

Provided that any adaptations of the State's HOUSSE would not establish a lower standard for the content knowledge requirements for special education teachers and meets all the requirements for a HOUSSE for regular education teachers:

- A State may develop a separate HOUSSE for special education teachers; and
- The standards described in 34 CFR 300.18(e)(1) [see the prior bullet] may include single HOUSSE evaluations that cover multiple subjects.

[34 CFR 300.18(e)] [20 U.S.C. 1401(10)]

8. Create a rule of construction.

Notwithstanding any other individual right of action that a parent or student may maintain under Part 300, nothing in Part 300 shall be construed to create a right of action on behalf of an individual student or class of students for the failure of a particular State educational agency (SEA) or local educational agency (LEA) employee to be highly qualified, or to prevent a parent from filing a complaint under 34 CFR 300.151-300.153 about staff qualifications with the SEA as provided for under Part 300.

[34 CFR 300.18(f)] [20 U.S.C. 1401(10)(E)]

9. Describe the applicability of definition to *ESEA* and clarification of "new" special education teacher.

A teacher who is highly qualified under section 602(10) of *IDEA* [20 U.S.C. 1401(10)] shall be considered highly qualified for purposes of the *ESEA*.

For purposes of 34 CFR 300.18(d)(3) [see "Establishes requirements for special education teachers teaching multiple subjects," regarding new teachers, in this document], a fully certified regular education teacher who subsequently becomes

fully certified or licensed as a special education teacher is a new special education teacher when first hired as a special education teacher.

[34 CFR 300.18(g)] [20 U.S.C. 1401(10)(F)]

10. Establish that private school teachers are not covered under the highly qualified

teacher standards.

The requirements in this section do not apply to teachers hired by private elementary schools and secondary schools including private school teachers hired or contracted by LEAs to provide equitable services to parentally-placed private school children with disabilities under 34 CFR 300.138.

[34 CFR 300.18(h)] [20 U.S.C. 1401(10)]

11. Describe the responsibility of SEA regarding children with disabilities placed in or referred to a private school or facility by the SEA and LEAs.

Each SEA must ensure that a child with a disability who is placed in or referred to a private school or facility by a public agency is provided an education that meets the standards that apply to education provided by the SEA and LEAs including the requirements of Part 300, except for 34 CFR 300.18 and 300.156(c).

[34 CFR 300.146(b)] [20 U.S.C. 1412(a)(10)(B)]

12. Establish the responsibility of the SEA for personnel qualifications.

The SEA must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of Part 300 are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

[34 CFR 300.156(a)] [20 U.S.C. 1412(a)(14)]

13. Describe personnel qualifications regarding related services personnel and paraprofessionals.

The qualifications under 34 CFR 300.156(a) [see "Establishes the responsibility of the SEA for personnel qualifications" in this document] must include qualifications for related services personnel and paraprofessionals that:

 Are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services;

- Ensure that related services personnel who deliver services in their discipline or profession meet the requirements of 34 CFR 300.156(b)(1) [see prior bullet] and have not had certification or licensure requirements waived on an emergency, temporary or provisional basis; and
- Allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation or written policy, in meeting the requirements of Part 300 to be used to assist in the provision of special education and related services under Part 300 to children with disabilities.

[34 CFR 300.156(b)] [20 U.S.C. 1412(a)(14)(B)]

14. Establish a deadline for special education teachers to be highly qualified.

The qualifications described in 34 CFR 300.156(a) [see "Establishes the responsibility of the SEA for personnel qualifications" in this document] must ensure that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school or secondary school is highly qualified as a special education teacher by the deadline established in section 1119(a)(2) of *ESEA*.

[34 CFR 300.156(c)] [20 U.S.C. 1412(a)(14)(C)]

15. Require each state to adopt a policy on recruitment, training and retention.

In implementing 34 CFR 300.156, a State must adopt a policy that includes a requirement that LEAs in the State take measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education and related services under Part B to children with disabilities.

[34 CFR 300.156(d)] [20 U.S.C. 1412(a)(14)(D)]

16. Create a rule of construction.

Notwithstanding any other individual right of action that a parent or student may maintain under Part 300, nothing in Part 300 shall be construed to create a right of action on behalf of an individual student or a class of students for the failure of a particular SEA or LEA employee to be highly qualified, or to prevent a parent from filing a complaint about staff qualifications with the SEA as provided for under Part 300.

[34 CFR 300.156(e)] [20 U.S.C. 1412(a)(14)(E)]

17. Establish the responsibility of the LEA for personnel development.

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 34 CFR 300.156 and section 2122 of the *ESEA*.

Appendix L: Early Intervening Services (EIS) Guidance Document

1. What are EIS?

EIS are services provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment. The Individuals with Disabilities Education Act (IDEA) (U.S.C. §1413 (f)(2)) and its regulations 34 CFR §300.226(b)) identify the activities that a Local Education Agency (LEA) may carry out in implementing coordinated, early intervening services:

- Professional development (which may be provided by entities other than local educational agencies) for teachers and other school staff to enable such personnel to deliver scientifically-based academic instruction and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- Providing educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction.

For example, a LEA might use EIS to provide behavioral interventions to nondisabled students who receive a certain number of disciplinary office referrals, perhaps as part of a Positive Behavioral Supports initiative. EIS might also be used to help fund reading or math specialists to work with nondisabled students who have not reached grade-level proficiency in those subjects, or to fund after-school tutoring for nondisabled students who score below "basic" on statewide assessments.

2. Who may receive EIS?

Section 613 (f)(1) of the IDEA permits LEAs to use IDEA funds for EIS for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment. An LEA determines which students need additional support. For example, an LEA might consider factors such as performance on reading or math assessments, disciplinary referrals, or suspension and expulsions to assess whether or not students need additional supports to succeed in a general education environment. If an LEA chooses to use EIS funds to support school-wide interventions, it must be able to provide documentation that EIS funds were used to provide services only to students who need additional support and that other funds were used to fund the school-wide intervention for the special education students and students who do not need additional support. Children who are not yet in kindergarten may not receive EIS. The preamble to the IDEA Part B regulations clarifies that students who received special education in the past, but are not currently receiving special education, are eligible to receive EIS.

3. What amount of IDEA funds may an LEA use for EIS?

An LEA may not use more than fifteen (15) percent of the amount the agency receives under Part B for any fiscal year, less any amount reduced by the agency under adjustments to local fiscal year effort (34 CFR 300.205), if any, in combination with other amounts (which may include amounts other than education funds), to develop and

implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. LEAs that seek to reduce their local maintenance of effort in accordance with 34 CFR 300.205(d) and use some of their Part B funds for early intervening services under 34 CFR 300.226 must do so with caution because the local maintenance of effort reduction provision and the authority to use Part B funds for early intervening services are interconnected. The decisions that an LEA makes about the amount of funds that it uses for one purpose affect the amount that it may use for the other.

Funds made available under this section may be used to carry out coordinated, early intervening services aligned with activities funded by and carried out under the Elementary and Secondary Education Act (ESEA) if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under this section.

In the case of a determination of significant disproportionality, an LEA identified as having significant disproportionality must use the maximum amount of funds for comprehensive EIS.

4. How may an LEA use EIS funds for professional development and behavioral and educational evaluations?

EIS funds may be used to provide professional development to all personnel who are responsible for students who need additional academic and behavioral supports to succeed in a general education environment, but who have not been identified as needing special education. Under limited circumstances personnel who are solely responsible for students receiving special education services or students who do not need additional support may participate in professional development funded with EIS funds. These personnel may participate so long as the cost of the professional development does not increase, the quality of the professional development does not decrease, and including those personnel would not exclude other personnel who are responsible for students who need additional support but have not been identified as needing special education. LEAs may use EIS funds to provide behavioral and educational evaluations to determine the supports that are needed by students to succeed in a general education environment. However, funds may not be used for evaluations that are intended for use in determining eligibility for special education and related services.

5. How may EIS funds be used to implement RTI?

EIS funds may be used to support RTI as long as the EIS funds are used for services to nondisabled students in need of additional academic or behavioral support and supplement, not supplant, other funds used to implement RTI. For more information about RTI and supplement not supplant requirements, please refer to the OSEP guidance document at http://spp-apr-calendar.rrfcnetwork.org/getfile/view/id/494.

For example, one RTI framework includes a three-level continuum of instructional support. In this framework, tier one applies to all students in a general education setting. It would not be appropriate to use EIS funds for tier one activities that support these students because these activities are designed to provide high-quality instruction to the entire class or school and not principally intended to address the needs of students who are struggling. Tier two activities provide specialized small group instruction for

students determined to be at risk for academic and behavioral problems. It would be appropriate to use EIS funds to support these tier two activities for at-risk, general education students. If students who are receiving special education and related services participate in the small group instruction, it would not be appropriate for EIS funds to be used for these students as EIS may not be provided to students that are currently identified as needing special education or related services. Tier three includes specialized individualized instructional or behavioral support for students with intensive needs. As in the case of tier two activities, EIS funds could be used for activities that support general education students at risk for academic and behavioral problems, but could not be used for students who are receiving special education or related services.

6. How will an LEA report EIS?

Districts using IDEA Part B funds for EIS must submit expenditure and student data information to the Department of Elementary and Secondary Education (DESE). For EIS services during the 2008-2009 school year, this data will be entered on the 2008-2009 Part B Final Expenditure Report.

Districts that provided EIS using Part B IDEA funds must report the following:

- 1. Professional development provided to teachers and other school staff.
- 2. Detail of what educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction was provided.
- 3. Number of students who received EIS using IDEA Part B funds who were not eligible for IDEA services at the time they received these services from your district during the school year.
- 4. Number of students with disabilities on the December 1 child count who received EIS using IDEA Part B funds at any time during the previous two school years.

Regarding counting students who received EIS when funds are used for professional development, it would be appropriate for an LEA to count, and subsequently track for two years, the number of students in need of additional support who received instruction

personnel who participated in the professional development program. It would not be appropriate to count every student who was taught by these personnel if some of the students were not in need of additional support or were receiving special education services. An LEA should only count the students who benefited from the professional development program in the year(s) of or the year(s) immediately after the training, rather than counting the students each year after the training.

Regarding counting students who received EIS when funds are used for a school-wide intervention initiative, students who meet the LEA's criteria of being in need of additional support and participate in the initiative should be counted as receiving EIS in the year(s) of or the year(s) immediately following the initiative and tracked for the following two years. Students who participate in an initiative for more than one year should be counted each year they participate.

Regarding counting students who received EIS when funds are used to provide behavioral and educational evaluations, students who are evaluated to determine the supports necessary for success in a general education environment should be counted as receiving EIS in the year of or the year immediately following the evaluation and tracked for the following two years.

7. What is the monitoring process for LEAs that report EIS?

Districts selected for monitoring will be required to submit the following documentation no later than March 31_{st} to the DESE, Division of Special Education:

- The professional development provided to teachers and other school staff that enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software. Specifically, a list of the professional development provided the cost for each professional development meeting/training, and the titles of those that attended each meeting/training.
- A list of what educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction that is being provided including the cost for each.

The Superintendent for the selected school districts will be contacted through a letter informing them of this desk review. This letter will be provided in September, 6 months prior to their desk review.

Federal Guidance

The U. S. Department of Education, Office of Special Education Programs (OSEP), has posted several resources that might be of assistance to LEAs in implementing coordinated EIS including a topic brief, a video clip, questions and answers, and a professional development module.

(Department of Elementary and Secondary Education, 2017)

Appendix M: Professional Learning Plan

Table M1: Professional Learning Plan: Culturally Relevant Response to Intervention in Literacy

	Workshop Topic	Action Item Focus
1	 RTI Promise and Purpose Validating Learners' Backgrounds and Experiences Practice and Apply 	RTI Promise and Purpose (Presentation) Reauthorization of IDEA Summit on Learning Disability Findings Current Outcomes of RTI and Disproportionality Diverse learners and quality instructional practices Validating Learners' Background and Experiences (Cooperative Learning and Collaboration; Learning about their Funds of Knowledge to use in subsequent PD sessions) Learning about Funds of Knowledge Small groups review 10 funds of knowledge and fill in your funds of knowledge Share and discuss in small group. Share my funds of knowledge. How can we learn about our students' funds of knowledge? Investigating students' culture (i.e.: language, customs, traditions) (Community Speakers) Practice and Apply (Cooperative Learning and Collaboration) Discuss in small group how you can apply above knowledge to the vocabulary lesson (or lesson you brought with you). Jot changes to the plan. Rehearse the lesson in front of your group. Pretend your small group are your students. What will you say and how will you say it? Feedback from group. Positive in relation to incorporating funds of knowledge. Exit Ticket - Gather information on today's learning to inform the next session
2	RTI StructuresAddressing Stereotypes	RTI Structures (Presentation) • Problem-solving model • Decisions about instructional plans: assessments, intervention placements, instructional

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	Broadening Students	Response
	Cultural	Addressing Stereotypes: Culture Gap Between Teachers and Students
	Perspectives	 Disabusing stereotypes video (Teaching Tolerance) (Multimodal Texts)
	 Practice and Apply 	Common Beliefs Survey
		 Read about Common Beliefs (Teaching Tolerance) (Traditional Texts)
		Practice and Apply: Problem-solving team (Cooperative Learning and Collaboration)
		 Read the scenario from a problem-solving team meeting. What biases are present?
		Rehearse what might you say as a member of the team? What language would you use?
		 Feedback from group. Positive in relation to addressing student-deficit mindsets.
		Broadening Students' Cultural Perspectives
		 Diverse books and perspectives video (Teaching Tolerance) (Multimodal text)
		Practice and Apply: Lesson (Cooperative Learning and Collaboration)
		 Discuss in small group how you can apply above knowledge to the vocabulary lesson
		(or lesson you brought with you). Jot changes to the plan.
		• Rehearse the lesson in front of your group. Pretend your small group are your students.
		What will you say and how will you say it?
		• Feedback from group. Positive in relation to incorporating diverse cultural perspectives. Exit Ticket - Gather information on today's learning to inform the next session
3	RTI Structures	RTI Structures In Practice: Using Real Data and Real Students (Cooperative Learning and
	 Addressing 	Collaboration)
	Stereotypes	Problem-solving model
	 Broadening Students 	• Decisions about instructional plans: assessments, intervention placements, instructional
	Cultural	 Response
	Perspectives	Broadening Students' Cultural Perspectives
	 Practice and Apply 	 Developing a culture diversity knowledge base
		 Honoring Home Language video (Teaching Tolerance) (Multimodal text)
		Addressing Stereotypes
		• Fulfilling the American Promise: Rethinking Achievement (Teaching Tolerance)
		Practice and Apply: Lesson (Cooperative Learning and Collaboration)

11 11 20		
		 Discuss in small group how you can apply above knowledge to the vocabulary lesson (or lesson you brought with you). Jot changes to the plan. Rehearse the lesson in front of your group. Pretend your small group are your students. What will you say and how will you say it?
		 Feedback from group. Positive and tips for broadening students' cultural perspectives.
4	RTI StructuresAddressing	RTI Structures: Using Real Data and Real Students (Cooperative Learning and Collaboration) • Problem-solving model
	Stereotypes • Broadening Students	 Decisions about instructional plans: assessments, intervention placements, instructional Response
	Cultural Perspectives • Practice and Apply	 Broadening Students' Cultural Perspectives Examining stereotypes in books (Traditional Texts; Cooperative Learning and Collaboration)
	11 2	Having conversations with students about stereotypes
		• Having conversations with parents (Guest speakers from the community)
		Practice and Apply: Lesson (Cooperative Learning and Collaboration)
		• Discuss in small group how you can apply above knowledge to the vocabulary lesson (or lesson you brought with you). Jot changes to the plan.
		• Rehearse the lesson in front of your group. Pretend your small group are your students. What will you say and how will you say it?
		• Feedback from group. Positive and tips for broadening students' cultural perspectives.

Appendix N: Example Coaching Plan

Table N1: Example Coaching Plan

Dates: January	Teacher: Shelley Coach: Melinda Scheetz			School: King	
Goal:					
Items Discussed		Status/Progress	Next	Steps	
Initial Prompts to lea	d conve	ersation		Criti	cal
How does the diversity of your class influence your instructional and classroom management decisions? Initial Prompts to lead conversation How would you describe your awareness of equality and inequality in your classroom? In what ways are you demonstrating the way you honor and value each student?			Target Monitor	Learn Plan Refine nical Learn Plan Refine Cal Learn Plan Refine Learn Plan Refine xtual Learn Plan Refine	
How would you describe an inclusive classroom?			Focus Target Monitor	Learn Plan Refine	
Initial Prompts to lea	d conve	ersation		Criti	
What are some ways you could empower all students to be more involved in their own learning? Describe ways you could engage social justice in your classroom, in the school.			Target Monitor Techi Focus	Learn Plan Refine nical Learn	
				Target	Plan

	Monitor	Refine
Initial Prompts to lead conversation	Criti	
What do you need to know, understand and do to be successful?	Focus	Learn
what do you need to know, understand and do to be successful?	Target	Plan
	Monitor	Refine
What strategies and support will you need to carry out your plan?	Conte	
	Focus	Learn
	Target	Plan
	Monitor	Refine
	Techr	nical
	Focus	Learn
	Target	Plan
	Monitor	Refine
Initial Prompts to lead conversation	Criti	cal
What will we see and hear that is evidence of improvement or	Focus	Learn
change?	Target	Plan
Change:	Monitor	Refine
	Conte	xtual
What support will you need as you progress toward the goal?	Focus	Learn
	Target	Plan
	Monitor	Refine
	Techr	
	Focus	Learn
	Target	Plan
	Monitor	Refine
Follow-up Prompts to lead conversation	Criti	cal
How's it going?	Focus	Learn
	Target	Plan
What is working? What is not working?	Monitor	Refine
what is working: what is not working:	Conte	
	Focus	Learn
	Target	Plan Refine
	Monitor Techr	
	Focus	Learn
	Target	Plan
	Monitor	Refine
Additional Notes:	1/10111101	11011110
Auditional Poics.		
Teacher will -		
l eacher Will -		
Coach will -		
1 		
Consistent dates for coaching conversations -		
Common data (record, observation, when) -		
Common data (record, observation, when) -		
Common data (record, observation, when) -		

Appendix O: Example Coaching Moves

Table O1: Example Coaching Moves by Participant

Participant	CRP Indicator (Hoover et al., 2014)	In Talk and Practice	Tentative Coaching Focus	Initial Coaching Prompts (Elford & Griswold, 2016)
Julie	Connections	"I try to help her sometimes. Just trying to help them make connections" (Lines 306-307); Student chose a topic of interest to write about.	Provide wait time and facilitate verbal discussions prior to writing stories.	What signals support of divergent ways of knowing, thinking, and doing in your classroom? What did you think about what the students were doing during the writing portion of the lesson?
Beverly	Materials	"but how else could we use rescued?" (Lines 273- 274); Used personal dictionaries to sort word patterns (u_e, eu, ew).	Identify similar patterns of vocabulary and content across different subjects.	What did you think about what the students were doing as you taught vocabulary? What is the ideal outcome of your lesson?
Debbie	Language Development	"It is important to activate their background knowledge - have conversational book introductions" (Lines 267-268); Story included home language and Debbie used some home language.	Acquiring knowledge and skills while learning English. Utilizing Debbie's knowledge of Spanish to restate an idea or concept in students' home language or letting students dialogue in Spanish.	How does the learning environment in your classroom coincide or collide with the learning culture of the students? What are some things you do or spaces you create that encourage students to learn in a variety of ways?

Monica	Relevance	Missing from talk and practice	Using students' interests to build learning engagement and interactions.	How do you address diversity and difference in your learning designs? How do you monitor the students' choices about the phonological activities they engage in?
Tiffany	Language Development	"They usually make these really great drawings from the book. So, I'm like - Well, they have to be thinking about what happened in the book if they're drawing about the book" (Lines, 419-421); Provided wait time for thinking.	Expand use of drawing to facilitate dialogue. Incorporate language and vocabulary into the dialogue.	What signals support of divergent ways of knowing, thinking, and doing in your classroom? What are some things you do or spaces you create that encourage students to learn/express their learning in a variety of ways?
Kelly	Relevance	"They celebrate different holidays. So, I'd try to incorporate - in my lessons" (Line 251); Missing from practice.	Validate learners' backgrounds and experiences by incorporating stories or writing reflective of students' lived lives.	How does the diversity of your class influence your instructional decisions? In what ways are you demonstrating the way you honor and value each student through the phonics learning activities?
Jeremy	Assessment	"There's lots of tools that Lowell-Mann uses to kind of check a student's ability, but I don't know that I've fell in love with one of them yet" (Lines	Incorporating writing (i.e.: journaling); Analyze writing for use of key vocabulary.	What did you think about what the students were doing as you taught? What did you see or experience that indicated the instructional strategy was effective?

		746-747); Missing from practice.		
Caleb	Relevance	"If they don't have books that they can truly connect with, something that just kind of sparks their interest, it won't help them become lifelong readers" (Lines 217-218); Selfmonitoring reading.	Structuring activity-based tasks and learning that broadens students' (and colleagues) cultural perspectives.	How do you engage your students (and your colleagues) in conversations about difference? How would you create an environment that celebrates differences/diversity?
Gretchen	Materials	"They can talk about it with their neighbor. Maybe their neighbor will teach them something" (Lines 363-364); Missing from practice.	Providing access to and guided practice in the use of multi-leveled source materials to broaden students' understanding of content. Develop teachers' understanding of diverse learners.	What signals support of divergent ways of knowing, thinking, and doing in your classroom and in the school? What are some things you do or spaces you create that encourage students (and colleagues) to learn in a variety of ways?
Yvonne	Relevance	"I really try to seek out literature they can relate to" (Line 266); Missing from practice.	Using students' interests in texts and stories.	What kinds of criteria do you use when choosing texts, media, and learning processes? In what ways are you demonstrating the way you honor and value each student?

Appendix P: Invitation to Participate

I am inviting you to participate in a research project whose purpose is to study the perspectives of educators on how Response to Intervention and Culturally Relevant Pedagogy intersect. You are being asked to participate because you have participated in your school district's intervention implementation (as an interventionist, as a data team member, as a leader) and you typically teach students from diverse backgrounds. The potential number of participants in this study will be approximately 30 educators who have participated in your district's intervention implementation.

Your participation in this research is voluntary and may involve the following:

Interview: Melinda Scheetz will conduct one in-depth interview with you about your perspectives on the response to intervention framework, culturally relevant pedagogy, and equitable education practices. The in-depth interview will last approximately 90 minutes to bring forth your perspectives on the topics being studied. The interview will be audio recorded. The interview will take place at a mutually agreed upon establishment (i.e.: public library, coffee shop, place of employment). You will be provided with the interview questions before the interview. After the observation (below), a follow-up interview will be conducted to ask questions and/or clarify observations. Additionally, a reflective conversation about educational topics around intervention and education equity will take place to increase both the participant and researcher's understanding. Follow-up interviews will last approximately 30 minutes. Your total time commitment will two and one-half hours.

Observation: Melinda Scheetz will observe a time in your practice when you intersect RTI and Culturally Relevant Pedagogy. Possible place of observation can include PLC RTI team meetings, a planning session, or instruction. The observation setting will be chosen by the participant and is meant to add context to the in-depth interview. The observations will be non-intrusive meaning you will not be asked to do anything other than your ordinary work. These observations would be documented in field notes and may include tools you used, structure of the class and/or lesson, and/or language used during instruction. Information on other people (i.e.: educators, students) who may be present at the time of the observation would be excluded from field notes. Observations will last 30-60 minutes.

Again, your participation is completely voluntary. If you decide you do not want to be a participant in the research, it will not affect your work with your building's intervention implementation. If you decide to participate in the research but later change your mind, you can simply let Melinda Scheetz know that you would like to withdraw your interview or observations of your participation from the data set. You also have the right to decline answering a question(s) or decline to participate in any aspect of the study that you do not want to engage in.

Your participation in this study will be confidential. A pseudonym will be assigned to your data when the results of the research are shared. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your data.

Data will be kept in a locked filing cabinet in my home. Transcripts will be kept on a password-protected personal computer. At the end of the study, all data will be shredded and destroyed. The only person who will have access to the data is Melinda Scheetz.

There are no risks associated with your participation in this research project. The potential benefits include helping the educational community better understand how to provide equitable education to students from diverse backgrounds within a response to intervention framework. Therefore, overall results of the study will be shared with the educational community, including the Francis Howell School District. Your name and any identifying characteristics will remain confidential.

Please read this form carefully and ask any questions that you may have before agreeing to participate in this research project. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Melinda Scheetz (636-236-2229). You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration at 314-516-5897.