MASON, HOLLIE A. Ph.D. A Special Education Teacher's Use of Culturally Informed Practices to Enhance a Direct Instruction Reading Program: A Case Study. (2023) Directed by Dr. Marcia L. Rock. 422 pp.

For this case study (Yin, 2018) dissertation, I used mixed methods (Creswell & Plano Clark, 2017; Guetterman & Fetters, 2018) to investigate how an elementary school special education teacher who used a direct instruction (di) reading curriculum, incorporated culturally informed practices (CIP) in her small group reading instruction. In the first phase of the study, I used three quantitative instruments: (a) the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) to measure the participant's use of CIP, (b) the Culturally Responsive Curriculum Toolkit (Bryan-Gooden et al., 2019) to measure the cultural responsiveness of the di curriculum, and (c) the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015) to measure her perception of CIP. I followed the quantitative phase with a qualitative phase using a semi-structured interview to collect further evidence of her CIP not observable in the quantitative phase. I then analyzed the quantitative results and qualitative findings using pattern matching (Yin, 2018) and individual-level logic modeling (Frechtling, 2007; Yin, 2018) to determine how the data matched the theoretical frameworks of Culturally Relevant Pedagogy (Ladson-Billings, 1990, 1995) and Culturally Responsive Teaching (Gay, 2002). Findings showed evidence of several components of CIP for this teacher including ethic of care, ethic of personal accountability (Ladson-Billings, 1995), and the ability to create a collaborative and supportive classroom environment (Gay, 2002). Evidence was lacking for pre-service coursework and professional development opportunities on using CIP and a multicultural curriculum (Gay, 2002). Implications from this dissertation study include the need for teachers to investigate the diversity in the di reading programs they are using and for researchers to continue to promote CIP for special education pre-service and in-service teachers.

A SPECIAL EDUCATION TEACHER'S USE OF CULTURALLY INFORMED

PRACTICES TO ENHANCE A DIRECT INSTRUCTION READING

PROGRAM: A CASE STUDY

by

Hollie A. Mason

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Approved by

_____
Dr. Marcia L. Rock
Committee Chair

DEDICATION

This dissertation is dedicated to Joshua Davis. You taught everyone so much, and you are greatly missed.

APPROVAL PAGE

This dissertation written by Hollie A. Mason has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

Committee Chair

_____
Dr. Marcia L. Rock

Committee Members

_____
Dr. Ye He

_____
Dr. Christie Cavanaugh

_____
Dr. Morgan Chitiyo

June 22, 2023
_____
Date of Acceptance by Committee

May 31, 2023
_____
Date of Final Oral Examination

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I: INTRODUCTION

The United States is haunted by a history built on injustice, inequity, and inequality as a result of colonization; White privilege and Eurocentric ideals have long dominated society in the government, justice system, and education (Ogbu, 1992; Okihiro, 2001; Smith, 2021). Some attempts to remove the systemic barriers that keep education inaccessible to people of color, people living in poverty, and people with disabilities have been made (Ladson-Billings, 2006). Unfortunately, cycles of oppression continue to gatekeep education for large populations (Ladson-Billings, 2006), especially those whose lives are in the intersection of multiple marginalized identities, such as People of Color who are also disabled and are oppressed in multiple ways. Acknowledgments of biases and contributions to the inequitable system (e.g., American Educational Research Association's [2020] *Statement in Support of Anti-Racist Education* and the American Psychological Association's [2021] *Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in the U.S.*) with the adoption of improved standards are a start to improving conditions.

However, widespread systemic change is a slow process. For example, in 1997, in the *Leandro v. State of North Carolina* case, the NC Supreme Court affirmed that a "sound basic education" (State of North Carolina, 2020, p. 2) was a fundamental right for all children and acknowledged that many children in the state of North Carolina were not receiving this type of education. Specifically, children of color, children from families with limited English proficiency, children from racial and ethnic minority groups, children from low-income families, and children who exist in the intersections of these groups, were labeled "disadvantaged" and have consistently been denied this educational right (Public Schools First North Carolina, 2021).

Children in these groups often attend underfunded schools (Ladson-Billings, 2006) and are referred for special education services, where they may be separated from their peers, and where some researchers argue that children of color and culturally diverse students have been historically overidentified and placed (Castro-Villarreal et al., 2016; Gay, 2002).

Twenty-three years after *Leandro v. State of North Carolina*, NC Superior Court Judge Lee ordered $1.7 billion in funds to be made available to begin to enact a response to the case. This would fund an eight-year plan to remediate schools and ensure that students who had been labeled "disadvantaged" for so long would begin receiving a more equitable education (Public Schools First North Carolina; PSFNC, 2021; State of North Carolina, 2020). This means the plan, in response to the original court case in 1997, would not be fully enacted until 2029, which is 32 years after the court case. Still, this plan has not been met with immediate approval, meaning the actual enactment ensuring equitable educational conditions for all students in North Carolina could be pushed back even further (PSFNC, 2021). This is just one example, in one state, of the slow process to secure the right to education for all students.

In this chapter, I argue there is a need for further investigation of educational equity, specifically in special education reading classes where students with disabilities receive reading instruction separate from their nondisabled peers. I begin by discussing the current reading instructional recommendations for students with disabilities, many of whom are children of color receiving special education services in underfunded schools in their home communities (Bekele, 2019; Larios & Zetlin, 2022). For example, in the 2020-2021 school year, 15% of students receiving special education services under the Individuals with Disabilities Education Act (IDEA, 2015) in the United States were White students. Comparatively, 8% were Asian, 12% were Pacific Islanders, 14% were Hispanic, 15% were two or more races, 17% were Black

American students, and 19% were American Indian or Alaskan Natives (National Center for Education Statistics, 2022). I include these statistics to create a visual of the racial makeup of special education classrooms.

Throughout this chapter, and those that follow, I use the term "culture" to reflect the identities of students through their "knowledge, customs, arts, aesthetics, beliefs, language, symbols" (Ladson-Billings, 2017, p. 82), and unique characteristics related to the culture of their disability (Brown, 2002; Gay, 2002; Riddell & Watson, 2014). To further define disability rights culture, Steven Brown (2002) described the "common history of oppression and a common bond of resilience. We generate art, music, literature, and other expressions of our lives and our culture, infused from our experience of disability" (p. 48). Brown (2002) goes on to emphasize the pride that is acritical component of the culture in the disability rights community. In this way, I included the disabled community as an oft-forgotten part of the history of oppression in the United States.

Reading Instruction

To further investigate culturally informed practices in special education reading classrooms, I conducted this study to determine if and how special education teachers may be incorporating culturally informed practices along with the direct instruction (di) reading programs they are already using, despite the dearth of literature on this specific topic (see Chapter II). Throughout this chapter, and those that follow, I use the term "reading" broadly to encompass the skills that make up comprehension of written text, to include the components of reading that were endorsed by the National Reading Panel (NRP, 2000): phonemic awareness, phonics, vocabulary, fluency, and comprehension. I define these and other terms in more detail in subsequent sections of this chapter. The term "literacy" is sometimes used synonymously with

"reading," however, in this dissertation study, I only use the term "literacy" when it was explicitly used by the source cited, or when I describe a broader range of skills related to reading, such as concepts of print, language, phonological awareness, and automatic word recognition (University of North Carolina System, 2021).

Special Education and Direct Instruction Reading Programs

Special education classrooms are comprised of students from various backgrounds who come to school with a myriad of histories, strengths, and needs (Turnbull et al., 2014). Students receiving special education services have legally binding Individualized Education Plans (IEPs) through which stakeholders outline a student's academic, social, emotional, behavioral, and functional skill levels. The IEP reflects how their disability impacts not only participation in the general education classroom, but also how they access, progress, and succeed in the general or adapted curriculum. For areas where a student needs additional support, the IEP team writes measurable, standards-aligned goals that are deemed achievable in a specific time frame. Progress toward the goals must also be regularly measured by both formal and informal assessments (Jozwik et al., 2018; Turnbull et al., 2014; Yell, 2020). Findings by Jozwik, Cahill, and Sánchez (2018) revealed a gap in the research around developing goals that meet the federally mandated requirements while also attending to students' unique cultural and linguistic characteristics. In addressing this gap, IEP team members are more likely to ensure that goals are meaningful to the student, readable and accessible to the parents, and genuinely student-centered (Jozwik et al., 2018).

To address reading instruction within special education classrooms, I first discuss direct instruction programs that are often used as a method to accelerate learning for students who are considered behind their nondisabled, same-age peers in reading (Carnine, 2010). These programs

4

are rooted in behaviorism and may also be associated with the terms "scripted programs" or "commercial programs." These are intervention programs provided by schools or districts to target specific skills and typically feature highly explicit routines, structure, and scaffolding (Main et al., 2020; National Institute for Direct Instruction [NIFDI], 2015). In Rosenshine's (1978) foundational work with direct instruction (denoted with lowercase letters as di), he described di as:

> high levels of student engagement within teacher-directed classrooms using sequenced, structured materials… where goals are clear to students, time allocated for instruction is sufficient and continuous, content coverage is extensive, student performance is monitored, questions are at a low cognitive level and produce many correct responses, and feedback to students is immediate and academically oriented. (p. 46)

In the early conceptualizations of direct instruction, teachers were encouraged to provide structure without playing an authoritarian role and to choose materials appropriate for their classroom's goals and purposes (Carnine, 2010; Rosenshine, 1978).

Around the same time that di was being defined and studied, Siegfried Engelmann's work led to the publication of Corrective Reading, which was the first Direct Instruction (denoted by capital letters as DI) reading program. In the same year, the first conference, to promote DI, was held in Eugene, Oregon (NIFDI, 2015). One of the distinguishing factors between di and DI is that di refers to specific approaches used together (i.e., student engagement, instruction in small groups, teacher feedback), in contrast, DI refers to a specific set of published commercial programs that have been researched, including but not limited to Corrective Reading, Funnix Reading, Horizons, Reading Mastery Transformations, Reading Mastery Signature Edition, and

REWARDS (NIFDI, 2015). These programs were meant to build students' reading skills and improve their reading achievement.

Throughout this chapter, and the chapters that follow, I use DI or Direct Instruction (uppercase) to specify the aforementioned list of programs specific to the publications of the NIFDI. I use di or direct instruction (lowercase) to refer to programs and curricula that promote the components according to Rosenshine's (1978) work, including sequence, structure, low cognitive level questioning, and immediate direct feedback (Carnine, 2010; Rosenshine, 1978) and to refer broadly to the concept of direct instruction. In Chapter IV, I describe the lowercase di components of the program the teacher participant in this study uses.

National Reading Panel (2000)

While di and DI made progress in addressing reading issues beginning in the 1970s, larger-scale initiatives were established in the late 1990s. To address reading achievement on a national level, the United States Congress asked the National Institute of Child Health and Human Development (NICHD) to commission its Child Development and Behavior Branch, in collaboration with the U.S. Department of Education, to assemble the experts needed to analyze research on effective reading instruction. From this collaboration came the formation of the National Reading Panel (NRP), a team of experts who released their report in April of 2000 (Camilli et al., 2003; NRP, 2000). The convening of this panel was in response to widespread K-12 student reading deficits, which were made public, in the U.S., through the National Assessment of Educational Progress (NAEP), often referred to as the Nation's Report Card. Through the efforts of the NRP, President George W. Bush's commitment was to ensure all students in America could read on grade level by the third grade (Coles, 2000). This third-grade emphasis was based on national trends, which had shown that students who were not proficient

at such an age were four times more likely than their proficient peers ***not*** to graduate

(Hernandez, 2011; Lesnick et al., 2010).

The recommendations published by the NRP included five components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension) that were touted as the most effective combination for teaching reading when explicitly and systematically taught together (Allington, 2013; National Reading Panel, 2000). These five components (i.e., the ability to hear separate sounds in words [phonemic awareness], connecting the sight of letters to sounds [phonics], reading at an appropriate pace with expression and rhythm [fluency], understanding the meanings of the words read [vocabulary], and the understanding and interpreting text [comprehension]) were deemed as the foundation of effective reading programs (Allington, 2013; Carnine, 2010; NRP, 2000; University of North Carolina System, 2021). According to the NRP (2000), the more proficient a reader is with these components, the less cognitive load the reader must employ to understand what is read. Authors of the NRP report maintained that, when these five components are taught together, specifically in kindergarten and first grade, positive effects on decoding skills (sounding out words) were reported by researchers in the studies they used to conduct the meta-analysis that was the basis of their report (Allington, 2013).

Each of the five components also plays an individual role in the complex process of learning to read (NRP, 2000). For example, researchers have identified phonemic awareness as an effective skill in eventually learning to read for students who have consistently practiced identifying and manipulating sounds within words (NRP, 2000). Students who receive systematic phonics instruction better understand the relationship between written letters and the sounds that correspond with them (Carnine, 2010). Fluent oral reading contributes greatly to overall comprehension, just as explicit vocabulary instruction also increases comprehension

(Carnine, 2010). Comprehension of text is the overall goal of reading, which is supported by the other four components of reading, however, it must also be taught explicitly for students to understand what they are reading effectively (NRP, 2000).

Despite including only peer-reviewed publications for the meta-analysis included in the NRP report (2000), the report itself was not peer-reviewed. This, among other issues (such as lack of time for researchers to complete the challenging task [Yatvin, 2002] and reports of flawed math used when calculating effect sizes [Camilli et al., 2003]), often casts criticism on the recommendations included in this report. Regardless of these criticisms, the publication of the NRP report impacted reading instruction practices in the United States. Nationally, it led to the *Reading First* program, which resulted in federal funding to public school districts to provide "research-based" programs to their students (Powell et al., 2017). The push for systematic and explicit reading instruction, coupled with the flow of federal funds, led many educational entrepreneurs to seize the chance to capitalize and begin producing more commercial programs, which contributed to a re-emergence of direct instruction reading programs claiming to solve students' reading deficits (Allington, 2013).

What Works Clearinghouse (WWC)

In part, the increased number of commercial reading programs brought an increased need to measure program effectiveness. One such measure of effectiveness is the data housed in the What Works Clearinghouse (WWC). The WWC features research standards developed by the Institute for Education Sciences (IES) in 2002 to assess the rigor of effectiveness in education research and to ensure objective research (Gersten et al., 2017). The inclusion of programs and interventions listed on the WWC website is based on the amount of published research available for review in the ERIC database (Gersten et al., 2017). Because WWC employs a systematic

approach to including program and intervention studies, there are programs and interventions that are not included on the WWC website, thus, I also review other evaluation sources later in this chapter. WWC reviewers use a specific scoring protocol to identify and prioritize which programs or interventions receive reviews (WWC, n.d.). According to the rigorous WWC standards, individual direct instruction programs and reading interventions that are included have varying reviews, which I describe in the following section.

In presenting the information that follows, I do not attempt to prove or disprove the merit of any particular direct instruction program, nor to promote or demote the use of direct instruction. Instead, my purpose is to briefly review some of the data on the effectiveness of direct instruction programs and to understand where the data comes from, whom the data reflects, and where there may be gaps in cultural and racial representation. This is important to the development of this dissertation because it reveals the limited amount of data available and accessible when determining if and how a special education teacher may individualize a program to celebrate diverse students' unique cultural attributes. Teachers may not have control over which di or DI reading program they are assigned to use, as their school or district may assign a program purchased for intervention or core instructional purposes (Main et al., 2020). That said, teachers should be allowed access to information and tools to determine what a particular program lacks in cultural responsiveness. The lack of clarity on this topic, detailed in the following paragraphs, influenced coding categories for the literature review (see Chapter II) and the specific quantitative instrument used in this study to assess culturally informed aspects of the di or DI reading program being used in the participant's classroom (see Chapter III).

According to the reading program data available on the WWC website (n.d.), only 24.5% of programs listed (57 of 233 total reading programs) boast a positive or potentially positive

effect from published research that met the WWC standards. Another 10.3% (n = 24) had mixed

effects or no discernable effects, and 63.5% (n = 148) had no evidence of effectiveness. When

considering reading programs for students with disabilities, only nine programs showed positive

effects for reading AND students with disabilities. A closer look at these nine programs (see

Table 1 for details on each) revealed that each of the nine programs received a positive or

potentially positive effect in only one or two outcome domains related to reading. For example,

Repeated Reading is an intervention that included studies related to student achievement in four

domains (i.e., alphabetics, comprehension, overall reading achievement, and fluency); however,

only one (i.e., comprehension) showed positive or potentially positive outcomes.

Considering the NRP (2000) recommendations that reading instruction should include all

five components of reading (i.e., phonemic awareness, phonics, vocabulary, fluency,

comprehension), choosing one of these programs, based on WWC's recommendation, may be

difficult for teachers. Special educators, who typically teach reading to diverse students with

varying needs and IEP goals, likely encounter heightened challenges when providing effective

reading instruction (University of North Carolina System, 2021), especially if all five

components are not addressed effectively in a specific di or DI program. Further, most of the

outcomes were based on White American student participants in the studies included in this

informal analysis of WWC website data. Of the nine interventions that showed positive or

potentially positive effects, the exceptions to the majority White demographic were FastTrack:

Elementary School (51% Black, 47% White), Self-Regulated Strategy Development (33% Asian,

75% Black, 59% White), and Repeated Reading (63% Black, 38% White). See Table 1 for

participant demographics of the other six programs. These demographics are important for

Table 1. Literacy Interventions with Positive or Potentially Positive Effects for Children with Disabilities According to WWC

Program	Grade Level	Outcome Domain(s)	Effectiveness Rating	Improvement Index	Demographics	Study Years
Phonological Awareness Training	PK	Communication and Language	++	13	Urban setting	1993, 2003, 2003, 2011
Dialogic Reading	PK	Communication and Language	++	11	18% Black, 67% White, 15% unspecified	1994, 1998, 1999, 1999, 2001
Peer-Assisted Learning Strategies	K-6	Comprehension Fluency	+ +	27 14	34% Black, 78% White, 100% English Language Learners, 57% Free and Reduced Lunch, Urban setting	1995, 1997, 2002, 2005
Fast Track: Elementary School	K	Reading Achievement	+	8	51% Black, 47% White, Urban setting	1999
Lindamood Phoneme Sequencing® (LiPS®)	1-4	Alphabetics Comprehension Fluency Writing	+ 0 + -	9 n/a 17 -22	35% Black, 65% White	2001
Read Naturally®	2-4	Fluency Writing	0 +	n/a 13	Not included	2006
Self-Regulated Strategy Development	2-10	Writing	+	Not reported	Asian 33%, White 59%, Black, 75%	1989, 1992, 1993, 1997, 1998, 1999,

11

					1999, 2006, 2007, 2012
Repeated Reading	5-12	Alphabetics Comprehension Reading Achievement Fluency	0 + 0 0	n/a 7 n/a n/a	63% Black, 38% White, 100% Not Hispanic, 67% English Language Learners, Rural setting	1990, 2004, 2010
Spelling Mastery	2-4	Writing	+	30	25% Black, 75% White, Rural setting	1990, 2006

Note. PK is Prekindergarten, K is Kindergarten. Effectiveness Ratings are (++) positive, (+) potentially positive, (+-) mixed effects, (0) no discernible effect, (-) potentially negative, (--) negative. Improvement Index information represents the expected change for a student using the intervention. Demographic information is from research reports that included this information, not all articles gave student demographics. Data for years are the publication years of studies that met WWC evidence standards without reservations and studies that met WWC evidence standards with reservations, studies that did not meet WWC evidence standards are not included. All information is from the What Works Clearinghouse website: https://ies.ed.gov/ncee/wwc/FWW

teachers to consider when making decisions about which program to use in a classroom. For example, if a teacher was considering the use of Repeated Reading in a classroom with predominantly Latinx students, it may be inappropriate to apply the findings of the WWC report as no Latinx students were included in those studies.

Finally, the reading interventions reported on the WWC website are not necessarily scripted or direct instruction programs. Of the nine programs delineated in Table 1, only four (i.e., FastTrack, Lindamood Phoneme Sequencing®, Read Naturally®, Spelling Mastery) are commercially packaged programs that come with materials and instructions for teachers to follow as they teach. Of these programs, the data used as the basis for the WWC reports are dated. Research that met WWC standards on FastTrack was published in 1999; Lindamood Phoneme Sequencing® research was published in 2001; Read Naturally® findings were published in 2006; Spelling Mastery had two research reports that met WWC standards that were published in 1990 and 2006. Considering the WWC efficacy reports were based on one to two research articles per program published more than 15 years ago, it seems reasonable to maintain a critical view of these results and seek more current research to determine how effective each program may be in the current context.

Specifically, a closer look at the materials for the commercially available programs is warranted to determine if each program includes culturally informed instructional techniques. According to information readily available on each program's website, I found little information specifically about the culturally informed nature of the materials. The Fast Track Project (2011) does include a reading component but was designed for the purpose of helping students develop prosocial behaviors and tracking what makes students successful. Specific curriculum details regarding the reading component are not included on the WWC website. The Lindamood

Phoneme Sequencing Program® (LiPS®; n.d.) is specific to phonemic awareness (hearing sounds within words). Because of this, the program does not include traditional reading materials, only activities connected to recognizing and manipulating sounds within words, which may not incorporate culturally informed materials. Representation of various races and cultural portrayals could be included in materials, but there are no visuals of these materials on the publisher's website to confirm or disprove this. Likewise, there are no specific references to culturally informed materials on the Spelling Mastery (2022) publisher's website. Read Naturally® (2022) does address the extra supports beneficial to students who are also English Language Learners on the publisher's website and states that extra supports are provided through vocabulary previews, audio options, supplying background knowledge, and support in Spanish (Read Natural, 2022b).

Additional Sources of Evaluation Data

In addition to reading program data available through the What Works Clearinghouse website (https://ies.ed.gov/ncee/wwc/), other entities also evaluate reading programs and interventions. Examples include those conducted under the Every Student Succeeds Act (ESSA; U.S. Department of Education, 2015) with the support of the National Center for Education Evaluation and Regional Assistance (NCEE; 2010b) and those conducted through partnerships with the National Center for Leadership in Intensive Intervention (NCLII, n.d.). In conducting a web search to identify such evaluations conducted on programs specific to reading instruction and students with disabilities, I found three additional evaluations of commercial reading programs that met the criteria for direct instruction.

In 2010, the National Center for Education Evaluations (NCEE, 2010b) published a report that included two programs specifically designed for high school students (i.e., Reading

Apprenticeship, Xtreme Reading). As I did for the programs included on the WWC reports, I reviewed the publicly available information on each program's website (https://readingapprenticeship.org/, https://sim.ku.edu/xtreme-reading). Similar to the websites for the programs included by WWC, these websites did not include information about cultural responsiveness or how to promote diversity in the classroom while using the programs. In the NCEE report, authors compiled Reading Apprenticeship and Xtreme Reading results. The student populations included in the analysis were comprised of 78% Black or Hispanic high school students, all of whom were described as two to five years behind in reading (NCEE, 2010b). Authors of the report concluded that these programs did improve students' comprehension; however, 77% of students were still performing two or more years behind grade level by the end of the study, with students who received Reading Apprenticeship experiencing more reading success than those using Xtreme Reading (NCEE, 2010b).

Another report, *Effectiveness of selected supplemental reading comprehension interventions: Findings from two student cohorts* (NCEE, 2010a), focused on three reading comprehension interventions (i.e., ReadAbout, Read for Real, Project CRISS [developed by Creating Independence through Student-owned Strategies]; NCEE, 2010a). According to ReadAbout information online (http://teacher.scholastic.com/products/readabout/experience.htm; Scholastic, 2013), students can decide what topics they are interested in learning about to customize their learning experiences, but there is no specific information about the culturally informed nature of the topics. Similarly, the online information (https://www.projectcriss.com/) for Project CRISS did not mention culturally informed practices or materials on the website (Project CRISS, 2022). In the study of the three interventions, student participants were drawn from schools that reported populations with 37% Black American students, 32% Hispanic

American students, and 27% White American students (NCEE, 2010a). Overall, the authors reported that the two-year study yielded no statistically significant positive impacts from any of the included programs during the first year; however, after the second year, ReadAbout produced some improvements in students' reading comprehension of Social Studies content (NCEE, 2010a). Read for Real did not have content online discussing the program's components.

Finally, through a partnership between the National Center for Leadership in Intensive Intervention (NCLII, n.d.) and Vanderbilt University's A3 (Accelerating Academic Achievement) Research Center funded by the Institute of Education Sciences (NCLII, n.d.), researchers reviewed reading intervention strategies for students with disabilities, in grades 3 through 5, to determine the most effective practices for teaching reading comprehension of nonfiction texts (Sevier, 2013). From the review, the Reading PI program was created (The Fuchs Research Group, 2019b). Although the program's website (https://frg.vkcsites.org/what-are-interventions/reading_interventions/) does **not** include specifics regarding the culturally informed aspects of the reading strategies or programs, there is a video encouraging teachers to consider alternate approaches for tailoring interventions that are not proving effective for individual students (The Fuchs Research Group, 2019a).

Again, my purpose for including this information is **not** to raise questions about the overall effectiveness of direct instruction programs, but to shed light on an issue regarding how publicly accessible information is presented. The teacher who participated in this study used a reading program that her district or administrators selected, but the lack of easily accessible information on how culturally informed each program is, in addition to the lack of diversity of student populations in some of the research supporting the studies, justifies this study. Special education teachers should be aware of how the di or DI reading program they use addresses the

diversity of students. Additionally, special educators should be supported in their efforts to be culturally responsive to the diverse students in their classrooms. Since this type of valuable information is not readily available and explicitly stated for these and other reading programs, this study was designed to investigate how a special education teacher may already be creating culturally informed reading instruction that reflects her classroom population while also using a direct instruction reading program.

In special education classrooms, special educators' use of intervention programs (e.g., those included in WWC and other efficacy reports) can help students improve their reading skills (NIFDI, 2015; Powell et al., 2017). Yet the students with disabilities who receive specially designed reading instruction in those settings are often culturally diverse (U.S. Department of Education, 2022) and not represented in the reading programs (Ahmed, 2019; Kang, 2016). Direct instruction and DI also raise barriers for some when the curriculum does not meet the various needs, goals, interests, and lived experiences of the students present (Aceves et al., 2014; Kang, 2016; Morrison et al., 2008; Wiggan & Watson, 2016). This necessitates investigating program materials used for reading instruction to assess whether and how they are culturally informed. In this dissertation study, I include a quantitative instrument for data collection (see Chapter III) to assist in determining this.

Published Research in Support of Direct Instruction

In addition to large-scale evaluations, such as those described in the previous section, a multitude of published research supports the merits of direct instruction programs. In a recent meta-analysis conducted to span fifty years of direct instruction literature, Stockard and colleagues (2018) found overall positive outcomes with the use of direct instruction across all content areas (i.e., math, science, reading). Across the time span (1966-2016), of published

articles included in the review, the researchers found consistently positive effects of direct instruction as indicated by mostly medium and large effect sizes. These effects were maintained across variables, such as race, ethnicity, ability, subject, and grade level of students; however, Stockard and colleagues (2018) did not disaggregate participant demographic data to analyze which races, ethnicities, and ability categories were used across all included studies. Specific to reading, stronger effects were reported for students who received direct instruction for longer periods of time (i.e., 60 minutes or more). Considering the conflicting reports regarding the efficacy of reading programs for students with disabilities through the What Works Clearinghouse (n.d.), the cultural disconnects between diverse students' lived experiences and the curriculum content (Kang, 2016; Noguera, 2003; Morrison et al., 2008; Rose, 1989; Wiggan & Watson, 2016), and the longstanding positive outcomes reported by direct instruction researchers from various disciplines (Stockard et al., 2018), continued investigation into the culturally informed nature of reading programs used with diverse students with disabilities is warranted.

Culturally Informed Reading Practices

In this section, I briefly introduce the second component of my dissertation topic: culturally informed reading practices. In a following section, I describe the theoretical framework that provides the foundation for this dissertation study and explain why this framework may be particularly beneficial to diverse students with disabilities in special education classrooms. I also discuss relevant theories and frameworks, such as Gloria Ladson-Billings's (1995) Culturally Relevant Pedagogy and Geneva Gay's (2002) Culturally Responsive Teaching. To avoid confusion between the two similarly named frameworks, I use "culturally informed" as a broad term to refer to practices that take students' culture and history into account

(Kelly & Djonko-Moore, 2021). By contrast, when I reference the work of a specific researcher, or when I discuss literature that addresses a specific framework, I use the name of the specific approach, theory, or framework as indicated by the authors. I discuss these frameworks in greater detail in the Theoretical Framework section of this chapter; however, some of the common culturally informed practices in reading instruction that come from these frameworks and subsequent literature include the following: (a) selecting reading materials that feature diverse students, (b) offering opportunities for student input, (c) using community resources, (d) incorporating bilingualism, and (e) providing reading instruction rooted in cultural and linguistic backgrounds of the students present in class (Kelly & Djonko-Moore, 2021; Orosco & O'Connor, 2014; Wiggan & Watson, 2016; Zelazo et al., 2017; Zoch, 2017).

Importantly, in special education classrooms, students with disabilities are often behind their nondisabled same-age/grade peers in developing reading skills (IDEA, 2004; NRP, 2000). Consequently, district administrators often recommend, require, or endorse the systematic instruction that DI or di curricula provide (Powell et al., 2017). However, ensuring student representation in classroom materials, allowing for student input, and using community resources (Kelly & Djonko-Moore, 2021; Orosco & O'Connor, 2014) can be powerful tools for engaging students, and increased student engagement is associated with better retention and achievement (Zelazo et al., 2017). When creating culturally informed reading practices, teachers begin to free themselves from previously hidden biases (Kelly & Djonko-Moore, 2021), further develop their own cultural knowledge (Brown, 2007), support meaning making from texts for students (Zoch, 2017), help students feel pride in who they are (Wiggan & Watson, 2016), and give back to the communities in which their schools are located (Ladson-Billings, 1995), among other benefits. Culturally informed practices have been effective for students from various populations,

including (but not limited to) Black American students (Husband & Kang, 2020; Ladson-Billings, 1995), students who speak English as a second language (Beneville & Li, 2018; Orosco & O'Connor, 2014), and Southeast Asian students (Beneville & Li, 2018).

Specific to special education students, Orosco and O'Connor (2014) conducted a qualitative case study in which they observed, interviewed, and analyzed artifacts of an elementary special education teacher who taught English Language Learners who also had specific learning disabilities in reading. From the study, they found culturally responsive techniques that the teacher used in her classroom to connect with her students. Within the small group setting, the teacher provided instruction incorporating students' bilingualism, home and community experiences, reading instruction rooted in students' cultural and linguistic backgrounds, and interactive classroom conversations that built on components of reading and language (Orosco & O'Connor, 2014). Despite the positive outcomes for students documented in this study, and as reviewed in Chapter II, few published studies about culturally informed instruction focus on special education students.

Initiatives in Illinois

As a tenure track, early career faculty member at an Institution of Higher Education located in Illinois, I conducted this dissertation study in that state. Illinois is a state in which state-level reading initiatives for teachers are being considered by the legislature and in which culturally responsive standards have recently been adopted for teacher preparation programs. Because these initiatives are new and forthcoming, current in-service teachers would not have received these supports in their coursework. I include information about these practices here because they have promising implications for future teachers hailing from public colleges and universities in the state of Illinois. Since I conducted this dissertation study with an in-service

teacher of 22 years as the participant, these initiatives have not contributed to the enactment of culturally informed reading practices in her classroom; however, questions about her coursework and training were included in the interview phase of the study.

In January of 2022, the Illinois House of Representatives introduced IL HB5032, a bill to create the Right to Read Act into the 102nd General Assembly (Bill Track, 2023; ILGA.gov, 2023). The bill was filed by Representative Rita Mayfield (D) and is co-sponsored by Representatives Margaret Croke (D), Jennifer Gong-Gershowitz (D), Seth Lewis (R), Natalie Manley (D), Joyce Mason (D), Suzanne Ness (D), Cyril Nichols (D), and Anne Stava-Murray (D). The bill has been in committee since March 4, 2022. If passed, the Right to Read Act will require the Illinois State Board of Education (ISBE) to support teachers (including early childhood, special education, elementary, and reading specialists) by selecting evidence-based instructional programs and providing appropriate training to districts. ISBE will also post annually on its website what steps have been taken to support districts in providing literacy instruction that is deemed as high quality and evidence-based. The public report will also include any Early Literacy Grant recipients, how they allocated funding, and which specific curricula they use.

In addition, new teacher candidates in Illinois will be required to pass a rigorous reading foundations test that will ensure that teachers are equipped with knowledge on "phonological and phonemic awareness, concepts of print and the alphabetic principle, the role of phonics in promoting reading development, word analysis skills and strategies, vocabulary development, application of reading comprehension skills and strategies, and methods for assessing reading development" (Bill Track, 2023). These foundations of reading components are comparable to those endorsed by the National Reading Panel (2000).

Table 2. Reading Programs and Reading Tutoring/Support Programs at Illinois Universities

University	Program/Certification	Program
Chicago State University	Graduate Reading Program M.S.Ed in Teaching of Reading	Summer Reading Skills Program
Eastern Illinois University	Reading Teacher Endorsement; Certificate in Reading Instruction	Student Reading Council
Governor's State University	Reading Master's with Endorsement; Reading Teacher Endorsement Certificate	Literacy Zone
Illinois State University	Reading Master's	The Mary and Jean Borg Center for Reading and Literacy
Northeastern Illinois University	Reading Master's with Endorsement	Literacy Center
Northern Illinois University	M.S.Ed. in Literacy Education Reading Specialization	Jerry L. Johns Literacy Clinic
Southern Illinois University Carbondale	Reading Specialist	America Reads Challenge; Illinois Tutoring Initiative; School of Education Volunteer Corps
Southern Illinois University Edwardsville	K-12 Reading teacher Endorsement	Cougar Literacy Clinic
University of Illinois Chicago	M.Ed. in Language, Literacies, and Learning (LLL)	Center for Literacy; Reading Clinic
University of Illinois Springfield	N/A	Literacy at the Laundromat
University of Illinois Urbana-Champaign	Reading Teacher Endorsement	Center for the Study of Reading; Beckman Institute
Western Illinois University	M.S.Ed with a major in Reading	The Reading Center; America Reads

The state of Illinois boasts 12 public state colleges, all of which offer reading-specific degree programs or certifications as well as reading tutoring and support programs (see Table 2). Degree programs and certifications will support the new teacher initiatives and prepare teachers for assessments mandated by the Right to Read Act. These universities will also enact programming for all pre-service teachers in response to adopting the Culturally Responsive Teaching and Leading Standards (CRTLS), which the ISBE added in March 2021 (Illinois State Board of Education, 2022). The purpose of the standards is to promote best practices in closing achievement gaps in reading and math. The standards focus on multiple facets of culturally responsive practices, such as self-reflection, relationships with student families, connecting curriculum with students' lives, and encouraging student leadership (Korte, 2021). Standards include (a) self-awareness and relationships to others; (b) systems of oppression; (c) students as individuals; (d) students as co-creators; (e) leveraging student advocacy; (f) family and community collaboration; (g) content selections in all curricula; and (h) student representation in the learning environment (Illinois State Board of Education; ISBE, 2022).

Pre- and In-Service Professional Learning and Support

Regardless of federal or state initiatives, for teachers to best support their students, they must also be supported and provided resources in ongoing professional training and learning opportunities. Professional learning and training opportunities may be presented in several forms, depending on a teacher's status as pre-service (those in teacher education programs working towards certification) or in-service (those who have completed their coursework and certification). Training and support opportunities may include pre-service coursework, in-service professional development, and coaching, which can be provided for both pre- and in-service teachers.

Pre-Service Teacher Coursework

Specific to pre-service special education teachers, several practices have been reported as helpful in developing their teaching practices. Some of these practices include the use of practice-based opportunities embedded in their coursework (Knackstedt et al., 2018), receiving feedback from professors or mentors (McLeod, 2020; Mrstik et al., 2018; Rock, 2019; Sinclair et al., 2020), use of technology in receiving practice feedback such as virtual coaching (Ottley et al., 2019; Rock, 2019; Sinclair et al., 2020) or bug-in-ear coaching which allows for real time feedback and coaching (Rock, 2019; Scheeler et al., 2018; Sinclair et al., 2020), and mixed reality simulations where pre-service teachers can practice their teaching skills with virtual students (Walters et al., 2021). As confirmed by results of a recent meta-analysis (Sinclair et al., 2020), with advances in online technology (such as bug-in-ear pioneered by Rock and colleagues [2009]), pre- and in-service teachers can receive real-time feedback and adjust their instructional delivery in the moment, which results in positive classroom outcomes.

To help prepare pre-service special education teachers to work with a diverse population of students, the Collaboration for Effective Educator, Development, Accountability, and Reform (CEEDAR) Center created an Innovative Configuration Matrix (Aceves et al., 2014) to support higher education faculty with creating syllabi that include Culturally Responsive Teaching development. The matrix, and the explanatory document produced by the CEEDAR Center, apply elements of Culturally Responsive Teaching to special education pre-service teacher coursework. These elements include themes of student engagement, identities (e.g., culture, language, and race), awareness of multicultural differences in the classroom (e.g., "understanding, sensitivity, and appreciation of the history, values, experiences, and lifestyles of other cultures" [Aceves et al., 2014, p. 9]), maintaining high expectations for students,

supporting critical thinking skills, and promoting social justice. Evidence-based practices are also included to support pre-service teacher learning, such as teaching collaboratively, providing responsive feedback, modeling instruction, and using scaffolding to promote student learning and growth in the special education classroom (Aceves et al., 2014).

In-Service Teacher Professional Learning

After pre-service teachers have completed their coursework, however, it is vital that they continue to learn and enhance their practices as in-service teachers. This is typically done through professional development training in school districts (Brownell & Leko, 2018; Kennedy, 2016; Knackstedt et al., 2018) or through coaching (Joyce & Showers, 1982; Rock, 2019; Scheeler et al., 2018). Professional development trainings may involve groups of teachers learning together for various reasons (e.g., learning to use a specific intervention, learning teaching strategies, or providing insight on their teaching practice, see Table 3 for definitions of each [Kennedy, 2016]).

Professional Development

Kennedy (2016) described four purposes of professional development: prescriptive, strategy-centered, insight gaining, and autonomy boosting. Prescriptive professional development sessions explicitly train teachers to use a specific curriculum or intervention to address a classroom problem, such as providing reading instruction for a group of students who need extra support in reading. Strategy-centered professional development opportunities offer a broader range of practices to meet a teaching goal and train teachers on how and why to use each strategy. These sessions "encourage professional judgment" (Kennedy, 2016, p. 956). Some professional development sessions have the purpose of gaining teacher insights and purposefully collect information on how teachers make decisions in-the-moment to understand how to better

support teachers. Finally, the purpose of some professional development opportunities is to foster

teacher autonomy by presenting information so that they accumulate more knowledge around

their teaching practices. These opportunities allow teachers to use discretion on how and to what

extent they use the knowledge they gain (Kennedy, 2016).

Table 3. Types of Professional Development

Professional Development Purpose	Definition
Prescriptive Professional Development	Explicit training on a specific way to address a classroom problem, such as using a specific curriculum ("universal guidance" [Kennedy, 2016, p. 956])
Strategy-Centered Professional Development	Training that promotes a variety of practices to meet a teaching goal, includes rationale for when and why to use each strategy ("encourages professional judgement" [Kennedy, 2016, p. 956])
Professional Development to Gain Teacher Insights	Purposefully collecting in-the-moment decision-making moments teachers engage in during teaching in order to understand how teachers alter their behaviors and how to better support teachers ("helping teachers learn to 'see' situations differently and to make their own decisions about how to respond" [Kennedy, 2016, p. 956])
Accumulation of Body of Knowledge Professional Development	Furthers teacher autonomy by presenting knowledge without specific recommended action ("gives [teachers] maximum discretion regarding whether or how teachers would do anything with that knowledge" [Kennedy, 2016, p. 956])

Note. All professional development information included references Kennedy, 2016.

Coaching

Another way to support teachers is through coaching, which is described as a continuum

to address the unique needs of a teacher at any given time (Rock, 2019). Coaching typically

involves one teacher or small groups of teachers, and includes aspects such as study, observation

of practice, one-on-one coaching sessions with feedback, or group coaching, where teachers

coach each other and share the practices they find most effective (Joyce & Showers, 1982; Rock,

2019). The study of theory and practice involves the consumption of information through presentations of research and provides clear rationale for practices (Joyce & Showers, 1982; Rock, 2019). An example of a teacher engaging in this component of coaching would be reading an article in a practitioner journal describing Culturally Relevant Pedagogies and how to provide culturally relevant instruction to students. Observation of theory and practice includes a coach watching a teacher's instruction to provide feedback. Teachers do not automatically transfer knowledge from what they study into practice in their classrooms, so coaching from an expert in the field is crucial for making that transfer happen. One-on-one coaching can be done with feedback directly after teaching a lesson (Joyce & Showers, 1982) or in the moment through technology-enabled in-ear coaching (Rock, 2019). Group coaching occurs among teachers who share their practices with each other and help to enhance each other's practice (Joyce & Showers, 1982; Rock, 2019). Teachers may need support in various areas at different levels, so the coaching model is considered a continuum, where elements of coaching can be provided dependent on needs at a specific time (Rock, 2019). See Table 4 for definitions of coaching elements and the coaching continuum.

Regardless of the types of support and training teachers receive, the goal remains the same: to continue to learn and adapt their practice to be most effective for the students in their classrooms. This is an important subcomponent of this dissertation study because teachers may be receiving one type of support (such as training on a specific direct instruction intervention through professional development), but have a need for other types of support, such as one-on-one coaching to support the use of culturally informed instruction for a specific group of students in their classroom. I address this subcomponent further in Chapter II and throughout the teacher interview described in Chapter III.

Table 4. Coaching Continuum

	Coaching Model	Definition
	Study of Theory and Practice	Consumption of information through presentation of research that provides clear rationale for practices
	Observation of Theory and Practice	Opportunities to view other teaching professionals carry out elements of pedagogy, aids in transferring knowledge to practice
	One-on-One Coaching	Teachers receiving feedback sessions from researchers or other experts in the field
	Group Coaching	Teachers coach each other to refine use of specific practices in the classroom setting

Note. Definitions of coaching models reference Joyce and Showers (1982) and the addition of the continuum references Rock (2019)

Theoretical Framework: Culturally Informed Pedagogy

In this dissertation study, I drew on the foundational work of Gloria Ladson-Billings's (1995) Culturally Relevant Pedagogy as well as Geneva Gay's (2002) Culturally Responsive Teaching framework. To set the foundation for this study, in this section, I describe the theoretical frameworks, including the history and underpinnings of Culturally Relevant Pedagogies (Ladson-Billings, 1995), as well as how the framework has evolved and provided a foundation for other researchers' frameworks. I also describe Geneva Gay's (2002) Culturally Responsive Teaching and draw on components of her work to also include disabled students of color.

Culturally Relevant Pedagogy (Ladson-Billings, 1995)

Ladson-Billings (1995) created her framework after observing successful teachers of Black American students. The teachers she observed allowed their students to explore their own cultures and express their learning in culturally appropriate ways. I use this framework to

identify culturally informed practices that are academically effective in reading as well as responsive to students in the classroom, their families, and their communities. I use underpinnings and propositions of Culturally Relevant Pedagogy (Ladson-Billings, 1995) to investigate recent literature in Chapter II, and use culturally informed frameworks to select appropriate quantitative instruments for working with teachers and observing their practices.

To break the cycle of oppression and marginalization that Black American students historically endured in schools, Gloria Ladson-Billings (1995) began her work by observing teachers and how they worked with Black American students. From this work, she proposed the theoretical framework of Culturally Relevant Pedagogy, based on Critical Race Theory (Ladson-Billings, 2017). Ladson-Billings (1995) acknowledged that her framework continues to build on decades of previous work by researchers seeking to better conditions for all students, including "culturally appropriate" work in Hawaii by Au and Jordan (1981), the use of "culturally congruent" pedagogy for Native American children by Mohatt and Erickson (1981), and the push for "culturally responsive" language interactions between teachers and students by Cazden and Leggett (1981) and Erickson and Mohatt (1982), among others.

Still, Ladson-Billings (2017) noted areas where these frameworks needed ongoing improvement. For example, these frameworks continued to require historically marginalized students and their families to adapt to the dominant social class. In doing so, the power remained in the hands of White educators and Eurocentric ideals. By contrast, Ladson-Billings (1995) strove to bridge the gap between school and home, so that all cultures were welcome and valued within the classroom (Ladson-Billings, 1995). To advance this idea, Ladson-Billings (1990) envisioned "success" as understanding student achievement in broader terms by validating what Black students bring to the table rather than forcing them to "act white" (p. 336).

Underpinnings and Propositions

From her work with teachers and families of Black American children, Ladson-Billings (1995) proposed three underpinnings necessary for Culturally Relevant teaching practice: student achievement, cultural competence, and critical consciousness. As Ladson-Billings (1995) observed classrooms and teachers of Black American students, she noted how achievement was also measured outside of standardized testing. Students in these classrooms demonstrated high levels of problem-solving and critical thinking skills that teachers taught and promoted. Related to academic achievement was the second underpinning (i.e., cultural competence). While achievement is promoted, teachers must also ensure that students retain their culture in the classroom and understand the value and attributes of who they are. The final underpinning of Cultural Relevant Pedagogy is critical consciousness. To enact this, teachers must be intentional about engaging in discussions of social injustices and political unrest pertaining to their students and their students' cultures.

Ladson-Billings (1995) also included three propositions which must be in place for proper use of Culturally Relevant Pedagogy: conceptions of self and others, social relations, and conceptions of knowledge. Ladson-Billings (1995) observed teachers with exceptional Culturally Relevant practices to have insightful conceptions of not only their students, but also of themselves. These teachers worked hard to overcome their own limitations and biases while framing the strengths and assets of their students. They viewed their students as valuable and capable. They maintained high expectations for all students and worked to highlight the knowledge and abilities their students possessed. Teachers learned from their students in this way, which supported the social relations proposition. In this area, teachers and students are on equitable ground, and teachers understand the importance of learning from their students.

Likewise, students learn from each other. The classroom is seen as a community in which everyone is learning and teaching simultaneously. Through collaboration and a sense of community, knowledge is constructed, which segues to the third proposition (i.e., conceptions of knowledge). Here, students and teachers are encouraged to be critical of what they are learning. There is passion for the process of learning. Teachers support learners through scaffolding and using multifaceted assessments. There are *no* inherently right or wrong answers. Instead, there are opportunities to think more deeply and more critically about what is known (Ladson-Billings, 1995). Together, these propositions support the framework of Culturally Relevant Pedagogy.

Misuse of Culturally Relevant Pedagogy (Ladson-Billings, 1995)

Ladson-Billings (2014) acknowledged that her framework has been misinterpreted and misused over the years. Despite good intentions of teachers attempting to incorporate culture into their classrooms, narratives persist in which "poor urban children" (Ladson-Billings, 2017, p. 82) rise above their situations and persist due to the structures put in place by their schools. The framework is still being twisted by White individuals who are uncomfortable discussing sociopolitical issues, and therefore one of the required underpinnings, critical consciousness, has not been included in observations and research conducted with White educators who claim to use Culturally Relevant Pedagogy (Ladson-Billings, 2014).

Education Debt (Ladson-Billings, 2006)

When comparing the perceived academic success of students of color and ethnically diverse students to that of White American children, Ladson-Billings (2006) noted the use of the term "achievement gap," which is prevalent in education research. To better position the problems that created this so-called gap, Ladson-Billings instead termed the issue an "education debt." In essence, these two terms are referring to the same issue, but language is important, and

Ladson-Billings's (2006) term addresses historical mistreatment and continued inequity that perpetuates the so-called "gap" and keep children who have been marginalized through colonization, racism, capitalism, and other forms of injustice from "catching up" to their neurotypical White peers.

The use of the term "education debt" considers the history of educational inequities evident in school funding disparities, lack of legislative representation for people of color, and the moral dilemma of acknowledging that people of color have been wronged yet continuing to support a system built on inequity (Ladson-Billings, 2006). While Ladson-Billings's (2006) original use of the term "education debt" referred to people of color, it has also been applied to other groups who have been historically disadvantaged through education, including Indigenous groups who have been stripped of their identities (McCarty & Lee, 2014) and people with disabilities who have historically been relegated to separate settings and assumed incapable of learning (Gerber, 2017).

Asset Pedagogies

Since the inception of Culturally Relevant Pedagogy, other scholars have continued to build on the framework to continue to meet the needs of diverse students. These efforts have been met with approval from Ladson-Billings (2014) and include frameworks such as Culturally Sustaining Pedagogy (Paris & Alim, 2014), Culturally Revitalizing Pedagogy (McCarty & Lee, 2014), Culturally Responsive Pedagogy (Gay, 2002), and Dixson's (2002) research contribution which added feminist perspective on the original Culturally Relevant Pedagogy. Regardless of the name given to the framework, they all credit Ladson-Billings' foundational work as vital to dismantling previous research that labeled children from non-White and non-Eurocentric cultures as culturally disadvantaged or culturally deprived (Ladson-Billings, 2014; see Shaw, 1963 and

Friedman, 1967). Taken together, these frameworks have been described as "asset pedagogies" (e.g., Garcia, 1993; Ladson-Billings, 1995; Lee, 1995; Moll & González, 1994), which view students' cultural, linguistic, and other differences not only as beneficial to the learning environment but also as valued contributions to society (Paris & Alim, 2014).

Culturally Responsive Teaching (Gay, 2002)

Geneva Gay's (2002) Culturally Responsive Teaching also underscored the importance of using culturally specific practices with students who receive special education services. Gay also called attention to the overrepresentation of ethnically diverse students receiving special education services. She cited ignorance towards cultural values of students outside of the Eurocentric so-called norms to perpetuate the continued misidentification of students of color and ethnic diversity as disabled. Specifically, she argued that diversity is often confused with disability. For example, many Indigenous children prefer to observe a new skill until they feel they can master it, rather than practice it poorly. This is often interpreted as lack of motivation or laziness rather than learning by observation (Cazden et al., 1985; Gay, 2002; Philips, 1983).

Beyond the reasons why ethnically diverse students are in special education classrooms, Gay (2002) proposed the use of four components to make cultural connections with special education students: (a) teachers' consciousness of their own critical cultural biases, (b) provisions of culturally pluralistic classroom environments, (c) communities of diverse learners, and (d) curriculum and instruction from multicultural approaches. The first step, with the first component, is for teachers to understand their own inherent attitudes and biases, and work to move beyond those misconceptions. Second, the classroom setting should include positive visual representations of the cultures of all students so that each student feels safe and valued within the classroom walls. A community of diverse learners may use collaborative and cooperative

learning to promote the value of each student's unique expertise. Gay (2002) offered an example of a specific way to incorporate the final pillar, multicultural instructional approaches, to students with Individual Education Plans (IEPs). Specifically, she encouraged teachers to find bias-free reading assessments to allow students to truly demonstrate mastery of their acquired skills.

Culturally Informed Pedagogies

In this dissertation study, I used a framework of culturally informed pedagogies as the theoretical framework, which combined elements of aforementioned theories and frameworks to support racial, cultural, and ethnic diversity (Ladson-Billings, 1995), with a focus on students with disabilities as modeled in Gay's (2002) work. In this chapter, I have discussed research that supports the use of the framework with reading instruction and have also outlined the history and uses of the framework. In Chapter II, I used the framework to code published literature in which researchers addressed the use of culturally informed practices in reading instruction to determine what culturally informed practices have been used, how teachers have applied culturally responsive propositions (i.e., Gloria Ladson-Billings's [1995] conceptions of self and others, conceptions of knowledge, and social relations) in their classrooms, and the gaps in the academic literature. In Chapter III, I describe how the framework supported the selection of quantitative instruments for observing teachers, measuring teachers' perception of their own culturally informed practices, and determining the cultural relevance of the direct instruction program they are using.

Following the quantitative phase, a qualitative interview included questions to further discuss the results of the quantitative instruments and created opportunities for a deeper discussion of culturally informed practices. The final analysis involved a logic model

(Frechtling, 2007) which was built using the theoretical foundations of Culturally Relevant Pedagogies (Ladson-Billings, 1990, 1995) and Culturally Responsive Teaching (Gay, 2002). Pattern matching (Yin, 2018) was then used to analyze the data by identifying areas where the collected data converged with the logic model and areas where there was divergence.

Positionality

As a White, neurotypical female, I approach this work from the outside in several respects. I have not personally experienced marginalization in the way that some disabled students of color in the United States experience racism and ableism in the public school system (Gay, 2002). As a former special education reading teacher in a middle school, I take a personal interest in the combined use of direct instruction programs and culturally informed instruction. Specifically, I have five years of experience teaching several direct instruction reading programs as required by my then employers (i.e., school district administrators). I taught using these programs for students' core reading curriculum in the resource setting, meaning that only students with disabilities were in my classroom and the instruction they received was their only reading instruction. I modified the direct instruction protocol to better engage my students and create more personalized educational experiences for them according to their IEP goals as well as their unique strengths and needs. Still, I struggled to come to terms with exactly how to be culturally informed as a classroom teacher. I did not know how to move beyond mere representation into teaching cultural competence and sociopolitical issues in my classroom while also using direct instruction materials. I assumed that allowing students to simply "see" themselves by including culturally diverse names or images in my classroom would connect with them; I did not attempt to incorporate the value of their individual cultures and discuss important

sociopolitical topics that related to their lives within the context of effective, specially designed reading instruction.

Through more recent research and relationships with people from various cultural and racial backgrounds, I have come to a better understanding of the importance of being culturally informed. In education, I have come to understand how crucial it is not only to emphasize academic progress but also to connect more broadly and deeply with historically marginalized students, as addressed by Gloria Ladson-Billings (2017) and other researchers through culturally informed pedagogies (Gay, 2002; McCarty & Lee, 2014; Paris & Alim, 2014). Having come from a place of not understanding, I am positioned to reach other White American educators and prospective educators who may resist changing their classroom practices. I recognize the racial privilege of my position and seek to amplify the voices of the people who experience marginalization rather than speak for them. For example, in this dissertation study, I relied heavily on the work of Gloria Ladson-Billings (1990, 1995) and Geneva Gay (2002), both of whom are Black scholars who were educated in public schools in the United States. I am continuously growing as an ally through research and personal relationships with people from diverse backgrounds to recognize my own biases, privileges, and instances of inaction that indirectly oppress or marginalize members of culturally diverse groups, including but not limited to Black American students with disabilities. Such allyship is a perpetual work in progress, which is a journey I embrace.

Statement of the Problem

The use of direct instruction programs has shown benefits for many students in learning to read, and across other content areas (Stockard et al., 2018). However, there is also published research that reports disconnects between the lived experiences of children who have been

marginalized and the curriculum materials used with direct instruction programs throughout the history of direct instruction use (Kang, 2016; Noguera, 2003; Rose, 1989). Stillman and Anderson (2011) described the importance of "providing unscripted spaces where students can make meaning on their own terms and draw more openly on their full linguistic toolkits" (p. 29). When students are connected to what they read and see themselves represented in positive and affirming ways, they report feeling stronger in their skills, they feel pride related to who they are, and they have higher academic and social outcomes (Wiggan & Watson, 2016). Culturally informed instruction helps create this connection between the text and the students.

Student and Teacher Demographics

The importance of connecting to instructional materials through culturally informed instruction is even more crucial considering the mismatch in teacher and student demographics. According to the National Center for Education Statistics (NCES, 2021), in the 2017/2018 school year (the most recent data), 79% of teachers were White Americans, 9% were Hispanic Americans, 7% were Black Americans, and Asian, Indigenous populations, and other races made up 2% or less of the rest of the population. This does not match the student population of public schools, where 48% of students are White Americans and 15% were Black Americans (NCES, 2021). As of 2019, 9.7% of students between the ages of six to 21 are being served in special education programs in public schools, a percentage that has been steadily increasing since 2010 (U.S. Department of Education, 2021).

Dearth of Research

Few studies have been published in which researchers investigated culturally informed pedagogy *and* direct instruction programs, however, teachers may already adapt their direct instruction curriculum in such a way. In a synthesis of publications on the topic of teachers'

providing Culturally Responsive Pedagogy in practice in their classrooms, Morrison and colleagues (2008) found a common theme of teachers modifying prescribed curricula in order to create more cultural competence (Ladson-Billings, 1995). They found multiple examples of teachers integrating materials outside of what the curricula provided to better connect to their students' identities. Some examples of this included integrating text from authors of color, pulling in topics not included in a Eurocentric lesson, allowing students and families to bring in materials and activities, and providing imagery that incorporates representation of the students in the classroom. Incorporating the histories, symbols, and traditions of the students in the classroom helped break from the Eurocentric focus of the prescribed curriculum and connect with the students' identities (Morrison et al., 2008).

In a qualitative case study (Kang, 2016), a White American male fourth-grade teacher (with 14 years of experience) was able to pull the concept of direct instruction and culturally informed practices together by incorporating current events and local news from within the community to enhance a scripted program. He admitted that he did not use the program as scripted but did incorporate the central big ideas from the curriculum's lessons. In this article, Kang (2016) cautioned that not all teachers have the flexibility to enhance or modify a curriculum in this way, depending on the strictness of district or state-mandated procedures. They also reminded readers that some children thrive under scripted programs'explicit and systematic routines.

In another study, Ahmed (2019) also discussed the use of both approaches and brought to light the difficult position that pre-service teachers felt they were put in when their universities promoted culturally informed practices, yet the schools where they interned mandated use of a specific reading curriculum to be delivered with fidelity (e.g., without modifying or enhancing

the implementation guide). In this qualitative nested case study, three pre-service teachers (all identified as female, monolingual, and upper class) reported difficulties finding extra time within each day's schedule to fit in culturally specific texts and feared their mentor teachers might feel insulted by their attempts to modify the curriculum (Ahmed, 2019). As with previously discussed publications on culturally informed practices, the researchers in these three studies did not focus specifically on students with disabilities, though their results did show promise for enhancing a prescribed curriculum with culturally informed practices.

Rationale for this Dissertation Study

For students whose lives are in the intersectionality of multiple marginalized identities of culturally diverse and disabled, reading instruction that values their cultures and their strengths is imperative. Considering the complexities that stem from the mismatch of student racial identity to teacher racial identity (NCES, 2021) in American public schools' special education classrooms (e.g., Bekele, 2019; Larios & Zetlin, 2022), questions surrounding the cultural relevance in direct instruction programs used to teach special education students (Kang, 2016; Stillman & Anderson, 2011) are worth exploring. In addition, studies investigating the combination of direct instruction and culturally informed instruction in special education reading classrooms are lacking in published literature, as further addressed in Chapter II. This study served as a preliminary investigation on this topic.

<div align="center">

Limitations of this Dissertation Study

</div>

There are several limitations to this dissertation that I will not be able to control. First, this dissertation has taken place during an ongoing pandemic, where COVID-19 has added stress and additional safety restrictions to schools (Furuya, 2021; Willis et al., 2021). As such, it was difficult to recruit teacher participants who were not already overwhelmed and felt they had time

to devote to something outside of their teaching duties (i.e., devoting time to this dissertation study). Second, I did not have control over choosing a teacher with a diverse classroom population. Third, I had one participant, which is acceptable for a case study (Merriam & Tisdell, 2016). Fourth, a limitation inherent in case study includes lack of generalizability (Yin, 2018), which I discuss further in Chapter III. The findings of this dissertation study pertain only to the teacher who participated and are not intended for making assumptions of a broader population of teachers.

Another limitation applies to the quantitative instruments I used (described in Chapter III). Although these instruments are quantitative in nature, there is still some subjectivity over rating systems that may cause variability in the ratings depending on who is using each quantitative instrument. As part of the ethics of research with human participants, teachers will have some knowledge of the topic of this proposed dissertation and the purpose, I did not employ any deception techniques during recruitment. Because of this, when the participant recorded her lesson for the observation instrument, she already knew to some extent the topic and purpose of the dissertation study. This may have altered what she did in her lesson and may have affected her behavior in the classroom, meaning that the observations may not have reflected her typical teaching practice.

Finally, culturally informed practices typically include the perspectives and experiences of individuals who have been historically marginalized (Gay, 2002; Ladson-Billings, 1995). I did not include individuals (as participants) from the communities in which the participating school was located (e.g., local business owners, educational stakeholders, parents, etc.), because one focus of this dissertation study is on investigating what a teacher does in her classroom and whether her perceptions of what she is doing matches her behaviors. The design and specific

purpose did not allow for data collection from students, families, and community members. While their roles and perspectives are valued and respected by this researcher, their inclusion in this dissertation study would not match the study's purpose, and therefore are discussed as a consideration for further research in Chapter V, with this study serving as a preliminary investigation that shapes future research.

Delimitations of this Dissertation Study

Because I could not control vacillating safety restrictions related to the ongoing pandemic, I had a UNCG IRB-approved system for using secure, confidential electronic communication and virtual meetings. This also eliminated any travel restrictions that resulted from meeting and observing teachers in person, which allowed me to be more open to teachers from different schools and districts. I also set up clear inclusion and exclusion parameters for selecting a teacher participant, which were UNCG IRB-approved. Because I used a case study design (Yin, 2018), I was able to investigate the teacher's background, pedagogy, and understanding of culturally informed reading instruction in the special education classroom setting.

Assumptions

While developing this dissertation study, I made several assumptions about the special education teacher's use of culturally informed practices. First, I assumed the curriculum she used was not culturally informed, and therefore did not match the lived experiences of students with disabilities in her classroom. This assumption is based on my experiences as a special educator who used several direct instruction curricula while teaching, on the review of direct instruction program websites (as I previously discussed in this chapter), and of the literature pertaining to culturally responsive theory and practice (also described in this chapter). Moreover, based also

on my professional experience as a special educator and on the findings from the literature review presented in Chapter II, I assumed the teacher participant may be modifying the di or DI reading curriculum in some way, or adding culturally informed elements in other ways outside of direct instruction time (Ahmed, 2019), resulting in less than one hundred percent fidelity. I also assumed that the special educator who participated served some students with disabilities who are culturally and racially diverse. Finally, I assumed the teacher who agreed to participate would be open to sharing classroom practices and would have some level of trust in doing so, and would therefore be honest and transparent about her perspectives and behaviors.

Definition of Terms

Achievement Gap

The achievement gap is the perceived difference between the academic success of disadvantaged students and White students in America, which is presumed to be an issue around race and class (Ladson-Billings, 2006). Gloria Ladson-Billings (2006) proposed replacing the term "achievement gap" with "education debt" to reflect the history of oppression and marginalization that robbed students of color of appropriate education.

Asset-based Pedagogy

Asset-based Pedagogies include any teaching philosophies that view students' cultural, linguistic, and other differences as beneficial to the learning environment. Teachers who use asset-based pedagogies value their students' contributions to society (Paris & Alim, 2014). Some examples include Culturally Relevant Pedagogy (Ladson-Billings, 1995), Culturally Sustaining Pedagogy (McCarty & Lee, 2014), and Culturally Responsive Teaching (Gay, 2002).

Capitalism

The United States was founded on capitalistic values. Capitalism, as it relates to this study, is a focus on economic expansion that creates a perpetual cycle in which those who have been put at a disadvantage are unable to make progress (Smith, 2012).

Coaching

In the education realm, coaching is a process that involves "hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom" (Joyce & Showers, 1980, p. 380). Coaching can be "provided by peers (other teachers), supervisors, professors, curriculum consultants, or others thoroughly familiar with the approaches" (Joyce & Showers,1980, p. 383). Because teachers may need support in various areas at different levels, the coaching model can be considered a continuum, where elements of coaching are provided dependent on a specific teacher's needs in a specific time (Rock, 2019).

Comprehension

Comprehension is one of the five skills necessary for reading, as defined by the National Reading Panel (NRP) in their report (2000). Comprehension is a higher-level skill that involves students displaying an understanding of what has been read (NRP, 2000).

Colonization

Colonization is the process of stripping of land and culture and denial of sovereignty that resulted from Europeans coming to America and enforcing their identities onto others (Smith, 2021). The results of colonization are still apparent in the United States. Culturally Revitalizing Pedagogy (Paris & Alim, 2014) is one example of efforts that are being made in education to rectify the results of colonization.

Culturally Informed

In this dissertation study, I use the term "culturally informed" broadly as an umbrella term referring to the collection of asset-based pedagogies promoting cultural specificity (Kelly & Djonko-Moore, 2021). In instances where I refer to specific theoretical or pedagogical work, I use the language associated with that work. For example, when referring to Gloria Ladson-Billings's (1995) work, I use the terms "Culturally Relevant Pedagogy" or describe practices as "culturally relevant."

Culturally Relevant Pedagogy

Gloria Ladson-Billings (1995) coined the term "Culturally Relevant Pedagogy," which is a theoretical framework based on Critical Race Theory originally created by observing teachers effectively work with Black American students and determine how they measured achievement. Culturally Relevant Pedagogy includes three underpinnings (i.e., student achievement, cultural competence, and critical consciousness) and three propositions (i.e., conceptions of self and others, social relations, and conceptions of knowledge). Of the underpinnings, student achievement is measured on the goals particular to each child and how they are accomplished, cultural competence is defined by the value that is celebrated in each individual culture in the classroom, and critical consciousness allows for critique of sociopolitical issues in the lives of the students in the classroom. Gloria Ladson-Billings's (1995) work served as a foundation for other asset-based pedagogies and frameworks including Culturally Responsive teaching (Gay, 2002), Culturally Sustaining Pedagogy (Paris & Alim, 2014), and Culturally Revitalizing Pedagogy (McCarty & Lee, 2014), among others.

Culturally Responsive Teaching

Geneva Gay (2002) applied asset-based thinking to working with students with disabilities to create Culturally Responsive Teaching. She describes Culturally Responsive teaching as:

> using cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly. (Gay, 2002, pg. 106)

Culture

As defined by Gloria Ladson-Billings (2017), culture is "knowledge, customs, arts, aesthetics, beliefs, language, symbols, and so on" (p. 82).

Direct Instruction (DI)

Direct Instruction (Carnine, 2010; NIFDI, 2015), as denoted with capital letters DI, is a model of instruction created by Siegfried Englemann in the 1960s. It was designed using explicit and carefully sequenced scripted instruction. DI includes a specific set of programs for various content areas and is differentiated from programs not included in the specific list found on the National Institute for Direct Instruction website (Carnine, 2010; NIFDI, 2015). Programs described as "direct instruction" that are not included on the National Institute for Direct Instruction website are denoted with lowercase letters (di).

direct instruction (di)

Programs that fit a set of variables related to student achievement including amount of time engaged in learning, explicit instruction in small groups, and feedback that is immediate and

specific but are not on the National Institute for Direct Instruction website are referred to as direct instruction with lowercase letters "di." These programs were promoted by Barak Rosenshine in 1976 as a result of teacher effectiveness research (Carnine, 2010; NIFDI, 2015). Both "direct instruction" and "Direct Instruction" emerged independent of one another as terms used in research in the 1960s and 1970s to describe similar but not synonymous methods of teaching (NIFDI, 2015).

Diversity

Diversity is differences in ethnic, cultural, linguistic, and racial identities that may include various values, traditions, histories, and customs (Gay, 2002; Ladson-Billings, 1995; McCarty & Lee, 2014; Paris & Alim, 2014).

Education Debt

Gloria Ladson-Billings (2006) coined the phrase "education debt" as an alternative explanation of what some refer to as the "achievement gap." This term places emphasis on the economic view of education and promotes the idea that people of color and people with diverse linguistic backgrounds have long been owed better educational opportunities, and that deficit needs to be repaid in addition to more fair and equitable treatment in the present (Ladson-Billings, 2006).

Equity

Equity is fair treatment of individuals regardless of ethnicity, race, gender, ethnicity, language use, etc. Examples of equity include equal roles in positions of power and authority (Ladson-Billings, 2006).

Eurocentric

The promotion of culture and values that are prevalent in European countries is called Eurocentric. Eurocentric ideals are often held and promoted by White people (Okihiro, 2001).

Fidelity

Following intervention protocols associated with a given curriculum or program without modifying the implementation guide is considered following the intervention with fidelity (Graves et al., 2020).

Fluency

Fluency is accurately reading connected text (i.e., text in sentence or paragraph form) at a steady pace and with appropriate expression. Fluency is dependent on word recognition skills (NRP, 2000).

High incidence disabilities

High incidence disabilities are those that have a higher frequency rate of identification such as autism spectrum disorder, communication disorders, intellectual disabilities, specific learning disabilities, emotional or behavioral disorders, and physical and sensory needs (The University of Kentucky, 2022).

In-service Teachers

In-service teachers are educators who have completed coursework to become teachers and are licensed to work in schools (Knackstedt et al., 2018).

Inequity and Injustice

Inequity and injustice are systemic imbalances that result in unfair treatment. Examples of inequity and injustice include (but are not limited to) differences in funding between schools with majority White students and those with majority students of color (Ladson-Billings, 2006);

erasure of language and history of Indigenous Americans (Lesniak, 1991; McCarty & Lee, 2014); and exclusion of people of color in positions of power and authority (Ladson-Billings, 2006).

Intersectionality

Intersectionality refers to the different parts of a person's identity interacting (Sensoy & DiAngelo, 2017).

Take for example the intersection of race and class and consider a White woman who lives in poverty. While she will face many *class* barriers, she will not face *racism.* Yet a poor White woman – while not facing *racism* – will face barriers related to her gender – *sexism* - that a poor White *man* will not. (Sensoy & DiAngelo, 2017, p. 3)

Literacy

Literacy is made up of eight components, including (a) concepts of print, (b) language, (c) phonological and phonemic awareness, (d) phonics/orthography/automatic word recognition, (e) fluency, (f) vocabulary, and (g) comprehension (University of North Carolina System, 2021).

Lived Experiences

Lived experiences are events from a person's life that they have experienced firsthand (Kang, 2016).

Least restrictive environment

Students are required by the Individuals with Disabilities Education Act (2015) to receive their education in the least restrictive environment. This is defined as the environment where children with disabilities receive instruction and are included with peers without disabilities in the regular education setting to the maximum extent possible to provide aids and services (IDEA, 2015).

Multicultural awareness

Multicultural awareness is attention to differences in cultural identities that includes "understanding, sensitivity, and appreciation of the history, values, experiences, and lifestyles of other cultures" (Aceves et al., 2014, p. 9). This is accomplished while also allowing for aspects of more than one culture to be included simultaneously (Gay, 2002; Paris & Alim, 2014).

Neurodivergent

People are referred to as neurodivergent when they display traits of thinking, processing, behaving, and learning differently than what may be typically seen in society due to brain differences (University of Glasgow, n.d.).

Neurotypical

People are referred to as neurotypical when they display traits of thinking, processing, behaving, and learning in a way that is to be expected by society and the culture in which one lives (University of Glasgow, n.d.).

Pedagogy

Pedagogy is the method and practice of teaching (Ladson-Billings, 1995).

Phonemic awareness

Phonemic awareness is one of the five components of reading (NRP, 2000) which involves the understanding that "spoken words are composed of somewhat separable sounds – sounds that can be played with (*dilly dilly silly Willy*), rearranged (*Connie Juel* becomes *Johnny Cool*), alliterated (*teeny tiny Tina*), and even used to create alternative languages (like pig Latin)" (Graves et al., 2020, p. 157). This is a specific awareness of sounds and does not connect to the visual representation of letters or what letter "makes" a certain sound (Carnine, 2010; Graves et al., 2020).

Phonics

Phonics is one of the five components of reading promoted by the National Reading Panel (NRP, 2000) and is defined as "an umbrella term for instruction about letter-sound correspondences" (Graves et al., 2020, p. 193). Some children will require more phonics instruction than others, and phonics instruction is a tool that leads to the ultimate goal of reading: comprehension (Graves et al., 2020). Systematic phonics instruction has been found to work better than non-systematic phonics instruction for students across socioeconomic status (Carnine, 2010).

Phonological Awareness

Phonological awareness is the ability to manipulate sounds in speech (University of North Carolina System, 2021). This includes hearing, blending, and segmenting the individual sounds within words (Graves et al., 2020).

Positionality

Recognizing your positionality involves acknowledging who you are in your role and how that affects your work and interactions with others (Sensoy & DiAngelo, 2017).

Pre-service Teachers

Pre-service teachers are future educators taking courses on becoming a teacher and will be licensed to work in schools, but do not yet hold a teaching license (Knackstedt et al., 2018).

Professional Development

Teachers participate in professional development when they attend training programs with the goal of improving their teaching practice. Often, professional development is provided by funding from federal agencies and teachers are required by their schools or districts to participate (Kennedy, 2016).

Racism

Racism is part of the system of injustices that relates to stereotypes associated with a person's race (Sensoy & DiAngelo, 2017).

Reading

The "simple view" of reading is described as the combination of fluent word reading and language comprehension, which, taken together, lead to reading comprehension (Mass Literacy, 2021).

Reading Proficiency

A student is considered proficient in reading when they have the ability to read at or above third-grade level by the end of their third-grade year. Reading proficiency is determined by state-mandated testing (NCDPI, n.d.).

Reflexivity

In short, reflexivity involves a person recognizing who they are in comparison to those with whom they work (Pillow, 2003).

Social Justice

Social justice is "the ability to understand and think about the social and political challenges that societies, communities, and individuals face and proactively act upon these challenges" (Aceves et al., 2014, p. 12).

Special Education

A student receives special education services when they receive "specialized instruction that students with disabilities are entitled to receive as articulated in IDEA" (Friend, 2021, p. G-9). Special education is upheld by the federal law the Individuals with Disabilities Education Act (IDEA, 2015).

Specific Learning Disability

According to the Individuals with Disabilities Education Act, specific learning disability

is:

> a disorder in one or more of the basic psychological processes involved in understanding
>
> or in using language, spoken or written, that may manifest itself in the imperfect ability to
>
> listen, think, speak, read, write, spell, or to do mathematical calculations, including
>
> conditions such as perceptual disabilities, brain injury, minimal brain dysfunction,
>
> dyslexia, and developmental aphasia. (IDEA, 2015, Sec. 300.8 [c] [10])

Vocabulary

Vocabulary is one of the five reading components (NRP, 2000) which involves teaching,

learning, and processing meanings of individual words to support reading comprehension. Oral

vocabulary consists of words that a person can use in spoken language, reading vocabulary refers

to words that a person can comprehend when the word is presented in text form (NRP, 2000).

Summary

Researchers investigating direct instruction programs (Carnine, 2010; NIFDI, 2015) and

culturally informed pedagogies (Gay, 2002; Ladson-Billings, 1990, 1995) have established each

(separately) as an effective practice for students. However, researchers have not yet studied these

practices when teachers combine them with the use of direct instruction for students with

disabilities. Some special education teachers may already be carefully combining the two distinct

practices to best suit their students' needs, but this is not currently reflected in the published

research. To reiterate, if culturally informed practices are beneficial to culturally diverse students

and students of color in the general education classroom (Ladson-Billings, 1995), special

education teachers should also consider incorporating these practices as a way to individualize

and meet students' unique needs (Gay, 2002), including when interventions such as direct instruction programs are in place. Culturally informed practices enhance student learning and promote community in the classroom (Gay, 2002; Ladson-Billings, 1990, 1995). Students with disabilities should experience these benefits in addition to those they receive from direct instruction and other individualized, specially designed instruction.

Paris and Alim (2014) eloquently sum up the question which asset pedagogies and culturally informed practices answer:

> What if, indeed, the goal of teaching and learning with youth of color was not ultimately to see how closely students could perform White middle-class norms but to explore, honor, extend, and, at times, problematize their heritage and community practices? (p. 86)

I extend this quote to include culturally diverse students and students with disabilities, and I echo, what if? Theory in itself is nothing without action, so through my study, I investigated how a special education teacher used culturally informed practices to enhance the direct instruction curriculum she used to meet her students' unique needs.

CHAPTER II: REVIEW OF THE LITERATURE

The purpose of this chapter is to review relevant literature on the topics of culturally informed reading practices and special education teachers' use of direct instruction reading programs. First, I describe previously published literature on the topic of culturally informed reading instruction practices and direct instruction reading programs. Next, I describe the methods for the literature review (O'Brien & McGuckin, 2020) on each of the two topics. Then, I present results on each topic to identify gaps in the literature. Finally, I conclude with a summary of the findings and how they influenced the research methodology of my dissertation study.

Previously Published Literature on Culturally Informed Reading Instruction

Previous researchers investigating culturally informed reading instruction have reported a myriad of practices that benefit students, families, communities, and teachers. Some of the most prominent culturally informed reading practices found in research include using culturally specific texts (Husband & Kang, 2020; Kelly & Djonko-Moore, 2021; Kelly et al., 2021), allowing for student talk and collaboration among students (Husband & Kang, 2020; Kelly & Djonko-Moore, 2021; Kelly et al., 2021), affording opportunities for students to make connections from the text to their own lives (Husband & Kang, 2020; Kelly & Djonko-Moore, 2021; Kelly et al., 2021; Zoch, 2017), including parent and/or community input on curriculum (Beneville & Li, 2018; Kelly & Djonko-Moore, 2021; Kelly et al., 2021), using written texts from students and community members (Kelly et al., 2021), providing explicit instruction (Husband & Kang, 2020; Kelly et al., 2021), allowing students to use their home language when English is not their first language (Beneville & Li, 2018; Kelly & Djonko-Moore, 2021; Kelly et al., 2021), discussing sociopolitical issues that affect students' lives and communities (Husband

& Kang, 2020; Kelly & Djonko-Moore, 2021; Kelly et al., 2021), and promoting classroom relationships (Kelly et al., 2021). Beneville and Li (2018) also found that teachers were able to use culturally relevant practices while adhering to the National Reading Panel's (2000) five components of reading and utilizing district-mandated assessments, such as the Dynamic Indicators of Basic Early Literacy Skills (University of Oregon, 2018) to measure student growth.

In my research, I identified four previously published articles on the topic of culturally informed reading or literacy instruction for students in the United States: two articles were based on a critical integrative review of literature (Kelly & Djonko-Moore, 2021; Kelly et al., 2021), one was a systematic literature review (Beneville & Li, 2019), and one was a literature review (Husband & Kang, 2020). These articles were not included in my literature review because literature reviews were part of my exclusion criteria. Three of these reviews focused specifically on literature, including Prekindergarten to fifth grade (Beneville & Li, 2018; Kelly & Djonko-Moore, 2021; Kelly et al., 2021), and one review focused on prekindergarten to twelfth grade (Husband & Kang, 2020). Given this information, grade level is one of the areas that I investigate in this literature review to distinguish whether there is a similar pattern, or if publications with a broader participant focus differ in grade level representation.

Most revealing of the culturally informed reading and literacy instruction research was the reported omission of two key concepts: reflexivity and cultural critique (Kelly & Djonko-Moore, 2021; Kelly et al., 2021; Ladson-Billings, 2014; 2017; Zoch, 2017). Specifically, Kelly and colleagues (2021) conducted an integrative critical literature review based on 56 studies specific to culturally informed literacy instruction from pre-kindergarten through fifth grade. They found no studies that included the Culturally Relevant (Ladson-Billings, 1995)

underpinning of critical consciousness, despite 46 studies in which researchers cited as "culturally relevant" pedagogy (Ladson-Billings, 1995), and 21 studies included citations of Gloria Ladson-Billings's work. Just over half of the studies included in this review did not address positionality, and only 13 (of 56) included mention of how teachers' and/or researchers' identities impacted their work with students of various cultures.

As noted in Chapter I, this omission of critical consciousness coincides with Gloria Ladson-Billings's (2014; 2017) continued observations about how teachers used her pedagogy. Specifically, she reported that although teachers were applying other underpinnings of Culturally Relevant Pedagogy, they were not challenging students to be critical of the sociopolitical injustices in their own lives and the United States at large. An appropriate example of the use of sociopolitical awareness in reading instructional practices is provided in Husband's and Kang's (2020) illustration of a kindergarten teacher who read a text about immigrants to their class and included activities intended not only to show immigrants in a positive light but also to draw attention to immigration issues and allow students to connect classroom content to more global concepts. "A secondary goal with this dimension is for children to develop the capacity to recognize, question, and challenge the ways in which politics often lead to unjust and oppressive outcomes for themselves and others in their everyday lived experiences" (Husband & Kang, 2020, p. 8). Teachers can introduce this type of sociopolitical awareness to young children and build on it as students grow.

Despite the positive findings of culturally informed practices, also discussed in Chapter I, misconceptions and misuses have also been reported by researchers. Even with the best intentions, teachers may choose what they believe to be culturally specific texts and unwittingly find texts that do not actually align with the culture of their students or, worse, promote

stereotypes (Husband & Kang, 2020; Kelly & Djonko-Moore, 2021; Kelly et al., 2021).

Representation of students' cultures is important, but teachers need to ensure they have

connected with parents and students on the specifics of their family's culture (Beneville & Li,

2018; Brown, 2007; Gay, 2002; Kelly & Djonko, 2021; Kelly et al., 2021; Ladson-Billings,

2014). Part of promoting culturally informed practices within the classroom involves teachers

actively working against commonly held cultural biases and deficit mindsets (Husband & Kang,

2020). Further, and most unfortunately, teachers' use of culturally informed reading instruction

practices may be hindered by the pressures of high-stakes testing, which, along with testing

preparation materials, are often monocultural (Zoch, 2017).

Previously Published Literature on Direct Instruction

Previous research on direct instruction has also produced mixed results. According to a

three-year study of kindergarten to sixth-grade teachers using the Direct Instruction programs

Reading Mastery and Corrective Reading, students who received Direct Instruction for 90

minutes a day outperformed students receiving balanced literacy under the same conditions

(Robinson et al., 2016). Students receiving Direct Instruction performed significantly better on

oral reading fluency assessments, and some also performed significantly higher on the Multi-

Level Academic Survey Test (MAST) after the three-year implementation of Direct Instruction.

Student scores in the schools receiving Direct Instruction went from well below average range

before the study to average range of reading performance by the third year. (Robinson et al.,

2016).

In a meta-analysis, Stockard and colleagues (2018) reviewed cross-disciplinary research

on direct instruction from the 50 years since the inception of direct instruction (1966-2016).

They found consistently overall positive effects over the 50-year time span across variables (e.g.,

sample, race/ethnicity, at-risk status, subject), with most effects being of medium or large magnitude. They also concluded from the published research that the longer students were exposed to direct instruction programming, the stronger the effects of the program.

Finally, in a critical literature review of the Direct Instruction reading programs Reading Mastery and Corrective Reading, Eppley and Dudley-Marling (2019) focused on literature published between 2002 and 2013, as during this period, there was a marked increase in research on the efficacy of Direct Instruction. They share noteworthy findings from their review of 40 articles that met their inclusion criteria. Specifically, Eppley and Dudley-Marling (2019) referred to methodological concerns associated with the articles included in their review. For example, in almost half of the studies with control groups, researchers did not describe the control group. Researchers in studies with matched group comparisons provided vague descriptions of how the groups were matched. Some studies compared the performance of students receiving supplemental Direct Instruction to the performance of students who did not receive any supplemental reading instruction, basically comparing something to nothing. Further, some studies blamed the negative performance of students receiving DI on inexperienced teachers or teachers not following the program with fidelity, without backing up these claims with evidence.

Overall, based on the findings of this review, Eppley and Dudley-Marling (2019) maintained a critical view of Direct Instruction and stated that "so-called 'proven' programs only work in the hands of expert teachers who either modify them significantly or abandon them altogether, based on careful, ongoing assessment of the needs of individual learners (Allington et al., 2002), teacher behavior that DI explicitly discourages" (p. 49). This statement conflicts with the National Institute of Direct Instruction guidelines, which state that it is a misconception that teachers cannot use some flexibility and creativity while also using scripted programs (NIFDI,

2015). Regardless, these methodological concerns, in addition to the fact that programs reviewed focused on small components of reading (i.e., either word reading or comprehension, but not both) with small and temporary gains reported (Eppley & Dudley-Marling, 2019) are worth considering when determining if DI/di programs fit the complex needs of special education students who have been historically marginalized.

Pre-Service and In-Service Teacher Training and Support

For both the culturally informed and direct instruction component, initial (i.e., pre-service) and ongoing (i.e., induction, in-service) teacher training and support are vital. Through professional development (Kennedy, 2016) and coaching (Joyce & Showers, 1982; Rock, 2019), teachers can effectively improve their practice and transfer theory into action (Joyce & Showers, 1982; Kennedy, 2016; Rock, 2019). For the purposes of these literature reviews, I collected data to determine how teachers were being supported in carrying out both culturally informed reading instruction and the use of direct instruction in their classrooms.

Method

For both searches, I followed mixed methods literature review procedures. I prepared for the literature review on each topic by following the ten steps outlined by O'Brien and McGuckin (2020). I first defined the text words for each search, including words related to direct instruction, reading, and culturally informed practices (see Chapter I) to use as key words for my searches. I then further developed key words by determining synonymous terms that covered both topics. I considered any alternative spellings and included truncations where appropriate. I then identified relevant databases (i.e., ProQuest Central, Academic Search Complete, APA PsycINFO, APA PsycArticles, ERIC, Education Source, and Child Development and Adolescent Studies) where I performed test searches. Throughout this process, I initially combined the key

terms for direct instruction **and** culturally informed practices into one search and thus one literature review; however, after several test searches, there were not sufficient articles to conduct a literature review with the terms combined. During the searches, I performed "exploded" (O'Brien & McGuckin, 2020, p. 10) searches for key words so that the database search would produce more results of terms related to the subjects in the key words.

The next step, according to O'Brien and McGuckin (2020), is to ensure that all words are spelled correctly and aligned logically for the search. I employed the assistance of a doctoral student colleague whom I also used for Interrater Reliability purposes later in this literature review. Once all search terms were combined logically in search term strings (which I describe in the following sections for each separate literature review search), I performed another test search for each separate topic (i.e., direct instruction and culturally informed reading instruction) and used customized syntax for each database. For Academic Search Complete, APA PsycINFO, APA PsycArticles, ERIC, Education Source, and Child Development and Adolescent Studies, I used the search parameter of "abstract" for each key word for a more accurate scope of search results. In ProQuest Central database searches, parameters were defined as "anywhere except full text." These parameters help to narrow down search results to better fit the search criteria (O'Brien & McGuckin, 2020).

Once I had an appropriate search strategy (outlined in the previous paragraph), I continued the literature review procedure by developing inclusion and exclusion criteria (O'Brien & McGuckin, 2020). For both literature reviews, I narrowed the search parameters to only include literature published between 2016 and 2023. I selected this timespan based on important federal legislation, namely the ESSA (2015), passed on December 10, 2015 (U.S. Department of Education, n.d.). As part of ESSA (2015) legislation, individual states were given

opportunities to create their own accountability systems for providing culturally responsive education practices for public school students (Schettino et al., 2019), so my literature review focused on what has been published since then to determine current practices and research foci. I applied inclusion and exclusion criteria for each of the separate searches as appropriate for the topic as well. These criteria are outlined in a later section which describes the search results on each individual topic. With the inclusion and exclusion criteria selected, I continued to the next step and used the search terms and processes to search each database (O'Brien & McGuckin, 2020). The resulting articles were saved and documented in a spreadsheet to include the database from which they came (O'Brien & McGuckin, 2020).

As I continued to conduct the search, I documented the search procedures in detail to ensure that the search could be replicated, as replication is an important aspect of the literature review (O'Brien & McGuckin, 2020). Next, I counted all search results and removed duplicate articles to avoid multiple readings of the same articles, which can lead to biased results. Search results were analyzed by title and abstract to determine which articles met the inclusion criteria. Articles that met title and abstract inclusion criteria were collected for further analysis. Each article was then coded according to full article inclusion criteria for data collection and analysis. Finally, I hand-searched the reference section of each article that met full inclusion criteria to find additional articles that could potentially meet inclusion criteria. Those articles were collected and coded following the above procedures (O'Brien & McGuckin, 2020).

To address interrater reliability in coding and analysis, another individual independently coded 25% of articles in each topical search to ensure the validity of the results (O'Brien & McGuckin, 2020). This coder was a fourth-year doctoral student trained in quantitative and qualitative special education literature reviews. She also participated in a training session with

me specific to each search's coding and inclusion criteria. After training, she independently completed coding on a test article to determine whether her understanding of the coding schema matched mine. To select articles for her to code, I entered the names of the first authors of each article that met the title and abstract inclusion criteria into a Google spreadsheet. I then used the spreadsheet function to put the authors' names in alphabetical order and used the random number generator function in Google Sheets to choose the appropriate number of articles for each topic for her to code independently. Interrater reliability for each category is reported in what follows based on each topic.

Culturally Informed Reading Instruction Practices Literature Review

The first search focused on culturally informed reading practices (Gay, 2002; Ladson-Billings, 1995). As discussed previously, several frameworks have emerged since the foundational work of Ladson-Billings (1995), but the focus of this search and analysis of literature is built on her original framework with connections made to some of her later critiques of recent use of her framework (i.e., Ladson-Billings, 2014, 2017). The key word string used for database searches was: ("literacy instruction" OR "reading instruction") AND ("culturally responsive" OR "critical race" OR "culturally relevant"). The initial inclusion of key words synonymous with "special education" was excluded due to the low number of article results. I further narrowed the results by using a peer-reviewed qualifier and specification of the time period 2016-2023. The initial database search yielded a total of 76 articles, which decreased to 49 when duplicates were removed (see Figure 1 for full review flowchart).

Title and Abstract Inclusion

For the title and abstract search, the following inclusion criteria were considered: (a) article published in English, (b) set in the United States, (c) set in public schools or does not

Figure 1. Culturally Informed Reading Instruction Literature Review Flowchart

| Identification | Records identified through database searches (n = 76) | | Records identified through other sources (n = 12) |

Figure 1. Culturally Informed Reading Instruction Literature Review Flowchart

Identification
- Records identified through database searches (n = 76)
- Records identified through other sources (n = 12)

Screening
- Records after duplicates removed (n = 49)
- Records after duplicates removed (n = 12)
- Records screened (n = 41)
- Records excluded (n = 8)   (n = 2)
- Records screened (n = 10)

Eligibility
- Full text articles assessed for eligibility (n = 23)
- Full text studies excluded (n = 18)   (n = 5)
- Full text articles assessed for eligibility (n = 5)

Included
- Studies included (n = 28)

Note: Database searches included ProQuest Central, Academic Search Complete, APA PsycINFO, APA PsycArticles, ERIC, Education Source, and Child Development and Adolescent Studies

specify setting in private school, home school, or clinical setting, (d) includes Pre-Kindergarten through 12th grade (PK-12) schools, (e) includes a component of reading, and (f) specifies culturally informed practices. Decisions around the title and abstract criteria were made based on the topic and focus of the overall project and research questions being considered. Public PK-12 schools in the United States were considered based on the ESSA (2015) and push for cultural inclusion in public schools specific to the United States; therefore, I excluded articles that did not meet that criterion. The purpose of this literature review is to determine what teachers in this specific context are already doing in their classrooms and what strategies are being promoted by professional peer-reviewed publications. The title and abstract review reduced the number of

included articles to 41. Of the eight excluded articles, three were excluded due to being set outside of the United States, one was excluded due to focusing on a subject other than literacy or reading, and four did not include PK-12 students.

Full Article Review

Finally, I conducted full article reviews using the coding manual (see Appendix A for full coding definitions) that outlined full inclusion criteria. First, I skimmed each article to ensure that the inclusion criteria from the title and abstract review still matched. For example, some articles did not specify the setting in the title and abstract, but the full text review revealed a setting outside of the United States. At this point, I applied full article review inclusion criteria, including: (a) study produced a primary source empirical article or was a practitioner piece promoting culturally informed strategies for teachers, and (b) the study included instructional components administered by in-service or pre-service teachers.

Specifically, primary source empirical articles were included to reflect input from teachers in the field of education (rather than reviews that use published literature as units of analysis), and practitioner articles were included in determining what information is being disseminated with the purpose of directly informing pre- and in-service teachers on the topic. Based on the topic of this dissertation, my literature review was intended to investigate publications that either report what teachers are doing in the classroom (thus the primary source empirical requirement) or promote appropriate strategies for teachers to use in their classrooms. I excluded articles for the following reasons: (a) article had a theoretical focus with no participants or specific reading instruction strategies, (b) article was a literature synthesis, or (c) focus teachers were early childhood (teaching children three years old and under) or were pre-service teachers who were not working with PK-12 students.

Additional Records Search

While reviewing articles, I hand-searched the reference sections to determine if there were any additional articles that may meet the literature review inclusion criteria. I found 12 additional articles through the hand search process, with ten meeting the title and abstract inclusion criteria. Of those articles, I excluded two at the title and abstract phase: one did not include PK-12 students, and the other was unrelated to reading.

Full Article Coding

From the entire inclusion and exclusion process, a total of 28 articles met full article inclusion (23 from the database search and five from the additional records hand search). A total of 23 articles were excluded. Ten articles were either lit reviews or theoretical pieces, eight were not conducted in PK-12 public schools in the United States, four did not include teacher participants, and one did not include a reading instruction element.

I inductively coded included articles to determine specific quantitative instruments used to analyze data in empirical articles, and I deductively coded articles based on Culturally Relevant Pedagogy (Ladson-Billings, 1995) and culturally informed practices featured in a literature review by Laura Kelly and colleagues (2021). Grade level of students was also recorded to determine if there was a focus on culturally informed research at any specific age: Pre-Kindergarten/Elementary, Middle, or High School. Student populations were also explored, as in the previous literature review by Kelly et al. (2021), to determine if culturally informed practices were geared towards reducing the "achievement gap" for students from specific races/ethnicities/nationalities, varying linguistic backgrounds, in response to socioeconomic status differences, or in response to disability status. I added the disability status code for the current literature review due to my overall focus on special education and the initial lack of

search results in my test searches that included students with disabilities. I also adapted codes

from Kelly et al. (2021), an article that did not meet inclusion criteria for this literature review, to

collect data on positionality statements and reflexivity of researchers and teachers. Reflexivity

and positionality are also recommended by Gloria Ladson-Billings (1995) when approaching this

work. Further, I included codes for specific culturally informed or asset pedagogies, which have

been endorsed by Gloria Ladson-Billings (2014) as her foundational framework continues to

evolve.

Finally, I used deductive coding for culturally informed activities included in Kelly's and

colleagues' (2020) literature review, and the list of Ladson-Billings's Culturally Relevant

Pedagogy underpinnings and propositions. For a full list of culturally informed activities, see the

coding manual (Appendix A). Culturally relevant underpinnings, fully described previously in

the Theoretical Framework in Chapter I, include student achievement, promotion of cultural

competence, and allowing for discussions and reflection that produce critical consciousness

(Ladson-Billings, 1995). Within the propositions of Culturally Relevant Pedagogy, I coded for

attributes of instruction and teacher perspectives that reflected conceptions of self and others,

social relations, and conceptions of knowledge (Ladson-Billings, 1995). For a full list of these

attributes, see Appendix A.

Interrater Reliability

To ensure validity of the coding of the literature review, I used the assistance of a peer to

also code 25% of the articles that met the title and abstract inclusion criteria (O'Brien &

McGuckin, 2020) following the steps discussed previously in this chapter. After she coded 13

articles, I reviewed our results, and we had an overall agreement of 93.5% on all the codes. At

this point, we met again to discuss any discrepancies and adjust results as needed per our

discussion. At the end of the discussion, we were in 100% agreement on the coded results. A matrix including all coded literature is included in Appendix C.

Results

I used descriptive statistics to calculate percentages for each code to determine the focus of currently published literature in Culturally Informed Reading Instruction. This was done by adding each time an item was coded and dividing by 28, the total number of articles. The resulting decimal was then multiplied by 100 to create a percentage. Determining percentages in this way would identify gaps in the literature and areas where the most research has been disseminated. For the full list of calculated results, see Table 5.

Table 5. Culturally Informed Literature Review Results

Article Type	% of Articles
Primary Source Empirical	39.3%
Practitioner Piece	60.7%
Grade Level	% of Articles
Pre-K/Elementary School	80%
Middle School	36%
High School	16%
Student Populations	% of Articles
Race/Ethnicity/Nationality	96%
Linguistic Background	60%
Socioeconomic Status	28%
Disability	28%
Framework Used	% of Articles
Culturally Relevant	37.5%
Culturally Responsive	28.5%
Culturally Sustaining	25%
Culturally Revitalizing	0%
Other	25%
None	3.6%
Positionality	% of Articles
Researcher gives some background information of self	14.3%
Acknowledgement of impact of researchers' positionality	17.9%
Researcher gives some background information on teacher(s)	7.1%

Acknowledgement of impact of teacher's positionality	35.7%
Importance of teacher reflexivity promoted	46.4%
No positionality or reflexivity statement	28.6%
Practices Described as Culturally Informed	**% of Articles**
Use of culturally informed text	71.4%
Talk/Collaboration	78.6%
Explicit connections made to students' lives	96.4%
Parents or community providing text	7.1%
Use of home languages	46.4%
Explicit instruction in reading or writing	28.6%
Attention to sociopolitical issues	60.7%
Focus on classroom relationships	57.1%
Prior research on cultural groups represented	50%
Consultation with parents or community	46.4%
Underpinnings of Culturally Relevant Pedagogy	**% of Articles**
Student Achievement	71.4%
Cultural Competence	96.4%
Critical Consciousness	60.7%
Conceptions of Self and Others	**% of Articles**
All students are capable	85.7%
Pedagogy viewed as art	78.6%
Teachers are members of a community	64.6%
Teachers give back to the community	14.3%
Teaching is "pulling out" knowledge	53.6%
Social Relations	**% of Articles**
Fluid student-teacher relationship	67.9%
Connectedness with all students	78.6%
Community of learners	78.6%
Collaborative learning	50%
Conceptions of Knowledge	**% of Articles**
Knowledge is shared	89.3%
Knowledge is viewed critically	57.1%
Teachers have passion and knowledge for learning	42.9%
Use of scaffolding	53.6%
Multifaceted forms of assessment	67.9%
Support	**% of Articles**

Pre-service coursework	10.7%
Study of theory and practice	71.4%
Observation of theory and practice	21.4%
One-on-one coaching	10.7%
Group coaching	21.4%
Prescriptive professional development	0%
Strategy-based professional development	14.3%
Professional development to gain teacher insight	0%
Professional development to expand body of knowledge	0%
Other professional development	3.6%
Family and/or community resources	3.6%

Note: Codes for student populations and practices described as culturally informed were adapted from Kelly et al., 2021; codes for underpinnings of Culturally Relevant Pedagogy, conceptions of self and others, social relations, and conceptions of knowledge are credited to Gloria Ladson-Billings's framework of Culturally Relevant Pedagogy (1995); codes for coaching under supports are credited to Joyce & Showers, 1982; codes for professional development under supports are credited to Kennedy, 2016.

Data Collection Instruments

As part of the planning phase of this dissertation study, I wanted to find validated quantitative instruments I could use for the quantitative phase of my data collection. Only one of the primary source empirical articles (Polleck et al., 2022) included a specific validated quantitative data collection instrument that fit the purpose of my dissertation study. Polleck and colleagues used a culturally responsive teacher self-efficacy survey as well as a culturally responsive teacher outcome expectancy survey, both created by Siwatu (2007). Both of these instruments would have been appropriate for my study; however, they did not appear as search results in my search for quantitative data collection instruments (outlined in Chapter III), and this study (Polleck et al., 2022) was conducted after I had created the proposal for this dissertation, explained further in the limitations of this chapter. Data collection for the other culturally informed empirical articles included techniques such as artifact reviews, interviews, digital artifact reviews, field notes, reflections, focus groups, observations, and student surveys. None of

the data collection techniques reflected the intended purposes for data collection for this dissertation study, and no validated quantitative instruments were named and cited that could be used for data collection for my purposes. Further, none of the techniques used measured the cultural responsiveness of specific curricula, which was necessary for this dissertation study.

Article Type

For full inclusion, articles had to be either primary source empirical articles, where teacher participants provided direct data from their experiences, or practitioner pieces that provided research-based strategies for teachers on how to enact culturally informed classroom practices. Of the articles that met full inclusion criteria, 39.3% were primary source empirical studies, and 60.7% were practitioner pieces.

Focus Students

The greatest concentration of literature was found in the pre-k/elementary school grade level, with 80% of articles including pre-k or elementary school teachers or recommended practices for pre-k/elementary school teachers. Following pre-k/elementary school, middle school focus was found in 36% of articles, and high school was the focus of 16% of articles. Further, most research that met the inclusion criteria focused on reading instruction practices for diverse racial or ethnic groups included in 96% of articles. Variety in linguistic backgrounds was featured in 60% of articles, socioeconomic status (SES) differences were mentioned in 28% of articles, and disability was also a factor for providing culturally informed instruction in 28% of articles.

Framework

As discussed previously, Gloria Ladson-Billings (2014) has recognized and endorsed newer conceptualizations of her foundational work as context and social justice efforts continue

to evolve. As such, I also coded for frameworks cited in the literature that met the inclusion criteria. Ladson-Billings's (1995) Culturally Relevant Pedagogy was cited the most, with 37.5% of articles. Culturally Responsive Pedagogy (Gay, 2002), which is sometimes used interchangeably with Culturally Relevant Pedagogy, was the next most cited, at 28.5%. Culturally Sustaining Pedagogy (Paris & Alim, 2014) was cited in 25% of articles. A few other frameworks were also included in a total of 25% of articles. These "others" included Black Girls' Literacy framework (Muhammad & Haddix, 2016) and Counter Fairy Tales framework (Young et al., 2018). One article (Walker & Walker, 2018) did not include a specific framework.

Positionality

Researchers included the impact of their own positionality, to some extent, in 17.9% of the included articles. Acknowledgment of teachers' positionality and how their identities influence their classroom practices was included in 35.7% of articles. Researchers also included statements that promoted the importance of teachers practicing reflexivity in 46.4% of included articles. Acknowledging teachers' positionality and promoting reflexivity practices overlapped in some ways, but there is a distinction, as addressed in the coding manual (Appendix A). For this review, acknowledging positionality involved actual discussions of the teachers included in the research and how their specific identities impacted their work while promoting reflexivity included discussions written by the researcher as a general recommendation.

The most frequently cited practice described as culturally informed was that of making explicit connections from curriculum elements to students' lives, cited in 96.4% of articles. Two other top-cited practices were using talk or collaboration between students (78.6%) and the use of culturally informed texts (71.4%). The least used practices in this research were parents or community members providing text for reading instruction (7.1%); explicit instruction of reading

and writing (28.6%); and use of home languages (including English dialects) as well as consulting with parents and community members were each featured in 46.4% of articles. See Appendix A for a full list of practices.

Underpinnings and Propositions of Culturally Relevant Pedagogy

Of Ladson-Billings's (1995) three underpinnings of Culturally Relevant Pedagogy, cultural competence was included in 96.4% of the included articles, student achievement was in 71.4%, and critical consciousness was included in 60.7% of articles. Each of the propositions of Culturally Relevant Pedagogy (i.e., conceptions of self and others, social relations, and conceptions of knowledge) included several attributes. For a full list of each attribute, see Appendix A. The most cited attributes of conceptions of self and others were the belief that all students are capable (85.7%), pedagogy viewed as art (78.6%), and teachers feeling as though they were a member of a community (64.6%). For social relations, the classroom viewed as a community of learners was cited in 78.6% of articles, teachers' striving for connectedness with all students was in 78.6% of articles, and fluidity of the student-teacher relationship was evident in 67.9% of articles. Finally, conceptions of knowledge included the belief that knowledge is shared and constructed was included in 89.3% of articles, including multifaceted forms of assessment was in 67.9% of articles, and a critical view of knowledge was included in 57.1% of articles.

Training and Support

Of the included articles, 60.7% (*n*=17) were practitioner pieces written to promote theory and teaching strategies for teachers. Within these articles, some other aspects of professional development or coaching may have been promoted, but these articles were coded as study of theory and practice, as they are useful in this element of the coaching continuum. In total, 20

articles were coded as study of theory and practice, making this the most coded category at 71.4%. Of the other coaching codes, observation of theory and practice was coded in 21.4% of articles, group coaching in 21.4%, and one-on-one coaching was evident in 10.7% of articles.

In the area of professional development, only one type of professional development was found in this specific literature: strategy-specific professional development. It was coded in 14.3% of articles. One other article mentioned professional development specifically but did not detail the type of professional development or elements involved in the teachers' training. This article was coded as "other professional development" and comprised 3.6% of articles. Other support types coded for these articles were pre-service teacher coursework, which comprised 10.7% of articles, and family or community support, which was featured in 3.6% of articles.

Discussion

Intending to find gaps in the literature to better determine how to design my own study, I identified gaps in several areas. First, there were no validated quantitative instruments used in the primary source empirical articles to collect data at the time that I first began conducting the literature review. Many qualitative techniques were used, such as interviews and review of field notes; however, these studies did not include quantitative data collected by validated quantitative instruments which would serve my purposes of enhancing and supporting the qualitative results in my proposed dissertation study. Second, there was a high concentration of articles including or intended for pre-k/elementary school students, with 80% of articles including teachers from these grade levels or promoting practices for these grade levels.

This finding did differ from the findings of Husband and Kang (2020), who found a smaller percentage of early childhood and elementary-centered literature. This could possibly be explained by the difference in populations, with their population being more narrow and focusing

solely on Black boys. Student populations included in studies to address the education debt owed to marginalized students (Ladson-Billings, 2006) reflected the findings of Kelly and colleagues (2021) in that the majority of studies that addressed the "gap" included students from various race/ethnicity/nationality backgrounds, followed by studies addressing different linguistic backgrounds, and the fewest studies addressed students from lower socioeconomic environments. In addition to these categories included in the previous literature review (Kelly et al., 2021), I also included a category code for students with disabilities. This category was cited fewer times than any other. With documented overrepresentation of students who have been marginalized receiving special education services (Bekele, 2019; Gay, 2002; Larios & Zetlin, 2022), this is concerning. Considering the portion of students with disabilities who are educationally indebted in multiple categories (e.g., racial inequities, funding disparities in urban schools, lack of legislative representation, etc. [Ladson-Billings, 2006]), there should be ample research addressing culturally informed practices for special education students.

Theoretical Framework Use

When considering frameworks used in the included research, I found that most research cited Ladson-Billings's (1995) Culturally Relevant Pedagogy at 37.5% of articles. Following that was Gay's (2002) Culturally Responsive at 28.5%, and Culturally Sustaining (Paris & Alim, 2014) rounding out these culturally informed frameworks at 25%. Other frameworks were also included at 25%, including Counter Fairy Tales (i.e., Young et al., 2018) and Black Girls' Literacies (i.e., Brownell, 2020; Toliver, 2020), among others. Only one of the articles (i.e., Walker & Walker, 2018) did not cite a specific framework, with that article being a practitioner piece with the purpose of sharing practices. The prominence of Ladson-Billings's (1995) Culturally Relevant Pedagogy makes sense considering her work was foundational to other

culturally informed frameworks (Ladson-Billings, 2014). Because each of these frameworks has unique features and foci, this information was included to determine how researchers are currently identifying culturally informed practices and if there are any specific areas (such as Cultural Revitalization [McCarty & Lee, 2014]) that are not being included in the current literature.

Positionality and Reflexivity

In terms of positionality and reflexivity, the majority of researchers acknowledged the impact of their own identities on their work and interpretation of data in some form, with 83.3% of articles including a positionality impact statement. Only two articles of the 28 included shared some basic background information about the researchers without acknowledging the impact of identity on their work. This result differs from the results of Kelly and colleagues (2021) in which most of the articles in their review did not include a positionality statement. I did identify eight articles that did not include this statement; however, these only accounted for 28.6% of the articles included in my review, far from the majority. Seven of the eight articles that did not include any positionality or reflexive statement were also practitioner pieces with the purpose of promoting culturally informed practices; however, it is still vital for practitioners to understand the impact of reflecting on their own identity and how it affects their work with students (Gay, 2002; Ladson-Billings, 1995; Pillow, 2003). Ten of the other practitioner pieces did include statements promoting the importance of teachers' reflexivity, and 46.4% of articles also included statements about the specific teacher participants acknowledging how their identity impacts their work with students.

Culturally Informed Reading Practices Promoted

Of the culturally informed reading instruction practices coded in the included literature, the top three coded practices were students making explicit connections to their own lives, talk and collaboration among students, and teachers' use of culturally informed texts during instruction. These three instructional practices were also the top three cited practices in Kelly's and colleagues' (2021) literature review for Prekindergarten through fifth-grade students, and the use of culturally specific texts was also cited as a common evidence-based practice for East and Southeast Asian students (Beneville & Li, 2018) and Black boys (Husband & Kang, 2020). Likewise, making connections from literature to students' lives was cited in previous reviews as beneficial for various populations (Husband & Kang, 2020; Kelly et al., 2021).

Of the least coded practices in the current literature review, the bottom three were students' use of home language, explicit instruction in reading or writing, and parents or community members providing texts for reading practice. While this may seem somewhat disheartening, considering the use of home language was an evidence-based practice found to be essential and effective by Beneville and Li (2018), the percentage of articles that included use of home language was still 46.4%, higher than the 19.6% of articles including the use of home language in Kelly's and colleagues' (2021) literature review. Finally, the low percentage of explicit instruction in reading and writing in both this review (28.6%) and in two other previous literature reviews (Husband & Kang, 2020; Kelly et al., 2021) reveals an area of need for research considering recommendations for students who are behind in reading to receive explicit instruction (NIFDI, 2015; NRP, 2000).

Underpinnings of Culturally Relevant Pedagogy

Of the three underpinnings of Culturally Relevant Pedagogy (Ladson-Billings, 1995) described in Chapter I (student achievement, cultural competence, and critical consciousness), the current review found the most included underpinning to be cultural competence, which speaks to teachers addressing students' various cultures in positive ways and promoting students' strengths through their instructional practices. This underpinning was found in 96.4% of the articles included in this review. Surprisingly, it was coded more than student achievement, showing a shift of focus from teaching with testing and assessments in mind, to focusing more on individual students and promoting positive portrayals of their individual cultures. As observed by Gloria Ladson-Billings (2014) and cited in Kelly's and colleagues' (2021) literature review, the underpinning of critical consciousness (or sociopolitical awareness as it is discussed in some instances) was the least included underpinning. However, it was still included in over half of the articles included in this review at 60.7%, compared to not being found at all in the previous literature review (Kelly et al., 2021). Further, 57.1% of the articles in this literature review included all three underpinnings, showing an important adherence to the foundations of Ladson-Billings's (1995) pedagogy.

Continuing to follow Ladson-Billings's (1995) recommendations, I coded for the three propositions of Culturally Relevant Pedagogy and the attributes of each. Examples of all three propositions (i.e., conceptions of self and others, social relations, and conceptions of knowledge [Ladson-Billings, 1995]) were found in 100% of articles, whether or not the framework was specifically Culturally Relevant Pedagogy. Within the category of conceptions of self and others, the idea that all students are capable of learning and the concept of pedagogy as an evolving art were the top two coded concepts. This category in itself is important in relation to teachers'

reflexivity, as discussed previously, as they begin to understand themselves and their role in the classroom.

While specific reflexive statements were not included in all articles, the fact that attributes of conceptions of self and others were included in all articles shows that teachers are being reflexive, even if researchers are not reporting this in specific terms. Under the proposition of social relations, the top coded attributes involved classrooms reflecting a community of learners and teachers sharing a connectedness with all students. Again, teachers are displaying reciprocal relationships with learning (Ladson-Billings, 1995) by being open to learning about their students and students' cultures from their students. Finally, the conceptions of knowledge proposition included attributes of knowledge viewed as a shared resource and teachers using multifaceted forms of assessment. In this area, again, teachers are in a learning position while also allowing students to show learning in ways that best fit students' individual needs. This breaks from the heavy monocultural promotion found when teachers prepare students for state-mandated standardized tests (Zoch, 2017).

Professional Training and Support

In the area of training and support, my coding revealed a heavy representation of the study of theory and practice from Joyce's and Shower's (1982) foundational work on educational coaching. This large percentage is due to the overwhelming amount of practitioner pieces included in the overall literature review. These pieces were only coded as study of theory and practice because the intent of the pieces is to support teachers in using culturally informed practices in their classrooms and therefore serve as study pieces. Within these pieces are components of observation and strategy promotion (Kennedy, 2016), among other components from the support and training coding manual; however, I justified not coding them as such

because they do not fit the definitions completely. For example, some practitioner pieces included dialogue from a teacher's classroom to promote the use of a specific strategy. While it is tempting to code this as observation of theory and practice, it does not fit Joyce's and Shower's (1982) full definition that observation would include feedback from the observer. An investigation of literature from earlier periods may have found more empirical studies that connected with the other coaching and professional development components; however, that study would be outside of the scope of the current literature review. The extent of practitioner-oriented articles published to propel the use of culturally informed reading instruction practices is promising considering study of theory and practice is an essential first step towards incorporating practices that will benefit students who have been historically marginalized.

Following study of theory and practice, most other articles included observation of theory and practice from the coaching continuum (Joyce & Showers, 1982; Rock, 2019). In fact, a closer look at the primary source empirical articles reveals that all but three of the eight articles coded as primary source empirical articles included observation of theory and practice with deeper discussions and feedback from observers. Of the three pieces that did not include observation in this way, one included one-on-one coaching of pre-service teachers (Wetzel et al., 2020), one was a part of pre-service coursework (Christ & Sharma, 2018), and the other article was based on a larger study and only included interviews with teachers specifically highlighting family and community contributions (Woodard et al., 2017). Respecting the continuum nature of the coaching process (Rock, 2019), it is also necessary to acknowledge that these articles that met the inclusion criteria were not necessarily written with the purpose of describing the training and supports that teachers receive, and therefore may only include parts of the coaching continuum (Joyce & Showers, 1982; Rock, 2019) that pertained to the specific article content.

Each article is a snapshot of the coursework, training, and practice of a teacher or group of

teachers, and it is important to state that many elements are not included in the specific articles

that met the inclusion criteria of the current literature review.

A review of the data on types of professional development (see Table 4; Kennedy, 2016)

reveals that the only type of professional development that was specified in this literature was

that of strategy-based professional development, which only appeared in four articles. One other

article also incorporated professional development, but did not specify what type of professional

development teachers participated in. Given the nature of the articles that met the inclusion

criteria, with the majority being practitioner pieces, strategy-based training is the best fit for

incorporating culturally informed practices into the classroom. Prescriptive professional

development, which addresses a classroom "problem" and is more explicit (Kennedy, 2016),

could take away from the flexibility needed to adjust to the specific children in the classroom,

and expanding the knowledge of teachers (Kennedy, 2016) would have more to do with content-

area, such as reading instruction, than with cultural adaptations.

Next, in the support and training category, three articles included pre-service coursework,

and only one reported incorporating family and community resources. Again, the one article that

included family and community resources was part of a larger study and specifically interviewed

teachers to determine what types of contributions teachers incorporated from their students'

families and communities. The article also mentions that teachers continued to work with and

have discussions with the researchers beyond the interviews but did not specify what type of

support or training they received beyond the interviews. Of the articles that included pre-service

coursework, one article only discussed the coursework in relation to culturally informed

practices, and the other also included one-on-one coaching, group coaching where pre-service

teachers shared with and coached each other (see Table 4 for coaching definitions), and participation in strategy-based professional development (see Table 3). It is worth mentioning that different purposes of professional development may be used simultaneously or within the same session; however, that was not reflected in the research that met the inclusion criteria for this review.

Student Demographics Reported

Finally, because the focus of my dissertation study was on special education teachers, I wanted to analyze literature that specifically included culturally responsive practices and students with disabilities. As discussed earlier, only seven articles reported the inclusion of students with disabilities, and of those, only one article included only students with disabilities. The others also reported on other demographics such as racial/ethnic/national backgrounds, linguistic backgrounds, and socioeconomic status. Five of the seven articles were practitioner pieces promoting the use of Culturally Responsive Pedagogy ($n = 2$), Culturally Sustaining Pedagogy ($n = 1$), and Culturally Relevant Teaching ($n = 2$). The other two articles were primary source empirical articles, using the framework of Culturally Sustaining Pedagogy (Paris & Alim, 2014), and the other used a framework they called culturally responsive-sustaining pedagogies. All seven articles were either targeted or included in-service teachers. Four of the five articles were specific to prekindergarten/elementary grade levels, with two promoting strategies for middle school students, and one other aimed at high school-aged students. Compared to data from the other articles, nothing differs about this data, except that under conceptions of self and others, all articles included statements that related to the attribute that all students are capable (Ladson-Billings, 1995).

Direct Instruction Reading Programs Literature Review

In the review, I searched literature specific to direct instruction reading programs and how teachers implement direct instruction programs (i.e., with fidelity or not). Fidelity is often measured by an observer who is an expert in the program, and then the observer gives feedback to the teacher to ensure that the teacher is able to deliver program components that are aligned with the program materials (Kamps et al., 2016). In this search, I also incorporated the five components of reading (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension; NRP, 2000) to investigate which skills are included in di reading programs, and what modifications or enhancements teachers add to the program. I used the following key word search string: ("special education" OR "students with disabilities" OR "children with disabilities") AND ("direct instruction" OR "commercial" OR "scripted" OR "prescribed" OR "explicit instruction") AND (literacy OR reading). As described previously, I also opted for the "expanded" search option so that the databases would include related words. Additional parameters were added to narrow the search, including peer-review designation and the time period of 2016-2023. Initial search results yielded 43 articles, with 34 remaining once duplicates were removed.

Title and Abstract Inclusion

When reviewing the titles and abstracts of the 34 articles, articles had to meet the following inclusion criteria: (a) article written in English, (b) study set in the United States, (c) represents pre-kindergarten through 12th grade (PK12) public schools, (d) includes special education teachers, (e) use of direct instruction, commercial programs, or scripted curriculum, and (f) instruction includes a component of reading. After the title and abstract review, 18 articles were retained. Of the 16 excluded articles, one article was not peer-reviewed, one article

was excluded due to the setting being outside of the United States, one did not include special education teachers, nine articles did not include direct instruction or scripted curriculum, and four articles were not based on reading instruction. See Figure 2 for the literature review flowchart for the direct instruction literature review procedure.

Full Article Coding

While reviewing articles, I skimmed the full text to determine that the title and abstract inclusion criteria were still met, then additional inclusion criteria were added. These additional criteria included: (a) article is a primary source empirical study, (b) includes special education teachers as participants, (c) direct instruction or scripted curriculum measures reading skills in students, and (d) pre-service teacher participants (if included) are working with students. Because I will be working directly with a teacher for this study, I wanted to collect information from teacher participant sources to investigate previously published articles, thus the criteria that the study must be primary source empirical. Further, some test searches with the key word string produced articles featuring evidence-based practices that were called "direct instruction" but were not scripted or a set curriculum, so those types of articles were excluded as they did not match my criteria. Some test search results also produced articles about direct instruction curricula measuring expressive and receptive language skills in young children. Although these skills are important to reading, I included the skill components recommended by the NRP (2000), so if none of those five components of reading (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension) were included, the article was excluded. Finally, some articles from the test search discussed teacher education programs and instruction for pre-service teachers. These were included if the pre-service teachers were working with students in some capacity. Articles with no clinical or internship component were excluded.

Figure 2. Direct Instruction Literature Review Flowchart
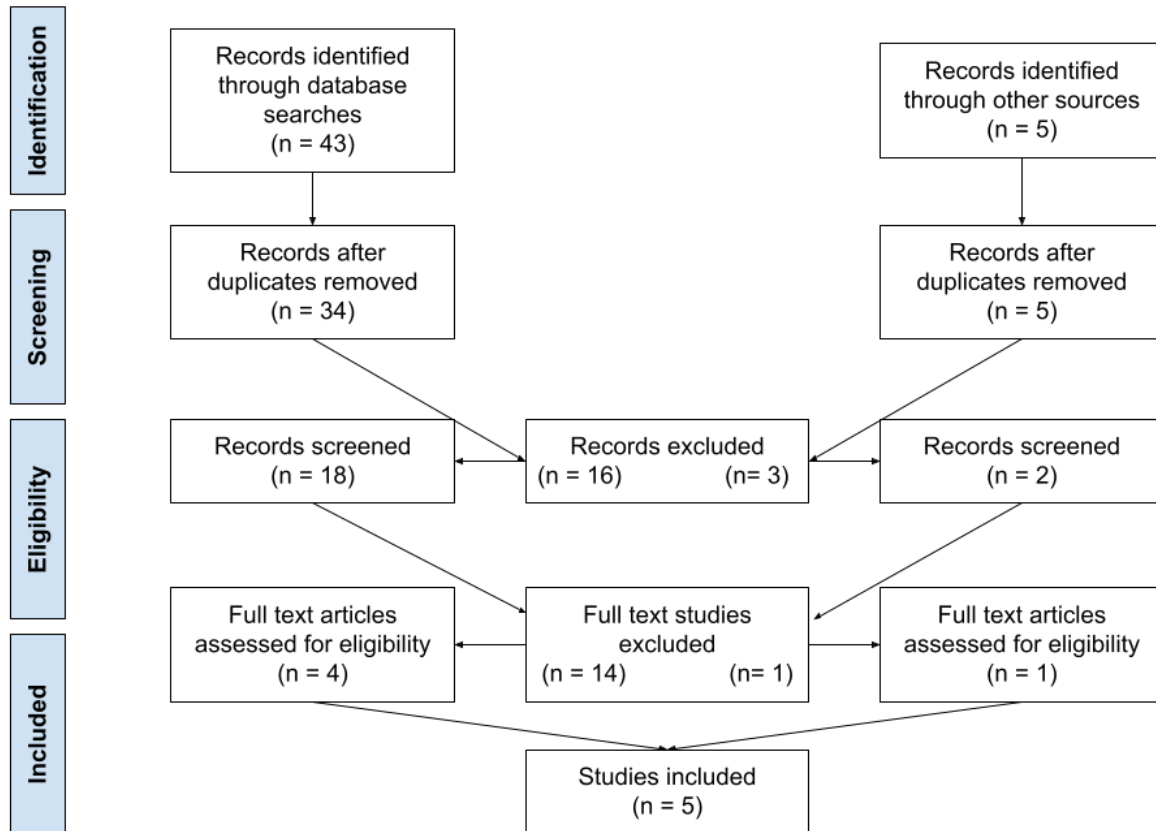
Identification	Records identified through database searches (n = 43)		Records identified through other sources (n = 5)
Screening	Records after duplicates removed (n = 34)		Records after duplicates removed (n = 5)
Eligibility	Records screened (n = 18) → Records excluded (n = 16) (n = 3) ← Records screened (n = 2)		
	Full text articles assessed for eligibility (n = 4) → Full text studies excluded (n = 14) (n = 1) ← Full text articles assessed for eligibility (n = 1)		
Included	Studies included (n = 5)		

Note: Database searches included ProQuest Central, Academic Search Complete, APA PsycINFO, APA PsycArticles, ERIC, Education Source, and Child Development and Adolescent Studies

After articles were coded for full inclusion criteria, four articles remained. Fourteen articles were excluded for the following reasons: three were not primary source empirical studies, four did not include direct instruction or scripted curriculum, three did not measure reading skills, and two did not include teacher participants. For the full coding manual with definitions of each code, see Appendix B.

Additional Records Search

After determining which articles met the full inclusion criteria, I hand-searched the reference sections for titles that appeared to fit my topic. Using this method, I found five additional articles (with no duplicates) and reviewed the abstracts to determine fit for this

literature review. Three articles did not fit the title and abstract criteria, leaving me with two additional studies. Of those studies, one did not meet full inclusion criteria because it did not include direct instruction or a scripted curriculum. I therefore retained and coded one additional article.

Full Article Analysis

Five articles met full inclusion criteria and were thus coded for analysis. Besides the screening criteria previously discussed, I also deductively coded for the grade level of students in teachers' care, reading components included in the direct instruction program, if the program was being used exclusively and/or with fidelity, and the overall effectiveness of the program. I also inductively coded for how programs were being modified or enhanced if they were not being used exclusively or with fidelity.

Interrater Reliability

After coding all the articles, a second round of coding was completed by a peer to ensure coding validity (O'Brien & McGuckin, 2020). Because 18 studies met the title and abstract criteria, she coded five articles independently for this literature review and I compared our results. Overall, we were in 100% agreement on the coded articles. To view coding for all included articles, see Appendix D.

Results

To determine the grade levels included in the published research, reading components included in direct instruction programs, and the use of fidelity, I used descriptive statistics to calculate the percentage of each category coded. I did this by adding the number of articles each code was included in and then dividing by the total number of articles ($n = 5$). I then multiplied by 100 to arrive at a percentage. For inductively coding enhancements and/or modifications to

direct instruction programs, I used in-vivo coding by collecting quotes that explained how teachers were modifying or enhancing, and then collected the quotes into themes. For a full list of calculated results, see Table 6.

Grade Level

The majority of articles focused on Pre-K/Elementary school level students, with 60% of articles including this grade level ($n = 3$). Middle school teachers were featured in 40% of articles ($n = 2$), and high school teachers were in 20% ($n = 1$).

Reading Components Included

The most cited reading component was phonics, which was included in 100% of articles that met the inclusion criteria. All other components (phonemic awareness, vocabulary, fluency, and comprehension) were included in 60% of articles. There were no articles that included all five components.

Fidelity

Only 20% of articles ($n = 1$) stated that the direct instruction program was used exclusively (as in no other reading instruction was used) or with fidelity (as in scripting and the curriculum were followed exactly). In the other 80% of articles ($n = 4$), teachers either modified or enhanced the program in some way, or they used another program in addition to the direct instruction program. The modifications and enhancements are fully described in the discussion of 50% of the studies in which the program was not used exclusively; a theme emerged that the program was designed to supplement other curricula ($n = 2$). The other three themes were featured in 25% of articles: modifications were in response to student academic needs, the teacher expanded the program to address social skills, and the program was enhanced to increase student engagement.

Table 6. Direct Instruction Literature Review Results

Grade Level	% of Articles
Pre-K/Elementary	60%
Middle	40%
High	20%
Reading Components Included	**% of Articles**
Phonemic Awareness	60%
Phonics	100%
Vocabulary	60%
Fluency	60%
Comprehension	60%
Used Program with Fidelity	**% of Articles**
Yes	20%
No	80%
Reasons for Deviation	**% of Articles**
Response to student needs	25%
Program designed to supplement other curricula	50%
Expanded to address social skills	25%
Supplemented to increase engagement	25%
Overall Effectiveness of Program	**% of Articles**
Not reported	40%
Positive Effects	20%
Negative Effects	0%
Mixed Effects	20%
Effects same as control group	20%
Supports	**% of Articles**
Pre-service coursework	20%
Study of theory and practice	0%
Observation of theory and practice	60%
One-on-one coaching	40%
Group coaching	0%
Prescriptive professional development	80%
Strategy-based professional development	0%
Professional development to gain teacher insight	0%
Professional development to expand body of knowledge	20%
Other professional development	20%
Family and/or community resources	0%

Note: Codes for Reading Components Included were included due to recommendations of the National Reading Panel (2000); Codes for coaching under supports are from Joyce & Showers, 1982; Codes for professional development under supports are from Kennedy, 2016.

section, however, the themes that emerged were quantifiable, so they are also included here. In

Overall Effectiveness of Program

In 40% of articles, no effectiveness data was included about how the program met students' needs. There were no articles that cited negative overall effects of using the programs. Positive effects were seen in 20% of articles ($n = 1$), while mixed effects (i.e., some components of reading improved while others did not) were the outcome of 20% of studies ($n = 1$). In a quasi-experimental study that included a control group, the effects of the program were seen to be the same as with the control group who did not use the program ($n = 1$).

Training and Support

The majority of the training and support in these articles were under that category of professional development, specifically prescriptive professional development. This category was coded in 80% of articles. Other professional development categories coded were professional development to expand teachers' knowledge (in 20% of articles) and professional development not specified (in 20% of articles). No other professional development categories were coded. In the area of coaching, 60% of articles included observation of theory and practice, and 40% included one-on-one coaching. Pre-service coursework was also included in 20% of articles. Study of theory and practice, group coaching, strategy-based professional development, professional development to gain teacher insight, and family and/or community resources were not coded in any of the articles.

Discussion

Very few articles met the inclusion criteria for this branch of the literature review. This result will be discussed more at length in the limitations section but warrants mentioning as a caveat to the results when assigning meaning. As with the culturally informed literature, most studies focused on younger grade levels (Pre-K/Elementary) and decreased as student

populations age. Likewise, reading components mirrored a similar pattern. Phonemic awareness is a pre-reading skill, followed by phonics, which matches visual letters to sounds and begins to build word-reading skills (Carnine, 2010). Phonics was included in all studies, which corresponds with the fact that phonics skills are needed to build other reading skills, such as fluency and comprehension. Like the results from Eppley and Dudley-Marling (2019), no studies included a comprehensive view of reading by including both word reading and comprehension.

Fidelity

I expected to find more studies in which fidelity was followed strictly in order to prove the effectiveness of a program. Fidelity would need to be a key feature if a researcher is promoting the effectiveness of that program. However, only one of the articles included fidelity or exclusiveness in the study. This could be because these are not new programs, and therefore more research on effectiveness was done when the programs were first released. This finding also confirms that my proposed study should include semi-structured interview questions that would lead teachers to discuss their own understanding of fidelity and how much freedom or agency they feel they have when using direct instruction or scripted programs in their district.

Program Effectiveness

Next, I examined program effectiveness. Two studies did not report the effectiveness of the programs being used at all, as the purpose of those studies was to examine teachers' perceptions and implementation of the programs. One study showed mixed effects, with results being more contingent on the population within the classroom and included language skills along with reading outcomes (Mashburn et al., 2016). One study used a control group that did not receive direct instruction, and the results for the direct instruction group were the same as the

control group. The final study had mixed effects, with some aspects showing positive results and other aspects showing no significant change.

Professional Training and Support

Finally, just as I did with the Culturally Informed literature, I examined reports of training and support within the direct instruction literature. Not surprisingly, none of the articles featured reports of teachers receiving resources and support from family or community members. Such support would not fit the nature of direct instruction. In the area of professional development, 80% of articles ($n = 4$) included reports of prescriptive professional development. Supporting programs and interventions, such as direct instruction programs, is the purpose of prescriptive professional development (Kennedy, 2016), so again, this is not a surprising finding. One article (Mashburn et al., 2016) also included professional development that was meant to expand the body of knowledge of participants. Within the professional development coded as accumulating the body of knowledge of teachers, I point out that the word "strategies" was used to discuss what teachers were learning; however, these strategies were specific to the instructional delivery of the program and not general teaching strategies (Mashburn et al., 2016). Another article also mentioned professional development but did not give enough information about the purpose and type of professional development to warrant coding it anything besides "other" professional development. Every article included some type of professional development, with the majority fitting into the prescriptive category (Kennedy, 2016).

In the realm of coaching, three articles featured teachers receiving support through observation of theory and practice (Joyce & Showers, 1982; Rock, 2019), and two articles discussed one-on-one coaching (Joyce & Showers, 1982; Rock, 2019). These components are

also aligned with the nature of direct instruction programs because fidelity is often encouraged when using specific programs in the classroom (Kamps et al., 2016).

The final training and support component found within the articles that met inclusion criteria was that of pre-service coursework. One study within the included articles featured a discussion of pre-service coursework. This article was also the one coded for "other" professional development because the method of data collection was a survey, which included multiple items in the support category. Though these training and support options were listed in the survey, no further information was given on them; the researchers only reported that teachers received training in these ways (Leko et al., 2017).

Limitations

Several limitations exist within this literature search. First, publication bias is a factor in multiple respects. Because I only included peer-reviewed, published articles, many valid studies may have been excluded simply because they were not peer-reviewed. These include gray literature such as dissertations and theses and other sources that do not require the peer review process. Also, within this category, the year range that I selected only looks at the most current literature since the renewal of the ESSA (2015; U.S. Department of Education, n.d.), which eliminates articles that were published before 2016 and foundational articles from the early days of culturally informed practices and direct instruction.

Further, articles not on the specific educational databases I searched or were not cited in those articles were not considered. This criterion excludes articles that may have met inclusion criteria but were not published in journals housed by those specific databases or other online repositories. For example, the NIFDI (2023) has compiled a database of research on Direct Instruction over 40 years, with over 200 entries. Due to the search methods I used for this

literature review, studies featured in the database that may have fit my inclusion criteria may have been excluded.

While designing this dissertation study, I intended to use quantitative data collection instruments and analyses that had previously been created and validated for the purpose of measuring and reporting cultural inclusion in special education reading classes. Through the initial literature review, no such instruments that connected directly to the topic emerged. Because recruitment efforts (described in Chapter III) took over a year and a half (described in more detail later in this section), I did update the literature reviews to include more recent studies. At this time, one quantitative instrument did emerge; however, I had already proposed the dissertation and gotten approval for the selected quantitative instruments.

The quantitative instruments that were selected in Chapter III emerged through the use of broader search terms that were not specific to special education or reading. The use of search terms and key words that I selected for the literature review limited the results that were returned and limited the instruments from which I could select. For the quantitative instruments that I did find through a separate search, I surmised that the instruments did not emerge in my literature review search because the actual use of the instruments was for various subjects (e.g., science), with various professionals (e.g., principals), various settings (e.g., professional development, higher education), and for non-peer reviewed purposes (e.g., dissertations and theses). I discuss the previous use of quantitative instruments in more detail in Chapter III, but the key word search terms for the literature review did present a limitation that is important to address here.

Although I did calculate reliability in coding through interrater reliability procedures, I only used one additional coder. In this respect, there may have remained ambiguity in certain coding definitions, and a third coder from another discipline may have led to other findings.

Reliability from more than two coders would only strengthen my definitions and my conclusions from this literature. In a similar vein, the codes I used were specific to the study that I planned to conduct. Because of this, I was looking for specific information that may not have matched the intent of researchers from each article. For example, I included codes for types of professional development, yet the articles I coded did not include statements reflecting that they were written with professional development as a primary purpose. Therefore, there may have been more training for teachers not included in the articles, yet my coding skews the data to appear like teachers are not participating in or being offered certain types of training.

Time was also a factor in the limitations of this literature review. As a dissertation study, I began collecting articles for the literature review in order to propose this study in 2021. Initially, this literature review only included studies between 2016 and 2021, because that was the current year. After the proposal defense, I continued to work on revisions and recruitment efforts to complete the study. Recruitment efforts (described in Chapter III) spanned a timeframe of over a year and a half. By the time I had completed the study, this literature review was no longer current, and I completed new searches to update it. As such, the current review is up to date; however, the process was completed with a large gap of time between initial searches and searches for data from 2022 and beyond.

Finally, there were limitations in the literature review process. I did not conduct one of the review steps outlined by O'Brien and McGuckin (2020). During the process of the literature review, they recommend systematically rating relevant articles by developing a categorical system that ranks included articles from mildly irrelevant to very relevant. This serves as a final check to ensure that all included articles are relevant and meet the criteria for the review. During my search and analysis of the literature, this step was skipped, resulting in all articles that were

initially judged to meet inclusion criteria to be included in the analysis. This may also affect

replication as there are no clearly defined terms in which to rank the included articles, and

therefore a replication study may result in the exclusion of articles that I chose to include.

Summary: Gaps in the Literature

The first gap that I address is that there was no literature from my literature review

approach that met the inclusion criteria that included both culturally informed pedagogy and

direct instruction. Areas in the culturally informed literature where gaps were observed included

primary source empirical studies and using culturally responsive reading instruction with

students with disabilities. In the Direct Instruction literature, a gap was apparent in investigating

teachers' reasons for enhancing Direct Instruction protocols, especially considering the National

Institute for Direct Instruction proffered that it is a myth that teachers' creativity is restricted

when using a program (NIFDI, 2015). In both categories of literature, publications targeting

middle and high school teachers, as well as thoroughly detailed information about the types of

training and support teachers receive, were also lacking.

Due to the overall lack of research investigating special education teachers' combined use

of culturally informed practices *and* direct instruction, this current dissertation study was needed.

The findings of this literature review align with the statement of the problem (see Chapter I) and

confirm that research on how well the lived experiences of diverse populations (be they racially,

ethnically, disability, or a combination of those factors) of special education students connects

with direct instruction curricula (Kang, 2016; Noguera, 2003; Rose, 1989) is not being conducted

and/or published. This constitutes a gap in the literature between the benefits of culturally

informed practices (i.e., Ladson-Billings, 1995; Gay, 2002; Paris & Alim, 2014; McCarty & Lee,

2014) and the documented effects of direct instruction programs (Robinson et al., 2016; Stockard et al., 2018).

Historically, many students of color and students with disabilities have been marginalized in the United States, especially in education (Gay, 2002). Due to this inequitable and unjust treatment, they are owed more than what they are currently receiving in public education in order to make up for the educational debt that has accumulated (Ladson-Billings, 2009). Disrupting any possible attempts to repay this debt, the current context is fraught with crises of health, increased stress, and teacher attrition due to the COVID-19 pandemic (Willis et al., 2021). Attempts to utilize technology in educational settings have drawn more attention to the digital divide and made clear that education is a priority for those who can access it most easily (Furuya, 2021; Huffman, 2018). Additionally, increased attention has been called to the violent treatment of people of color, highlighting continued racist attitudes and mindsets of people in the United States (Fenton et al., 2017; Parker et al., 2020).

These current factors, coupled with the lack of cohesion in research between the topics of special education and culturally informed practices, justify the timely nature of this dissertation study in which I investigated the equitable representation of the cultures of children of color in the special education reading classroom environments (Gay, 2002) where teachers are using direct instruction. In this study, I included a detailed investigation of how and why one teacher delivered instruction using direct instruction materials, her perceptions of culturally informed practices, what types of training (i.e., coaching, professional development, pre-service coursework) she had received, and her ideas of how special education teachers could be better supported and prepared to promote culturally informed practices in their own classrooms. This

dissertation study serves as an initial, descriptive, small-scale investigation and provides insights

and implications for future research on the topic.

CHAPTER III: METHODOLOGY

The purpose of this dissertation study was to investigate if and how a special education teacher enhances a direct instruction reading program to provide culturally informed instruction to her students. Direct instruction programs come with materials, resources, and protocols that special education teachers are required to follow if they are teaching with fidelity (Carnine, 2010). The school district may have purchased programs to meet the need for evidence-based practices (NCDPI, 2022). Simultaneously, the Every Student Succeeds Act pushes for the inclusion of culturally informed practices and holds states accountable for how teachers respond to diversity in their classrooms (Schettino et al., 2019). To investigate the use of these two instructional components, I use this chapter to describe the case study research design for this dissertation study, participant recruitment and selection, data collection methods, including quantitative instrument selection and qualitative interview procedures, and data analysis.

Research Design and Rationale

In this section, I describe the specific approach of case study-mixed methods design (Guetterman & Fetters, 2018) and then discuss the rationale for the specific type of case study, justifying the approach as it relates to the purposes of this study.

Case Study-Mixed Methods Design

For this dissertation study, I conducted a single case study that incorporated a mixed methods approach to data collection, termed case study-mixed methods design (Guetterman & Fetters, 2018). Single case study features in-depth analyses of collected data (Yin, 2018) on one unit of study, considered a bound case where variables are intertwined and inseparable (Merriam & Tisdell, 2016). An example of a bound case would be a classroom setting, where the teacher and their students interact and influence each other through the use of tools and materials. While

case studies can be defined as qualitative (Merriam & Tisdell, 2016), they can also include a mixed methods approach (Creswell & Plano Clark, 2018; Guetterman & Fetters, 2018; Yin, 2018). This approach is appropriate in a field such as education, where case study-mixed methods designs are often used to better understand complexities inherent in districts, schools, or classrooms (Creswell & Plano Clark, 2018; Guetterman & Fetters, 2018). In this study, the case study encompasses the mixed methods approach to data collection (Guetterman & Fetters, 2018; Yin, 2018) and serves as one study with one unit of analysis (Yin, 2018).

The mixed methods approach provides a deep and wide investigation of a particular topic (Johnson, 2017) which is appropriate when both quantitative and qualitative data are available, yet the use of both provides a more complete answer to the questions raised (Creswell & Guetterman, 2019). Simply put, a quantitative study will "collect numbers" (Greene et al., 1989, p. 256), while a qualitative approach will "collect words" (Greene et al., 1989, p. 256). The analysis produced using these two methods leads the researcher to a wider and deeper understanding of a given research problem (Johnson, 2017). Quantitative and qualitative research's limitations are offset when the two are combined to create a mixed methods approach to research (Creswell & Plano Clark, 2018).

Study Design

According to Yin (2018), a preliminary step to a case study is choosing a theory to relate to the other components of the case study, which fits the background and purposes of this dissertation study. As described in Chapter I, this dissertation study was based on a framework of several culturally informed theories: Gloria Ladson-Billings's (1995) Culturally Relevant Pedagogy and Geneva Gay's (2002) Culturally Responsive Pedagogy. Further defining a case study's design are five essential components: (a) research questions, (b) propositions

(components of the study that require examining), (c) units of analysis, (d) logic that links collected data to propositions, and (e) criteria for how results are interpreted (Yin, 2018). Case study is particularly well suited to answer "how" and "why" questions (Yin, 2018), which are presented for this dissertation study in the following section.

Propositions examined in this study include (a) a teacher's understanding of culturally informed reading instruction practices, (b) a teacher's perceptions of their own ability to use culturally informed practices, (c) the measure of cultural relevance of the direct instruction program being used in the classroom, and (d) a teacher's actual application of culturally informed practices. The teacher's perceptions of culturally informed practices were examined through a set of questions in the interview phase, which explored how they felt about the importance of including culturally informed practices in their pedagogy, and what types of instruction, training, and support they have received on how to include culturally informed practices in their reading instruction. Their perceptions of their own practices were reflected in a questionnaire that had them self-report various aspects of cultural inclusion in their planning and implementation of lessons. The questionnaire was supported by two observations of their classroom practices in action. Finally, it was necessary to determine if the direct instruction program used was already responsive and relevant to cultural differences, which was measured using a quantitative instrument completed by the teacher, myself, and one other outside rater. Investigation of these propositions supported the answers to the research questions for this dissertation study.

For this case study, the unit of analysis was the individual special education teacher, who represents a common case "to capture the circumstances and conditions of an everyday situation" (Yin, 2018, p. 51). The teacher's practices were analyzed, therefore, the teacher served as the

case. Due to the lack of literature on the topic of using culturally informed practices along with a direct instruction reading program, a single common case (Yin, 2018) was most appropriate for this study. As a preliminary investigation on this topic, the single case study approach allowed me to collect more data to investigate the evidence more thoroughly. The use of a common case was also more appropriate than the other rationales for single case study identified by Yin (2018), as my purpose was to determine what perspectives and behaviors exist in the day-to-day classroom of a special education teacher.

Inclusion criteria for specifics on teacher recruitment to match the purposes of this dissertation study are described later in this chapter. Boundaries for the case were defined by what happened within the reading classroom time and space where the teacher used a direct instruction program, but also included some contextual factors that might exist outside of the classroom, such as professional development opportunities and pre-service teacher coursework as related to the phenomenon of the dissertation study: use of culturally informed practices and direct instruction reading programs simultaneously.

The logic that links the data and propositions is outlined in Figure 3. Each data collection instrument (described in greater detail later in this chapter) was selected to connect to the study's propositions and, in turn, answer the research questions on which the propositions were based. For example, one proposition, as described above, relates to a teacher's perception of their ability to use culturally informed practices in their classroom. Based on this proposition, I used two instruments to measure their perceptions: the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015) and a semi-structured interview that prompted further

Figure 3. Logic Links Between Propositions and Data

| Propositions | Data Collection Tools |

Research Question 1 → Perceptions of culturally informed literacy practices

Research Question 2 → Perceptions of ability to use culturally informed practices

Research Question 3 → Cultural relevance of direct instruction program

Actual application of culturally informed practices in classroom setting

Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015)

Semi-Structured Interview

Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019)

Culturally Responsive Instruction Observation Protocol (Powell et al., 2017)

Findings

Note. Research Question 1: How does a special education teacher conceptualize the need for culturally informed practices in the special education reading classroom setting? Research Question 2: To what extent does a special education teacher feel that they are providing culturally responsive instruction to their students while using a direct instruction reading program? Research Question 3: How is a special education reading teacher providing culturally informed instruction in their teaching practice while also using a direct instruction reading program?

discussion of the questionnaire scores and compared those scores to a separate instrument that measured cultural responsiveness in action (the Culturally Responsive Instruction Observation Protocol; Powell et al., 2017).

Throughout the development and procedures of this case study, the theoretical framework supported the development of the research questions by providing firsthand experiences of the oppressive nature of public schools in the United States from people who experienced such marginalization and sought to change it (e.g., Gloria Ladson-Billings and Geneva Gay). Through the work of scholars of color like Gloria Ladson-Billings and Geneva Gay, the theoretical

framework informed the coding strategies for Chapter II, the development of the research

questions, and the selection of instruments to collect and analyze data for Chapter III. The

research questions directly link to the propositions, which also link to appropriate data collection

instruments. The final component of the logic linking data and propositions (Yin, 2018), the

interpretation of results, is described fully later in this chapter.

The mixed methods approach to collecting data for this holistic case study (Yin, 2018) is

described as sequential and explanatory (Creswell & Plano Clark, 2017). The sequential

explanatory designation (Creswell & Plano Clark, 2017) is explained by the emphasis on the

initial quantitative strand which was first analyzed and then followed by a qualitative strand,

influenced by the interpretation of the quantitative analyses (see Figure 4). The holistic

designation relates to the unit of analysis (Yin, 2018), which was an individual teacher, rather

than an embedded design in which a special education department may have been the unit of

analysis, with additional analytical focus on multiple individual teachers.

As for the mixed methods approach for collecting data, the quantitative strand consists of

three measures of culturally responsive instruction: an observation protocol involving the

observation of two taught lessons (Powell et al., 2017), one quantitative instrument which

measures the cultural responsiveness of the direct instruction curriculum used (Bryan-Gooden et

al., 2019), and one instrument in which the teacher participant self-reported their culturally

responsive teaching practices (Boon & Lewthwaite, 2015). These measures are described in

detail in the next section. The qualitative phase, which follows the quantitative phase, consists of

a semi-structured interview with the teacher participant, described in detail later in this chapter.

Figure 4. Mixed Methods Phases

Phase	Procedure	Product
Quantitative Data Collection	Score Culturally Responsive Instruction Observation Protocol (Powell et al., 2018) Conduct Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019) Score Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015)	Numeric Scores
Quantitative Data Analysis	Validate scores for Culturally Responsive Scorecard Evaluate score on Culturally Responsive Pedagogy Questionnaire Triangulate data for Culturally Responsive Instruction Observation Protocol	Evidence of Culturally Informed practices, perceptions, and materials
Interview Protocol Created	Qualify the quantitative data Select interview questions based on quantitative results	Categorized data
Qualitative Data Collection	Conduct interview Member check of interviews	Interview transcripts
Qualitative Data Analysis	Deductive and inductive coding of interviews using Atlas TI Combine codes thematically	Codes and themes Interpretations of quantitative data
Integration of Quant and Qual Findings	Interpretations of quantitative data through qualitative means	Logic model for pattern matching Combined quantitative and qualitative evidence

Research Questions

The purpose of this dissertation study was to investigate the combined use of direct instruction reading curricula and culturally informed practices by a special education teacher. From my review of the literature, very few articles were primary source empirical articles that investigated special education teachers and their understanding of culturally informed instruction

in their reading classes. Further, I found no peer-reviewed studies focused on the enhancement of direct instruction reading curriculum programs using culturally informed activities to match the populations present in the special education classrooms. Based on these gaps in the literature identified in Chapter II, my dissertation study investigated the following questions:

1. How does a special education teacher conceptualize the need for culturally informed practices in the special education reading classroom setting?

2. To what extent does a special education teacher feel that they are providing culturally responsive instruction to their students while using a direct instruction reading program?

3. How is a special education reading teacher providing culturally informed instruction in their teaching practice while also using a direct instruction reading program?

Participant

In a case study, using the logic of a "sample size" is not appropriate, because the units of analysis are not randomly selected and are not based on attempts to create statistical generalization (Yin, 2018). Despite the differentiation between the terms "sample" and "case," I used the non-probability sampling technique of volunteer sampling (Creswell & Plano Clark, 2017), which resulted from recruitment emails to teachers (see Appendix E) to collect information about willing participants and narrow down an appropriate selection of one teacher to serve as the case. The participant was recruited from a school district in Illinois as approved by the IRB process at the University of North Carolina at Greensboro (IRB approved as IRB-FY22-239). In the district where this study took place, there is no formal IRB process for school systems; however, the superintendent and principals of the schools granted permission to recruit and work with teachers. Recruitment efforts involved discussions with school district principals to determine which teachers met the inclusion criteria (see Table 7 for inclusion and exclusion

criteria). I sent emails to all of the teachers within the district who met the inclusion criteria explaining the purpose of the dissertation study and what was required to participate. In the case that more participants were interested in the study, preliminary discussions were conducted in order to determine which participant's schedule and curriculum best fit the purposes of this study.

Table 7. Inclusion and Exclusion Criteria for Teacher Recruitment

Inclusion Criteria	Exclusion Criteria
Is a certified special education teacher	Is not a certified special education teacher, is a general education teacher, or is an adaptive curriculum special education teacher
Teaches in an intervention resource reading class where only students with disabilities are in class	Teaches in only inclusive reading classroom settings where instruction includes students with and without disabilities
Uses a direct instruction program	Creates own curriculum
Teaches within a district where IRB approval has been approved	Teaches outside of the IRB-approved district

In the recruitment email, I gave teachers an idea of the time commitment which would be reasonably expected of them should they choose to participate. Time commitment included:

- up to one hour for an initial meeting to further discuss the purpose and impact of the dissertation study and answer potential participant questions,

- up to two hours (depending on the length of a typical lesson) to score two video recordings using the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017),

- up to two hours total for training of each quantitative instrument (Culturally Responsive Curriculum Scorecard [Bryan-Gooden et al., 2019], and Culturally Responsive Instruction Observation Protocol [Powell et al., 2017]),

- up to two hours for completion of the Culturally Responsive Curriculum

  Scorecard (Bryan-Gooden et al., 2019; time will vary depending on the

  curriculum used and total number of lessons reviewed),

- approximately 30 minutes to complete the Culturally Responsive

  Pedagogy Questionnaire (Boon & Lewthwaite, 2015),

- and up to one hour to complete the interview portion of the study.

Anticipated additional tasks included teaching the lesson, member checking the interview, and

any other time they may have spent contacting and discussing questions they had about the study

with me. We completed all activities through phone calls or Zoom meetings. Time commitment

estimates were set at the upper extreme of how long each activity could take, and all tasks were

planned to be spread out over a month's time.

In order for future studies to create literal replication of this case study (Yin, 2018),

participants should match similar conditions to test for similar results. To meet this criterion, I

used specific inclusion characteristics for recruitment. These characteristics include (a) certified

special education teacher, (b) use of a direct instruction reading program, (c) teaches reading

using the direct instruction scripted program in a small group separate setting with only students

with disabilities, and (d) works within the same school district in which I had secured principal

approval. Teachers were excluded based on the following characteristics: (a) works as a long-

term substitute teacher or is not a certified teacher in the state of Illinois, (b) creates their own

curriculum, (c) teaches a subject other than reading, (d) teaches in an inclusion setting where

both students with and without disabilities are in class, and (e) teaches outside of the approved

district/schools.

Human Subjects Protection

With any study involving human subjects, the goal of protecting participants is important. In this dissertation study, several methods of protection are included to ensure risks are minimal, benefits far outweigh the risks, and participants' identities are kept confidential (see Appendix F for informed consent documentation, and Appendix G for parental consent form). At no point was a participant required to enter any identifiable information. While absolute confidentiality cannot be guaranteed when using the internet as a tool for correspondence and data collection, I promoted anonymity through these added measures: (a) questionnaire responses were provided and the participant was not asked to enter any identifying information, (b) data were de-identified by use of a pseudonym throughout the study and on documentation, (c) any publication resulting from this study will use the assigned pseudonym for all individuals, schools, and school districts, (d) study information and signed consent were stored on the secure storage program Box, and (e) only the lead investigator (me), my advisor, and approved additional rater who has received proper training in research ethics will have access to any data. I reminded the participant that they may choose not to answer any questions at any point and may discontinue participation without repercussions. If the participant had not wanted to participate in the study any longer, they would have been offered an incentive in the form of a gift card, with a pro-rated amount to be paid for each completed portion. Finally, any citations identifying the location or people in this study were redacted or edited. For example, in Chapter IV, I describe the demographics of the town where this study took place. In the references, I cited the US Census as the source for demographic information; however, I only provided the web address for the home page of the US Census Bureau since including the entire website link would have included the town's name, thus compromising anonymity.

Setting

All meetings and communications took place virtually on Zoom. I stored recordings on a secure online storage site approved by the University of North Carolina at Greensboro for research and confidentiality purposes. All information stored was deidentified. The participant video recorded two of their lessons for observations in their classrooms. Otherwise, they were offered the choice of the setting where they completed other quantitative instruments. They also had the choice of setting during online meetings with me, and I conducted meetings from a private office for confidentiality purposes.

Study Materials

For data collection, the three quantitative instruments were available online as well as in a printable format if needed. Videoed lessons for observations were recorded by the participant and then uploaded to Box for confidential storage to allow me and the additional rater to complete the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017). Before viewing each observation using a laptop or other internet-enabled device, the protocol was printed to allow for note-taking and scoring. The notes and scores were then typed into the form and also stored in Box. I typed the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015) items and answer choices into a Google Survey, which the participant used to complete the questionnaire. I then transferred the results into a spreadsheet stored on Box. Finally, the participant randomly selected books from the curriculum to be scored for the Culturally Responsive Curriculum Toolkit (Bryan-Gooden et al., 2019). I used a scanner to upload the books into a folder on Google Drive so that the additional rater could access the books and score them. The instrument was available online to be typed or to be printed. Scores were eventually typed and uploaded to Box for storage.

For the qualitative phase, the participant and I both needed access to a computer, the Internet, and Zoom to complete the interview. I then used Zoom's transcription service to transcribe the interview and replayed the interview to correct any transcription errors. After completing the transcription, I inserted pseudonyms for people and places and then emailed the file to the participant, who could also review the transcription for accuracy. The additional rater and I then used AtlasTi for coding, which required using an internet-enabled device and a subscription to the AtlasTi application.

Data Collection Procedures

Yin (2018) recommends the use of six sources of evidence (i.e., documentation, archival records, interviews, direct observations, participant observation, physical artifacts) in data collection for case studies. I included three of these sources of evidence in this dissertation study, which I further describe in this section: direct observations, physical artifacts, and interview. Direct observations of the teacher participant using a direct instruction reading program were recorded so that three people, including the teacher participant, could rate the culturally informed practices used during the lesson, which took place in the natural classroom environment. According to Yin (2018), "observations of … curriculum at work are invaluable aids for understanding the actual uses of the… curriculum or any potential problems being encountered" (p. 110). Since I observed the teacher participant's use of the curriculum, the curriculum was also identified as a physical artifact. I also collected data on using a quantitative data collection instrument described in the quantitative portion of the following section. I also used an interview in this dissertation study which is "one of the most important sources of case study information" (Yin, 2018; p. 106). For this study, I used a focused interview (Yin, 2018), for which I developed a list of interview questions in advance and planned to use a conversational tone and a short time

period to collect any evidence still needed after collecting quantitative data. While the list of prepared interview questions covers a range of probes that may be appropriate for gaining more information, the quantitative results drove my decisions for which questions to ask in the interview.

Within this mixed methods approach for collecting data for this case study, I incorporated three principles of data collection as recommended by Yin (2018): (a) use of multiple sources of evidence, (b) creation of a case study database, and (c) maintenance of a chain of evidence. For sources of evidence, I utilized three quantitative instruments measuring various aspects of culturally informed instruction to include the participant's perceptions of their own cultural responsiveness, the cultural responsiveness of the curriculum already being used, and the participant's observed enactment of culturally informed instruction during two lessons. These quantitative data were also triangulated to compare responses across instruments and to determine if there was evidence of converging or diverging lines of inquiry (Yin, 2018). A qualitative semi-structured interview was also used to follow up the quantitative data. Three types of triangulation were included in the overall study to support the multiple sources of evidence and increase reliability: (a) data triangulation (using multiple data sources as described above), (b) investigator triangulation (obtained by using three evaluators when appropriate), and (c) methodological triangulation (by the use of both quantitative and qualitative instruments as described above; Patton, 2002; Yin, 2018).

Another principle that increases reliability was established by creating a case study database. This included collecting all pieces of raw data and overall at-a-glance data (see Appendix R for an example) to allow others to inspect raw data and draw independent conclusions outside of those I provide in Chapters IV and V of this dissertation study (Yin,

110

2018). The case study database is kept securely in Box and de-identified for confidentiality purposes. The database is available upon request.

Finally, I also maintained a chain of evidence (Yin, 2018). This principle increases reliability, ensures construct validity, and strengthens the quality of case studies. In creating a chain of evidence, I ensured that the reader of the case study can "trace the steps in either direction (from conclusions back to initial research questions or from questions to conclusions" (Yin, 2018, p. 122). This helps to check that no evidence was misplaced during the collection and analysis; it also strengthens the links between each step of completing the case study protocol (see Appendix H for protocol).

In order to maintain the chain of evidence, Yin (2018) includes five necessary components (i.e., case study report, case study database, citations to specific evidentiary sources in the database, case study protocol, and case study questions) which the reader of the case study must be able to follow from "the initial research questions to ultimate case study conclusions" (p. 122). In order to create the case study report, I included citations of the documents used to collect data and direct quotes from the interview (see Chapters IV and V). The case study database (described previously) includes raw data from all quantitative data collection instruments and the qualitative interview (described in the following sections of this chapter). The case study protocol (see Appendix H) includes thorough details of the case study procedure and outlines the specific roles and responsibilities of each party involved. Case study questions are also included in the protocol, along with a description of the levels of the questions and how they relate back to the research questions and propositions of this dissertation study.

Quantitative Phase

The dissertation study began with the initial quantitative phase. Data were collected and scored in accordance with the protocols and materials from each instrument. Alignment to concepts of Ladson-Billings's (1995) Culturally Relevant Pedagogy and other similar frameworks related to culturally informed practices was considered when selecting quantitative instruments. As revealed in Chapter II of this dissertation study, the initial literature review of culturally informed primary source empirical articles did not include validated quantitative instruments to draw from for my data collection purposes. To fulfill this need for quantitative instruments, I conducted a separate literature search for instruments based on the intended purposes, including one instrument for measuring the cultural responsiveness of the curriculum materials, one instrument for measuring each teacher's perceptions of their own enactment of culturally informed instruction, and one instrument for measuring the use of culturally informed practices through observation of actual taught lessons. Validity, reliability, and instrument development were also included in the decision to use each instrument, according to available data. These considerations are discussed in the following section as each instrument is described.

Culturally Responsive Instruction Observation Protocol

The first quantitative piece involved scoring two observations of the teacher's actual teaching practices during a lesson. Two observations were conducted to reflect effective teaching observation practices, which suggest "somewhere between once and a few times during the school year… depend[ing] on the instrument" (Goe et al., 2008, p. 20). This particular instrument was used twice in one school year during piloting (Powell et al., 2017), so I also used it twice in the same semester in order to reflect this. The teacher participant did have some idea of the phenomenon being examined in this study, as she had to read about the purpose of the

informed consent and had had the opportunity to meet with me and ask questions. However, the observation took place first in order to get a more accurate picture of a typical lesson, before the teacher was exposed to the other quantitative scoring instruments, which may have alerted her more on how to provide culturally informed instruction. As this case study was specific to a common case, I aimed to collect data that reflected a typical lesson on a typical school day. Because we conducted the observations by reviewing a video-recorded lesson, my role as researcher was that of complete observer, and my observation behaviors were not disruptive to students and the natural flow of the lesson (Merriam & Tisdell, 2016).

The Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) was used to score the observation. This instrument was initially designed in response to a need to develop a more culturally inclusive observation tool to collect data on reading instruction practices of schools participating in the "Read to Achieve" reading intervention initiative (Malo-Juvera et al., 2013). In the design stage of the instrument, reading instruction practice recommendations of several researchers' work were foundational to the development of the protocol (e.g., Berry, 2006; Gay,2002; Ladson-Billings, 1994; 1999; Price, 2006; Yoon, 2008). In total, the protocol went through two years of development and testing and was found to have good estimates of reliability (Cronbach's alpha of 0.88) even when used by multiple raters on the same observation (Malo-Juvera et al., 2013). This reliability is important because the teacher submitted the video-recorded samples of teaching two lessons viewed by the lead investigator (myself), the teacher herself, and a third rater to triangulate data and arrive at a valid score (Merriam & Tisdell, 2016). See Appendix O for the full protocol.

The Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) has been used previously in research in multiple ways. One way that it has been included in research

was to influence the design and validation of new instruments to measure the cultural responsiveness of principals (Castagno et al., 2022), and to develop a new framework in response to the COVID-19 pandemic (Brown et al., 2021). It has also been used in practitioner pieces designed to promote the use of cultural responsiveness in science education (Brown et al., 2018), and in empirical studies designed to measure the cultural responsiveness of first-year teachers (Valtierra & Whitaker, 2021) and science teachers (Stepp & Brown, 2021). It was also included in reviews to analyze how culturally responsive interventions and practices improve academic outcomes for marginalized students (Fallon et al., 2021) and how they are used in science education (Brown, 2017). Finally, the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) has been used extensively in various dissertations and theses to measure culturally responsive practices in pre-service teachers (Maestranzi, 2020), in-service teachers (Civitillo, 2019), teachers of Spanish heritage learners (Lopez, 2020), in advanced placement classrooms (Maguire, 2017), for teachers of Black male students (Marshall, 2016; Murff, 2017), and to analyze professional development decisions of elementary and middle school administrators (Montalvo, 2022). These various uses show the adaptability and flexible nature of the instrument and the ability to use it for a variety of populations and content areas.

The Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) includes six pillars (see Table 8 for definitions) rated holistically on the following scale: 0 (never), 1 (rarely), 2 (occasionally), 3 (often), and 4 (consistently). The six pillars include (a) classroom relationships, (b) family collaboration, (c) assessment practices, (d) instructional practices, (e) discourse, and (f) critical consciousness. For each pillar, several indicators are measured based on the observation, along with examples of responsive and non-responsive classrooms (Powell et al., 2017). Each pillar is briefly defined, and an example and a

Table 8. CRIOP Pillars

Pillar	Definition (Powell et al., 2016)	Example (Powell et al., 2017)	Non-Example (Powell et al., 2017)
Classroom Relationships	The teacher shows that she values cultures of individual students through positive relationships	"There is a 'family-like' environment in the classroom" (p. 2).	"Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities" (p. 2).
Family Collaboration	Teachers' involvement of family members	"Parents are encouraged to be actively involved in school-related events and activities" (p. 4).	"All communication with families is in English" (p. 4).
Assessment Practices	Use of student choice in both formal and informal assessments	"Teacher assesses both academic language and content' (p. 7).	"Assessment is always teacher-controlled" (p. 7).
Instructional Practices	Teachers use methods that facilitate academic growth for students from historically marginalized populations	"Teacher views students' life experiences as assets and builds on students' cultural knowledge, and 'cultural data sets,' making connections during instruction in the various content areas" (p. 8).	"Skills and content are presented in isolation (never in application to authentic contexts)" (p. 8).
Discourse	Instructional conversations between students and teachers as well as student and other students	"Students speak in their home language/dialect when it is situationally appropriate to do so" (p. 10).	"Not all students have the opportunity to participate in classroom discussions" (p. 10).
Critical Consciousness	Use of emancipatory education practices that lead to societal change in the long term	"Students explore important contemporary issues (poverty, racism, global warming, human trafficking, animal cruelty, etc.)" (p. 12).	"Teacher does not encourage critical thought or questioning of contemporary issues" (p. 12).

non-example are given in Table 8. These results helped develop interview questions for the qualitative phase. These results also compared how the teacher participant perceived her cultural responsiveness versus how responsive she was in practice.

For validity purposes, three people scored each observation: the teacher, the researcher (me), and a third rater trained in quantitative methods and the specific observation instrument. For data analysis, each rater averaged the scores within individual pillars to arrive at an overall score as directed by the protocol (Powell et al., 2017). After all pillars were scored, the scored protocols were submitted to me for comparison. If needed, discrepancies were addressed through a brief meeting of all raters to come to an agreed-upon score, following the process recommended by the instrument developers (Powell et al., 2017).

Culturally Responsive Curriculum Scorecard

The next quantitative measure to be collected was the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019) which measured the cultural responsiveness of the program the teacher participant used. The choice to include this measure was influenced by the lack of specificity in available information on programs discussed in Chapter I and the lack of use of this type of instrument discussed in Chapter II. This quantitative instrument was produced by the Metropolitan Center for Research on Equity and the Transformation of Schools (NYU Metro Center) and the Education Justice Research and Organizing Collaborative (EJ-ROC). This instrument was designed with the purpose to "help parents, teachers, students, and community members determine the extent to which their schools' English Language Arts curricula are (or are not) culturally responsive" by "[drawing] upon a wide variety of existing resources, included multicultural rubrics, anti-bias rubrics, textbook rubrics, and rubrics aimed at creating cultural standards for educators" (Bryan-Gooden et al., 2019, p. 4). While the scorecard includes the term

"culturally responsive" in the name, the authors cite related terms and researchers, including Gloria Ladson-Billings and Geneva Gay. The scorecard highlights key concepts of validating and valuing students, disrupting power and privilege, and empowering students (Bryan-Gooden et al., 2019). The scorecard is included as Appendix M.

The Culturally Responsive Curriculum Scorecard has also been featured in various ways in previous research. For example, several practitioner pieces reveal the importance of ensuring that students can see themselves reflected in their reading curriculum through the use of the instrument (Santillano, 2020), which is specifically important for Black, Indigenous, and students of color (Mize & Glover, 2021). The instrument has also been used to develop a tool specific to higher education use (Thomas & Quinlan, 2021; Yen, 2020), to measure cultural responsiveness in Nigeria (Kabir et al., 2021), and in dissertations to analyze curricula (Jahnsen, 2021) in large urban districts (Beato, 2019), in middle schools (Peck, 2021), in high schools (Urban, 2021), and in leadership learning (Wiborg, 2020). Reviewing the use of this instrument in various settings and populations strengthened the decision to use it in the context of this dissertation study.

The scorecard and instructional manual include the importance of representation of students from various races, family types, home languages, and abilities (Bryan-Gooden et al., 2019). The inclusion of representation of people with disabilities was an especially important aspect when choosing this quantitative instrument, specifically because I worked with a teacher of special education students who also need to be represented with positive attributes and without stereotypical characteristics (Riddell & Watson, 2014) in their reading curriculum. Another aspect of this particular instrument that aligns with the purpose of my dissertation study is the inclusion of a rating system of how "satisfied" the rater is with the curriculum based on

statements of diversity, accurate portrayals, and centering of multiple perspectives (among others; Bryan-Gooden et al., 2019). Although this may provide different scores depending on who is scoring the curriculum, these different scores serve to shine a light on the differences in perspectives of people from different backgrounds and experiences and, in the case of this study, directed interview questions to further explore those specific areas.

This quantitative instrument measured the degree to which the direct instruction program being used was already culturally responsive in nature. The importance of this measure is that it helped determine how much the teacher may have needed to enhance the program in order to be culturally responsive to her students and also provided some justification for some of the interview questions. For example, if the program was rated as low on the culturally responsive scale, the teacher would be asked her perception of the responsiveness of the program to determine how she made judgments regarding cultural responsiveness.

The lead investigator and two other people trained to use the instrument (described previously) rated the program. The scorecard instructions recommend using at least three individuals, specifically with diverse identities (Bryan-Gooden et al., 2019). Because the lead investigator and the teacher participant were both White American women, the third team member was intentionally selected to be a Black American to provide perspective regarding the responsiveness of the program. The three of us came together to obtain an overall score through interrater agreement. See Table 9 for our demographics.

Table 9. Rater Demographics

Rater	Race	Gender	Age	Sexuality	National Origin	Role
1	White	Female	39	Heterosexual	American	Researcher
2	White	Female	43	Heterosexual	American	Teacher
3	Black	Female	36	Heterosexual	American	Additional Rater

Instructions for this scorecard include the following steps: (a) get the curriculum, (b) select the evaluation team (described above), (c) choose units or lessons for analysis, (d) identify and pull out key words, (e) conduct evaluation, (f) score evaluation, (g) team discussion, and (h) share results (Bryan-Gooden et al., 2019). In the first step, I secured a copy of student and teacher materials from the teacher participant. Evaluation team selection for the second step is discussed in the previous paragraph and resulted in a team of three curriculum raters for validity purposes. Step three depended on the curriculum and involved considering how many lessons or units to include in the analysis. There are no set guidelines on how many lessons or units to review, but the instructions do specify that they should be typical lessons, not those necessarily focused on diversity or multiculturalism (Bryan-Gooden et al., 2019), which also aligned with the use of a common case (Yin, 2018) by scoring typical lessons. In step four, it was crucial to ensure that the statements were discussed as a team and that everyone understood the terms used in the same way. Key words and an agreed-upon definition were selected so that ratings could be more accurate between the team of raters. For the fifth step, we conducted the evaluation while referring back to the key words as well as the Scoring Guidelines from the toolkit. Step six involved scoring each construct (described in the next section) to determine areas of strengths and weaknesses within the curriculum. Step seven included specific questions to prompt discussions around the evaluation with the team of raters, such as "Did some items seem more important than others?" or "Do you think this evaluation provides an accurate picture of the curriculum?" (Bryan-Gooden et al., 2019, p. 5).

The Culturally Responsive Scorecard (Bryan-Gooden et al., 2019) ranks responsiveness of curriculum by labels ranging from "culturally destructive" to "culturally responsive" (p. 14). The lowest score is "culturally destructive," which relates to a lack of diversity in characters and

contributors (i.e., authors and illustrators), reinforces stereotypes, and plays into power dynamics by portraying people of color in destructive ways. Curricula earn the rank of "culturally insufficient" if many characters are culturally ambiguous, with little diversity, and portrayals of diverse populations in inaccurate ways. "Emerging awareness" is the next level, denoting some representation of diversity, and some accuracy in the portrayal of diverse characters, but still some stereotypical portrayals with some cultures and representations still absent. "Culturally aware" curricula include diverse characters and contributors, with portrayals mostly accurate and dynamic. Finally, a "culturally responsive" curriculum reflects accurate portrayals of a wide variety of characters and includes a diverse range of contributors as well (Bryan-Gooden et al., 2019).

The above rankings were used to measure the cultural responsiveness of three constructs: representation, social justice, and teachers' materials (Bryan-Gooden et al., 2019). In the representation category, the first step is to tally characters and authors from the pre-selected set of reading passages. Characters are tallied according to gender (i.e., girl/woman, boy/man, or non-binary) as well as cultural identity (e.g., Middle Eastern, Racially Ambiguous, Multiracial, and People with Disabilities). After the tallies, all following measures are more subjective (thus the need for multiple perspectives) and each respondent rates how satisfied they are with various representations of statements such as "characters of color are main characters and not just sidekicks" and "social situations and problems are not seen as individual problems but are situated within a societal context" (Bryan-Gooden et al., 2019, p. 10). Respondents rate each statement as "very satisfied (+2)," "satisfied (+1)," "unclear (-1)," and "not satisfied (-2)." The scores are then averaged across respondents.

The satisfaction scale is then used again for the social justice construct, which includes components of "decolonization, power, & privilege… centering multiple perspectives… and connect learning to real life & action" (Bryan-Gooden et al., 2019, p. 11). The decolonization, power, and privilege component centers on sources of knowledge that come from various cultural perspectives, with statements such as "Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully" (p. 11). Centering multiple perspectives focuses on the affirmation and value of world views of those historically underrepresented, with statements such as "The curriculum presents different points of view on the same event or experience, especially points of view from marginalized people/communities" (p. 11). Finally, the component of connecting learning to real life and action encourages students to seek experiences beyond their own perspective and promotes critical consciousness and action. Statements that connect to this component include "The curriculum encourages students to take actions that combat inequity or promote equity within the school or local community" (p. 11). Again, satisfaction scores are averaged across respondents to arrive at one score for each statement.

Teachers' materials are the final construct to be measured. This construct measures how much additional guidance the curriculum gives in the teacher manual and individual lesson plans for providing culturally responsive instruction to students. Statements in this section include "Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment, and resources" and "Guidance is provided on opportunities to engage students' families to enhance lessons" (Bryan-Gooden et al., 2019, p. 12).

The Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019) was also scored by the same three raters described above in the Culturally Responsive Instruction

Observation Protocol (Powell et al., 2017). All three raters went through the same training and communicated to agree on key words and the scorecard process as described in the Case Study Protocol (Appendix H) as recommended by the instrument developers (Bryan-Gooden et al., 2019). After each rater had totaled the constructs of the scorecard, totals were submitted to me and I averaged the scores to come to an overall score for each construct and an overall score for the total scorecard, following the scoring process outlined in the instrument instructions (Bryan-Gooden et al., 2019).

Culturally Responsive Pedagogy Questionnaire

The final quantitative instrument was the Culturally Responsive Pedagogy questionnaire (Boon & Lewthwaite, 2015) which the teacher participant filled out regarding her perception of her own cultural responsiveness. This instrument was initially developed in Australia to explore how teachers there used culturally responsive practices with the Indigenous populations in their classrooms. The instrument developers used interviews with Indigenous parents and students to create the instrument and then used in-service teachers to validate the instrument. One of the benefits of this specific quantitative instrument is the inclusion of "literacy teaching" as one of the constructs measured. It also includes a measure of structural support (Boon & Lewthwaite, 2015), which relates to concepts of training and parental input I will investigate further in the interview section of the study. For the full questionnaire, see Appendix N. The questionnaire has been reviewed for effectiveness (Chang & Chochran-Smith, 2022), analyzed in several dissertations and theses of Black (Daye, 2021) and Indigenous students (Maher, 2019), and was included to develop a new measurement instrument (Chuang et al., 2020).

Table 10. Culturally Responsive Pedagogy Questionnaire Constructs

Construct	Definition (Boon & Lewthwaite, 2015)	Sample Items (Boon & Lewthwaite, 2015)
Teacher Ethic of Care	"the foundation for all teaching practices" (p. 41)	"I have a warm and respectful manner to all students." "I spend individual time with all students in matters pertaining their learning." (p. 51)
Teacher Cultural Values	To what extent do teachers display value for students' individual cultures	"Students' specific cultural identities are valued in this classroom." "Cultural values are verbally endorsed." (p. 51)
Literacy Teaching	How teachers and students are allowed to "code switch" between formal and informal culture-specific language	"Buddy reading occurs." "I orientate students to the vocabulary background knowledge and features of a text before reading." (p. 52)
Explicit Teaching Practices	Clear and repeated communication in a variety of ways to outline expectations	"Individual scaffolding is provided to all students so each can perform required learning tasks." "I give constructive individual feedback." (p. 51)
Pedagogical Expertise	The ways in which teachers behave as learning facilitators in the classroom	"I use multiple strategies to assist students in their learning." "I model thinking processes aloud." (p. 52)

Of the seven measures on the original questionnaire, only six were used for this study, as the other does not pertain to the purposes of this dissertation study. Those six constructs are (a) teacher ethic of care, (b) teacher cultural values, (c) literacy teaching, (d) explicit teaching practices, (e) pedagogical expertise, and (f) behavioral supports. Definitions of each construct

can be found in Table 10. All constructs were measured using the following scale: "almost never" (<20% of the time), "once in a while" (20-39% of the time), "sometimes" (40-59% of the time), "frequently" (60-79% of the time), and "almost always" (>80% of the time). These results, in addition to the other two quantitative measures, helped determine questions that the teacher participant received during the qualitative phase.

To validate this quantitative instrument, Boon and Lewthwaite (2015) used Rasch analysis (Boone et al., 2010; Boone et al., 2014). Rasch analysis was an appropriate approach when validating and evaluating the function of the instrument as a survey for a large number of participants; however, this dissertation study was designed as a case study with only one participant. As such, Rasch analysis was an inappropriate approach to analyzing the data collected. As an alternative, I used the instrument as a reflective survey for the teacher participant. I averaged the scores she gave herself for the indicators of each measure so that I came away with one score for each indicator. This reflected the same process I used for the other quantitative instruments.

Integration Phase 1

The first integration phase involved qualifying the quantitative findings (Creswell & Plano Clark, 2017). Scores on the quantitative instruments received overall categories of "very high" to "very low" regarding responsiveness. All of the quantitative instruments I used had a five-point scale, however, some of the scales were from 0 to 4, while others were from 1 to 5. By creating qualitative labels, I assessed similarities and differences between the instruments on the same scale to determine which interview questions to ask in the qualitative phase. Table 11 includes the qualitative labeling criteria for each instrument.

Table 11. Qualitative Labels of Quantitative Scores

Qualitative Label	CRIOP Score	Questionnaire Score	Curriculum Scorecard
Very low	0 – Never	Almost never (<20% of the time	-26 to -11 (Culturally Destructive)
Low	1 – Rarely	Once in a while (20 – 39% of the time)	-10 to 0 (Culturally Insufficient)
Medium	2 – Occasionally	Sometimes (40 – 59% of the time)	1 to 11 (Emerging Awareness)
High	3 – Often	Frequently (60 – 79% of the time)	12 to 19 (Culturally Aware)
Very High	4 - Consistently	Almost always ($\geq 80\%$ of the time)	20 to 26 (Culturally Responsive)

Note. CRIOP scores are from the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017), Questionnaire scores are from the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015), Curriculum scorecard scores are from the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019).

Qualitative Phase

The qualitative phase consisted of one semi-structured interview with the teacher participant. The purpose of the interview was to discuss the quantitative results and allow the participant to have a deeper of the quantitative results. Throughout this process, I was careful not to demonize the teacher when she was not using culturally informed instruction in her classroom, but rather sought to understand how to better support her. I was clear that my goal in this dissertation study was to figure out how to best support incoming and current teachers in using culturally informed practices. Because of this, I intentionally did not use terms such as "low implementation" in our conversation, but rather discussed areas in which we "did not see" culturally informed practices or asked her where she would like to increase her use of such practices.

Interview questions were written ahead of time and selected based on the quantitative findings and categorical labels for each. Different categories of questions covered teacher demographics, teacher background, previous trainings and coursework, Culturally Responsive

Curriculum Scorecard (Bryan-Gooden et al., 2019) results, Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015) results, Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) results, current sources of resources and support, and ways that teachers feel that they could be better supported. During the interview, I used probes when needed to seek clarification of her answers and gain specific information that elaborated on her answers (Creswell & Guetterman, 2019). Examples of interview questions include:

- Was there anything that surprised you about the score that this curriculum received from the scorecard? Tell me about those surprises.

- Tell me about the areas where you gave yourself higher marks. (Use prompting to discuss scores further)

- There were some areas that we were unable to see during the observation. For example, we would not necessarily see your collaboration with family members. Let's discuss the areas where we were unable to score you.

- What resources do you use to enhance or modify the curriculum to be more culturally responsive that you received from (prompt: your district/professional development, your school administrators, other teachers in your school, online, etc.)

- In what ways could you be better supported in culturally responsive efforts? (Use prompt: from your school, from your district, from coursework in preparation programs, in your community, etc.)

For a full list of interview questions, see Appendix P.

The interview was videoed and stored securely for confidentiality. The video was then transcribed and de-identified by replacing any personal information with pseudonyms for any identifying information, such as school names or locations. I then began the process of deductive

coding using the coding manual (Appendix Q) and coding line by line (Merriam & Tisdell, 2016). Open coding was also used to collect any information not included in the deductive codes that may have related to the questions asked. Once the transcript was inductively coded in this manner, I formed themes from collections of similar codes from the new codes which emerged (Merriam & Tisdell, 2016).

Finally, to establish validity, I allowed for member checking by having the teacher participant review the transcript. This helped determine that her intent was captured in the recorded and transcribed words (Creswell & Guetterman, 2019). Once transcripts were validated, the additional rater (described previously) also coded the transcript. Comparisons of their codes and my original codes established the validity of the interview (Creswell & Guetterman, 2019).

Integration Phase 2

Final integration came in the analysis of the results by a form of pattern matching by determining how the data collected was convergent and divergent from the individual-level logic model (Frechtling, 2007; Yin, 2018) based on the theoretical frameworks of Gloria Ladson-Billings (1990, 1995) and Geneva Gay (2002). A logic model is a graphic display demonstrating a chain of events across time (Frechtling, 2007). For this dissertation study, the logic model is individual-level because only one person was involved in the case study (Yin, 2018). To build the logic model, I drew from the aforementioned theoretical inputs (Gay, 2002; Ladson-Billings, 1990, 1995) described in Chapter I. A logic model (Figure 5) includes inputs, activities, outputs, and three levels of outcomes: short-term, intermediate, and long-term (Frechtling, 2007). For the purposes of this study, inputs were designated as what culturally informed teachers need (Frechtling, 2007) according to Ladson-Billings (1990, 1995) and Geneva Gay (2002). Activities reflect what culturally informed teachers do, and outputs are those things in the classroom that

are produced by students, teachers, and other stakeholders as a result of the inputs and activities (Frechtling, 2007; Yin, 2018). Outcomes are the resulting changes that occur due to the first three components of the logic model and reflect short-term changes (those that occur within two years of the inputs and activities), intermediate (those that occur between two to five years), and long-term (those which occur after five years; Frechtling, 2007).

Simply put, the use of a logic model as an analytic technique for a case study "consists of matching empirically observed events to theoretically predicted events" (Yin, 2018, p. 149). A logic model is also described as "a complex chain of events over an extended period of time… in repeated cause-effect-cause-effect patterns" (Yin, 2018; p. 147). Data from my participant serves as the empirically observed events, while the logic model based on the work of Ladson-Billings (1990, 1995) and Gay (2002) serves as the theoretically predicted events. Thus, I will use the evidence from the data I collected to demonstrate which logic model components the participant has as resources (inputs) and what she is doing in her classroom (activities) that match the logic model, and what the participant lacks. This supports the chain of evidence as evidentiary sources (Yin, 2018) from both the quantitative and qualitative data that were collected are used in analysis to see what patterns emerge, where results converge, and where they diverge, when compared to the logic model.

Data Analysis

Data were analyzed separately for each quantitative instrument according to its original design to maintain the reliability and validity of the measures and the instrument's integrity. For the first quantitative instrument, the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015), data was only collected from the participant (with no need for additional raters), as the instrument is designed to measure the user's perceptions of their own enactment of

culturally responsive practices in their own classroom. The instrument was validated using Rasch analysis (Boone et al., 2010; Boone et al., 2014) because the Rasch model is a statistical ordinal scale, it accounts for variability in the difficulty of scoring each survey item and is built to deal with any missing data (Boon & Lewthwaite, 2015; Boone et al., 2014). In designing the survey, Boon and Lewthwaite (2015) also re-scaled negative items in order to increase technical readability for participants and promote higher scores on each of the culturally responsive pedagogy constructs; therefore, re-scaling negative items is not necessary when calculating the Rasch measures prior to the analysis phase (Boon & Lewthwaite, 2015; Boone et al., 2010; Boone et al., 2014). However, to analyze the data for this dissertation study, I used descriptive statistics by averaging the given scores for each construct to arrive at one final score for each.

For the second quantitative instrument, the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017), data was collected from three individual raters for each of the two observed lessons. Analysis of the data collected followed the instructions of the original design of the instrument, arriving at a score for each pillar by calculating the mean of numeric scores (Powell et al., 2017). As such, each observation received a total of 18 scores: one per pillar from each of the three raters. For example, the teacher participant provided two scores for the pillar Classroom Relationships, one score for each of the observed lessons. The other two raters did the same, arriving at a total of six scores for Classroom Relationships. After all scores were calculated and submitted to me, I met briefly with the other two raters to discuss any discrepancies in scores and arrived at a final set of six scores (one per pillar) for each observation.

Figure 5. Logic Model

Inputs (What teachers need)	Activities (What teachers do)	Outputs (Results of inputs and activities	Activities (What teachers do)	Inputs (What teachers need)
Ethic of personal accountability[b]	Develop self awareness[c]	No negative or privileged stigma attached to disability[c]	Maintain fluid student-teacher relationships[a, b]	Social relations[a, b]
Teacher prep programs[a, b, c]	Support collaborative learning[a, b, c]	Environment free of stereotypes and racism[c]	Create a community of learners[a, b]	
Cultural knowledge[a, c]	Create a supportive classroom climate[c]	Collaborative learning[a, b, c]	View teaching as pulling out knowledge[a, b]	Conceptions of self and others[a, b]
Ethic of care[b]		Children of color as leaders[b]	Participate as members of the community[a, b]	
Social relations[a, b]	Give back to the community through teaching[a, b]	Students gain knowledge on producing social change[a, b, c]	View knowledge as shared, recycled, constructed[a, b]	
Understanding that diversity is not disability[c]		Joy for learning and discovery[c]	View knowledge critically[a, b, c]	Conceptions of knowledge[a, b]
Multicultural curriculum[c]	Promote connectedness with students[a, b]	Children know they are valued, safe, and can be themselves[a, b, c]	Display a passion for teaching[a, b]	
	Present pedagogy as art[a, b]	Students who are empowered to make changes in society[a]	Use multifaceted assessments[a, b]	
Conceptions of self and others[a, b]	View all students as capable[a, b, c]	Development of multifaceted skills[a, b, c]	Scaffold assignments[a, b]	

[a] Ladson-Billings (1990)

[b] Ladson-Billings (1995)

[c] Gay, 2002

The third quantitative instrument, the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019), also received scores from the same three raters. I calculated scores for each construct by adding the total scores for each rater. Final scores were calculated by adding the total scores for all constructs, which ranged from -26 to 26. After all raters scored the protocol and submitted final scores to me, I met briefly to discuss any discrepancies, and a final score was agreed upon. This plan for analysis was in accordance with the instrument's design (Bryan-Gooden et al., 2019).

At the conclusion of the quantitative phase, all scores received a qualitative score to identify where the quantitative instruments showed similar evidence of cultural responsiveness and areas where the data diverged. In qualifying the scores (see Table 11 for qualitative labels), the quantitative instruments received a standard rating highlighting areas where more qualitative information was useful. This guided the decision of which interview questions the teacher participant was asked.

Analysis for the interview was completed using deductive and inductive coding. Deductive codes were derived from the coding procedures from Chapter II and some of the coding procedures used for the literature review (see Appendix Q for the interview coding manual). Deductive codes derived from the literature reviews included codes concerning teacher demographics, the list of culturally informed practices (see Appendix A), Ladson-Billings's (1995) underpinnings and specific propositions and attributes of Culturally Relevant Pedagogy, discussions of fidelity when using the direct instruction program, and supports and training the teacher has received that enable them to provide culturally informed instruction. As other themes emerged during the interview, inductive coding was also used to collect new and emerging information.

Finally, the second integration phase involved pattern matching by comparing the theoretical implications (Gay, 2002; Ladson-Billings, 1990, 1995) to the collected data (Yin, 2018). This was done through the use of an individual-level logic model (Frechtling, 2007; Yin, 2018), which I initially composed using recommendations of (a) what teachers need to have in order to be culturally informed as logic model inputs, (b) actions that teachers do to include their students' cultural identities as logic model activities, and (c) how students benefit from these practices in the immediate classroom as logic model outputs. These inputs, activities, and outputs (Frechtling, 2007) were included based on the research contributions of Gloria Ladson-Billings's (1990, 1995) Culturally Relevant Pedagogy and her work with teachers of Black children, and Geneva Gay's (2002) Culturally Responsive Teaching and her work with Black students with disabilities. Pattern matching (Yin, 2018) was completed using evidence of the participant's culturally informed practices through the combined results of the three quantitative instruments and the qualitative interview. Pattern matching allowed me to highlight areas where the participant was already using culturally informed practices, where her practices converged with the foundations of Ladson-Billings (1990, 1995) and Gay (2002), and areas where the participant was lacking through divergence with the theoretical frameworks.

Validity and Reliability

Within case study practices, Yin (2018) points to several forms of validity and reliability: construct validity, internal validity, external validity, and reliability. For the purposes of this dissertation study, internal validity was not a concern, as this type of validity is sought in causal studies, which does not match the design and purpose of this study. Construct validity was ensured by collecting data using multiple quantitative instruments and draft reviews, both of which are described in more detail in the following paragraph. External validity is sometimes

viewed as a barrier to using a case study because of the lack of ability to generalize findings to a larger population (statistical generalization) but understanding the purpose of a case study is to generalize a set of results to a theoretical foundation (analytical generalization) served as external validity.

Reliability was addressed by creating operationalized step-by-step procedures as much as possible in a case study (Yin, 2018). For this case study, reliability was ensured through the systematic approach to recruitment, participant selection, and the use of quantitative instruments in a specified order to arrive at results that could be replicated if the study were repeated. The systematic approach is evident in the protocol (Appendix H) designed so that this participant and any subsequent participants in replication studies would go through the same process, and literal replication could be achieved. Training protocols are also included to ensure all participants are prepared and receive the same information before data collection begins. Training protocols are included in the following locations: Culturally Responsive Instruction Observation Protocol (Powell et al., 2018) training protocol (Appendix I), Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019) training protocol (Appendix J) and PowerPoint slides (Appendix O), and a participant checklist to ensure all trainings have been completed (Appendix L).

When subjectivity is involved in measurements, triangulating results is important. Despite the typically more objective nature of quantitative data, the quantitative data in this dissertation study still leans toward subjective because measures involve items such as self-report and levels of "satisfaction" around curriculum, to give two examples. Several forms of triangulation were used to increase validity to account for the subjectivity in both the quantitative and qualitative phases. First, both the Culturally Responsive Scorecard (Bryan-Gooden et al.,

2019) and the Culturally Responsive Instruction Observation Protocol (Powell et al., 2018) were each scored by three people from various backgrounds to assess whether the scores were valid. All three quantitative instruments were validated through the use of method validation, in which two different methods are used to analyze the same information (Creswell & Guetterman, 2019; Yin, 2018) because the information was gained in both the quantitative and qualitative phases. Member checks were used for validity purposes for interviews allowing the participant to review how they scored the quantitative data and adjust if needed (Creswell & Guetterman, 2019; Merriam & Tisdell, 2016; Yin, 2018). Finally, this dissertation study will receive an external audit through the dissertation process, which includes committee members who are not participating in the study to give feedback and determine strengths and weaknesses within the research, design, and other decisions (Creswell & Guetterman, 2019).

Summary

The purpose of the dissertation study was to determine if and how a special education teacher who uses a direct instruction reading program uses culturally informed practices to adapt the program to match the representation of students in their class. The case study design (Yin, 2018) using a mixed methods approach (Creswell & Guetterman, 2019; Creswell & Plano Clark, 2018) allowed for the collection of both quantitative and qualitative data to provide a broader view of teachers' practices and perceptions. Quantitative instruments measured the cultural relevance of the current direct instruction program that the teacher used (Bryan-Gooden, 2019), the cultural responsiveness of the teacher participant's actual practices (Powell et al., 2017), teacher participant's perceptions of how they enact culturally responsive instruction (Boon & Lewthwaite, 2015), and a semi-structured interview to allow the teacher participant to expand on the quantitative results derived from the other instruments.

Results from this dissertation study will be beneficial to better support pre-service teachers and current teachers through coursework initiatives and professional development. It may also prompt districts to take a closer look at the curriculum that they are purchasing and giving to teachers to use, while also helping them better prepare their teachers to use culturally responsive practices and engage in critical consciousness themselves. Ultimately, results will also lead to increased awareness of the impact of culturally informed practices on students' engagement and academic achievement and produce a more equitable classroom environment for all students.

CHAPTER IV: RESULTS

In this chapter, I begin with an outline of the context of the study, including pertinent information about the participant, the setting of the study, and the direct instruction program the participant uses in her small group reading instruction. All names and locations have been de-identified and assigned pseudonyms. Following the study context description, I will outline the results from each quantitative instrument and provide a description of how each links back to the propositions and research questions for this study. I will describe interrater agreement where appropriate. Next, I assign qualitative labels to each quantitative tool for the first integration phase. Finally, I list the coded results and interrater agreement for the qualitative strand, which consisted of an interview with the participant.

Study Context

The following section outlines the context of this study. Considering the focus of this study on culturally informed practices, factors that influence the participant, including her background and the make-up of the school and town she lives in, are important to report. As such, I have included Donna's description of her upbringing and the people and events which influenced her views on diversity. Further, I describe Smalltown's and Smalltown Elementary's demographic details. Any information that would risk the confidentiality of Donna is either purposefully vague or excluded. Finally, I describe Donna's curriculum for her small group reading as it aligns with direct instruction. I also include research about the curriculum to provide background for the results and discussion that will follow in Chapter IV.

Recruitment

Recruitment efforts began in December of 2021 and spanned July of 2022, when I contacted nine North Carolina school districts to apply for Institutional Review Board (IRB)

approval to work with teachers in their schools, as is North Carolina policy. Of the nine districts, one did not respond to the request, seven did not approve the request, and one approved the request. I began recruitment efforts in that district, receiving two responses from teachers interested in more information about the study. After my response email requesting to set up a Zoom meeting to discuss the study further, neither of the teachers responded to my email. I attempted twice more to contact the teachers with no results. When I contacted the district personnel again to request that they send out recruitment efforts again, they never responded to my request. At this point, I had relocated to Illinois, where IRB approval from the district is not needed in most districts. I contacted eight principals in nearby school districts and received permission from five to send recruitment emails to their teachers. After this time, I received five interest emails from teachers. Three of these teachers did not meet the criteria for the study. Of the two that did meet the criteria, both signed consent forms. One teacher completed the study, while the second teacher stopped responding to communication after videoing her observations.

Participant

Donna describes herself as a 43-year-old White woman who is also a mom, teacher, wife, sister, daughter, granddaughter, and friend. She stated that she grew up on a farm about 45 minutes from her current location in Smalltown, Illinois. She grew up with her three brothers on a farm in a small community with what she describes as a typical White middle-class upbringing. In her small rural hometown, she experienced very little diversity, with most families looking just like hers and bringing up their children in the same way her family did.

From an early age, Donna wanted to be a teacher. After high school, she went to Smalltown University to pursue a career as a kindergarten teacher. The university is where she had her first real experiences with diversity and began to understand that not everyone looks like

her and her family, and people have various backgrounds and upbringings that also differed from hers. She continued to learn more about diversity through interning at local schools, working in a group home setting, and working as a substitute in an alternative school for students with emotional and behavioral disorders. In this work, she began to realize that diversity exists in various areas, such as race, culture, socioeconomic status, home language, and ability. This work also helped her change her career course from elementary education to special education.

As she continued to experience various types of diversity in her early career, Donna's immediate and extended family also began to reflect diversity. All three of her brothers married partners from outside of the United States, including representatives from Poland, India, and China. Donna also became a foster and adoptive parent and has had children in her care from various cultural, ethnic, and racial backgrounds. Her children have also had various ability levels, with some receiving special education services with Individual Education Plans (IEPs) in schools. Parenting these children has given her opportunities to gain an understanding of the importance of cultural considerations in education as well as experiencing the perspective of a parent during IEP meetings. At the time of this study, Donna had one biracial daughter and two Hispanic children.

Currently, Donna has been teaching special education, with an undergraduate degree in special education, for 22 years. In addition, she has a master's degree in early childhood education that she has carried for 16 years. She works with a combination of students from the first, second, and third grades. She stated that her experiences working in different settings (including the group home and alternative school), as well as her experiences being a foster and adoptive parent of children in special education, have enhanced her teaching skills and how she thinks about her interactions with students and their families.

Classroom Demographics

I did not collect demographics on Donna's whole class for this dissertation study because the focus of the study is on the small group instruction time where Donna utilizes the Fountas and Pinnell Leveled Literacy Intervention (2009) program. All students in Donna's classroom currently have an IEP, as specified by the inclusion criteria of this study; however, information about specific disability categories and goals were not collected and were not part of the information approved by the IRB for this study. Students in Donna's small group do have goals in reading which was also specified in the inclusion criteria for participation in this study, but information on specific goals and deficit areas was not collected. We observed a small group representing a portion of Donna's full class. From the video observations, the students present during both observations consisted of three students: one White American female, one Black American male, and one White American male. While Donna does describe some of her other teammates, such as paraprofessionals in her classroom, these individuals were not included in the observation or data collection process and are therefore not described in the context of this study.

Setting

This study was set in an elementary school in a small town in Illinois. According to Donna and census information from surrounding towns, the population of the town (which I have de-identified and given the pseudonym Smalltown) is more racially diverse (US Census Bureau, 2020) due to having a university in the vicinity. The university strives for diversity in the student population, reflecting that diversity in the faculty it employs. Currently, the three largest racial groups in Smalltown consist of White (78.96% of the population), Black (9.51%), and people who identify as more than one race (5.53%). For more information on population diversity in Smalltown, see Table 12 (US Census Bureau, 2020). In other terms of diversity in Smalltown,

there is also some diversity in socioeconomic status. Smalltown has a poverty level of 26.7% and a median household income of around $34,000. According to the US Census Bureau (2020), Smalltown's employment and labor force status is about 50%.

Table 12. Racial Diversity of Smalltown

Race	Number	Percentage
White	11,884	78.96%
Black or African American	1,432	9.51%
American Indian and Alaska Native	43	0.29%
Asian	476	3.16%
Native Hawaiian and Other Pacific Islander	2	<0.01%
Other	381	2.53%
More than one race	833	5.53%

Note. Race categories and information in this table reflect what is reported by the US Census Bureau. For example, elsewhere in this study, I have referred to Indigenous Americans. However, the language on US Census Bureau uses the category of "American Indian." The information presented also included the number of people that identified as each race.

Similar to the demographics of Smalltown as a whole, Smalltown Elementary has a similar demographic representation (see Table 13). According to Great! Schools.org (2023), Smalltown Elementary is comprised of 71% White students, 11% of students who identify as two or more races, and 9% of students are Black. Smalltown Elementary School has a 14 to 1 student-to-teacher ratio (which matches the state-level ratio), 90% of teachers have three or more years of experience, and 100% of full-time teachers are certified teachers (Great! Schools.org, 2023). According to scores on the Illinois Assessment of Readiness, 10% of students in third grade at Smalltown Elementary School are on grade level for English, and 24% of third-grade students are on grade level for Math. These scores are well below the state level of 36% and 40% of third graders on grade level for Reading and Math, respectively (Great! Schools.org, 2023).

Table 13. Racial Diversity of Smalltown Elementary Students

Race	Percentage
White	71%
Two or more races	11%
Black	9%
Hispanic	4%
Asian or Pacific Islander	4%
Native American	1%

Note. Race categories and information in this table reflect what is reported by Great! Schools.org. This website did not include specific number of students, only percentages were reported.

Curriculum

The reading intervention program that Donna uses in her classroom is the Leveled Literacy Intervention (LLI) by Irene C. Fountas and Gay Su Pinnell (2009). The Fountas and Pinnell website (https://www.fountasandpinnell.com/lli/) explains that LLI "provides effective small-group instruction for students who find reading and writing difficult. With engaging leveled books, fast-paced systematically designed lessons, and a high level of built-in professional development, LLI empowers both teachers and students as together they work toward attaining reading and writing proficiency." The What Works Clearinghouse Intervention Report (2017) on LLI explains that the intervention "is delivered through explicit, direct instruction in a small-group format. Fast-paced lessons aim to engage students and promote rapid processing" (p. 2). Both of these descriptions fit the lowercase di definition of direct instruction in that the program promotes high levels of student engagement for small groups of students with structure and sequencing built into the leveled books (Carnine, 2010; Rosenshine, 1978). Upon discussing the classroom setup with Donna and having her describe how she uses LLI, it became apparent that other di descriptors also matched how she uses LLI for intervention in her classroom: lessons are teacher-directed, she monitors her students' performance, and asks low-

cognitive level questions to encourage frequent engagement for which she provides immediate feedback to student answers (Carnine, 2010; Rosenshine, 1978).

While the effectiveness of the given program could be assessed and described by current research, this variable is outside of the scope of this study. This study does not intend to prove the merit of the program based on student achievement, but instead to seek evidence of culturally informed practices promoted by the program and used by the teacher to enhance the program. With that goal in mind, it is important to briefly report troubling results from a content analysis completed on the LLI system's Level U books. Deani Thomas and Jeanne Dyches (2019) conducted this analysis to determine how various races are portrayed in the LLI materials for 6-12 grade students. They noted that "specific racial groups were not mentioned in the text of the student books or the lesson scripts, so we relied on language patterns and illustrations to glean insights into racial representations in the text" (p. 605). They found that 70% of characters of color in fiction books were represented as inferior, deviant, and/or helpless, while only 10% of White characters in fiction books were portrayed this way. In nonfiction books, 10% of White characters and 20% of characters of color were classified in this same way. Conversely, representations of White characters as heroic, determined, innovative, and/or successful were present in 30% and 100% of fiction and nonfiction books, respectively. Characters of color were portrayed in this way in only 20% and 10% of fiction and nonfiction books, respectively.

Quantitative Results

Quantitative Instruments

Results of the quantitative instruments relate to three of the propositions of this study: teachers' perceptions of their own ability to use culturally informed practices, teachers' application of culturally informed practices while using a direct instruction program, and the

cultural relevance of the program they are using. These three propositions relate to the second and third research questions: to what extent do special education teachers feel that they are providing culturally responsive instruction to their students while using a direct instruction reading program?, and how are special education reading teachers providing culturally informed instruction in their teaching practice while also using direct instruction reading programs? In the following section, I will state the results of each tool and include which proposition(s) and research question to which each tool is linked.

Culturally Responsive Observation Protocol (Powell et al., 2017)

Results from the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) relate to the proposition of how a teacher applies culturally informed practices to their classroom and partially answers the question of how is a special education reading teacher providing culturally informed instruction in their teaching practice while also using direct instruction reading programs? Any remaining information needed to answer this question after the observations have been scored will be answered in the interview. In total, two observations were video recorded so that the participant, the principal investigator, and the additional rater could review the videos and give each a score. The three raters then discussed scores to determine overall agreement.

For each observation, we each reported six scores: classroom relationships, family collaboration, assessment practices, instructional practices, discourse, and critical consciousness. We gave each of the pillars a holistic score in the following manner: never ($n = 0$), rarely ($n = 1$), occasionally ($n = 2$), often ($n = 3$), and consistently ($n = 4$). I averaged the scores between the three raters to reach a final score; see Table 14 for each rater's individual scores. The first observation received the following final scores: classroom relationships 2.33, family

collaboration 0, assessment practices 1.75, instructional practices 1.3, discourse 1.25, and critical

consciousness 0.56. The second observation received the following final scores: classroom

relationships 2.5, family collaboration 0, assessment practices 1.42, instructional practices 1.37,

discourse 1.5, and critical consciousness 0.

Table 14. Culturally Responsive Instruction Observation Protocol Scores

Observation 1			
Classroom Relationships			
CRI Indicator	Pt	PI	AR
The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	4	4	4
The teacher communicates high expectations for all students	3	2	3
The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations	2	2	3
Students work together productively	1	0	0
Family Collaboration			
CRI Indicator	Pt	PI	AR
The teacher establishes genuine partnerships (equitable relationships) with parents/ caregivers	0	0	0
The teacher reaches out to meet parents in positive, non-traditional ways	0	0	0
The teacher encourages parent/family involvement	0	0	0
The teacher intentionally learns about families' linguistic/cultural knowledge and expertise to support student learning	0	0	0
Assessment Practices			
CRI Indicator	Pt	PI	AR
Formative assessment practices are used that provide information throughout the lesson on individual student understanding	4	4	4
Students are able to demonstrate their learning in a variety of ways	2	0	0
Authentic assessments are used frequently to determine students' competence in both language and content	2	3	2
Students have opportunities for self-assessment	0	0	0
Instructional Practices			
CRI Indicator	Pt	PI	AR
Instruction is contextualized in students' lives, experiences, and individual abilities	4	3	3

	Pt	PI	AR
Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning	0	2	0
The teacher focuses on developing students' academic language	3	0	2
The teacher uses instructional techniques that scaffold student learning	0	3	3
Students have choices based upon their experiences, interests and strengths	0	0	0

Discourse

CRI Indicator	Pt	PI	AR
The teacher promotes active student engagement through discourse practices	0	2	4
The teacher promotes equitable and culturally sustaining discourse practices	0	3	2
The teacher provides structures that promote academic conversation	0	0	0
The teacher provides opportunities for students to develop linguistic competence	0	0	0

Critical Consciousness

CRI Indicator	Pt	PI	AR
The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community	0	0	0
The curriculum and planned learning experiences incorporate opportunities to confront negative stereotypes and biases	0	2	2
The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives	0	0	0

Observation 2

Classroom Relationships

CRI Indicator	Pt	PI	AR
The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	4	4	4
The teacher communicates high expectations for all students	3	3	3
The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations	2	3	3
Students work together productively	1	0	0

Family Collaboration

CRI Indicator	Pt	PI	AR
The teacher establishes genuine partnerships (equitable relationships) with parents/ caregivers	0	0	0
The teacher reaches out to meet parents in positive, non-traditional ways	0	0	0
The teacher encourages parent/family involvement	0	0	0

The teacher intentionally learns about families' linguistic/cultural knowledge and expertise to support student learning	0	0	0

Assessment Practices

CRI Indicator	Pt	PI	AR
Formative assessment practices are used that provide information throughout the lesson on individual student understanding	4	4	3
Students are able to demonstrate their learning in a variety of ways	2	0	0
Authentic assessments are used frequently to determine students' competence in both language and content	2	2	0
Students have opportunities for self-assessment	0	0	0

Instructional Practices

CRI Indicator	Pt	PI	AR
Instruction is contextualized in students' lives, experiences, and individual abilities	4	3	2
Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning	0	2	0
The teacher focuses on developing students' academic language	3	3	2
The teacher uses instructional techniques that scaffold student learning	0	3	2
Students have choices based upon their experiences, interests and strengths	0	0	0

Discourse

CRI Indicator	Pt	PI	AR
The teacher promotes active student engagement through discourse practices	2	2	3
The teacher promotes equitable and culturally sustaining discourse practices	2	2	4
The teacher provides structures that promote academic conversation	0	0	0
The teacher provides opportunities for students to develop linguistic competence	0	3	0

Critical Consciousness

CRI Indicator	Pt	PI	AR
The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community	0	0	0
The curriculum and planned learning experiences incorporate opportunities to confront negative stereotypes and biases	0	0	0
The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives	0	0	0

Note. Indicators in this table are from the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017).

Interrater Agreement. Interrater agreement was calculated for each observation separately. To systematically calculate interrater agreement, I started with the scores assigned by Donna in the first observation. I first averaged her scores for each pillar; for example, Donna scored the four indicators for Classroom Relationships as 4, 3, 2, and 1, arriving at an average score of 2.5 (see Table 15). I continued to average her scores for each pillar until I arrived at six pillar scores for observation 1. For the purposes of agreement, I converted each numeric score to the corresponding label. I did this because an average score of 2 and 2.5 (for example) do not actually tell us anything about the data, but converting them to their corresponding label (both would be "occasionally") would give them meaning. I repeated this process for all raters, coming to a total of 18 items for each observation.

Table 15. Average Scores for Each CRIOP Pillar

Pillar	Pt Averages		PI Averages		AR Averages		Final Scores	
Observation #	1	2	1	2	1	2	1	2
CLASS	2	2.5	2	2.5	2.5	2.5	2.33	2.5
FAM	0	0	0	0	0	0	0	0
ASMT	2	2	1.75	1.5	1.5	0.75	1.75	1.42
INSTR	0.71	0.71	1.6	2.2	1.6	1.2	1.3	1.37
DISC	1	1	1.25	1.75	1.5	1.75	1.25	1.5
CRITICAL	0.33	0	0.67	0	0.67	0	0.56	0

Note. In the abbreviations above, Pt denotes participant scores, PI denotes principle investigator's scores, AR is additional rater's scores, CLASS is the Classroom Relationships data, FAM is Family Collaboration, ASMT is Assessment Practices, INSTR is Instructional Practices, DISC is Discourse, and CRITICAL is Critical Consciousness.

After each rater's scores had been calculated and converted to its corresponding label, I compared each rater across pillars (see Table 16 for all comparisons). In doing so, I determined if Donna's label for Classroom Relationships matched my own, then if mine matched the additional rater's, and then if the additional rater's matched Donna's. Finally, I counted the number of matches and divided them by the number of total items (18), and multiplied by 100 to

arrive at a percentage. For observation 1, we were in agreement on 14 of the 18 scores, with

77.8% agreement. On observation 2, we agreed on 13 of the 18 scores, arriving at an interrater

agreement of 72.2%.

Table 16. Interrater Agreement (IRA) on CRIOP

Observation 1						
Pillar	Pt	PT/PI IRA	PI	PI/AR IRA	AR	AR/Pt IRA
CLASS	Occasionally	☒	Occasionally	☒	Occasionally	☒
FAM	Never	☒	Never	☒	Never	☒
ASMT	Occasionally	☐	Rarely	☒	Rarely	☐
INSTR	Never	☐	Rarely	☒	Rarely	☐
DISC	Rarely	☒	Rarely	☒	Rarely	☒
CRITICAL	Never	☒	Never	☒	Never	☒
Observation 2						
Pillar	Pt	PT/PI IRA	PI	PI/AR IRA	AR	AR/Pt IRA
CLASS	Occasionally	☒	Occasionally	☒	Occasionally	☒
FAM	Never	☒	Never	☒	Never	☒
ASMT	Occasionally	☐	Rarely	☒	Rarely	☐
INSTR	Never	☐	Rarely	☒	Rarely	☐
DISC	Rarely	☒	Rarely	☒	Rarely	☒
CRITICAL	Never	☒	Never	☒	Never	☒

Note. In the abbreviations above, Pt denotes participant scores, PI denotes principle
investigator's scores, AR is additional rater's scores, CLASS is the Classroom Relationships
data, FAM is Family Collaboration, ASMT is Assessment Practices, INSTR is Instructional
Practices, DISC is Discourse, CRITICAL is Critical Consciousness, IRA is Interrater
Agreement, and the x in the box denotes that there was agreement between the two raters.

After the calculations, we reviewed our notes and pointed out examples and non-

examples of culturally informed behaviors in each observation (see Appendices S through X).

After discussions, we reviewed the overall averages for each pillar and determined if we agreed

on the corresponding label. Having reviewed the input of each rater, we ended with 100%

agreement on the final averages and corresponding labels for each pillar in each observation. At

this point, I reminded Donna that she would have an opportunity to give more information about

pillars that we were not able to observe during the observations when we had her interview.

Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015)

Results from the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite,

2015) relate to the proposition of teachers' perceptions of their own ability to use culturally

informed practices in their classrooms. Results also partially reveal to what extent the special

education teacher participant felt she was providing culturally responsive instruction to her

students while using a direct instruction reading program. Because this study incorporates a

mixed methods approach, any parts of the aforementioned question that is not answered by the

questionnaire will be answered in the qualitative interview, which will be included later in this

chapter.

This questionnaire consisted of six subscales for which I will list the average score, as

indicated in Chapter III of this dissertation. For each subscale, Donna rated her use of various

culturally responsive practices. The rating scale included almost never (less than 20% of the

time), once in a while (20-39% of the time), sometimes (40-59% of the time), frequently (60-

79% of the time), and almost always (more than 80% of the time). Donna scored herself in the

following manner, ordered from least to greatest: cultural value 2.14, literacy 3.57, pedagogical

expertise 4.13, ethic of care 4.78, explicitness 5, and behavioral support 5. Because this was a

self-assessment, there was no need for additional raters or interrater agreement. For a full list of

questions and scores, see Table 17.

Because this study focuses on reading instruction in special education specifically,

Donna's scores on the literacy pillar are important to highlight in this results section. Literacy

was her second-lowest scored pillar; however, as I discuss in the integration phase 1 section in

more detail, she still scored in the "high" range for literacy. She rated herself lowest ("almost never") on allowing buddy reading in her class. She rated herself as "sometimes" on using English as a Second Language strategies and oral language use for developing literacy competence. She demonstrated that she "frequently" teaches and practices literacy skills through modeling of age-appropriate texts and orients vocabulary background knowledge before reading. Finally, she submits that she "almost always" explicitly teaches vocabulary and regularly revises literacy skills. These scores will be discussed in greater detail and connected to culturally informed practices in the integration phase 2 section.

Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019)

Results from the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019) relate to the proposition of the cultural relevance of the curriculum being used in the classroom, in this case, Fountas and Pinnell (2009). The scorecard results will partially answer the research question how are special education reading teachers providing culturally informed instruction in their teaching practice while also using direct instruction reading programs? Donna, the principal investigator, and the additional rater described in Chapter III rated sixteen books and their accompanying teacher materials. The sixteen student books were randomly selected from the range of levels that Donna predicts her students will cover over the school year (levels D through G). Typically, Donna's students use about four books per week, so sixteen books were selected based on how many books Donna would normally use over the course of a month, about one-tenth of the school year. The Culturally Responsive Scorecard

Table 17. Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015)

Results

Cultural Value (average score: 2.14)		
Students' specific cultural identities are valued in this classroom.	sometimes	40-59%
I communicate personally with families.	almost always	>80%
Resources with local community content are provided.	once in a while	20-39%
Cultural values are verbally endorsed.	once in a while	20-39%
Relatives and community members are invited to contribute to or observe classroom learning.	almost never	<20%
Contemporary local cultural perspectives are included in all subject areas.	almost never	<20%
Local community has input into curriculum content and process.	almost never	<20%
Explicitness (average score: 5)		
Individual scaffolding is provided to all students so each can perform required learning tasks.	almost always	>80%
I ensure my explanations are succinct.	almost always	>80%
The learning priorities of the classroom are made clear.	almost always	>80%
Learning objectives are displayed and articulated.	almost always	>80%
I give constructive individual feedback.	almost always	>80%
The learning focus for lessons is orally communicated throughout lessons.	almost always	>80%
Ethic of Care (average score: 4.78)		
I ensure that students know that their success and value is not determined only by academic achievement.	almost always	>80%
I have a warm respectful manner to all students.	almost always	>80%
I spend individual time with all students in matters pertaining to their learning.	frequently	60-79%

I communicate high academic expectations for students.	almost always	>80%
I engage with all students in positive conversation in matters that display evidence of my interest in the student.	almost always	>80%
I explicitly encourage learner development in the broad sense not just academic learning.	frequently	60-79%
I positively acknowledge all students verbally or non-verbally outside the classroom.	almost always	>80%
Learning success is celebrated.	almost always	>80%
I display positive gestures (e.g., smiles) towards all students.	almost always	>80%

Literacy Teaching (average score: 3.57)

Buddy reading occurs.	almost never	<20%
The vocabulary and language of each curriculum area are explicitly taught.	almost always	>80%
Literacy skills are taught and practiced in the context of modelled age appropriate text.	frequently	60-79%
English as a Second Language strategies are used when teaching students learning English as a second or additional language.	sometimes	40-59%
Basic literacy skills are regularly revised.	almost always	>80%
I orientate students to the vocabulary background knowledge and features of a text before reading.	frequently	60-79%
Oral language is used to develop literacy competence.	sometimes	40-59%

Behavioral Support (average score: 5)

Skills and behaviors are modelled for students.	almost always	>80%
I address off task behavior with less intrusive correction skills such as non verbal cues and proximity.	almost always	>80%
Students are able to contribute to the setting of the behavioral expectations for the classroom.	almost always	>80%
Routines provide students with foreknowledge of activities and expectations.	almost always	>80%

Consequences for student behavior are made clear.	almost always	>80%
I communicate and follow through on expectations about expected classroom behavior.	almost always	>80%
I communicate high behavioral expectations for students.	almost always	>80%

Pedagogical Expertise (average score: 4.13)

Many examples are provided to support students in their learning.	almost always	>80%
Tasks carried out encourage student creativity and independent thinking.	sometimes	40-59%
I use multiple strategies to assist students in their learning.	almost always	>80%
Intervention is provided for those students not achieving the expected attainment for their grade level.	almost always	>80%
Students show their learning in various ways not just written.	almost always	>80%
Learning and assessment are placed within the broader contexts of what is familiar to students.	sometimes	40-59%
Learning Experiences that cater for a variety of learning preferences are provided.	frequently	60-79%
Learning is chunked into short teaching segments.	frequently	60-79%
Hands on experiential activities are provided to support learning.	sometimes	40-59%
I model thinking processes aloud.	frequently	60-79%
Multiple methods are used to explain abstract ideas.	frequently	60-79%
Students are provided with many opportunities to master skills.	almost always	>80%
Narrative and story are used across the content areas.	frequently	60-79%
Open ended learning activities are provided.	sometimes	40-59%
Visual images are used to support understanding of ideas.	almost always	>80%

Note. Statements in this table are taken directly from the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015).

(Bryan-Gooden et al., 2019) did not include a specific number of lessons to review, but instead states, "curricula can be thousands of pages, so you will need to select one or a few grades, units, and lessons to focus on (a sample of the larger curricula)" (Bryan-Gooden et al., 2019, p. 4)

Diversity of Characters Tally. The first task in rating the Culturally Responsive Scorecard (Bryan-Gooden et al., 2019) was to tally the diversity of characters represented in the randomly selected books. The tally chart (see Table 18) included representations of several identities, including race, disability, and gender. After all three raters submitted their tallies, it was clear that no characters were found to represent the identities of Middle Eastern, Native American (also referred to as Indigenous elsewhere in this dissertation), or non-binary.

Table 18. Diversity of Characters Tally

	Girl/Woman			Boy/Man			Non-Binary			Total		
Rater	PI	AR	Pt	PI	AR	Pt	PI	AR	Pt	PI	AR	Pt
Middle Eastern	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	2	0	2	2	0	2	0	0	0	4	0	4
Black/African	3	3	3	0	0	0	0	0	0	3	3	3
Latinx	0	1	0	1	2	1	0	0	0	1	3	1
Native American	0	0	0	0	0	0	0	0	0	0	0	0
White	3	5	2	12	17	8	0	0	0	15	22	10
Racially Ambiguous	0	2	1	1	1	0	0	0	0	1	3	1
Multiracial	0	0	0	0	0	1	0	0	0	0	0	1
People with Disabilities	0	0	0	1	1	1	0	0	0	1	1	1
Animals	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44	37	30
Total # of Characters	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69	69	51

Note. Scores under the label "PI" are from the principal investigator, "AR" are from the additional rater, and "Pt" is from the participant. Statements in the table are taken directly from the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019).

I report what each rater submitted in the following list of character tallies. For these purposes, Pt is Donna's (participant's) input, PI is the principal investigator's input (mine), and AR is the additional rater's input. A brief explanation of our meeting to discuss differences in ratings follows the report of results.

The highest category of character representation in the 16 lessons we assessed was that of animal characters. Animals were reported as the total number and did not include a gender count. We reported the following numbers: 30 for Pt, 44 for PI, and 37 for AR. Following animals, the highest category was White characters, totaling 10 for Pt, 15 for PI, and 22 for AR. Notably, representation of White boys or men was also high, totaling 8 for Pt, 12 for PI, and 17 for AR. Only two categories were completely agreed on by all three raters. The first was that of people with disabilities, for which all three raters notated one disabled boy represented in one of the 16 books. The other category was that of Black/African, for which all three raters agreed that three girls or women were represented in the 16 randomly selected books. See Table 18 for the total counts for all of the representations.

After all three raters had submitted results, I compiled the results into a table and briefly talked with the other raters about the differences in our numbers. We discussed the difficulty in determining who was considered a "character," especially with the animals. In some books, animals had speaking parts, and there were no human characters. In others, the animals were the focus of the books, but could be considered characters, or could be considered just subjects for the book topic. Overall, we did agree that animals, no matter how many were considered characters, were the large majority of the representations in the book. For human characters, none of the books mentioned races or representations of characters explicitly; therefore, some of our numbers did not match. For example, we discussed that it was hard to make a judgment

based on skin tone and facial characteristics for some of the characters. We later agreed that "racially ambiguous" may have been a more appropriate category for some characters. Though other components of the scorecard measure this, we did discuss that at no point did any of the books celebrate the racial identities of any of the characters in the books that were randomly selected for this study in a way that made representation of specific races intentional.

Diversity of Authors Tally. We attempted the diversity of authors tally, but ultimately we could not complete it for this study. As a group, we began to investigate the authors of each book we used. The authors were listed on the front of the books, but the books did not include any further information about the authors. Our next step was to look into the teacher materials to see if there was guidance about the authors or additional information that would prompt teachers to discuss the representation of authors with their students. There was no additional information in the teacher materials. Finally, we attempted internet searches of the authors' names, but found no information other than lists of Fountas and Pinnell Leveled Literacy (2009) books each author had written. Some author name searches produced links to social media pages or website links, both of which we were unable to ascertain if the link was for the correct person. Ultimately, we discussed this and determined that the purpose of tallying diversity of author representation was to determine what the students would learn from reading materials from a variety of authors and promoting the diversity and heritage of these authors. We decided that this clearly was not a priority for the program we were investigating, or this information would have been easily accessible.

Representation. After the tasks involving tallying diversity, the following tasks involved rating satisfaction with statements regarding the curriculum. The satisfaction scale was calculated based on a score of +2 for very satisfied, +1 for satisfied, -1 for unclear, and -2 for not

satisfied. For representation, two categories of statements were included: diversity of characters and accurate portrayals. For the full list of statements and the submitted ratings, see Table 19. After each rater submitted their results, I calculated an average score for each statement, and then the average scores were added to result in an overall score for Representation. The final total for Representation was -13.7, which aligned with the label of "Culturally Destructive" with the description of:

> the curriculum likely reinforces stereotypes and portrays people of color in inferior and destructive ways. There is little to no diversity in illustrations, and the curriculum provides zero opportunities for teachers to engage cultural responsiveness. There is litter to no diversity among curriculum contributors and illustrators. (Bryan-Gooden et al., 2019, p. 14).

Upon reviewing this description, we felt that the label "Culturally Insufficient" better fit our views of the curriculum, with the description: "the curriculum likely has culturally and racially ambiguous characters. Few characters and stories are portrayed in a culturally and historically accurate way. There is likely little to no diversity among curriculum contributors and illustrators" (Bryan-Gooden et al., 2019, p. 14). Recalling that many characters were animals helped us conclude that there were fewer opportunities for diverse characters with so many animal characters.

Table 19. Representation

Diversity of Characters	PI	AR	Pt	Average
The curriculum features visually diverse characters, and the characters of color do not all look alike.	+1	+1	+1	+1
There are references to different ethnic and cultural traditions, languages, religions, names and clothing	-2	-2	-2	-2

	PI	AR	Pt	Average
Diverse ethnicities and nationalities are portrayed – not all Asian families are Chinese, not all Latinx families are Mexican, etc.	-2	-2	-2	-2
Diverse family structures (i.e., single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.	-1	-2	+1	-0.7
Characters with disabilities are represented.	-2	-2	-2	-2
Characters of color are main characters and not just sidekicks.	-1	-2	-1	-1.3
If there is conflict in the storyline, the characters of color are not mostly considered the problem.	-1	-1	-1	-1
Accurate Portrayals	PI	AR	Pt	Average
Characters of color are not assumed to have low family wealth, low educational attainment and/or low income.	-1	+1	-1	0.3
Gender is not central to the storyline. Female characters are in a variety of roles that could also be filled by a male character.	-1	-1	-1	-1
Social situations and problems are not seen as individual problems but are situated within a societal context.	-1	-1	-1	-1
Characters of diverse cultural backgrounds are not represented stereotypically, or presented as foreign or exotic.	-1	-1	-1	-1
Problems faced by people of color or females are not resolved through the benevolent intervention of a white person or a male.	-1	+1	-1	-0.3
Diverse characters are rooted in their own cultures and are not ambiguous.	-2	-2	-2	-2
Total		-15	-13	-13	-13.7

Total Representation – Culturally Destructive

The curriculum likely reinforces stereotypes and portrays people of color in inferior and destructive ways. There is little to no diversity in illustrations, and the curriculum provides zero opportunities for teachers to engage cultural responsiveness. There is little to no diversity among curriculum contributors and illustrators.

Note. Scores under the label "PI" are from the principal investigator, "AR" are from the additional rater, and "Pt" is from the participant. Statements in the table are taken directly from the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019).

Social Justice Orientation. Following the same protocol described above, we rated the

Social Justice Orientation statements, which included categories of decolonization/power and

privilege, centering multiple perspectives, and connecting learning to real life (Bryan-Gooden et

al., 2019). See Table 20 for statements and rating totals. For the statements, we were all mostly satisfied with the statement "the curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights, or snubs" (Bryan-Gooden et al., 2019, p. 11), which received the highest average score on this section of +1.3. We were either unclear or not satisfied with other statements, which pertained to the curriculum highlighting strengths and assets of diverse populations and providing activities that promote critical thinking about the status quo of our society (Bryan-Gooden et al., 2019).

The total of the average scores for Social Justice was -11.7, which aligned with the label "Culturally Destructive." The statement from the scorecard for the label "Culturally Destructive" is:

> The curriculum likely centers White and Eurocentric ideas and culture throughout the majority of the text. Microaggressions, biases, and deficit perspectives are prevalent. The curriculum is likely disconnected from students' lives and provides zero to very few opportunities for teachers to practice cultural responsiveness" (Bryan-Gooden et al., p. 15).

Although our scores were very closely aligned, with only minor differences, upon discussing the description of the final score for social justice orientation, we did not agree as much that the program was destructive; however, we agreed that it lacked opportunities to promote social justice. Harkening back to the realization that most of the characters were animals, we did note that many of the lower scores were associated with the fact that humans were not central to many of the stories and that race and ethnicity did not come into play based on the abundance of animal representation.

Table 20. Social Justice Orientation

Decolonization/Power and Privilege	PI	AR	Pt	Average
Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.	-2	-1	-1	-1.3
The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies.	-2	-2	-1	-1.7
The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs.	+1	+2	+1	1.3
Curriculum and instructional activities promote or provoke critical questions about the societal status quo. They present alternative points of view as equally worth considering.	-2	-2	-2	-2
Centering Multiple Perspectives	**PI**	**AR**	**Pt**	**Average**
The curriculum recognizes the validity and integrity of knowledge systems based in communities of color, collectivist cultures, matriarchal societies, and non-Christian religions.	-2	-2	-2	-2
The curriculum presents different points of view on the same event or experience, especially points of view from marginalized people/communities	-2	-2	-2	-2
Connect Learning to Real Life	**PI**	**AR**	**Pt**	**Average**
The curriculum provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and contribute to change.	-2	-2	-2	-2
The curriculum encourages students to take actions that combat inequity or promote equity within the school or local community.	-2	-2	-2	-2
Total	-13	-11	-11	-11.7

Total Representation – Culturally Destructive

The curriculum likely centers White and Eurocentric ideas and culture throughout the majority of the text. Microaggressions, biases, and deficit perspectives are prevalent. The curriculum is likely disconnected from students' lives and provides zero to very few opportunities for teachers to practice cultural responsiveness.

Teacher Materials. Finally, we rated the Teacher Materials to determine the satisfaction of culturally responsive practices which the curriculum promotes and supports teachers receives in promoting diversity (see Table 21). We rated many items on this component as -2 (not satisfied), including the lack of guidance provided for teachers to: (a) assess their own biases and cultural differences when regarding their students, (b) make real-life connections for students between content and their lived experiences, (c) engage students in culturally sensitive learning, and (d) customize or supplement the curriculum so that the cultures in the classroom population are reflected since no curriculum would be able to anticipate every diverse identity that may be present in every classroom.

One point worth noting here is that the Teacher Materials do include a section for each lesson titled "Home/School Connection" and "Supporting English Language Learners." Because these sections were included, our additional rater scored statements regarding engaging students' families and honoring diversity as +2. When we discussed these sections further, we reviewed the actual content in these sections more closely and agreed that having students take home the books to read to their family members and completing unfinished work at home was not actual family engagement. Similarly, the activities under "Supporting English Language Learners" were connected simply to ensuring students recognized the English words and sounds and did not include guidance for supporting their home languages or customs.

Our overall average score was -14, which was labeled "Culturally Destructive" and aligned with the statement:

Table 21. Teacher Materials

	PI	AR	Pt	Average
The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible).	-2	-2	-2	-2
Guidance is provided on being aware of one's biases and the gaps between one's own culture and students' cultures.	-2	-2	-2	-2
Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.	-2	+2	-2	-0.7
Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.	-2	-2	-2	-2
Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class.	-2	-1	-1	-1.3
Guidance is provided on engaging students in culturally sensitive experiential learning activities.	-2	-2	-2	-2
Guidance is provided on opportunities to engage students' families to enhance lessons.	-2	+2	-1	-0.3
Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.	-2	-2	-2	-2
Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.	-2	-2	-2	-2
Total	-18	-8	-16	-14
Total Teachers' Materials – Culturally Destructive				
There is no guidance on engaging diverse learners or culturally responsive teaching in the teachers' materials. Teachers are not encouraged to reflect on their worldviews or their practice. There is no guidance about connecting the curriculum to students' lives. There is no opportunity for cultural responsiveness.				

Note. Scores under the label "PI" are from the principal investigator, "AR" are from the additional rater, and "Pt" is from the participant. Statements in the table are taken directly from the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019).

There is no guidance on engaging diverse learners or culturally responsive teaching in the

teachers' materials. Teachers are not encouraged to reflect on their worldviews or their

practice. There is no guidance about connecting the curriculum to students' lives. There is no opportunity for cultural responsiveness. (Bryan-Gooden et al., 2019, p. 16)

Upon discussing these results, agreed that the Teacher Materials were very sparse in the support of building culturally responsive lessons and that even guidance for diverse learners was superficial. The Teacher Materials section was where our scores varied the most; however, our totals all still fell into the range of "Culturally Destructive."

Interrater Agreement. Following the protocol of the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019), I determined interrater agreement by comparing rating scales across raters. Instead of calculating an overall interrater score, I compared the totals for each rater under each category were compared to ensure that the same labels could be applied to each rater to make sure we all agreed on the final label and description. For example, for the category of Representation, Donna's total was -13, AR's total was -13, and PI's total was -15. The scale for the "Culturally Destructive" label for Representation was -11 to -26, with all of our totals falling within that range. For all of the satisfaction scaled categories, all of our rating totals fell into the same labels, and we were therefore 100% aligned for the purposes of the scales.

Integration Phase 1

As described in Chapter III, this study uses a sequential mixed methods approach to collect data for the case study, with the quantitative branch being analyzed first i to inform the qualitative branch. To decide which questions to ask from the pre-written pool of interview questions, I used the integration phase to give qualitative labels to the quantitative results to better compare across instruments (see Table 22). For the Culturally Responsive Observation Protocol (Powell et al., 2017), both observations received the same qualitative label for each pillar. On both observations, Classroom Relationships received a qualitative label of Medium,

Assessment Practices, Instructional Practices, and Discourse were labeled Low, and Family

Collaboration and Critical Consciousness were labeled Very Low. On the Culturally Responsive

Pedagogy

Table 22. Qualitative Labels for Integration Phase 1

Tool	Participant Score	Researcher Score	Additional Rater Score	Final Score	Qual Label
CRIOP (Powell et al., 2017) Totals					
CLASS	2.5/2.5	2/2.5	2.5/2.5	2.33/2.5	Med/Med
FAM	0/0	0/0	0/0	0/0	V Low/V Low
ASMT	2/2	1.75/1.5	1.5/0.75	1.75/1.42	Low/Low
INSTR	0.71/0.71	1.6/2.2	1.6/1.2	1.3/1.37	Low/Low
DISC	1/1	1.25/1.75	1.5/1.75	1.25/1.5	Low/Low
CRITICAL	0.33/0	0.67/0	0.67/0	0.56/0	V Low/V Low
Culturally Relevant Pedagogy Questionnaire (Boon & Lewthwaite, 2015)					
Cultural Value	2.14	n/a	n/a	n/a	Low
Explicitness	5	n/a	n/a	n/a	Very High
Behavioral Support	5	n/a	n/a	n/a	Very High
Ethic of Care	4.78	n/a	n/a	n/a	Very High
Literacy	3.57	n/a	n/a	n/a	High
Pedagogical Expertise	4.13	n/a	n/a	n/a	Very High
Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019)					
Representation	-16	-21	-16	-17.6	Very Low
Social Justice	-11	-14	-11	-12	Very Low
Teacher Materials	-16	-18	-8	-14	Very Low

Questionnaire (Boon & Lewthwaite, 2017), Donna's scores were labeled Very High on

Explicitness, Behavioral Support, Ethic of Care, and Pedagogical Expertise. She rated herself as

High on Literacy, and Low on Cultural Value. Finally, the curriculum received all labels of Very

Low on the three quantitative categories: Representation, Social Justice, and Teacher Materials.

Qualitative Findings

Questions for the interview were selected based on the integration and qualifying of the

above quantitative results. The interview portion of this study addresses all four propositions and

all three research questions. The purpose of the interview was to allow the participant to add

additional information and include further evidence of how she provides a culturally inclusive

classroom outside of what we were able to see from the two observations. It is important to

understand that her relationship with her students and her teaching practice extends beyond what

she does in the twenty-to-thirty-minute reading intervention time; therefore, it was important to

allow her to discuss the quantitative results and what happens in her classroom during the rest of

the day.

Coding procedures began by applying the deductive codes pulled from the theoretical

framework introduced in Chapter I. This framework relied heavily on Gloria Ladson-Billings's

(1990, 1995) work with teachers of Black children and Geneva Gay's (2002) work with children

of color in special education settings. I categorized potential codes into themes based on the

aforementioned foundational work. Of the deductive themes, the following codes were found

throughout the interview: Conceptions of Knowledge ($n = 0$), Conceptions of Self and Others ($n

= 1$), Culturally Informed Practices ($n = 11$), Attributes of Culturally Responsive Pedagogy ($n =

0$), Social Relations ($n = 0$), Training and Support ($n = 9$), and Use of Direct Instruction ($n = 3$).

Many deductive codes were not discussed during the interview. Codes that were evident

in the interview include training/support from other large group professional development ($n =

3$), consulting with parents/community in developing instruction ($n = 2$), home-language use ($n =

2), talk/collaborative learning (n = 2), training/support from online resources (n = 2), training/support from prescriptive professional development (n = 2), Using culturally specific texts (n = 2), explicit connections to students' lives (n = 1), explicit instruction in reading and writing skills (n = 1), focus on classroom relationships (n = 1), training/support from strategy-centered professional development (n = 1), using direct instruction program with additional materials from outside of the program (n = 1), using direct instruction program as a supplement to another program (n = 1), and using direct instruction program with fidelity (n = 1).

While coding the interview, we discovered several inductive themes that emerged from the data that were not in the original list of deductive themes. We created two new code categories from these inductive themes: Barriers to Culturally Informed Practices (coded 19 times) and Influences on Use of Culturally Informed Practices (coded 26 times). Barriers included nine codes that described events and situations that made using culturally informed practices difficult or impossible for Donna: COVID-19 ($n = 1$), curriculum does not provide support ($n = 3$), lack of time ($n = 2$), administration/district/policy does not provide support ($n = 2$), culturally informed practices are not taught in professional development ($n = 1$), culturally informed practices are not taught in pre-service programs ($n = 2$), parent/guardian background ($n = 5$), perceived indifference from students ($n = 3$), and uncertainty on how to provide culturally informed practices ($n = 2$). Influences included six codes: changes over time ($n = 7$), diverse influences in childhood ($n = 1$), diverse influences in higher education ($n = 1$), diverse influences in adulthood ($n = 8$), diverse influences in the workplace ($n = 3$), and relationships with students' families ($n = 6$). These codes and quotes that fit them will be seen throughout the discussion of both convergence and divergence with the logic model.

Interrater Agreement

After the second coder and I had both completed coding the interview, I produced a total of 68 codes, and she produced a total of 37 codes from the data. Of the 37 codes she had entered, we aligned on 94.6% of the codes, with 35 of her 37 codes matching what I had coded for the same quotes. Due to the discrepancy in numbers for how many codes were found in the coding process between the two coders, we met to discuss the data I had coded that she had not coded. In doing so, I would share a quote that I had coded with her, and she would identify what code aligned with it. After doing so, we were at 100% agreement on the final codes. This process was also valuable because, as a White researcher, I wanted to ensure that my interpretation of the data was not biased or inaccurate. For those purposes, the high percentage of agreement from what she (a Black academic) initially coded reflected her own experiences and knowledge and confirmed that my analysis and her perspective aligned, and I had not missed anything in my coding.

Integration Phase 2

For the second integration phase, I used pattern matching (Yin, 2018) through the use of the logic model (Frechtling, 2007; Yin, 2018) by matching evidence from the quantitative instruments and qualitative codes to the components of the logic model based on the theoretical foundations of Gloria Ladson-Billings (1990, 1995) and Geneva Gay (2002). Figure 6 displays the logic model in the style of a web (Bazeley, 2018); components in which the data converges with the theoretical foundations are in bold with a light grey background. In the outputs section, some components are in italicized font to symbolize partial evidence. For example, collaborative learning is an output supported by three activities based on the theoretical foundations, but there was only evidence of one of those activities in the collected data. This section reveals the

convergence and divergence for inputs, activities, and outputs (Frechtling, 2007). Due to the

nature of outcomes being projections of what could happen in the future and the timeframe of

this dissertation, I do not speculate on which outcomes are supported by the study, but will

discuss them in Chapter V.

Convergence with the Logic Model

In this section, I reveal components of the logic model where the data collected from

Donna (see Figure 6) is aligned with the logic model based on the culturally informed theoretical

frameworks of Gloria Ladson-Billings (1990, 1995) and Geneva Gay (2002). I will supply

evidence for each component where alignment or convergence has occurred by including data

from the quantitative instruments and quotations from the interview. Finally, I make connections

between the inputs, activities, and outputs based on the flow of the logic model. In Figure 6,

inputs, activities, and outputs supported by evidence in Donna's data are bold with a dark

outline. Those that have some evidence that are partially supported are in italics with a dashed

border. Those that are not supported are in grey font.

Inputs

In the area of inputs (Frechtling, 2007), evidence from the data collected from Donna

indicates that she has the following concepts that she needs, at least in part, to be a culturally

informed teacher: ethic of care, ethic of personal accountability (Ladson-Billings, 1995),

understanding that diversity is not equivalent to disability (Gay, 2002), social relations,

conceptions of self and others, and conceptions of knowledge (Ladson-Billings, 1990, 1995).

Ethic of Care. One source of evidence for Donna's ethic of care (Ladson-Billings, 1995)

can be found in the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015)

in which Donna rated herself as "almost always" providing a caring atmosphere for her students

168

Figure 6. Logic Model with Donna's Data

Inputs (What teachers need)	Activities (What teachers do)	Outputs (Results of inputs and activities	Activities (What teachers do)	Inputs (What teachers need)

Inputs (What teachers need)
- Ethic of personal accountability[b]
- Teacher prep programs[a, b, c]
- Cultural knowledge[a, c]
- Ethic of care[b]
- Social relations[a, b]
- Understanding that diversity is not disability[c]
- Multicultural curriculum[c]
- Conceptions of self and others[a, b]

Activities (What teachers do)
- Develop self awareness[c]
- Support collaborative learning[a, b, c]
- Create a supportive classroom climate[c]
- Give back to the community through teaching[a, b]
- Promote connectedness with students[a, b]
- Present pedagogy as art[a, b]
- View all students as capable[a, b, c]

Outputs (Results of inputs and activities
- No negative or privileged stigma attached to disability[c]
- Environment free of stereotypes and racism[c]
- Collaborative learning[a, b, c]
- Children of color as leaders[b]
- Students gain knowledge on producing social change[a, b, c]
- Joy for learning and discovery[c]
- Children know they are valued, safe, and can be themselves[a, b, c]
- Students who are empowered to make changes in society[a]
- Development of multifaceted skills[a, b, c]

Activities (What teachers do)
- Maintain fluid student-teacher relationships[a, b]
- Create a community of learners[a, b]
- View teaching as pulling out knowledge[a, b]
- Participate as members of the community[a, b]
- View knowledge as shared, recycled, constructed[a, b]
- View knowledge critically[a, b, c]
- Display a passion for teaching[a, b]
- Use multifaceted assessments[a, b]
- Scaffold assignments[a, b]

Inputs (What teachers need)
- Social relations[a, b]
- Conceptions of self and others[a, b]
- Conceptions of knowledge[a, b]

169

[a] Ladson-Billings (1990)

[b] Ladson-Billings (1995)

[c] Gay, 2002

on seven out of the eight indicators. She indicated that more than 80% of the time, she ensures that students know their value outside of academic achievement, she is warm and respectful towards them, she upholds and communicates high expectations, engages with all students' interests through conversation, acknowledges students positively outside of the classroom environment, celebrates student successes, and displays positive gestures towards all students (Boon & Lewthwaite, 2015). Donna also indicated that she "frequently" (60-79% of the time) spends individual time with each student and explicitly encourages learner development in areas outside of academic learning (Boon & Lewthwaite, 2015). Her ethic of care (Ladson-Billings, 1995) was also displayed through her interview when she maintained that all students are capable and worthy of celebration, stating: "I take a lot of pictures of my kids and send it to the parents. And oh, you know so and so read this book today. You did a great job or so and so is the PE student of the week!"

Ethic of Personal Accountability. Ethic of personal accountability (Ladson-Billings, 1995) was evident through the amount of change that Donna expressed she had experienced after growing up in a rural, mostly White community. Donna relates several examples of changing and growing when she was able to experience diversity and finally came to a point where she could understand the value of diversity. This was reflected through interview data where she spoke about changes over time on seven different occasions, and about diverse influences in her life on 13 occasions. She further discussed how her students' families have enhanced her understanding of diversity six times during her interview.

Referring to her childhood, Donna stated:

Growing up in a rural area… we all kind of look the same, you know. I had a pretty, I would say, typical upbringing of White middle class. I mean we were a farm family, but

170

we didn't have a lot of diversity in our school, in our community, in general…
Everybody kind of looked the same and had a similar upbringing.

Donna explains during the interview that she has been able to experience more diversity as she has gotten older, starting around the time that she went to college. She expressed that the first time she experienced diversity was when she began her undergraduate schooling to become a teacher and stated that "after I was able to experience some [diverse] individuals, you know, I knew that's where I wanted to head."

In her interview, Donna discusses the ways her experiences with diversity have changed over time seven times and details influential experiences with diversity in higher education (one time), in adulthood (eight times), and in her career (three times). While the quote in the previous paragraph alludes to the lack of diversity she experienced in her childhood, she talks about how she began to meet new people from various backgrounds at Smalltown University. In her experiences in internships and her career, she experienced more diversity while working in a group home, an alternative school, and an elementary school. She mentions experiencing a broad range of diversity in the areas of disability, socioeconomic status, educational background, race, and culture. She sums up her professional experiences with diversity by stating:

Being around people who never had the opportunity to be educated and never had the chance to even go to school, you know, it was a shock for me and it really, it really opened my eyes to some things and changed the way I perceive people, you know. You try to take that step back and realize that not everyone's coming from the same experience you are, and you have to acknowledge their experiences and their story, and you know that's the reason that they're making the decisions.

She partially attributes her decision to focus on special education to being able "to advocate for kiddos that can't advocate for themselves, and maybe don't always have an adult there to advocate for them either."

Further influences in her adult life, outside of her education and career, came from her family members. Donna stated that her three brothers all married women from other countries with backgrounds and influences from areas such as Poland, India, and China. She stated that she and her brother have "changed drastically" as they have grown up. In her own immediate family, Donna has experienced diversity and has been influenced by the multiple children she has fostered and adopted in Smalltown.

> Our oldest daughter is biracial. We have two children who are Hispanic and so we've experienced not only cultural diversity, but a lot of diversity as far as how people are brought up, socioeconomic diversity… just all kinds like that... that I was not exposed to as a young person and didn't really even know existed. But that has really helped being a foster parent and a teacher.

The dual role of parent and special education teacher has further supported her understanding of diversity in the realm of disability and diverse backgrounds.

> We've had kiddos in our care who have had IEPs, and so that's allowed me to sit on the other side of the table which has been really helpful. We've experienced and been able to form relationships with parents of some of these kiddos and get to hear their stories and get to have a deeper understanding of some of the decisions they've made, or situations they've been through, and getting to kind of experience their world a little bit.

Donna also discusses how changes in her district and state have begun to influence special education practices and make information more accessible to parents, but she also sees

flaws and areas where continued change is needed. In referring to parents who do not speak English as their first language, Donna stated:

> There's versions of [the] IEP program that we just we just got last year… which is our computerized program where it translates it to Spanish. Okay, cool. We just got that which is great… I feel like [we] came out of the Dark Ages with that to where we can type the [IEP] document in English, and then the program will translate it to Spanish, which is great, because I can't write it in Spanish, you know. But you know that just is a change that happened within the year. And that's a program that's used nationwide, you know.

Donna explains more about the accessibility issues that persist for parents who do not speak or read English, which I detail in the section about divergence from the logic model.

Finally, Donna displayed a willingness and openness in learning more, making changes to address injustice, and making changes in her classroom which attributed to her ethic of personal accountability (Ladson-Billings, 1995). When asked about her experiences before and after participating in this study, Donna shared what she learned about her own focus on culturally informed practices:

> I think probably the biggest thing is just being a little more aware of the fact that I should be more aware of it… putting these things in my mind when I'm thinking about my curriculum, and how I speak to my kids, and the conversations that we had; it did open my eyes to like, oh, these are some things I could be doing or adding when we have a conversation about this. This would be something that we could look up, or you know, if they have an interest in this. This is where we can go to get more information. You know those types of things. Yes. Being more aware that sometimes I need to take a step back

and allow time for some of this, or where can I put it into my curriculum? Whereas, you

know, before this, I honestly like I said, didn't think a whole lot about it.

Donna's willingness to share her class, her curriculum, her lessons, and her time to better

understand her strengths and weaknesses in the area of culturally informed research show that

she is committed to having a culturally inclusive classroom environment that honors and values

her students, and that she is aware that she must continue to adjust her own teaching practice to

create this type of setting.

Understanding that Diversity is Not Equivalent to Disability. Though not a prominent

theme throughout the interview, Donna alludes to her understanding of Geneva Gay's (2002)

Culturally Responsive Teaching declaration that diversity is not the same as disability, which she

expresses mainly in her understanding of the needs of the parents of her students. When

discussing communicating with parents of diverse backgrounds, Donna makes the statement

"you can't just make that assumption that [parents] can read it, because not everyone had free

education their whole life." Donna further explains:

> Some of them don't know how to read Spanish, because some of them, like our son's
>
> father, you know he came here as a young teenager and never got an education. He didn't
>
> have an education in Guatemala, and he didn't have an education here. So he can't read
>
> Spanish.

Donna understands the importance of communicating and involving parents and families and

expresses through multiple examples that parents' diverse backgrounds may hinder their

relationships with teachers, but that doesn't mean they are not able to have the relationships.

To build these relationships, Donna discusses multiple ways she communicates with families, because those relationships are important to her. She understands that their past experiences with schools influence how they interact with her. For example, she stated:

They have very little experience with school. They're not confident, you know, at school, it's hard for them, or sometimes they have a fear of school and teachers and authority, and that kind of thing, and so, I would say, out of all those things I probably spend the most time on communicating with personality with families and building those relationships with families.

When communicating, she understands that even if communication is written in their home language, they still may not be able to read the communication, or they may have another preferred form of communicating. To Donna, diversity in language, preferences, and backgrounds with schooling does not imply that the parent has a disability; these things only imply the need for other forms of communicating and relationship building. She sees her parents as important contributors to her students' educations and understands parents as experts in their roles.

You know it's being open to make it convenient for [parents], and what they feel comfortable with in order to have any communication… just kind of that idea that you're approachable, and you care about their child. And you care about their input because they're the parents, and they know a lot more than I'm going to know.

Social Relations, Conceptions of Self and Others, and Conceptions of Knowledge.
The three inputs of social relations, conceptions of self and others, and conceptions of knowledge are propositions of Gloria Ladson Billings's Culturally Relevant Teaching (1990, 1995). In the logic model for this study, these inputs are evident through corresponding teacher activities,

discussed in the next section of this chapter. Evidence of the activities shows that Donna has these inputs in her possession, instilled in her through her teacher training, life experiences, and reflections on her teaching practice in the classroom with diverse students. As such, I will discuss the activities in the next section and refer back to these inputs where appropriate.

Activities

In this section, I review the evidence of the activities portion of the logic model (Frechtling, 2007). Through analysis of the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017), the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015), and interview, the following activities were present: development of self-awareness, creating a supportive classroom climate (Gay, 2002), viewing all students as capable (Gay, 2002; Ladson-Billings, 1990, 1995), participating as a member of the community, promoting connectedness with all students, creating a community of learners (Ladson-Billings, 1990, 1995), supporting a collaborative learning environment (Gay, 2002; Ladson-Billings, 1990, 1995), displaying passion for teaching, and scaffolding assignments (Ladson-Billings, 1990, 1995). Because the logic model includes connections from inputs to activities (Frechtling, 2007), I will also allude back to the inputs that are in place that enable the activities to occur.

Development of Self-Awareness. The activity of developing self-awareness (Gay, 2002) is influenced by the inputs of cultural knowledge (Gay, 2002; Ladson-Billings, 1990), teacher preparation programs that teach about culture and inequities (Gay, 2002; Ladson-Billings, 1990, 1995), ethic of personal accountability, and ethic of care (Ladson-Billings, 1995). Of those influencing inputs, Donna's data only pointed to evidence of ethic of care; however, the other two inputs will be discussed later in this chapter in the Divergence section. Much of the influences for Donna's developing self-awareness has already been discussed in the inputs

176

section; however, this section highlights the actual activities that she does or activities that she wants to put into practice, so I will use evidence from her classroom observation and quotes from her interview to support her development of self-awareness.

Donna's equitable relationships and bonding with her students were evident in both observations, where all three raters scored her ethic of care with the highest score of "consistent." Raters noted many examples of generally effective practices from the Culturally Responsive Instructions Observation Protocol (Powell et al., 2015) that came through in the actions and activities that Donna does inside of her classroom. Practices include referring to students by name; conveying interest in students' lives and experiences; creating a "family-like" atmosphere in the classroom; promoting safety and reducing anxiety for all students; students appearing comfortable to participate in the classroom; and by Donna differentiating patterns of interaction to be culturally congruent with the families of the students she serves (Powell et al., 2015).

Donna recognized where she needed to make changes in the past and expressed further areas in which she needs more support to continue to become a better teacher who is more culturally competent and inclusive in her classroom. A lot of self-awareness is evident in the interview when Donna talks about barriers to using culturally informed practices while using a direct instruction reading program. Donna recognized that she did not have a lot of time during the small group direct instruction portion of her day to build in more culturally informed content, but that she could still make some changes in how she addresses her students.

> That is a struggle with those small group timeframes where, you know, I know I only
>
> have 20 minutes to get all this in, sometimes I tend to cut kids off as they're talking as,
>
> you know, in the back of our minds it's always like, okay, we got to work quick to get all

177

this done, and so you know, sometimes I'm sure there are moments where there's value in letting them share… or even opening it up to have a discussion about it with everyone… sometimes, naturally, my tendency is to be like, okay that's enough.

Donna's recognition of the rush to get through the lesson and cut off student conversation is also reflected in the observations and the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017), where all three raters on both observations rated Discourse as "low" (average scores of 1.25 on Observation 1 and 1.5 on Observation 2) and Critical Consciousness as "very low" (0.56 on Observation 1 and 0 on Observation 2).

Other examples of Donna's developing self-awareness were evident in her reflection on the supports she received in pre-service teacher education, professional development, and from authority figures in education at the administration and district levels. Reflecting on areas that she feels she needs more support is evidence that she is self-aware that she does not always have the answers and that she, and other teachers like her, need to be able to find supports easily. She is self-aware that this is not currently the case for her.

I don't know what the coursework is now for teachers, but I hope that maybe they do incorporate some of this within getting your degree now. I'm not sure if they have to take classes that have to do with being culturally responsive, and looking at curriculum, and how to teach it in a certain way, I don't know. But I think, you know, we focus a lot on curriculum and what we're teaching, and how quickly we need to be teaching it in education, and making sure our students can, you know, meet the standards and be able to show what they know on the test. We focus a lot on that. And teachers for years have been screaming like, hey, there's so much more to this, and we can't do this until we are able to get through to some of our kids and from those relationships so they are able to

trust. And so you know, it would be nice if there were more training programs that you could bring in and have on, you know, developing an environment in a classroom family that feels like you can share some of those things.

Finally, Donna is self-aware of the fact that she is not always certain how to approach culturally informed practices for her students. One evident activity was Donna's agreement to participate in this study, knowing that she would need to be vulnerable and she would be presented with some areas where she needed improvement in providing culturally responsive teaching to her students. During her interview, she expressed that she sometimes has difficulty knowing how to present differences in a positive light and when she should focus more on what makes us all the same as humans. "I probably focus more on the things that make us the same than looking at what makes us different. And I don't know if that's right or wrong."

Creating a Supportive Classroom Climate. The activity of Creating a Supportive Classroom Climate (Gay, 2002) is linked to the inputs of cultural knowledge (Gay, 2002; Ladson-Billings, 1990), teacher preparation programs that teach about culture and inequities (Gay, 2002; Ladson-Billings, 1990, 1995), ethic of care, ethic of personal accountability (Ladson-Billings, 1995), and multicultural curriculum (Gay, 2002). Evidence of Donna's ability to create a supportive classroom climate (Gay, 2002) can be seen in the fact that Donna's highest scores on the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) were on the Classroom Relationships pillar for both observations. Practices noted on the Protocol include Donna articulating expectations for the use of academic vocabulary, modeling skills, garnering active participation, setting a respectful tone for dialogue, giving feedback to students, discussing how characters in the book are being respectful, and portraying an ethic of care through equitable relationships and bonding with students (Powell et al., 2017). Specific

179

examples from the observations include Donna and her students having a discussion about a character in one of the Fountas and Pinnell Leveled Literacy (2009) books using a wheelchair, and Donna respectfully correcting a student who stated "girls can't drive trains" by saying "oh, girls *and* boys can drive trains!"

Donna also mentions in the interview how she makes explicit connections to her students' lives whenever possible to bring in their lived experiences and relate them to the content (Kang, 2016). This is reflected in the Instructional Practices pillar of the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017). In the Instructional Practices pillar, one indicator was observed "often" on both observations. For the indicator "instruction is contextualized in students' lives, experiences, and individual abilities" (Powell et al., 2017, p. 8), it was observed that activities fostered a high level of student engagement, real-world examples were used, and the learning built on prior learning. For example, in a book about trains, Donna initiated a conversation about where students have been on a train or where they would like to go on a train. Smalltown has a train that connects to many of the larger cities in Illinois and border states, which Donna's students have either experienced or at least heard coming through Smalltown multiple times a day. Of note, these practices are classified by Powell and colleagues (2017) as generally effective practices. None of the practices that are specifically categorized as culturally responsive were noted in the observations.

Other ways that Donna creates a supportive classroom climate that feels like a family are discussed in Donna's interview. She starts each day's morning meeting with the "campfire" to allow students to share and build relationships. The relationships are enhanced by Donna's tenacity in forming relationships with her students' families. This topic of family relationships was brought up six times in the interview, showing how important family relationships are to her

in her classroom. Donna brings up several examples of how she communicates with parents, including a time in the past when she went against a previous principal's directives to only use one specific app to communicate with parents. She understands that "it's being open to make it convenient for them, and what they feel comfortable with. in order to have any communication." That communication is key for the trust that is needed for relationships to create a truly supportive classroom climate for her students (Gay, 2002).

> We really try to focus on the building-relationship-piece and getting [parents] to understand that we are people they can trust, and we're on their side, and we want to work together with them. We're not out to get them or to, you know, judge them… they know what's happening in the classroom, you know, there's no secrets. The door's open, [they] know [they]'re welcome to come at any time.

Finally, Donna rated herself highly on the Ethic of Care scale on the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015). Many of the indicators under Ethic of Care relate to creating a supportive classroom (Gay, 2002), including having a warm and respectful manner towards all students, spending individual time with students as needed, engaging with students in topics they are interested in, acknowledging students in a positive manner both inside and outside of the classroom, and displaying positive gestures such as smiles to all students (Boon & Lewthwaite, 2015). Donna reported that she does all of these items almost always (at least 80% of the time), with the exception of spending individual time with students, which she does frequently (60-79% of the time).

She also rated herself highly on the construct of Behavioral Support (Boon & Lewthwaite, 2015), which is important for maintaining a safe and supportive classroom (Gay, 2002). Donna stated on the questionnaire (Boon & Lewthwaite, 2015) that she does all of the

following items almost always (at least 80% of the time): using less intrusive corrections such as nonverbal cues and proximity to address off-task behavior, allowing for student contributions to setting classroom behavioral expectations, providing consistent routines for activities and expectations, maintaining clear and consistent consequences for students, and communicating high behavioral expectations for students. Students in a supportive classroom like Donna seeks to promote can be themselves. Geneva Gay (2002) describes the benefits of this type of classroom:

> Children in these classrooms know that they are valued; that the classroom is an emotionally 'safe' and supportive place where they can be themselves; that learning is an exciting and joyous journey of discovery; and that there is no negative or privileged stigma attached to the varying levels or kinds of ability or disability. Rather, these varieties are viewed as mere conditions of existence, not statements of identity or indicators of predetermined limitations. (Gay, 2002, p. 621)

Views All Students as Capable. The activity of viewing all students as capable is linked to the input of conceptions of self and others (Ladson-Billings, 1990, 1995). Donna gives several examples of how she views her students as capable and successful (Gay, 2002; Ladson-Billings, 1990, 1995). In her responses to the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015), Donna gave herself the highest ratings of "almost always" for the constructs stating that she ensures all of her students know their success and value extends beyond academic achievement while still communicating high academic expectations and celebrating learning successes (Boon & Lewthwaite, 2015). In the two observed lessons using Fountas and Pinnell Leveled Literacy Intervention (2009), Donna was observed communicating these high expectations to her students in both observations by all three raters, with a score of 3, or "often" (Powell et al., 2017). In the interview, Donna further expresses her celebrations of student

successes when discussing that she communicates with families about various student achievements throughout the week.

Supports a Collaborative Learning Environment. The input linked to the activity of supporting a collaborative learning environment (Gay, 2002; Ladson-Billings, 1990, 1995) is social relations (Ladson-Billings, 1990, 1995). This study was specifically focused on how Donna incorporates culturally informed practices into the portion of her day that she is using a direct instruction reading program. At that time, the observations did not show any collaborative opportunities for students. Donna agreed that she does not incorporate collaboration into the small group reading time or use buddy reading (as indicated on the questionnaire); however, in the interview, she discusses ways that she still provides collaboration outside of small group reading direct instruction time. Donna stated that students have time every morning to share their experiences with each other, and she will guide discussions as they occur about topics such as diversity in how people look, where people live, and their families, among other topics that may arise. She also uses another reading curriculum in her large group reading time, which incorporates more global themes and stories to foster conversations about diversity and make connections from students' lives to a wider range of experiences.

Scaffolds Assignments. The activity of scaffolding assignments is also connected to the input of conceptions of knowledge (Ladson-Billings, 1990, 1995). On the Culturally Responsive Pedagogy Questionnaire, Donna expressed that she "almost always" (at least 80% of the time) scaffolds learning tasks, uses multiple strategies to assist student learning, and gives constructive feedback (Boon & Lewthwaite, 2015). However, when Donna rated her observations using the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017), she gave both observations a score of 0 on the scaffolding indicator. On the contrary, the additional rater and I

both rated her scaffolding as occurring "often" within the lessons we observed. Examples included modeling tapping out sounds on her fingers for a student who was having trouble reading a word, relating content back to previously learned skills, and modeling expressive reading when an exclamation point is used as punctuation.

Other indications that she uses scaffolding are apparent on the Literacy Teaching pillar on the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015). Scaffolding is evident through her rating herself as "almost always" explicitly teaching vocabulary and regularly revising basic literacy skills in her classroom. She "frequently" models literacy skills in age-appropriate texts (with modeling being a component of scaffolding) and pre-teaches vocabulary before reading a text with her students. When appropriate, she "sometimes" uses English as a Second Language strategies to scaffold content for multilingual learners and uses oral language skills to further develop literacy competence. All of these approaches enhance her literacy teaching for her students by offering supports that they need to be successful n the classroom.

Displays a Passion for Teaching. The activity of displaying a passion for teaching (Ladson-Billings, 1990, 1995) is connected to the input of conceptions of knowledge (Ladson-Billings, 1990, 1995). This activity is not evident through any of the data collection instruments or any specific coded quotes from the interview, but from Donna's willingness to participate in this study knowing, she would need to be reflexive, that she may experience discomfort in analyzing her own teaching behaviors, and that she would need to devote an hour of her already packed schedule between home and work life to talk to me about the data we collected. Donna stated that she has been a teacher for 22 years, has a bachelor's degree and a master's degree in education, and has been sure she wanted to be a teacher since she was a child. Donna's

recognition of her own ability to change and grow over time as she has experienced various

forms of diversity and welcomed students and children into her classroom and home adds to the

evidence that Donna has a passion for what she does and for continuing to improve her teaching

practice.

Potential Outputs and Outcomes

Table 23. Logic Model Outcomes

Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
Lessened burden of "acting White" (Bacon, 1981; Fordham & Ogbu, 1986; Ladson-Billings, 1990)	Re-defined student success that is not Eurocentric (Ladson-Billings, 1990)	Teacher education reform (Ladson-Billings, 1995)
Maintenance of personal and cultural identity of Black students (Ladson-Billings, 1990)	Re-defined teacher success based on measures other than standardized test scores (Ladson-Billings, 1990)	Instructional reform (Gay, 2002) Reduction of overidentification of students of color in special education (Gay, 2002)
Standardized test score gains (Ladson-Billings, 1990, 1995)	Acceptance and affirmation of cultural identity (Ladson-Billings, 1995)	Students grow up to be citizens in a culturally pluralistic society (Gay, 2002)
Counteract poor teaching and underteaching from previous school years (Ladson-Billings, 1990)	Greater research focus on academic achievement of students of color (over research focus on failure; Ladson-Billings, 1995)	Societal change (Gay, 2002)
Improvement of everyday school life for children of color (Gay, 2002)	Increase in college attendance and completion (Gay, 2002)	
Better understanding of diversity in the classroom (Gay, 2002)		
Improved school performance (Gay, 2002)		

For this logic model, outputs are the products produced by the inputs and the activities. In a logic model, outcomes are the effects of the logic model ranging from short-term, intermediate, and long-term (Frechtling, 2007). Since the purpose of this study was to investigate teacher behavior and not that of students, I did not collect data on the effects of the teacher's behaviors on the students and therefore did not have evidence of the outputs in this study. As such, I will discuss potential outputs that may be produced in Donna's classroom based on the logic model and the work of Geneva Gay (2002) and Gloria Ladson-Billings (1990, 1995). Likewise, it is not possible to report actual outcomes; I did not include potential outcomes for students who are in a culturally informed classroom setting in the logic model. However, the outcomes in Table 23 are supported by the theoretical framework.

An environment free of stereotypes and racism (Gay, 2002) is an output produced by the activities of developing self-awareness and creating a supportive classroom climate (Gay, 2002). Since Donna displayed evidence of both of those activities, the logic model supports that her students may benefit from this type of atmosphere. The same activities support the output that there are no negative or privileged stigma attached to disability (Gay, 2002), so the same logic can be applied that this is the case in Donna's classroom. While both of these outputs have strong evidence in the activities Donna reported, other outputs have somewhat weaker evidence.

For example, the output of students who are empowered to make changes in society (Ladson-Billings, 1990) would be supported by activities of developing self-awareness, viewing all students as capable, presenting pedagogy as art, and promoting connectedness with all students (Ladson-Billings, 1995). According to the data collected, there was only evidence of two of the five activities, and therefore weaker evidence that this output may be present in Donna's classroom. Other potential outputs with partial evidence include children who know

186

they are valued, safe, and can be themselves (Gay, 2002; Ladson-Billings, 1990, 1995), students who are empowered to make changes in society (Ladson-Billings, 1990), collaborative learning, students gaining knowledge on producing social change, development of multi-faceted skills (Gay, 2002; Ladson-Billings, 1990, 1995), and a joy for learning and discovery (Gay, 2002). To see connections between all activities and outputs, see Figure 5, which displays the logic model in the form of a web to show the relationships between the components (Bazeley, 2018).

Divergence from the Logic Model

In this section, I discuss components of the logic model with which the data collected did not align. I will first address the missing inputs and implications that come from those, as evident from the quantitative data collection instruments and the qualitative interview. Three inputs were missing: cultural knowledge (Gay, 2002; Ladson-Billings, 1990), teacher preparation programs that teach about culture and inequities (Gay, 2002; Ladson-Billings, 1990, 1995), and a multicultural curriculum (Gay, 2002). Of these inputs, I will begin by describing the Fountas and Pinnell Leveled Literacy Intervention (2009) and the data from the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019).

Multicultural Curriculum

One important input in the logic model is that teachers must be provided with a multicultural curriculum (Gay, 2002). This input was measured in depth by the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019). Through the use of the scorecard, we revealed that there were no positive outcomes of any of the components, and therefore the input of multicultural curriculum was an aspect of the logic model that was completely missing. Donna confirmed this as one of the barriers to using culturally informed

practices in her interview. Although Donna had never assessed the curriculum in this way before, she admits:

> I wasn't really surprised, because they are books that I've used for a long time. I feel like I've seen them multiple times by now. I was pretty familiar with, you know, what was in most of them, and the diversity of characters that were available, and whatnot, so I guess no huge surprises to me on that end.

She also discusses how useful it would be to rely on the curriculum to be more supportive of culturally informed practices, expressing that, as a teacher, "you just kind of get in a rhythm as you teach and… as you're planning… I don't want to say just going through the motions… but there is a rhythm to it where I'm not fairly thinking about my cultural responsiveness." In this way, having a curriculum that provides guidance and books that represent various cultures would be helpful in not adding another task to a teacher's schedule that is already full.

Donna also addresses ways that she enhances the direct instruction program. In the interview, she mentions bringing in supplemental "things to do with a specific book or specific reader" depending on what phonics or comprehension strategies her small groups are working on. As noted in the Culturally Responsive Curriculum Scorecard, guidance on enhancing the program to tailor to the population in the classroom is lacking in the Fountas and Pinnell Leveled Literacy Intervention (2009) program, so Donna does this on her own. She also uses another program in large group reading sessions that she describes as having more global content. She describes it as an "introduction to kids [their] age that… there are people who live in other parts of the world… just that concept of 'Oh, there are other people.'"

Teacher Preparation Programs that Teach about Culture and Inequities

Another input with no evident support from the data collection was that of teacher preparation programs teaching about culture and inequities (Gay, 2002; Ladson-Billings, 1990, 1995).

> I'm not sure if [pre-service teachers] have to take classes that have to do with being culturally responsive, and looking at curriculum, and how to teach it in a certain way. I don't know. But I think, you know, we focus a lot on curriculum and what we're teaching, and how quickly we need to be teaching it and making sure our students can, you know, meet the standards and be able to show what they know on the test. We focus a lot on that…. it would be nice if there were more training programs that you could bring in and have on, you know, developing an environment in a classroom family that feels like you can share some of those things.

In this quote, Donna brings up a related concept: professional development training programs. Professional development training would support the final missing component from the logic model, that of cultural knowledge (Gay, 2002; Ladson-Billings, 1990).

Cultural Knowledge

The final component that was not evident in the data collection was cultural knowledge (Gay, 2002; Ladson-Billings, 1990). Although there were no quantitative instruments that assessed cultural knowledge, the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015) did include a rating for Cultural Value, which relates to cultural knowledge because one must value diverse cultures in order to focus on them and gain knowledge. Donna scored herself on the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015) the lowest on the component of Cultural Value, her average score being 2.14 (20-39% of

189

the time). Other than "almost always" communicating personally with families and "sometimes" valuing students' specific cultural identities in the classroom, all other indicators were scored as less than 40% of the time. She references her lack of cultural knowledge in several ways throughout the interview, stating that she is unsure of how to bring up differences between students for fear of making being different seem like a negative attribute. She also expresses her lack of cultural knowledge by stating "the population of kiddos that I have, for the most part, they don't see the differences really. Most of them don't even acknowledge the skin color difference… They just aren't thinking that yet." The perceived indifference to diversity of her students further shows that she needs support to lead conversations with students about diversity and draw their attention to the benefits and value of living in a diverse society.

Summary of Research Questions

The first research question, which investigated how special education teachers conceptualize the need for culturally informed practices in the special education reading classroom setting, was addressed through Donna's interview. Donna's discussion of barriers to providing culturally informed instruction in the special education classroom provided insight into some of the missing logic model components. She also had keen insight into areas of support that would benefit herself, and other teachers like her: pre-service teacher training, professional development, and support from the administration and the district. Donna recognized culturally informed instruction as an important component of education for students in the special education setting, yet admits that she does not consciously seek ways to incorporate culturally informed practices. Based on the two observed lessons, Donna still incorporated some culturally informed practices into the direct instruction program, even if subconsciously, and talked about practices she was doing outside of the small group session to respond to diversity in her

190

classroom. From this case study, it is evident that Donna recognizes the need for culturally informed practices, but does not have the support that she needs to incorporate them more.

The second research question investigated to what extent special education teachers feel that they are providing culturally responsive instruction to their students while using a direct instruction reading program. Evidence for this question came from the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015) and the interview. According to Donna's answers to the questionnaire, Donna has expertise in the areas of behavioral support, teaching literacy, pedagogy, and providing a supportive environment for her students. However, Donna recognizes deficits in the area of cultural value. As reflected in the interview, Donna is sometimes uncertain about how to approach conversations with her students about diversity.

The final question addresses how special education reading teachers provide culturally informed instruction in their teaching practice while also using direct instruction reading programs. Data was collected for this question using the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019) and the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017). While the Curriculum Scorecard (Bryan-Gooden et al., 2019) revealed that the Fountas and Pinnell Leveled Literacy Intervention (2009) program was either Culturally Insufficient or Culturally Destructive in all areas, the observation data showed that all pillars were either low or very low, with the exception of Classroom Relationships. In the interview, Donna provided multiple examples of how she incorporates some culturally informed practices in other areas of the school day outside of small group direct instruction time. She does not follow the curriculum with fidelity; however, she is not modifying or enhancing the curriculum with the specific intent to add culturally informed practices to her use of the curriculum.

Summary

In summary, the data collected revealed the lowest levels of culturally informed reading practices in the curriculum itself. According to the scorecard, all constructs were rated "very low." Likewise, the majority of the scores from the observation in which the teacher used the curriculum were in the low to very low range, with only the classroom relationships pillar scoring on the medium level for both observations. In contrast, Donna rated herself as either high or very high on all questionnaire constructs, except for the cultural value construct, for which she rated herself as "low." Given the discrepancy between the observation scores and the teacher's self-reflection, the high number of times she discussed barriers to using culturally informed practices may illuminate why she could not enact more practices during the two lessons we observed of her using the direct instruction curriculum. In Chapter V, I outline implications of the data, areas of limitations, and directions for future research based on this initial investigation into if and how a special education reading teacher enhanced or modified their direct instruction curriculum to provide culturally informed reading instruction to their students.

CHAPTER V: DISCUSSION

In this chapter, I discuss how the results of this dissertation study converge and diverge with the literature review (see Chapter II) and other previously published research. I also discuss the limitations of this dissertation study and make implications for practice and future research.

Convergent Findings

In this section, I discuss how evidence from this dissertation study converges with findings from previous publications and the literature review that I conducted (see Chapter II). First, Donna's classroom reflected many of the characteristics found in my literature review. Donna teaches in an elementary school, which matches the population of the majority of the studies in the culturally informed reading literature review (80% of articles) as well as the direct instruction literature review (60% of articles). Findings from the literature reviews both indicated that the number of articles decreased as the grade levels increased. Similarly, when recruiting participants in Illinois, a junior high school teacher informed me that they do not use direct instruction curriculum at that level and therefore did not qualify for the study.

Diversity

While Donna's classroom population does not currently have any linguistically diverse students, Donna did discuss her understanding of diversity to include race, ethnicity, language, socioeconomic status, and disability. All of these areas of diversity were found in the literature review of culturally informed reading practices, with diversity of race and ethnicity being the highest (96% of articles), followed by language (60% of articles), socioeconomic status (28% of articles), and disability (28% of articles). In the interview, Donna discusses how her experiences and understanding of diversity changed over time, and she portrays reflexivity through the discussion of her growth and dedication to overcoming personal biases and deficit mindsets

(Husband & Kang, 2020). This reflexivity is also convergent with the literature review, where 35.7% of the articles included statements wherein teachers acknowledged their positionality and how it informs their teaching practice. During her interview, I asked Donna how her identity affected her teaching practice. Without further prompting, Donna freely discussed her upbringing, family, and experiences as a foster parent of several children from diverse backgrounds who were also served by special education services. Donna was able to reflect on these experiences and how they influenced who she is as a teacher, but she also recognized areas where she still wanted to increase her cultural knowledge and ability to connect with students' various cultures in her classroom.

Despite her willingness to discuss diversity with me, one area that Donna reflected on as a need for growth was her ability to discuss diversity with her students without making it sound like diversity is bad. Donna stated:

> I guess I kind of struggle with walking that line of wanting to point out the differences versus, like, what makes us all the same, and what makes them all people… it's hard to teach some of that without them feeling like well, they're different, they're bad. That's the wrong way… there's kind of that tricky line I feel like I walk.

This concept of being unsure of how to approach diversity correctly was also reflected by multiple other researchers, who found that it was sometimes difficult for teachers to choose culturally diverse books that connect to students' lived experiences without using books that promoted stereotypes (Husband & Kang, 2020; Kelly & Djonko-Moore, 2021; Kelly et al., 2021; Ladson-Billings, 2014). However, in both the previous literature, my literature review, and the evidence of this study, taking advantage of opportunities to connect the text to the real lives of

194

the students was a prominent theme (Husband & Kang, 2020; Kelly & Djonko-Moore, 2021; Kelly et al., 2021; Zoch, 2017).

Representation

One important way to connect students to the text is by making sure they are represented in the text through the use of a multicultural curriculum (Gay, 2002). When students are represented in classroom materials, student engagement is increased (Kelly & Djonko-Moore, 2021), which in turn increases student achievement (Zelazo et al., 2017). However, like Thomas and Dyches (2019) before me, I found that the Fountas and Pinnell Leveled Literacy Intervention (2009) books offered little in the realm of celebrating diversity through representation. Similar to their experience, the other raters and I had difficulty determining how to categorize characters because none of the books we randomly selected discussed the racial backgrounds of the characters throughout the text. Thomas and Dyches (2019) were able to find some clarity through language patterns and images, but they were analyzing books on a higher level than the ones we analyzed, so we relied more on images since the language patterns were more simplistic. The majority of the characters in the books we analyzed were animals, but our numbers varied in terms of race since we relied only on visuals.

Fidelity

In this respect, Donna's experiences also align with the data from previous literature and my literature review in that she does not use the program with fidelity but modifies it and uses another program to meet the additional needs of her students not being met by Fountas and Pinnell Leveled Literacy Intervention (2009). Donna stated that she has been using this program for many years and did not find the teacher materials very helpful, so much so that she is unsure of how long it had been since she even opened the teacher manual. Eppley and Dudley-Marling

(2019) also found that teachers regularly modified direct instruction programs or used additional programs to meet their students' needs in their literature review. Similarly, only one article in my literature review discussed using a direct instruction program exclusively and with fidelity. A more in-depth discussion of fidelity is included in the implications for future research section later in this chapter.

Culturally Informed Practices

In addition to connecting texts to students' lives, other prominent practices for providing culturally informed reading instruction from previously published literature and my literature review included promoting classroom relationships (Kelly et al., 2021) and providing explicit instruction (Husband & Kang, 2020; Kelly et al., 2021). Both of these themes were evident in this dissertation study. Although not evident during the observations, Donna did discuss ways that she promotes classroom relationships and incorporates talk and collaboration for her students outside of the small amount of time she has to provide reading instruction using the direct instruction curriculum. As for the latter practice, one defining characteristic of direct instruction is that it incorporates explicit instruction. By using Fountas and Pinnell Leveled Literacy Intervention (2009) in a small group setting where she provides specific and immediate feedback to her students, Donna incorporated explicit instruction in reading.

Another point of convergence between this study, previously published literature, and my literature review is in the least used and missing components of culturally informed practices. Practices found the least number of times in my literature review and this dissertation study were the use of home languages (including English dialects) and consulting with parents and community members. Donna did discuss home languages as they relate to sharing information (i.e., IEP communication and paperwork) with parents; however, this is not incorporated into

how she communicates and teaches students in her direct instruction lesson observation for this dissertation study. One reason that we did not see evidence of her use of home language in this study is that she does not have any multilingual students in her small group that was observed for this study; however, she did include this as a barrier for her in the past when communicating with parents and identified that support for communicating with parents in other languages is lacking. As for consulting with parents and community members, there is evidence that Donna communicates in multiple formats regularly with parents; however, she is not consulting them for ways to connect culturally with students during her reading time.

As discussed by Ladson-Billings (2014, 2017) and other previously published literature reviews (Kelly & Djonko-Moore, 2021; Kelly et al., 2021; Zoch, 2017), critical consciousness was not a component of culturally informed reading practices found in this study. As discussed previously, Donna describes the difficulty in bringing up diversity in her classroom, and promoting critical consciousness involves not only teaching about diversity but also recognizing inequities around the differences (Ladson-Billings, 1995). Donna has found these components especially difficult to incorporate in her classroom without support from pre-service teacher coursework and professional development training specific to culturally informed practices. Pre-service coursework was also an area that was lacking in the culturally informed reading instruction section of my literature review, with only 10.7% of articles including it as a component.

Professional Training and Support

On the topic of support through coursework and training, there was also convergence in the type of training found in the literature review and this dissertation study. Donna briefly discussed training and support in professional development that corresponded with prescriptive

professional development (Kennedy, 2016), where the training was specifically for using a specific program. In the direct instruction section of my literature review, this type of professional development was included in 80% of the articles. Donna also talks briefly about the support she receives from families, community members, and other teachers, a theme evident in only 3.6% of the culturally informed reading practices branch of the literature review.

Cultural Knowledge

Another aspect that would enhance Donna's ability to provide culturally informed practices and enhance whatever curriculum she used is having cultural knowledge (Gay, 2002; Ladson-Billings, 1990). This is another component that was missing from the data collected for this study, as well as in my literature review. Based on Donna's response to participating in this study, going through the quantitative instruments was a beneficial first step to her being more culturally inclusive in her classroom. Donna stated that the process helped her become more aware that she needed to be more aware of how she incorporates her students' cultures into her lessons. Continuing to create lessons and opportunities for her students which are more culturally informed would also help Donna continue to recognize and eliminate her own personal biases in her classroom environment (Kelly & Djonko-Moore, 2021) while enhancing her own cultural knowledge (Brown, 2007) which she admits is lacking. These practices will also benefit her students as they begin to feel more pride around their own identities (Wiggan & Watson, 2016) and can create meaning from the texts that they read when they see themselves reflected positively in the curriculum (Zoch, 2017).

Quantitative Instrument Results

Finally, there was some convergence between the quantitative results of this study and studies in which the quantitative instruments had been used previously. For example, three

studies (Civitillo, 2019; Maguire, 2017; Valtierra & Whitaker, 2021) using the Culturally

Responsive Instruction Observation Protocol (Powell et al., 2017) found that classroom

relationships received the highest scores, which is where Donna's scores were the highest.

Maguire (2017) also noted that, similar to Donna's results, critical consciousness was the lowest-

scored area. Peck's (2021) use of the Culturally Responsive Curriculum Scorecard (Bryan-

Gooden et al., 2019) revealed overall scores of culturally insufficient or culturally destructive for

a school's English Language Arts curriculum after teams of teachers rated their programs, which

is convergent with our results of the Fountas and Pinnell Leveled Literacy Intervention (2009)

program. Maher's (2019) use of the Culturally Responsive Pedagogy Questionnaire (2015) also

revealed teachers felt that they were not qualified to discuss culture with students and that

drawing students' attention to their cultural differences may alienate them if not done correctly.

This finding is similar to Donna's fears that talking about differences might make her students

feel that they are doing something wrong.

Divergent Findings

In some cases, the data collected for this dissertation study did not align with previously

published literature or my literature review. For example, one of the most cited practices in my

literature review was the use of culturally informed texts (71.4% of articles). While there was

convergence in the literature based on the actual curriculum that Donna was using and the

findings of Thomas and Dykes (2019) about that curriculum, this dissertation study diverges

from my literature review in that Donna is not using culturally informed texts (Gay, 2002;

Husband & Kang, 2020; Kelly & Djonko-Moore, 2021; Kelly et al., 2021) in her small group

time. Between the quantitative findings of the Culturally Responsive Curriculum Scorecard

(Bryan-Gooden et al., 2019) and the analysis of those results, we found that the Fountas and

Pinnell Leveled Literacy Intervention (2009) curriculum itself is far from culturally informed. In fact, all components of the scorecard (Bryan-Gooden et al., 2019) were analyzed to be Culturally Insufficient at best, with some components solidly scored as Culturally Destructive.

Cultural Competence

Another component in my literature review that was not evident in this dissertation study was that of the Culturally Relevant Teaching underpinning cultural competence (Ladson-Billings, 1995). In my literature review, cultural competence was included in 96.4% of articles in the culturally informed reading instruction section. However, we did not find any evidence of Donna promoting cultural competence for her students through our data collection procedures. This may be related to Donna's hesitancy around talking to her students about diversity, as well as the fact that the Fountas and Pinnell Leveled Literacy Intervention (2009) curriculum she used was not culturally responsive and offered no support. Likewise, the cultural value pillar on the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015) also resulted in a low score.

Incorporating cultural competence involves promoting the value of diverse cultures within the classroom (Ladson-Billings, 1995), which is not a practice currently being intentionally done in Donna's classroom based on the questionnaire results, though she did state in her interview that she wants to improve in this area. Donna could use her relationships with parents, which she is already maintaining in multiple ways, to learn more about their specific cultures and incorporate those into her classroom. The benefits of parental relationships are discussed more in the implications for practice later in this chapter. Unlike previously published research (Beneville & Li, 2018; Brown, 2007; Gay, 2002; Kelly & Djonko-Moore, 2021; Kelly et al., 2021; Ladson-Billings, 2014), Donna is not using her relationship with parents as a

resource for increasing her cultural knowledge. There was also no evidence of the study of

theory and practice, a recommendation by Joyce and Showers (1982) as well as Rock (2019) for

improving teaching practices, which was found in my literature review in 71.4% of articles.

Culturally Relevant Propositions (Ladson-Billings, 1995)

Of Ladson-Billings's (1995) three propositions of culturally relevant pedagogy, two

were not as evident in this dissertation study as they were in my literature review: conceptions of

self and others, and conceptions of knowledge. In my literature review, I found many examples

of activities teachers do that relate to their conceptions of self and others, such as viewing

pedagogy as art (78.6% of articles), participate as members of the community (64.6% of

articles), strive for connectedness with all students (78.6% of articles), and maintain fluidity

between the student and teacher relationship (67.9% of articles). These activities were not

observed during either of the observations, nor were they discussed in the interview. However,

the focus of this dissertation study was on the teacher's behavior and did not include data about

students, including how they interact with Donna. This is discussed further as a limitation of this

study. While Donna does briefly discuss her other reading instruction time and morning meetings

with students, I did not ask questions or seek data from other subject areas or how she interacts

with students throughout the day. Had activities from her full workday been included, there may

have been some data that reflected how she views herself as a member of the community or how

she learns from her students.

For the proposition conceptions of knowledge (Ladson-Billings, 1995), the following

activities were included in my literature review: the belief that knowledge is shared or

constructed (89.3% of articles), use of multifaceted forms of assessment (67.9% of articles), and

viewing knowledge critically (57.1% of articles). These activities were not evident in the data

collection for this dissertation study; however, this may be a limitation due to the quantitative data collection instruments used, discussed further in the limitations section of this chapter. An activity under the proposition of conceptions of knowledge evident in this study but not prominent in my literature review was scaffolding (Gay, 2002). Scaffolding reflects the nature of special education and explicit instruction, and, as discussed in Chapter II, the literature included in the culturally informed reading practices section of the literature review was not specific to special education.

Quantitative Instrument Results

There were also differences in how some other researchers used the quantitative instruments and the results they found when compared to the data collected for this dissertation study. For example, Brown and colleagues (2018) used the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) as a way for science teachers to evaluate themselves and increase their cultural responsiveness, while Maestranzi (2020) used it as a training tool for professional development. Two studies (i.e., Murff, 2017; Valtierra & Whitaker, 2021) resulted in somewhat higher scores across all components of the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017). In contrast, one study (Valtierra & Whitaker, 2021) only assessed three of the six pillars for first-year teachers. The other study (Murff, 2017) allowed teachers to debrief between observations to improve their practices from one observation to the next.

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Limitations

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This study has several limitations which may have affected the outcomes of this study. In the following sections, I reveal limitations related to methodology, the use of quantitative

instruments and coding procedures, participant recruitment and retention, the curriculum, and validity.

Methodology

First, the nature of case study itself has several perceived limitations compared to other research methods. Case study is not generalizable across cases (Yin, 2020), meaning that the results from this study can not necessarily be applied to other teachers. Case study is also considered less rigorous and open to researcher bias due to the approach not being as systematic as other research methodologies (Yin, 2020). Further, the chain of evidence for this specific study would have been strengthened had additional sources of evidence been used. As discussed in Chapter III, Yin (2018) suggests six sources of evidence (i.e., documentation, archival records, interviews, direct observation, participant observation, and physical artifacts). This study incorporated direct observations, a physical artifact, and an interview. Incorporating documentation (e.g., student grades, current IEP goals related to reading), archival records (e.g., professional development agendas, formal evaluations by administrators over the years, student growth on standardized testing scores), and participant observation (e.g., having the researcher actively participate in the study) would have produced more evidence to support the logic model.

As a White academic new to research, bias presents another limitation I attempted to remedy through multiple validity safeguards. Other methodologies would have produced more rigorous and generalizable results; however, this dissertation study was designed with replicability in mind and served as a preliminary study to investigate a phenomenon not included in previous research. In terms of previous literature, the lack of previously published research that directly addressed special education teachers using culturally informed practices to enhance or modify direct instruction reading programs is another limitation of this study. As a new

researcher, combining the two topics (direct instruction reading programs in special education and culturally informed practices) into one topic of study produced a lot of data which was difficult to track and converge findings, with large amounts of data being another limitation of case study in general (Yin, 2020).

Quantitative Instruments and Coding Procedures

Another limitation was the alignment of the quantitative instruments. Because the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019), the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017), and the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015) were designed separately for each of their intended purposes, they were not designed to be used together. As a result, the pillars and constructs do not align making comparisons across instruments difficult. For this study, I did not attempt to compare scores across quantitative instruments, but this type of comparison, if possible, would have produced a range of valuable data and strengthened the chain of evidence, which is an important component of case study (Yin, 2018). Furthermore, there were gaps in the findings and the logic model analysis because the quantitative instruments were also not specifically designed to align with the components of Culturally Relevant Pedagogy (Ladson-Billings, 1995) or Culturally Responsive Teaching (Gay, 2002).

There were also limitations when scoring the quantitative instruments and coding the interview. Despite my efforts to put together a diverse team of raters to pull together various backgrounds and cultural perspectives, the three raters (myself, Donna, and the additional rater) were still somewhat similar, with our only difference being that one of us was a Black American while the other two were White Americans. Having additional raters from various cultural backgrounds may have produced more variation in the data. Due to personal obligations for all

three of us, we also had a difficult time meeting together and therefore no meetings between the three of us were ever possible, meaning that information from a meeting between myself and Donna (for example) would have to be related to the additional rater at a later time. Because of this, communication was difficult and validity may have been compromised due to not being able to conduct trainings together.

Validity

Further, there were limitations around the validity of the results of some of the quantitative data collection instruments. Given the subjective nature of observations and coding, varying results are not surprising. The initial results for the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) and the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019) were aligned well and the conversations that we had around them brought us to 100% agreement on scores. However, the codes for the interview were greatly varied in the number of codes. Part of this was due to the amount of time between when I trained the additional rater in the coding process and when she was able to complete the coding. I completed a brief refresher meeting to review codes and protocol procedures with her, but there had been more than a month between the initial training and the actual coding. In addition, the large number of codes and code categories also limited the level of agreement that we may have had overall. Ultimately, I coded 70 quotes, while the additional coder coded only 37. We had a large percentage of agreement on the 37 codes she completed. We were also able to come to a 100% agreement on all codes after a lengthy discussion reviewing my additional quotes, but the large number of codes in the coding manual and the time spent between training and coding did create variability around our codes.

Participant Recruitment and Retention

Initially, I intended to produce a case study with multiple participants in order to compare results across participants. Results from a study designed in this way may have produced varied perspectives from teachers from different backgrounds. Due to time constraints and limited response from districts and teachers (as described in Chapter IV), only one participant was available to complete the study. Despite collecting data using multiple quantitative instruments and using both quantitative and qualitative methods, a multiple case study would have produced similar data with multiple perspectives. Being able to compare participants from varied backgrounds may have produced more information about which teachers may be more likely to incorporate culturally informed practices into their direct instruction curricula.

Curriculum

As for Donna's case, the program itself fits loosely into the category of "direct instruction" using the lowercase di definition of direct instruction. For this study, recruitment efforts were widespread and occurred over a year-long period and still only produced one teacher who could complete the study. With a time constraint for completing this study (yet another limitation), I was unable to select teachers using a program from the uppercase DI endorsed by the National Institute of Direct Instruction, which is defined clearly as direct instruction and would have unquestionably fit the purposes of this study. For this study, the Fountas and Pinnell Leveled Literacy Intervention (2009) fit the definition due to the components of the program and the manner in which Donna conducts her lessons in small groups with frequent low cognition questions and feedback (Carnine, 2010; Rosenshine, 1978); however, use of other programs that were designated Direct Instruction may have produced different results.

In addition, the curriculum Donna uses, Fountas and Pinnell's Leveled Literacy Intervention (2009), is not a curriculum that I had used in the past, nor was I familiar with it before conducting this dissertation study. According to the publisher's website (https://www.fountasandpinnell.com/lli/), LLI incorporates multiple genres and is appropriate for elementary through high school students (Fountas & Pinnell LLI, 2023). The selections used in this dissertation study are limited to the students' grade levels that Donna teaches and may not be representative of the entire LLI (2009) curriculum. The publisher's website also boasts an online app that works with the LLI system (Fountas & Pinnell LLI, 2023), which Donna did not use. As mentioned previously, Donna does not claim to use the program with fidelity, so there may be additional resources that reflect cultural diversity that were not included in Donna's specific classroom.

Summary of Limitations

Finally, due to the combination of the aforementioned limitations, this study has at best tentative conclusions. Considering my own biases as a White nondisabled academic, and my status as an emerging researcher, this was a complex study with many parts and potentially sensitive subject matter to attempt. Although I did draw on the research, experiences, and wisdom of Black American scholars Gloria Ladson-Billings and Geneva Gay, the influences of my own perceptions, biases, and lack of experience are still evident throughout this dissertation study and affect the outcomes and how they are reported.

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Implications for Future Research

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Considering the results of this study and the divergence and convergence with published research on the topics of direct instruction and culturally informed literacy practices, there are several implications for future research. In this section, I present recommendations for future

research regarding the use of quantitative instruments to collect data, populations of students included in research on culturally informed practices, pre-service coursework and in-service professional learning opportunities, research methodology, and use of culturally informed practices.

Quantitative Instrument Use

From my literature review, I only found one peer-reviewed article (Polleck et al., 2022) that met my inclusion criteria and used a validated quantitative instrument to collect data on culturally informed practices. When investigating the quantitative instruments that I selected for this dissertation study, I found few peer-reviewed articles that used the instruments for their intended purposes (i.e., to measure cultural responsiveness and *not* solely as a way to design and implement new instruments and frameworks). The majority of uses of the instruments for their intended purposes were seen in dissertations. For the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017), five peer-reviewed articles (Brown, 2017; Brown et al., 2018; Fallon et al., 2021; Stepp & Brown, 2021; Valtierra & Whitaker, 2021) and seven dissertations (Civitillo, 2019; Lopez, 2020; Maestranzi, 2020; Maguire, 2017; Marshall, 2016; Montalvo, 2022; Murff, 2017) used the protocol to measure cultural responsiveness of various school personnel in various content areas. The Culturally Responsive Curriculum Scorecard has been used in three peer-reviewed articles (Kabir et al., 2021; Mize & Glover, 2021; Santillano, 2020) and five dissertations (Beato, 2019; Jahnsen, 2021; Peck, 2021; Urban, 2021; Wiborg, 2020) to analyze curricula in various contexts. The Culturally Responsive Pedagogy Questionnaire has been used in two dissertations (Day, 2021; Maher, 2019) to analyze teachers' perceptions.

Having used these instruments myself, I realize the implications of the contributions that could be made towards educational research with increased use of the instruments for their intended purposes of measuring the cultural responsiveness of curricula, teaching, and teachers' perceptions. The use of these instruments to disseminate information on using culturally informed reading practices in peer-reviewed practitioner pieces would make the information more easily accessible to teachers to inform practices in their classrooms and would enable them to gain a better understanding of the curricula they are using and how to better enhance it if necessary.

As discussed in the limitations, these instruments were not created to align with each other or to be used together. My final recommendation for research on the topic of quantitative instruments is to design and validate a set of instruments that would work together and produce results that could be compared across instruments. For example, the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) has an Instructional Practices pillar, which may align somewhat with the Pedagogical Expertise pillar or the Literacy pillar in the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015). However, the scores would not be directly comparable between the teacher's perceptions of her own instructional practices and her actual enactment of culturally informed practices in her observation. Having instruments designed to compare results in this manner would strengthen the results of a similar study.

Populations Included in Research

Based on the results of the culturally informed instruction branch of the literature review (see Chapter II), only seven of the 28 articles that met inclusion criteria included students with disabilities in some capacity (Kang & Husband, 2020; Kourea et al., 2018; Nash et al., 2019; Parenti, 2016; Polleck et al., 2022; Souto-Manning, 2016; Watts-Taffe, 2022). Of those articles,

only two gave specific practitioner recommendations or devoted space to detail research

involving students with disabilities (i.e., Kourea et al., 2018; Watts-Taffe, 2022). I include more

information about these two articles and the recommendations for practitioners in the

implications for practice section of this paper, but I include them here because more research on

culturally informed practices for students with disabilities is crucial. Future research specifically

focused on students with disabilities or research which disaggregates data and recommendations

specific to special education students and their unique characteristics would be beneficial to

special education teachers and more equitable for students of color with disabilities.

The literature review for this dissertation study also found that the majority of research on

both topics (i.e., culturally informed reading practices and direct instruction) was focused on pre-

k/elementary grades, with middle school cited less, and high school cited the least number of

times. In the direct instruction literature review, pre-k/elementary school students were included

in 60% of articles, middle school students in 40%, and high school in only 20%. Likewise, the

culturally informed reading instruction literature review included pre-k/elementary students in

80% of articles, middle school students in 36%, and high school students in 16%. A research

focus on older (i.e., middle and high) grades is warranted for both topics to identify age-

appropriate instructional practices and inform teachers of those grade levels best practices for

full inclusion and representation of their students of color.

Additionally, I found a gap in previously published literature (described in Chapter II)

between research on culturally informed reading practices and the use of direct instruction

reading programs for students with disabilities. Measuring student achievement (Ladson-

Billings, 1995) would require research focused on student growth when receiving direct

instruction supported by additional culturally informed practices. Support from family members

and community members would also enhance such a study and reflect the ideals of the research foundations from Gloria Ladson-Billings (1990, 1995) and Geneva Gay (2002), among others.

This study also raised a new question: do the benefits of culturally informed reading practices for special education students outweigh the benefits of direct instruction, or can the two practices be beneficially used concurrently? Based on the literature review, these topics have yet to be investigated while used simultaneously. Though there are documented benefits for both direct instruction (e.g., accelerating learning for students considered behind in reading [Carnine, 2010] across grade levels and content areas [Stockard et al., 2018]) and for culturally informed reading instruction (e.g., higher social and academic outcomes [Wiggan & Watson, 2016] and increased engagement [Kelly & Djonko-Moore, 2021; Orosco & O'Connor, 2014]), there is no documented evidence, as yet, that the two would have similar or better benefits used together. It would also be imperative to determine the benefit of using direct instruction reading programs with fidelity. Using culturally informed practices in addition to direct instruction may compromise the fidelity; however, the literature review revealed that most teachers did not support the concept of using the programs with fidelity, and Donna revealed that she had not used the teacher materials for her program in years.

This study serves as a preliminary investigation of the use of culturally informed practices and direct instruction concurrently, with evidence from one teacher in Illinois. As discussed previously, case study cannot be generalized to other cases (Yin, 2018), and student results were outside of the scope of this study. Based on the results of this study, further research into the special education student benefits of combining direct instruction and culturally informed reading practices is important.

Pre-Service Coursework and In-Service Professional Learning Opportunities

With the enactment of the Culturally Responsive Teaching and Leading Standards (Illinois State Board of Education, 2022) for pre-service teachers in the state of Illinois, this study could be replicated with new teachers in several years to determine if they feel supported and prepared for providing culturally informed practices for their students. Alternatively, this study could be modified as a multiple case study to compare the newer teachers who have participated in pre-service coursework to support culturally informed practices with veteran teachers who had not had the opportunity to receive such training in their coursework. Working with public school children to gain an understanding of how they perceive diversity and cultural inclusion in the special education classroom is also a worthwhile pursuit.

Based on the results of the literature review for this dissertation study (see Chapter II) and this study (see Chapter IV), coaching (Joyce & Showers, 1982; Rock, 2019) is an area where in-service teachers could benefit but was not reported in the literature that met the inclusion criteria for this literature review at significant rates. Specifically, observation of teaching practices followed by feedback and group coaching were each cited in the literature review in 21.4% of articles; one-on-one coaching was included in 10.7% of articles. Coaching also was not discussed at all in the interview as a way that Donna receives support. Research investigating what types of coaching opportunities general education and special education teachers are afforded in the area of providing culturally informed reading instruction would provide a better picture of how coaching is being utilized to provide equitable education for all students. These coaching opportunities are discussed further in the implications for practice section.

Methodology

The use of the logic model as an analysis technique for case studies has not been widely used, but is increasing in recent years (Yin, 2018). Further use of this logic model with instruments designed to work together (as discussed in the limitations) could strengthen this study or bridge gaps identified in this study. A longitudinal study that addressed student outcomes could address the outcomes from the logic model, which were outside the scope of the current study design. Considering the nature of this study, I collected data from one teacher whom students will have for two to three years of their total public education experience. Donna discusses many influences on her use of culturally informed practices from her personal life (e.g., being a foster parent and having culturally diverse family members) and not her undergraduate program, professional learning opportunities, or administrative support. Other teachers in her district likely have similar experiences in their professional learning opportunities but may not have influences such as foster parenting children from various cultures and working with students in the alternative school setting. It cannot be assumed that other teachers that Donna's current students will have in the future will have the same cultural considerations that Donna has. Alternatively, Donna's current students may have teachers in the future who have more cultural knowledge and use a culturally responsive curriculum. A longitudinal study that tracks students and assesses teachers' use of culturally informed practices over time would spotlight the benefits of using these practices with special education students. This area is lacking in the current published research.

In addition, future projects could use the logic model approach to explore similar culturally informed theoretical perspectives from culturally diverse scholars, such as Culturally Sustaining Pedagogy (Paris & Alim, 2014) or Culturally Revitalizing Pedagogy (McCarty &

Lee, 2014), frameworks that were founded on similar principles as Ladson-Billings's Culturally

Relevant Pedagogy (1995). Briefly, Culturally Sustaining Pedagogy (Paris & Alim, 2014) seeks

to give students from linguistically diverse backgrounds the choice to assimilate while still

valuing their individual histories, and Culturally Revitalizing Pedagogy (McCarty & Lee, 2014)

empowers Indigenous youth and promotes the restoration and reclamation of their history. Other

asset-based pedagogies also have great value and offer opportunities to enhance students'

education in various ways. Consideration of special education students from linguistically and

culturally diverse backgrounds through the use of a logic model to analyze a case study (Yin,

2018) would also continue to bridge the gap in the literature and impact research in this area.

Finally, this was a case study in which the unit of analysis was one teacher. As a

preliminary study, this work could be replicated or reproduced in parts or as a whole to

determine if other teachers of varying cultural backgrounds would produce the same results.

Branching out to other schools, districts, and states would also provide further insight into how

special education teachers perceive culturally informed reading practices and how they enact

them in their classrooms, specifically when using direct instruction or other curricula.

Comparisons of teachers from Illinois to those from other states may spotlight the value of the

enactment of the Culturally Responsive Teaching and Leading Standards (ISBE, 2022) and

provide research evidence for other states to follow suit.

Culturally Informed Practices

One prevalent theme in previous research and the literature review for this study, was the

benefits of connecting learning to the students' lived experiences (Kang, 2016; Noguera, 2003;

Morrison et al., 2008; Rose, 1989; Wiggan & Watson, 2016). However, the results of this study

largely incorporated an additional theme through Donna incorporating her own lived experiences

into how she approaches culturally informed instruction in her classroom. The lived experiences of teachers and other school personnel were not themes or codes that I initially sought in this study, but the results highlight the importance of these experiences as well. A study incorporating teachers' lived experiences and how they enhance or diminish teachers' use of culturally informed instruction would add to this area of research.

Finally, there was convergence between previous research, my literature review, and this study which revealed some of the least used culturally informed practices were allowing students to use their home language and using texts provided by families and community members for reading practice in the classroom. This raises questions about why teachers are not using these practices at the frequency of other practices. Research into these and other less-used practices to investigate teachers' perceptions of them would reveal why these practices are not used as frequently as others. Implications for teacher practice involving these particular culturally informed practices are discussed in the next section.

Implications for Practice

In addition to the implications for research resulting from this dissertation study, there are several implications for practice that teachers, administrators, and district personnel could consider when determining how to best enact culturally responsive reading practices alongside direct instruction reading programs. In this section, I discuss implications regarding curriculum use, culturally informed practices, and training and support.

Curriculum Use

Donna stated that participating in this study made her more aware that she should be paying attention to how she provides culturally informed instruction to her students while also using a direct instruction curriculum. One recommendation I would make based on the results of

this dissertation study and previous uses of the quantitative instruments would be for teachers and administrators to review the curriculum materials and various programs they have in their schools using such quantitative tools, like the Culturally Responsive Curriculum Scorecard (Bryan-Gooden, 2019) used in this dissertation study. While this study was specific to reading instruction, teachers of other content areas should also be aware of the representation and cultural value included in their curricula. Because the use of added culturally informed practices would mean that teachers are deviating from the curriculum's instructions and not using the curriculum with 100% fidelity, it may also be beneficial to consider how important fidelity to the program is overall. Lack of fidelity is not a concept that is unique to this study. Donna stated that she has not looked at her teacher materials in years, and the literature review for this dissertation study (see Chapter II) revealed that teachers in the included articles were not using fidelity in 80% of the studies. As mentioned in the implications for future research, this concept also warrants research attention.

From my experience in the classroom as a public-school special education teacher, I am aware that teachers have many duties and responsibilities and may not have the time to complete a quantitative tool such as the one used for this study. As such, teachers and administrators should be aware of freely accessible information online where they can review previously conducted research on the curriculum programs that are available for use. In Chapters I and II of this study, I investigated several of these options, including the What Works Clearinghouse website (https://ies.ed.gov/ncee/wwc/) and reports by entities such as Vanderbilt University's A3 Research Center (The Fuchs Research Group, 2019b), the National Center for Education Evaluations (2010b), and the National Center for Leadership in Intensive Intervention (n.d.). There are also additional options not explored in this dissertation study, such as the National

Institute for Direct Instruction (2023) database, which has research specific to Direct Instruction programs.

Using Culturally Informed Practices

Based on the results of this study and the literature review which influenced it, there are several specific recommendations for special education teachers' use of culturally informed reading practices. As discussed in the implications for future research section, two articles in the literature review included these specifically (i.e., Kourea et al., 2018; Watts-Taffe, 2022). Both are practitioner pieces that teachers and administrators could seek out to make the information easily accessible in schools. Among the suggestions from both articles, the following recommendations are useful to special education teachers: (a) use of culturally specific texts, (b) encouragement of talk and collaboration among students, (c) explicit connections between the text and students' lived experiences, (d) explicit instruction in reading and writing, (e) focus on classroom relationships, and (f) consultations with parents and community members (Kourea et al., 2018; Watts-Taffe, 2022). Kourea and colleagues (2018) also include a recommendation for teachers researching the cultural groups of their students, and Watts-Taffe (2020) includes additional recommendations of allowing parents and community members to provide texts for students, using home language in the classroom, and giving attention to sociopolitical issues within the classroom. While these listed recommendations have been made for all students, these two particular articles were based on research and recommendations specifically for students with disabilities.

Also discussed in the implications for future research section, one of the least-used culturally informed practices found in the literature review, previously published reviews, and this study, was including texts from families and community members in classroom reading

217

practice. Using texts provided by community members and families can ensure appropriate

cultural representation that avoids stereotypes (Beneville & Li, 2018; Brown, 2007; Gay, 2002;

Kelly & Djonko-Moore, 2021; Kelly et al., 2021; Ladson-Billings, 2014) and making these

connections to secure the texts can help work against biases and deficit mindsets for teachers

(Husband & Kang, 2020). Despite this being one of the least-used practices, the implications for

benefits are important for teachers and their students to build their class library and promote the

value of all cultures in the classroom setting.

Training and Support

Seeking support through professional development specific to culturally informed

practices would also be helpful for teachers. If they are unable to find training that fits this need,

administrators should be made aware of the lack of opportunities and the importance of this type

of training. With the new policy in the state of Illinois, which would require pre-service teachers

to receive coursework that adheres to the Culturally Responsive Teaching and Leading Standards

(ISBE, 2022), in-service teachers may start to advocate for a similar policy to support their

ongoing professional learning in the same respect.

One finding from the literature review for this study was that no articles matching my

inclusion criteria included training and support components featuring professional development

to gain teacher insight (Kennedy, 2016). Donna stated that she found a lot of support through her

discussions with other teachers. This type of professional development would increase

collaboration between teachers and help create professional learning opportunities for teachers

where they could benefit from the experiences of others. Donna's growth and development from

her rural upbringing in a majority White farming town to foster parenting children from various

cultural backgrounds could influence other teachers who may not have had similar experiences.

Likewise, teachers of color sharing their own experiences in public schools and sharing their goals and visions for their students is an invaluable resource.

A similar concept, also not mentioned by Donna and only found in the literature review in 21.4% of articles, is the concept of group coaching (Joyce & Showers, 1982; Rock, 2019). With group coaching of culturally informed practices, teachers would coach each other in the use of practices that they had found to be beneficial, through their own research and through experience (Joyce & Showers, 1982; Rock, 2019). This would also be an excellent opportunity to share what they had learned from other forms of professional development or pre-service coursework. Teachers themselves hold vast amounts of knowledge and are an incredible resource for each other, yet that was not evident in previous research on the topic of culturally informed reading instruction.

Overall, Donna discussed the lack of professional support she had regarding the use of culturally informed practices. This was also an area that was lacking in the literature review (see Chapter II), where there were little to no articles which discussed the other forms of professional development (i.e., prescriptive professional development, strategy-based professional development, and professional development to expand the body of knowledge; Kennedy, 2016) or the other forms of coaching on the coaching continuum (i.e., observation of theory and practice and one-on-one coaching; Joyce & Showers, 1982; Rock, 2019). To learn more about culturally informed practices, strategy-based professional development, and professional development to expand the body of knowledge would both be particularly beneficial forms of support.

It is important to note here that study of theory and practices is also on the coaching continuum (Joyce & Showers, 1982; Rock, 2019), but this form of coaching was heavily cited in

the literature review since many of the articles were practitioner pieces and were coded as study of theory and practice. Access to such valuable literature, which provides insight and recommendations based on the experiences of researchers and teachers, would benefit teachers. Administrators could devote office or library space to practitioner journals featuring articles such as these or provide opportunities for teachers to read and discuss articles they have found. With study of theory and practice being on one end of the coaching continuum, it supports the other forms of coaching which teachers could benefit from. Observation of theory and practice assists the transfer of knowledge gained from study to enacting the practices learned, and one-on-one coaching can help teachers by receiving feedback on their practice (Joyce & Showers, 1982; Rock, 2019). Teachers interested in any of these forms of coaching should reach out to their administrators or district personnel.

Conclusion

Researchers and teachers alike recognize the need for culturally informed practices (Gay, 2002; Husband & Kang, 2020; Kelly & Djonko-Moore, 2021; Ladson-Billings, 1995; Zoch, 2017). In states such as Illinois, legislators are beginning to enact policies to require incoming teachers to be supported in learning how to include culturally informed practices into their teaching practice (ISBE, 2022) and to better support teachers in providing evidence-based reading instruction (Bill Track, 2023; ILGA.gov, 2023). As culturally informed reading practices continue to become more prominent in the training and support of new and established teachers, work will still need to be done to make sure that teachers have access to the resources that they need, such as multicultural curriculum, stereotype-free classroom materials, and other teaching aids that produce a joy for learning and discovery (Gay, 2002). This is especially true for

students of color who also receive special education services (Gay, 2002), who are not included in the research promoting culturally informed reading practices (see Chapter II).

To best support disabled students of color in schools, teachers must be better supported through coursework, training, and continued research to promote best culturally informed practices. Historically, that has not been the case, and it is still not the case at the time of this dissertation study. Our students, who are our future, deserve to be positively represented, feel valued by their classmates and teachers, and know that they are capable of succeeding in their goals.

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APPENDIX A: CULTURALLY INFORMED LITERATURE CODING MANUAL

Table A1. Culturally Informed Literature Coding Manual

Article Type			
Codes	**Definition**	**Example**	**NonExample**
Primary Source Empirical	Studies that include participants where data is being collected directly from participants	Quantitative, qualitative, or mixed method designs studies such as case studies, surveys, observations, etc	Literature reviews
Practitioner Piece/Teaching Strategies	Articles that have collected helpful strategies, methods, or tips for teachers to use in their classrooms	"Teacher Tips," "Feature Articles," or papers outlining strategies	Literature reviews (these will have a "method" section and describe how articles were collected)
Theoretical Piece (exclude)	States that the authors are discussing an existing theoretical framework or proposing a new framework, does not give specific strategies for teachers to use in their classrooms		
Other (exclude)	Does meet the criteria above	Literature reviews, meta-analyses, content analyses, etc	
Grade Level			
Code	**Definition**		

Early Childhood (exclude if no other grade level included)	Teachers included in the study only teach children aged 3 and under - check ages discussed in participants before excluding, some articles consider pre-kindergarten "early childhood"
Pre-K/Elementary	Includes teachers who teach pre-kindergarten through fifth grade, or teachers labeled as "pre-kindergarten" or "elementary school" teachers
Middle	Includes teachers who teach sixth through eighth grade, or teachers labeled as "middle school" teachers - also include (along with high school) if article only specifies "secondary" teachers
High	Includes teachers who teach ninth through twelfth grade, or teachers labeled as "high school" teachers - also include (along with middle school) if article only specifies "secondary" teachers
College (exclude)	IF PRE-SERVICE TEACHERS ARE INVOLVED IN THE STUDY AND ARE WORKING WITH CHILDREN, do not choose this option - choose the grade level the pre-service teachers are working with If the article is mainly about pre-service teacher courses or is reporting what teacher educators are doing in their college classes, exclude

Student Population Reported

Code	Definition
Race/Ethnicity/Nationality	Identifies specific races, ethnicities, or nationalities that instruction is designed for OR identifies importance of designing instruction specific to any race/ethnicity/nationality
Linguistic background	Identifies importance of linguistically diverse instruction for students who speak another language in the home
Socioeconomic status	Identifies cultural impacts of various levels of socioeconomic status (may include that schools are Title I or that students live in underprivileged areas)
Disability status	Identifies disability as a culture OR reports disability status (e.g., special education students, students with autism, students with learning disabilities, etc.) of students included in the study

Teachers Included

Code	Definition
Pre-service	Teachers who are taking courses on becoming a teacher, to be included, teachers must be working with students in some capacity
In-service	Teachers who are licensed teachers working in schools OR article does not specify teachers as pre-service (assume in-service)

Positionality Included

Code	Definition
Basic background of researcher	Researcher gives some background information on their identities, but **does not include** how it impacts their work
Researcher acknowledges impact of identity on research	Research gives background information on their identities and includes how their positionality impacts work
Basic background on teachers	Some information about teacher(s) is given, but **does not include** how background impacts their classroom practices
Researcher acknowledges impact of identity of teacher on classroom practice	Background information about teacher identities is discussed and includes how their positionality impacts their classroom practices
Promotes importance of reflexivity of teachers	Researcher discusses importance of teachers being reflexive in their teaching practice, may be included in a practitioner piece where teachers are not participants, may be included in empirical articles where teacher background is not given but researcher recommends for teachers, may be included in addition to other positionality options above

Data Collection Instruments

Inductive coding used for this information to create a list of quantitative instruments or techniques used in each primary source empirical article

Practices Described as being Culturally Informed

Code	Definition

Using culturally specific texts	Teachers assign reading tasks that reflect the cultures of the students in their classrooms
Talk/Collaborative learning	Students are allowed to work together and share ideas through conversation
Explicit connections to students' lives	Teachers encourage students to draw parallels between their lives and the characters or story elements from the text
parent/community members writing texts	Texts used in reading instruction were created and provided by parents of students or members of the community in which the school is located
Home-language use	Teachers allow and/or encourage students to express their answers and other communications in their home or native language (including English dialects)
Explicit instruction in reading and writing skills	Teacher breaks down components of reading and writing to teach skills systematically
Attention to sociopolitical issues	Teacher includes reading materials that draw attention to injustices in terms of culture and race and/or encourages discussion of such topics
Focus on classroom relationships	Teacher promotes positive relationships among students within the classroom setting
Prior research about cultural groups	Article discusses how teachers are learning culturally informed practices through their own research
Consult with parents/community in developing instruction	Teachers work with parents of their students or other community members to develop curriculum for the classroom

Elements of Culturally Responsive Pedagogy Addressed

Code	Definition
Academic success	Demonstrations of learning and growth, may be measured in multiple ways, including informal and formal assessments
Cultural Competence	Students maintain their culture while achieving academically, seeing what their culture adds to the classroom in positive ways, not forced to "act white" (Ladson-Billings, 1995, p. 476)

256

| Critical Consciousness | Teachers encourage critique of social inequities, teachers "identify political underpinnings of the students' community and social world" (Ladson-Billings, 1995, p. 477) |

Conceptions of Self and Others

Code	Definition
All students are capable	"Students were not permitted to choose failure in their classrooms" (Ladson-Billings, 1995, p. 479).
Pedagogy as art	Pedagogy and classroom practices are viewed as flexible, as though the teacher is always in the process of "becoming," tasks can be somewhat unpredictable but bend to the needs of students
Teachers are members of a community	"The teachers made conscious decisions to be part of the community from which their students come" (Ladson-Billings, 1995, p. 479)
Teaching gives back to the community	Teachers coming to the community in their time outside of school, for goods, services, and other activities
Teaching is "pulling out" knowledge	Teachers show understanding that students already have valuable knowledge and the teacher's job is to bring that knowledge out

Social Relations

Code	Definition
Fluid student-teacher relationships	There is a reciprocal student/teacher relationship, students are allowed to act as teachers, teachers understand they can learn from students, students have expertise in certain areas
Connectedness with all students	Teachers show knowledge of each student's strengths and contributions to the classroom
Community of learners	Achievement viewed in terms of the group rather than individual or competitive nature
Collaborative learning	Students work together and are viewed as responsible for one another in some way, examples include (but are not limited to) peer tutoring and activities such as think/pair/share

Conceptions of Knowledge

Code	Definition
Knowledge is shared, recycled, constructed	Various definitions of "knowledge" are apparent and students contribute in ways that display their expertise
Knowledge is viewed critically	Teachers allow and encourage students to ask questions and critique the information given from sources, "for one teacher, it was the simple requiring of students to always be prepared to ask, 'Why?'" (Ladson-Billings, 1995, p. 482)
Teacher displays passion for knowledge and learning	Teachers are excited about teaching and the learning process in their classrooms
Scaffolding is used	Students are supported in various ways depending on their needs for completing assignments
Multifaceted assessment	Multiple forms of "excellence" are incorporated into formal and informal assessments (including class activities) to determine what students have learned

Training and Support

Code	Definition
Pre-service coursework	Support, training, or coaching are related directly to coursework at any postsecondary/college/university level as a part of a class or course being taken
Study of Theory and Practice	Consumption of information through presentation of research that provides clear rationale for practices, includes practitioner articles published to promote specific culturally relevant practices
Observation of Theory and Practice	Article includes observations of culturally relevant practices I the classroom setting
One-on-One Coaching	Article states that teachers are receiving feedback sessions from researchers or other experts in the field
Group Coaching	Teachers in the article are coaching each other to refine use of culturally relevant practices
Prescriptive Professional Development	Explicit training on a specific way to address a classroom problem, such as using a specific curriculum ("universal guidance" [Kennedy, 2016, p. 956])
Strategy-Centered Professional Development	Training that promotes a variety of practices to meet a teaching goal, includes rationale for when and why to use each strategy

	("encourages professional judgement" [Kennedy, 2016, p. 956])
Professional Development to Gain Teacher Insights	Purposefully collecting in-the-moment decision-making moments teachers engage in during teaching in order to understand how teachers alter their behaviors and how to better support teachers ("helping teachers learn to 'see' situations differently and to make their own decisions about how to respond" [Kennedy, 2016, p. 956])
Accumulation of Body of Knowledge Professional Development	Furthers teacher autonomy by presenting knowledge without specific recommended action ("gives [teachers] maximum discretion regarding whether or how teachers would do anything with that knowledge" [Kennedy, 2016, p. 956])
Other large group Professional Development	Professional development or training is mentioned in the article but not clearly categorized through description
Family/Community Engaged Practices	Teachers mention family or community input into their practices

APPENDIX B: DIRECT INSTRUCTION LITERATURE CODING MANUAL

Methodology

Code	Definition	Example	NonExample
Primary source empirical	Studies that include participants where data is being collected directly from participants	Quantitative, qualitative, or mixed method designs studies such as case studies, surveys, observations, etc	Literature reviews
Literature review (exclude)			
Other (exclude)			

Includes Teacher Participants

Yes

No (exclude)

Includes Pre-Kindergarten to 12th grade (PK-12) public schools

Yes

No (exclude) Specifies only early childhood education (ages 3 and under) are included OR specifies private school or home school participants

Includes direct instruction, commercial program, or scripted curriculum

Code	Definition	Example	NonExample
Yes	Researcher states program comes with curriculum materials for students and teachers and may have (but is not required to have) some form of scripting (words for teacher to follow along and read aloud)		Computer app that teacher monitors while students are using, no other instructional methods used by teacher

No (exclude)

Program Used Measures Reading Skills

Code	Definition	Example	NonExample
Yes	Specifically, the direct instruction, commercial program, or scripted curriculum used has components that measure reading skills	Measures may include phonemic awareness, phonics, phonological awareness, vocabulary, reading fluency, and/or comprehension	Programs that only measure language use such as expressive and receptive language

No (exclude)

Grade Level

Code	Definition
Early Childhood (exclude if no other grade level included)	Children aged 3 and under - check ages discussed in participants before excluding, some articles consider pre-kindergarten "early childhood"
Pre-K/Elementary	Includes teachers who teach pre-kindergarten through fifth grade, or teachers labeled as "elementary school" teachers
Middle	Includes teachers who teach sixth through eighth grade, or teachers labeled as "middle school" teachers - also include (along with high school) if article only specifies "secondary" teachers
High	Includes teachers who teach ninth through twelfth grade, or teachers labeled as "high school" teachers - also include (along with middle school) if article only specifies "secondary" teachers
College (exclude)	If pre-service teachers are involved in the study and are working with children, do not choose this option - choose the grade level the pre-service teachers are working with If the article is mainly about pre-service teacher courses or is reporting what teacher educators are doing in their college classes, exclude

Reading Components Included

Code	Definition

Phonemic awareness	Identification and manipulation of sounds in spoken words, include this option (along with phonics) if article states "phonological awareness" is included
Phonics	Connecting letter sounds to letter symbols, include this option if article discusses "decoding" or "grapho-phonemic awareness"
Vocabulary	Teaching and learning new words to support reading learning
Fluency	Accurately reading connected text (i.e., text in sentence or paragraph form) at a steady pace
Comprehension	Displaying understanding for what has been read

Is program being used exclusively/with fidelity?

Yes	Only choose this option if program is being used BOTH exclusively AND with fidelity (strictly following program protocols without deviation)
No (continue to next question)	Program is being used in addition to another program/curriculum AND/OR teacher is modifying, enhancing, or otherwise deviating from the prescribed protocols that come with the program

How is the program being modified/enhanced?

Provide short summary of what teachers are doing to modify, enhance, add to, or deviate from prescribed protocol

Overall effectiveness of program

Code	Definition
Not reported	Results of the study do not include how effective the program was on reading skills of students
Positive effects	Results of the study discuss all positive effects on reading skills of students
Negative effects	Results of the study discuss all negative effects on reading skills of students
Mixed effects	Results of the study discuss a mixture of positive, negative, and neutral effects on reading skills of students
Neutral effects	Results of the study discuss similar effects of the program to other curriculum being used as comparison

Other	Results of the study do not fit the above criteria, provide short explanation of results

Training and Support

Code	Definition
Pre-service coursework	Support, training, or coaching are related directly to coursework at any postsecondary/college/university level as a part of a class or course being taken
Study of Theory and Practice	Consumption of information through presentation of research that provides clear rationale for practices, includes practitioner articles published to promote a specific direct instruction program
Observation of Theory and Practice	Article includes observations of direct instruction programs in the classroom setting
One-on-One Coaching	Article states that teachers are receiving feedback sessions from researchers or other experts in the field
Group Coaching	Teachers in the article are coaching each other to refine use of direct instruction programs
Prescriptive Professional Development	Explicit training on a specific way to address a classroom problem, such as using a specific curriculum ("universal guidance" [Kennedy, 2016, p. 956])
Strategy-Centered Professional Development	Training that promotes a variety of practices to meet a teaching goal, includes rationale for when and why to use each strategy ("encourages professional judgement" [Kennedy, 2016, p. 956])
Professional Development to Gain Teacher Insights	Purposefully collecting in-the-moment decision-making moments teachers engage in during teaching in order to understand how teachers alter their behaviors and how to better support teachers ("helping teachers learn to 'see' situations differently and to make their own decisions about how to respond" [Kennedy, 2016, p. 956])
Accumulation of Body of Knowledge Professional Development	Furthers teacher autonomy by presenting knowledge without specific recommended action ("gives [teachers] maximum discretion regarding whether or how teachers would do anything with that knowledge" [Kennedy, 2016, p. 956])

| Other large group Professional Development | Professional development or training is mentioned in the article but not clearly categorized through description |
| Family/Community Engaged Practices | Teachers mention family or community input into their practices |

Table C1. Culturally Informed Literature Review Coded Results Part A

Part A

File Name	Article Type	Teachers Included	Framework Identified	Positionality Included	Grade Levels	Student Populations Reported
Brownell, 2020	Primary Source Empirical	In-Service	Black Girls' Literacy Framework	Researcher Acknowledges Impact of Identity on Research, Promotes Importance of Reflexivity of Teachers	Elementary	Race/Ethnicity/Nationality
Christ & Sharma, 2018	Primary Source Empirical	Pre-Service	Culturally Relevant Pedagogy	Researcher Acknowledges Impact of Identity of Teacher on Classroom Practices	Elementary, Middle	Race/Ethnicity/Nationality
Ciampa & Reisboard, 2021	Primary Source Empirical	In-Service	Culturally Relevant Pedagogy	Researcher Acknowledges Impact of Identity of Teacher on Classroom Practices, Promotes Importance of Reflexivity of Teachers	Elementary, Middle	Race/Ethnicity/Nationality, Socioeconomic Status
Coakley-Fileds et al., 2022	Primary Source Empirical	Pre-Service	Culturally Responsive, Culturally Sustaining, Principled Improvisation	Basic Background of Teachers Included	Elementary, Middle	n/a

Colwell, 2018	Practitioner Piece	n/a	Culturally Relevant Pedagogy	Promotes Importance of Reflexivity of Teachers	Elementary	n/a
Eutsler & Perez, 2022	Primary Source Empirical	In-Service	Situated Learning	n/a	Elementary	Race/Ethnicity/Nationality, Linguistic Background, SES
Kang & Husband, 2020	Primary Source Empirical	In-Service	Culturally Sustaining Pedagogy	Researcher Acknowledges Impact of Identity of Teacher on Classroom Practices	Early Childhood	Race/Ethnicity/Nationality, Socioeconomic Status, Disability Status
Kibler & Chapman, 2019	Practitioner Piece	n/a	Culturally Relevant Pedagogy	Researcher Acknowledges Impact of Identity of Teacher on Classroom Practices, Promotes Importance of Reflexivity of Teachers	Elementary, Middle	Race/Ethnicity/Nationality, Linguistic Background
Kourea et al., 2018	Practitioner Piece	n/a	Culturally Responsive Pedagogy	Researcher Acknowledges Impact of Identity of Teacher on Classroom Practices, Promotes Importance of Reflexivity of Teachers	Elementary, Middle	Race/Ethnicity/Nationality, Linguistic Background, Socioeconomic Status, Disability Status
Laman & Henderson, 2019	Practitioner Piece	In-Service	Culturally Responsive	Researcher Acknowledges Impact of Identity of Teacher on Classroom Practices, Promotes Importance of Reflexivity of Teachers	Elementary	Race/Ethnicity/Nationality
Meacham et al., 2019	Practitioner Piece	In-Service	Culturally Sustaining Pedagogy	n/a	Elementary	Race/Ethnicity/Nationality, Linguistic Background

Nash et al., 2019	Practitioner Piece	In-Service	Culturally Sustaining Pedagogy	n/a	Elementary	Race/Ethnicity/Nationality, Linguistic Background, Socioeconomic Status, Disability Status
Parenti, 2016	Practitioner Piece	In-Service	Culturally Responsive Pedagogy	n/a	Middle	Disability Status
Sharma & Christ, 2017	Practitioner Piece	In-Service	Culturally Relevant Pedagogy	Promotes Importance of Reflexivity of Teachers	Elementary	Race/Ethnicity/Nationality
Souto-Manning, 2016	Practitioner Piece	In-Service	Culturally Relevant Pedagogy	Promotes Importance of Reflexivity of Teachers	Early Childhood, Elementary	Race/Ethnicity/Nationality, Linguistic Background, Disability Status
Stewart et al., 2018	Primary Source Empirical	In-Service	Culturally Mediated Writing Instruction	Basic Background of Researcher	High	Race/Ethnicity/Nationality, Linguistic Background
Thomas, 2018	Practitioner Piece	In-Service	Culturally Relevant Pedagogy	Researcher Acknowledges Impact of Identity of Teacher on Classroom Practices	Elementary	Race/Ethnicity/Nationality
Toliver, 2020	Practitioner Piece	n/a	Black Girls' Literacy Framework	n/a	Middle	n/a
Tovar-Hilbert, 2017	Practitioner Piece		Culturally Responsive Pedagogy	Promotes Importance of Reflexivity of Teachers	High	Race/Ethnicity/Nationality, Linguistic Background
Walker & Walker, 2018	Practitioner Piece	In-Service	None	n/a	Elementary	Race/Ethnicity/Nationality, Linguistic Background
Watanabe & Kganetso, 2017	Practitioner Piece	Pre-Service	Culturally Sustaining Pedagogy	Basic Background of Researcher,	Elementary	Race/Ethnicity/Nationality, Linguistic Background, Socioeconomic Status

				Researcher Acknowledges Impact of Identity on Research, Promotes Importance of Reflexivity of Teachers		
Watts-Taffe, 2022	Practitioner Piece	In-Service	Culturally Relevant Pedagogy	n/a	n/a	Race/Ethnicity/Nationality, Linguistic Background, Disability Status
Wetzel et al., 2020	Primary Source Empirical	In-Service	Culturally Responsive, Culturally Relevant, Anti-Oppressive	Researcher Acknowledges Impact of Identity on Research, Researcher Acknowledges Impact of Identity of Teacher on Classroom Practices, Promotes Importance of Reflexivity of Teachers	All	Race/Ethnicity/Nationality, Linguistic Background
Whaley et al., 2019	Primary Source Empirical	In-Service	Culturally Relevant Pedagogy	Basic Background of Researcher, Researcher Acknowledges Impact of Identity of Teacher on Classroom Practices, Promotes Importance of Reflexivity of Teachers	Elementary	Race/Ethnicity/Nationality, Socioeconomic Status
Woodard et al., 2017	Primary Source Empirical	In-Service	Culturally Sustaining Pedagogy	Researcher Acknowledges Impact of Identity of Teacher on Classroom Practices	Elementary, Middle	Race/Ethnicity/Nationality, Linguistic Background
Young et al., 2018	Practitioner Piece	In-Service	Counter Fairy Tales Framework	n/a	n/a	Race/Ethnicity/Nationality, Linguistic Background

| Young et al., 2021 | Practitioner Piece | n/a | Culturally Responsive | Promotes Importance of Reflexivity of Teachers | n/a | Race/Ethnicity/Nationality |

Table C2. Culturally Informed Literature Review Coded Results Review Part B

Part B

File Name	Underpinnings Of CRP Addressed	Conceptions of Self and Others Included	Conceptions of Knowledge Included	Social Relations Included	Practices Described as Being Culturally Relevant	Support
Brownell, 2020	Academic Success, Cultural Competence, Critical Consciousness	All Students Are Capable, Pedagogy as Art, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically, Multifaceted Assessment, Multiple Forms Of "Excellence" Incorporated	Connectedness with All Students, Community of Learners, Collaborative Learning, Students Responsible for One Another	Talk/Collaborative Learning, Explicit Connections to Students' Lives, Attention to Sociopolitical Issues, Focus on Classroom Relationships, Prior Research about Cultural Groups or Underpinnings of Culturally Informed Instruction, Consult with Parents/Community in Developing Instruction	Observation of Theory and Practice
Christ & Sharma, 2018	Academic Success, Cultural Competence	All Students Are Capable, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed, Teacher Passion for Knowledge and Learning	Fluid Student-Teacher Relationships	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Home-Language Use (Including English Dialects), Focus on Classroom Relationships	Pre-Service Coursework

Ciampa & Reisboard, 2021	Academic Success, Cultural Competence, Critical Consciousness	All Students Are Capable, Pedagogy as Art, In the Process of Becoming, Teachers As Members of A Community, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Fluid Student-Teacher Relationships, Connectedness with All Students, Community of Learners	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Attention To Sociopolitical Issues, Focus on Classroom Relationships, Prior Research About Cultural Groups or Tenets of Culturally Informed Instruction	Study Of Theory and Practice, Observation of Theory and Practice, One-On-One Coaching, Group Coaching, Strategy-Centered PD
Coakley-Fields et al., 2022	Academic Success, Cultural Competence	All Students Are Capable, Pedagogy as Art, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically, Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Fluid Student-Teacher Relationships, Connectedness with All Students, Community of Learners	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Home-Language Use (Including English Dialects), Focus on Classroom Relationships	Pre-Service Coursework
Colwell, 2018	Cultural Competence, Critical Consciousness	Pedagogy As Art, Teachers As Members of a Community, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically,	Connectedness with All Students	Using Culturally Specific Texts, Explicit Connections to Students' Lives, Attention to Sociopolitical Issues	Study Of Theory and Practice

			Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated			
Eutsler & Perez, 2022	Academic Success, Cultural Competence	All Students are Capable, Pedagogy as Art	Knowledge Is Shared, Recycled, Constructed, Scaffolding	Fluid Student-Teacher Relationships, Connectedness with All Students	Explicit Connections to Students' Lives, Home-Language Use (Including English Dialects), Prior Research About Cultural Groups or Tenets of Culturally Informed Instruction	Study of Theory and Practice
Kang & Husband, 2020	Academic Success, Cultural Competence, Critical Consciousness	All Students Are Capable, Pedagogy As Art, Teachers as Members of a Community, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically, Teacher Passion for Knowledge and Learning, Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Fluid Student-Teacher Relationships, Connectedness with All Students, Community of Learners, Collaborative Learning, Students Responsible for One Another	Talk/Collaborative Learning, Explicit Connections to Students' Lives, Home-Language Use (Including English Dialects), Attention to Sociopolitical Issues, Focus on Classroom Relationships	Observation Of Theory and Practice, Group Coaching, Other Large Group PD
Kibler & Chapman, 2019	Cultural Competence,	Pedagogy As Art,	Knowledge Is Shared,	Fluid Student-Teacher Relationships,	Using Culturally Specific Texts, Talk/Collaborative Learning,	Study Of Theory and Practice

	Critical Consciousness	Teachers As Members of a Community, Teaching Is "Pulling Out" Knowledge	Recycled, Constructed, Knowledge Viewed Critically, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Connectedness with All Students, Community of Learners, Collaborative Learning, Students Responsible For One Another	Explicit Connections to Students' Lives, Attention to Sociopolitical Issues, Focus on Classroom Relationships, Prior Research About Cultural Groups or Tenets of Culturally Informed Instruction, Consult With Parents/Community in Developing Instruction	
Kourea et al., 2018	Cultural Competence	All Students Are Capable, Teachers As Members of a Community, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed, Teacher Passion for Knowledge and Learning, Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Connectedness with All Students, Community Of Learners, Collaborative Learning, Students Responsible For One Another	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Explicit Instruction in Reading and Writing Skills, Focus On Classroom Relationships, Prior Research About Cultural Groups Or Tenets Of Culturally Informed Instruction, Consult With Parents/Community in Developing Instruction	Study Of Theory and Practice
Laman & Henderson, 2019	Cultural Competence, Critical Consciousness	All Students Are Capable, Pedagogy as Art,	Knowledge Is Shared, Recycled, Constructed,	Fluid Student-Teacher Relationships,	Using Culturally Specific Texts, Talk/Collaborative Learning,	Study Of Theory and Practice

		Teachers As Members of a Community, Teaching Is "Pulling Out" Knowledge	Knowledge Viewed Critically, Teacher Passion for Knowledge and Learning, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Connectedness with All Students, Community of Learners, Collaborative Learning, Students Responsible for One Another	Explicit Connections to Students' Lives, Attention To Sociopolitical Issues, Focus On Classroom Relationships, Consult With Parents/Community in Developing Instruction	
Meacham et al., 2019	Academic Success, Cultural Competence	All Students Are Capable, Pedagogy as Art, Teachers As Members of a Community	Knowledge Is Shared, Recycled, Constructed, Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Fluid Student-Teacher Relationships, Community of Learners, Collaborative Learning, Students Responsible For One Another	Talk/Collaborative Learning, Explicit Connections to Students' Lives, Home-Language Use (Including English Dialects), Consult With Parents/Community in Developing Instruction	Study Of Theory and Practice
Nash et al., 2019	Cultural Competence	All Students Are Capable, Pedagogy as Art, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed	Collaborative Learning, Students Responsible For One Another	Talk/Collaborative Learning, Home-Language Use (Including English Dialects)	Study Of Theory and Practice
Parenti, 2016	Academic Success	All Students Are Capable	Scaffolding	Community Of Learners	Talk/Collaborative Learning, Explicit Connections to Students' Lives,	Study Of Theory and Practice

				Explicit Instruction in Reading and Writing Skills	
Sharma & Christ, 2017	Academic Success, Cultural Competence	All Students Are Capable, Pedagogy as Art, Teachers As Members of a Community	Knowledge Is Shared, Recycled, Constructed, Teacher Passion for Knowledge and Learning, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Fluid Student-Teacher Relationships, Connectedness with All Students, Community of Learners	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Attention to Sociopolitical Issues, Prior Research About Cultural Groups or Tenets of Culturally Informed Instruction, Consult with Parents/Community in Developing Instruction	Study Of Theory and Practice
Souto-Manning, 2016	Academic Success, Cultural Competence, Critical Consciousness	All Students Are Capable, Pedagogy as Art, Teachers As Members of a Community, Teaching Gives Back to The Community, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically, Teacher Passion for Knowledge and Learning, Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Fluid Student-Teacher Relationships, Connectedness with All Students, Community of Learners, Collaborative Learning, Students Responsible for One Another	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Home-Language Use (Including English Dialects), Attention To Sociopolitical Issues, Focus On Classroom Relationships, Prior Research About Cultural Groups or Tenets of Culturally Informed Instruction,	Study Of Theory and Practice

					Consult with Parents/Community in Developing Instruction	
Stewart et al., 2018	Cultural Competence	All Students Are Capable, Pedagogy as Art	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically, Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Connectedness With All Students, Community of Learners, Collaborative Learning, Students Responsible for One Another	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Home-Language Use (Including English Dialects), Focus On Classroom Relationships, Prior Research About Cultural Groups or Tenets of Culturally Informed Instruction, Consult With Parents/Community in Developing Instruction	Study Of Theory and Practice, Observation of Theory and Practice, Group Coaching, Strategy-Centered PD
Thomas, 2018	Academic Success, Cultural Competence, Critical Consciousness	All Students Are Capable	Knowledge Is Shared, Recycled, Constructed	Community Of Learners, Collaborative Learning, Students Responsible for One Another	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Attention To Sociopolitical Issues, Focus On Classroom Relationships	Study Of Theory and Practice
Toliver, 2020	Academic Success, Cultural Competence,	All Students Are Capable,	Knowledge Is Shared, Recycled, Constructed,	Fluid Student-Teacher Relationships,	Using Culturally Specific Texts, Talk/Collaborative Learning,	Study Of Theory and Practice

	Critical Consciousness	Teachers as Members of a Community	Knowledge Viewed Critically, Teacher Passion for Knowledge and Learning	Connectedness with All Students, Community of Learners, Collaborative Learning, Students Responsible For One Another	Explicit Connections to Students' Lives, Attention To Sociopolitical Issues, Focus On Classroom Relationships	
Tovar-Hilbert, 2017	Academic Success, Cultural Competence, Critical Consciousness	Pedagogy As Art, Teachers As Members of a Community	Knowledge Viewed Critically	Fluid Student-Teacher Relationships, Connectedness with All Students, Community of Learners	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Parent/Community Members Writing Texts, Attention To Sociopolitical Issues, Focus On Classroom Relationships, Prior Research About Cultural Groups or Tenets of Culturally Informed Instruction, Consult with Parents/Community In Developing Instruction	Study Of Theory and Practice
Walker & Walker, 2018	Cultural Competence	Pedagogy As Art	Knowledge Is Shared, Recycled, Constructed	Community of Learners	Using Culturally Specific Texts, Explicit Connections to Students' Lives	Study Of Theory and Practice

Watanabe & Kganetso, 2017	Academic Success, Cultural Competence, Critical Consciousness	All Students Are Capable, Pedagogy as Art, Teachers As Members of a Community, Teaching Gives Back to The Community, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed, Teacher Passion for Knowledge and Learning, Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Fluid Student-Teacher Relationships, Connectedness with All Students, Community of Learners	Using Culturally Specific Texts, Explicit Connections to Students' Lives, Home-Language Use (Including English Dialects), Explicit Instruction in Reading and Writing Skills, Prior Research About Cultural Groups or Tenets of Culturally Informed Instruction, Consult With Parents/Community In Developing Instruction	Study Of Theory and Practice, Practitioner Piece
Watts-Taffe, 2022	Academic Success, Cultural Competence, Critical Consciousness	All Students are Capable, Pedagogy as Art, Teachers As Members of a Community, Teaching Is "Pulling Out" Knowledge	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically, Teacher Passion for Knowledge and Learning, Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Fluid Student-Teacher Relationships, Connectedness with All Students, Community of Learners, Collaborative Learning, Students Responsible for One Another	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Parent/Community Members Writing Texts, Home-Language Use (Including English Dialects), Explicit Instruction In Reading and Writing Skills, Attention to Sociopolitical Issues, Focus on Classroom Relationships, Consult with Parents/Community in Developing Instruction	Study of Theory and Practice

Wetzel et al., 2020	Academic Success, Cultural Competence, Critical Consciousness	All Students Are Capable, Pedagogy as Art, Teachers As Members of a Community, Teaching Gives Back to The Community	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically, Teacher Passion for Knowledge and Learning, Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Fluid Student-Teacher Relationships, Connectedness with All Students	Explicit Connections to Students' Lives, Explicit Instruction in Reading and Writing Skills, Attention To Sociopolitical Issues, Prior Research About Cultural Groups or Tenets of Culturally Informed Instruction	Pre-Service Coursework, One-On-One Coaching, Group Coaching, Strategy-Centered PD
Whaley et al., 2019	Academic Success, Cultural Competence	All Students Are Capable, Pedagogy As Art	Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Connectedness With All Students	Explicit Connections to Students' Lives, Focus On Classroom Relationships, Prior Research About Cultural Groups or Tenets of Culturally Informed Instruction, Consult With Parents/Community in Developing Instruction	Observation Of Theory and Practice
Woodard et al., 2017	Academic Success, Cultural Competence, Critical Consciousness	All Students Are Capable, Pedagogy as Art,	Knowledge Is Shared, Recycled, Constructed,	Fluid Student-Teacher Relationships, Connectedness with All Students,	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives,	Family/Community Engaged Practices

		Teachers As Members of a Community, Teaching Is "Pulling Out" Knowledge	Knowledge Viewed Critically, Teacher Passion for Knowledge and Learning, Scaffolding, Multifaceted Assessment, Multiple Forms Of "Excellence" Incorporated	Community Of Learners, Collaborative Learning, Students Responsible For One Another	Home-Language Use (Including English Dialects), Explicit Instruction in Reading and Writing Skills, Attention To Sociopolitical Issues, Consult with Parents/Community in Developing Instruction	
Young et al., 2018	Academic Success, Cultural Competence, Critical Consciousness	All Students Are Capable, Teachers as Members of a Community	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically	Fluid Student-Teacher Relationships, Connectedness with All Students, Community of Learners	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Attention to Sociopolitical Issues	Study Of Theory and Practice
Young et al., 2021	Cultural Competence, Critical Consciousness	All Students Are Capable, Pedagogy As Art, Teachers as Members of a Community	Knowledge Is Shared, Recycled, Constructed, Knowledge Viewed Critically, Scaffolding, Multifaceted Assessment, Multiple Forms of "Excellence" Incorporated	Fluid Student-Teacher Relationships, Connectedness with All Students, Community of Learners	Using Culturally Specific Texts, Talk/Collaborative Learning, Explicit Connections to Students' Lives, Home-Language Use (Including English Dialects), Explicit Instruction in Reading and Writing Skills, Attention To Sociopolitical Issues, Prior Research About Cultural Groups or Tenets of	Study Of Theory and Practice

APPENDIX D: DIRECT INSTRUCTION LITERATURE REVIEW CODED RESULTS

Table D1. Direct Instruction Literature Review Coded Results

File Name	Grade Levels	Reading Components Included	Overall Effectiveness of Program	Is Program Used Exclusively/With Fidelity?	How is Program Being Modified/Enhanced?
Kamps et al., 2016	Elementary	Phonemic awareness, Phonics, Fluency, Comprehension	Positive Effects	Yes	n/a
Leko et al., 2016	Middle, High	Phonics, Vocabulary, Fluency, Comprehension	Not Reported	No	Some use multiple programs at one time, depending on student needs
Piasta et al., 2020	Pre-K	Phonemic awareness, Phonics, Vocabulary, Comprehension	No different effect than control group that did not receive Read It Again instruction in addition to regular curriculum	No	The program is soft scripted and designed to be utilized alongside other classroom curriculum
Siuty et al., 2018	Middle	Phonics, Fluency	Not Reported	No	Expanded to address social skills, supplemented to increase engagement (ex/ created BINGO game)
Mashburn et al., 2016	Pre-K	Phonemic awareness, Phonics, Vocabulary	Mixed Effects	No	Used alongside classroom curriculum

Initial Script

Now Recruiting Participants!

I am Hollie Mason, a former special education teacher in Winston-Salem/Forsyth County Schools in North Carolina, and a current doctoral candidate at the University of North Carolina at Greensboro. I am conducting a research study investigating culturally responsive practices of special education reading teachers who use direct instruction in their resource classrooms.

If you answer "yes" to all of the following questions, I would love to speak with you about participating in this study!

I am a certified special education teacher

I teach reading in a resource or separate setting (i.e., only students with disabilities are in the classroom)

I use a direct instruction program to teach reading (examples include, but are not limited to, programs such as Corrective Reading and Language! Live)

Monetary incentives will be provided for participants, all correspondence and meetings will be conducted via phone calls and/or virtually through email and Zoom.

If you meet the above criteria and would be interested in more information, please contact Hollie Mason at hamason@uncg.edu and provide me with the best way to contact information for connecting with you (phone number or email address).

I look forward to hearing from you and appreciate your consideration!

Hollie Mason

(she/her)

More detailed information

Hello! You are receiving this email (or phone call) because you have indicated you are interested in more information about the research study I am conducting with the University of North Carolina at Greensboro!

First, I would like to address the time commitment involved in this study. I will be collecting data between the months of April through May of 2022, however, each participant will dedicate time during only one month of this time. Each activity involved is listed below with an estimate of about how long it will take. Because I understand that I am taking up roughly seven to eight hours of your time and energy, I will be offering monetary compensation in the form of a $35

gift card to thank you for your time. Should you need to discontinue the study at any point, you will receive a prorated payment of $5 per activity that you completed. Activities are listed below.

Activities and projected time commitments:

Initial meeting to further discuss purpose and impact of project as well as answer participant questions - will also explicitly review informed consent form - up to 1 hour

Training on Culturally Responsive Curriculum Scorecard, including reading materials - up to 1 hour

Completion of Culturally Responsive Curriculum Scorecard - up to 2 hours, will vary depending on direct instruction curriculum used

Completion of Culturally Responsive Pedagogy Questionnaire - 30 minutes

Training on Culturally Responsive Instruction Observation Protocol - up to 1 hour

Scoring of two video-recorded lessons using Culturally Responsive Instruction Observation Protocol - up to two hours, will vary depending on typical lesson length

Interview with principal investigator - 1 hour

Member check interview transcript – 1 hour

All activities will be conducted through phone calls or Zoom meetings. Benefits and risks will be outlined in the initial conversation/meeting.

Responding back to this email that you are interested in moving forward with this project does not commit you to the project, it indicates that you would like to have a deeper discussion and may be interested in continuing on in the study.

To continue, please respond to this email with:

Your phone number

Your first name, last name, and pronouns

Three dates/times when you are available to chat for 30 minutes to an hour

Thank you for your consideration!

Hollie Mason

(she/her)

APPENDIX F: UNIVERSITY OF NORTH CAROLINA AT GREENSBORO CONSENT TO

ACT AS A HUMAN PARTICIPANT

Project Title: Examining the Culturally Responsive Practices of Secondary Special Education Reading Teachers While Using Direct Instruction

Principal Investigator and Faculty Advisor: Hollie Mason (PI) and Marcia L. Rock (advisor)

Participant's Name: _____

What are some general things you should know about research studies?
You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future.   There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or the University of North Carolina at Greensboro. Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study.

You will be given a copy of this consent form. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

What is the study about?
This is a research project. Your participation is voluntary. The purpose of this research is to investigate how special education teachers enhance Direct Instruction Reading programs to provide culturally responsive instruction to their students. Direct instruction programs come with materials, resources, and protocols that special education teachers are required to use if they are teaching with "fidelity." Programs may be purchased by their district for Title I purposes to meet the need for evidence-based practices. Because very little research focuses on secondary teachers (those who teach middle and high school), I will be focusing on these teachers. My study will investigate the following questions:
1. How do special education teachers conceptualize the need for culturally informed practices in the special education reading classroom setting?
2. To what extent do special education teachers feel that they are providing culturally responsive instruction to their students while using a direct instruction reading program?
3. How are special education reading teachers providing culturally informed instruction in their teaching practice while also using direct instruction reading programs?

Why are you asking me?
You were selected based on your willingness to advance the research on this topic and because you meet the following criteria:
1. You are a certified special education teacher
2. You teach in an intervention resource reading class where only students with disabilities are in class
3. You use a direct instruction program

4. You teach within a district where we have been approved to conduct this study

What will you ask me to do if I agree to be in the study?
I will ask you to maintain a reflexive attitude and a growth mindset while participating in the following research activities:
1. An initial meeting to further discuss the purpose and impact of this project as well as answer any lingering questions
2. Video record two lessons and score them using the Culturally Responsive Instruction Observation Protocol
3. Participate in a training session on completing the Culturally Responsive Curriculum Scorecard
4. Complete the Culturally Responsive Curriculum Scorecard to assess the level to which the direct instruction program you are using is culturally responsive
5. Complete a self-assessment using the Culturally Responsive Pedagogy Questionnaire
6. Participate in a training session on the Culturally Responsive Instruction Observation Protocol, which will measure your culturally responsive teaching practices in action
7. Participate in an interview with me to discuss the results of the above instruments and your insights on how to better support teachers in providing culturally responsive instruction

These activities and procedures are expected to take approximately eight (8) hours of your time across the span of one month. The Culturally Responsive Pedagogy Questionnaire will require you to be vulnerable in reflecting in your own teaching practice, and you may feel discomfort when reviewing your videoed lessons. Before consenting to the study, you will have the opportunity to discuss these protocols in further detail (see activity 1 above) with Hollie Mason, principal investigator, so that you fully understand to what you are consenting.

Is there any audio/video recording?
Your videoed lessons (see activity 2 above) will be stored on the secure Box platform and only approved researchers on this research team will have access for the purposes of completing the observation protocol. Your videoed lessons will not be used for any other purposes, though quotes and activities from the lessons may be used within any publications produced from this study. The interview (see activity 7 above) will be audio/video recorded via Zoom. You may opt to turn your camera off during the interview in full or in part. The audio and visual recording will be stored in the secure Box and will only be accessible to approved researchers on this research team. Quotes may be used from your interview, but your recording and video will never be shared outside of the research team for purposes of analysis. Because your voice and image will be potentially identifiable by anyone who hears or sees the recording, your confidentiality for things you say and do on the recording cannot be guaranteed although the researcher will try to limit access to the recording as described below.

What are the risks to me?
The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants.

If you have questions, want more information or have suggestions, please contact Hollie Mason (principal investigator) who may be reached at (828) 406-9501 or hamason@uncg.edu.

If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Are there any benefits to society as a result of me taking part in this research?

Results of this study may help advance pre-service teacher training and professional development within your district and state.

Are there any benefits to *me* for taking part in this research study?
As a benefit for participating in this study, you may become more familiar with culturally responsive practices to use in your own classroom.

Will I get paid for being in the study? Will it cost me anything?
As an incentive for participating in this study, you will receive a gift card of $35. Should you need to discontinue before the completion of the study, you will receive pro-rated compensation according to how much time you have committed to the study ($5 for each of the above steps you have completed). There are no costs to you for participating in this study.

How will you keep my information confidential?
Your identity will be protected in several ways when participating in this study.
- All participants, school districts, and schools will be assigned pseudonyms.
- At no point will you be required to enter any identifiable information.
- All questionnaire response options are provided to you, and you will not be asked to enter any information that would connect you to your questionnaire response.
- Data will be further de-identified in that each person will be referred to by a pseudonym throughout the study, on documentation, and in any publication about the study.
- All study information and signed consent forms will be stored on the secure storage program Box that UNC-Greensboro uses for research purposes.
- Only the lead investigator, faculty advisor, and a research assistant trained in confidentiality measures at the university will have access to the data.

We anticipate that your participation in this study presents no greater risk than everyday use of the Internet.

All information obtained in this study is strictly confidential unless disclosure is required by law.

Please note that email communication is neither private nor secure. Though I am taking precautions to protect your privacy, you should be aware that information sent through e-mail could be read by a third party.

Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing.

Will my de-identified data be used in future studies?
Your de-identified data will be kept indefinitely and may be used for future research without your additional consent.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. The

investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped.

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:
By clicking I agree below and typing your name, you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By agreeing to this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, in this study described to you by Hollie Mason.

APPENDIX G: UNIVERSITY OF NORTH CAROLINA AT GREENSBORO CONSENT TO

ALLOW VIDEO RECORDING OF A MINOR

Project Title: Special Education Reading Teachers' Culturally Responsive Practices While Using Direct Instruction Programs

Principal Investigator and Faculty Advisor: Hollie Mason (PI) and Marcia L. Rock (Advisor)

What is the study about?
The purpose of this research study is to investigate how special education teachers adapt direct instruction reading programs to be culturally responsive to the students in their classrooms. To understand this better, we plan to observe reading lessons in which teachers are using the direct instruction intervention during a typical class period.

What are you asking me to do?
Although your child is not a participant in our study, we will be videotaping your child's teacher in the classroom while they provide reading instruction. Since your child is in a class in which we are conducting our study, it is possible that your child's image/voice could be included in the video recording.

The focus of our video recording will be on your child's teacher. While your child may be included in the videos, *we will not be observing his/her behavior or using any of their recorded behaviors or information about them as data in our study*.

Are there any risks to my child?
The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risks. Videos will be recorded on a secure storage site used by the University of North Carolina at Greensboro for confidential research purposes.

If you have any concerns about your child's rights, how they are being treated or if you have questions, want more information or have suggestions, please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Questions about this project or benefits or risks associated with being in this study can be answered by Hollie Mason, who may be contacted by email at hamason@uncg.edu, or by phone at (828) 406-9501. Dr. Marcia L. Rock can also be contacted by email at mlrock@uncg.edu.

What if I don't want you to video record my child?
If you do not want your child to be video recorded, please contact Hollie Mason at hamason@uncg.edu. If you do so, we will make sure that we do not record your child while observing your child's teacher in our study. If, however, you are okay with your child being video recorded, you there is no action needed on your part.

Purpose of the Case Study Protocol

The purpose of this study is to determine if and how a special education teacher enhances a direct instruction reading program for their students so that they are also providing culturally informed practices in their classroom. The purpose of this protocol is to increase the reliability of the study by providing a step-by-step procedure to be followed for theparticipant to ensure replicability of the study and that all future participants receive the same treatment. In doing so, the researcher seeks to answer the following research questions:

1) How does a special education teacher conceptualize the need for culturally informed practices in the special education reading classroom setting?
2) To what extent does a special education teacher feel that they are providing culturally responsive instruction to their students while using a direct instruction reading program?
3) How is a special education reading teacher providing culturally informed instruction in their teaching practice while also using a direct instruction reading program?

Through these questions, the case study addresses the following propositions for the teacher participant:
1) Perceptions of culturally informed reading instruction practices
2) Perceptions of their own ability to use culturally informed practices
3) Measure of cultural relevance of the direct instruction program being used in the classroom
4) Actual application of culturally informed practices

Figure H1 displays how the questions link to the findings through addressing each proposition through use of specific quantitative data collection instruments.

Figure H1. Logic Linking Case Study Questions to Findings
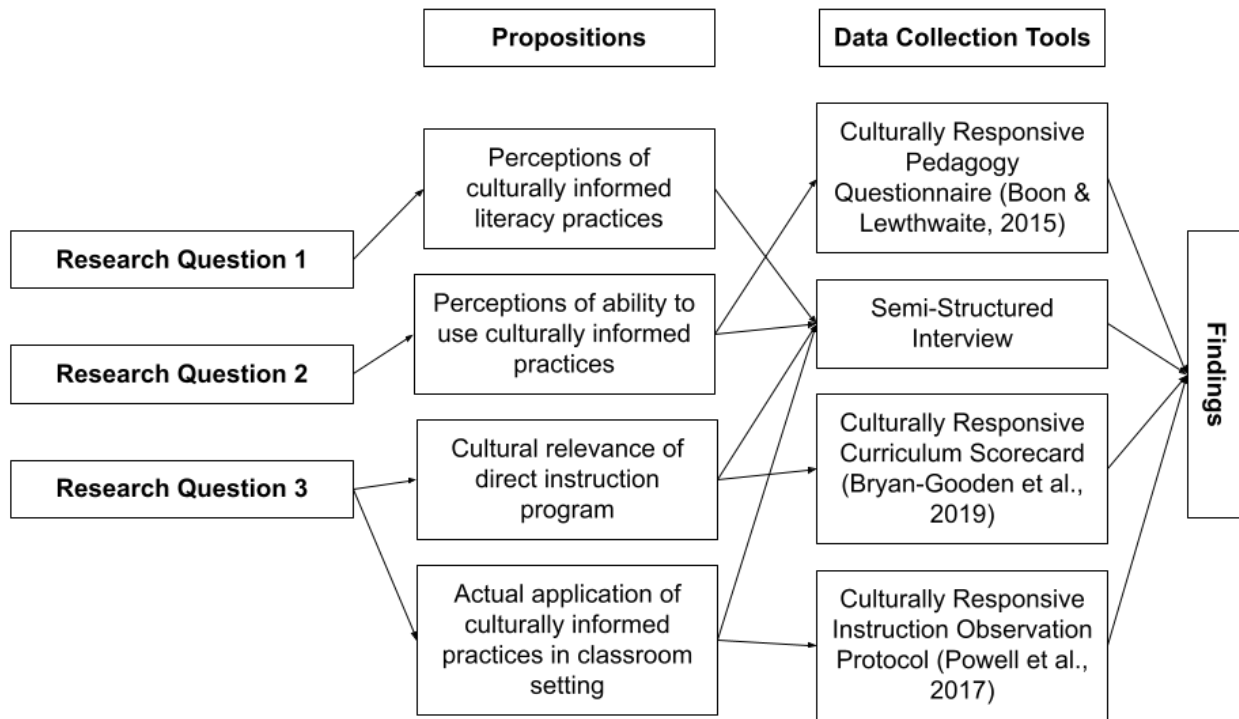
The theoretical framework for this study is based on two culturally informed theories: Gloria Ladson Billings's (1995) initial observations of teachers working with Black students and her Culturally Relevant Pedagogy, and Geneva Gay's (2002) work with culturally diverse students with disabilities through her Culturally Responsive Pedagogy. This study combines the populations specific to each of the aforementioned frameworks (Black, culturally diverse, disabled, etc) and adopts Ladson-Billings's three underpinnings necessary for cultural inclusion: student achievement, cultural competence, and critical consciousness.

The role of the protocol for this study is to serve as a standardized agenda that the researcher, and future researchers who seek to replicate this study, have a step-by-step guide to ensure that every participant receives the same treatment and replication is exact. This strengthens the reliability of the study as well as construct validity. It also highlights the line of inquiry used in creating the study and shows the connections of the research questions to the propositions to data collection tools and to the findings (Yin, 2018).

Data Collection Procedures

During data collection, all contacts will be made virtually through Zoom meetings (when information needs to be shared visually or needs to be recorded), by phone call (when making initial contacts that do not need to be recorded), or by email (when simple questions, clarifications, or reminders are needed). If theparticipant has a preference for virtual meetings including video for agenda items that do not otherwise require video conferencing, that request will be honored by the researcher. There will be no physical location site visits, observations will

be conducted through submittal of video recorded lessons. Names and contact information will be updated once recruiting has been completed and a participant selected.

The process detailed below shows the protocol for steps to follow, and in what order. It outlines the tasks of the project as a whole and includes each person's role in each step. This protocol will be closely followed for the participant to ensure reliability and replicability. This protocol can also be reproduced in future studies should the same procedures be used for additional participants.

Table H1. Case Study Protocol Procedures

Task	Task Type	Estimated Time	People	Role
Initial Meeting with Researcher	Zoom Meeting	Up to 1 hour	Researcher	Lead meeting Introduce study protocol Describe purpose of project Answer questions Review consent form
			Participant	Provide relevant contact information Receive information about the study Ask relevant questions Electronically sign consent form
Video Recording	Data Collection	Varies depending on class time	Participant	Teach class Video record class session Repeat with a second class session Email video links to researcher – classes can be consecutive days or spread out, as long as the full class period that the direct instruction program is used is recorded
			Researcher	Initial review of videoed lessons to ensure links work and technology was working appropriately to collect data
Culturally Responsive Instruction Observation Protocol (CRIOP; Powell et al., 2016)	Training via Zoom Meeting	Up to 1 hour	Researcher	Review purpose of the tool Discuss how to use tool Ensure understanding of participant Use sample video to assess participant's understanding of the tool
			Participant	Participate in training session Ask relevant questions Observe and review sample video to show understanding of the tool
			Additional Rater	(Doctoral student who will receive same training as participant, but will receive training separate from participants)
			Participant	Watch one recorded video

	Data Collection	Up to 2 hours (depending on length of videos)		Follow protocol by taking notes and rating constructs as discussed in training Give numeric rating Repeat for second recorded video on separate protocol observation sheet Send all data to researcher
			Researcher	Watch one recorded video Follow protocol by taking notes and rating constructs as discussed in training Give numeric rating Repeat for second recorded video on separate protocol observation sheet
			Additional Rater	Watch one recorded video Follow protocol by taking notes and rating constructs as discussed in training Give numeric rating Repeat for second recorded video on separate protocol observation sheet Send all data to researcher
	Data Analysis	Up to 1 hour	Researcher	Review all three scored protocols Email any clarifications or questions to raters as needed Analyze any discrepancies Arrive at final score for each pillar Record all notes and final scores on case study database
Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015)	Data Collection	Up to 30 minutes	Participant	Complete the self-assessment tool following the instructions on the form (no training session is needed for this tool) Inform researcher by email when the online form has been completed
	Data Analysis	n/a	Researcher	Calculate scores for each pillar using Rasch Analysis Review and record scores on case study database
Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019)	Training via Zoom Meeting	Up to 1 hour	Researcher	Lead training session Walk participant through use of the scorecard Describe purpose of the scorecard Assist in determining key words and phrases for scoring purposes Select number of lessons and specific lessons to score Answer any questions and clarify content as needed
			Participant	Participate in training Assist in determining key words and phrases Ask relevant questions

			Additional Rater	For this tool, the additional rater will be present with each participant to determine key words and phrases as described in the protocol
	Data Collection	Up to 2 hours	Researcher	Conduct scorecard by following directions from training and documents included with scorecard Designate final scores for each construct
			Participant	Conduct scorecard by following directions from training and documents included with scorecard Designate final scores for each construct Send results and notes to researcher
			Additional Rater	Conduct scorecard by following directions from training and documents included with scorecard Designate final scores for each construct Send results and notes to researcher
	Data Analysis	n/a	Researcher	Compare and analyze scores according to instructions from the scorecard Take average of all raters' scores Record final scores on case study database
Integration Phase 1	Data Analysis	n/a	Researcher	Qualify quantitative data by assigning values following data in Table H2 Examine each subscale or construct of each tool and make notes of specific areas or subscales where participant's scores may require further examination during the interview Create interview protocol for each participant based on notes
Semi-Structured Interview	Data Collection	Up to 1 hour	Researcher	Remind participant of purpose of interview and protections (such as participant may choose not to answer a question or discontinue at any time) Ask relevant pre-determined questions of participant Probe for deeper responses when necessary Record interview for analysis Upload interview video and/or audio to secure online storage
			Participant	Answer relevant questions as appropriate
	Data Coding	n/a	Researcher	Transcribe interview Send transcription to additional rater and participant for accuracy check Code interview for deductive themes Use inductive coding to add any additional themes Meet with additional rater to resolve any discrepancies Present final themes to participant for member checking Record themes and other relevant data on case study database

			Additional Rater	Check interview transcription for accuracy Independently code interview for codes as received from researcher Send codes to researcher Meet with researcher to resolve any discrepancies in codes
			Participant	Check interview transcription for accuracy Alert researcher of any potential inaccuracies, or when done with member check if transcription is accurate Review themes to ensure accuracy through member checking
	Data Analysis		Researcher	Review themes and begin conducting pattern matching between participants; record data in case study database after checking for review with additional rater
			Additional Rater	Review and discuss analysis with researcher
Integration Phase 2	Data Analysis	n/a	Researcher	Complete visual representations of pattern matching to the logic model, identify areas of convergence and divergence from the theoretical framework and the collected data.

Table H2. Qualitative Labels for Quantitative Scores

Qualitative Label	CRIOP Score	Questionnaire Score	Curriculum Scorecard
Very low	0 – Never	Almost never (<20% of the time	-26 to -11 (Culturally Destructive)
Low	1 – Rarely	Once in a while (20 – 39% of the time)	-10 to 0 (Culturally Insufficient)
Medium	2 – Occasionally	Sometimes (40 – 59% of the time)	1 to 11 (Emerging Awareness)
High	3 – Often	Frequently (60 – 79% of the time)	12 to 19 (Culturally Aware)
Very High	4 - Consistently	Almost always ($\geq$ 80% of the time)	20 to 26 (Culturally Responsive)

Note. CRIOP scores are from the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017), Questionnaire scores are from the Culturally Responsive Pedagogy Questionnaire (Boon & Lewthwaite, 2015), Curriculum scorecard scores are from the Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019).

Case Study Questions

Five levels of case study questions are described by Yin (2018) when developing a case study protocol. The five levels include 1) questions asked of specific participants, 2) questions asked of each individual case, 3) questions regarding patterns which emerge from multiple cases, 4) questions asked of the overall study, and 5) questions described as "normative" (p. 87) which push beyond the narrow scope of the case study and appeal to broader arenas such as policy.

Level 1 Questions

For this particular case study, level 1 questions are the questions from each of the quantitative instruments (which each participant will complete) and the interview questions participants will be asked verbally during the semi-structured interview portion of the study. Interview questions will be based on analysis of the quantitative instruments and thus may be slightly different participants if this study is replicated, however, a complete list of potential questions to be selected for the interview are listed in Table H3.

Table H3. Potential Interview Questions

General demographic questions
First, I'm going to collect a little bit of information about you and your background.   • Tell me about yourself and how you identify (prompt towards gender, race, ethnicity, cultural identification, strengths, age, abilities, etc.)   • How does your cultural background and identification inform your classroom practices and relationships with students?   • Describe the ideas you had about culturally responsive teaching before you participated in this project.
Background and training
We're going to talk now a little bit about your background, courses you took to prepare to become a teacher, and professional development opportunities you've completed as a teacher.   • What influences lead you to become a special education teacher?   • How long have you been teaching? (Specify teaching career overall and teaching career in special education)   • What courses did you take, when preparing to become a teacher, specific to teaching reading or literacy? (Prompt to specify level: undergraduate/graduate/etc)   • What courses did you take, when preparing to become a teacher, specific to equity, or cultural relevance, or diversity? (Prompt to specify level, use of other synonymous terms as appropriate to prompt further answers)   • What were the most impactful components of those courses that inform your current teaching?   • Now consider trainings that you have completed through your district. What professional development opportunities have you completed specific to teaching reading or literacy?   • What professional development opportunities have you completed specific to equity/cultural relevance/diversity/etc.?   • What were the most impactful components of those trainings that inform your current teaching?
Culturally Responsive Scorecard Related Questions

Now we are going to consider the Culturally Responsive Scorecard that is based on the curriculum you use in your classroom. I want to remind you that this "score" is not a reflection on you, but it is important to consider the responsiveness of the curriculum and areas where you may need to better support your students. Go ahead and have the scorecard in front of you so we can discuss it.

- Was there anything that surprised you about the score that this curriculum received from the scorecard? Tell me about those surprises.
- Was there anything that did not surprise you about the scorecard results?
- Tell me about ways that you enhance or modify this curriculum.
- Are there any restrictions that hinder you from enhancing or modifying the curriculum?
- Let's talk specifically about the diversity of characters and authors representation. Is there anything that you currently do in your classroom to increase the diversity in representation?
- In the measure of accuracy of portrayals, can you give me examples of how to combat stereotypes in the curriculum or other reading sources?
- How do you discuss power and privilege in your classroom with your students? Do you see power dynamics play out in any ways in your classroom?
- What kinds of activities do you plan for your students that help center multiple perspectives?
- How do you ensure your students are able to connect learning to real life and action? Is this done through the curriculum, or do you create these opportunities?
- To what extent do you use the teacher materials that come with the curriculum?
- Let's review the scorecard in this area. What areas scored the weakest?
- What areas scored the highest?
- How do you feel you could be better supported in this area?

Culturally Responsive Pedagogy Questionnaire Related Questions

It can be really difficult to assess yourself and reflect on your own practices. I commend you for your transparency and vulnerability in this process! Go ahead and pull out the questionnaire you completed so we can review it.

- Looking at your scores and your answers, are there any areas or questions you may have reconsidered since completing this form? In other words, are there any answers you may want to change or update?
- Tell me about the areas you are willing to discuss where you gave yourself lower marks. (Prompting to discuss further why they scored themself low)
- Tell me about the areas where you gave yourself higher marks. (Prompting to discuss further why they scored themself high)
- Was there anything that surprised you looking at your overall scores once you completed this questionnaire?
- Do you have any specific insights around your reflection of your own teaching practice, or goals that you will set for yourself as a result of this questionnaire?
- Tell me about your communication with families.

Culturally Responsive Instruction Observation Protocol Related Questions

Now let's look at the data from the lesson observation. As a reminder, there is no way we could assess every one of the pillars from the protocol, so I may ask you to give some examples from other lessons or your teaching practice in general.

- There were some areas that we were unable to see during the observation. For example, we would not necessarily see your collaboration with family members. Let's discuss the areas where we were unable to score you.
- Let's compare notes. There were some areas that your notes differed from my notes and those of the other rater, which is typical because we all have different viewpoints. Let's discuss those areas.
- Okay let's now look at areas where we found practices that indicated a responsive classroom.
- Now this part can be difficult, so remember that we are looking for ways to best support you and other teachers. Also remember that you can choose not to answer a question or discontinue the interview with absolutely no consequence. Let's discuss areas where there were examples of a non-responsive classroom.

Resource Related Questions

I'm going to have you think about your resources from when you are lesson planning and putting together enhancements or modifications to the direct instruction program you are using. Consider where you get information, lesson templates, and other tools that you use in planning.
- What resources do you use to enhance or modify the curriculum to be more culturally responsive that you received from
  - Your district/professional development
  - Your school administrators
  - Other teachers in your school
  - Online
  - From coursework you took when preparing to teach
  - From parents
  - From community members
  - Other

Support Needs

Finally, let's think through what supports you think would be helpful for yourself, but also for other teachers like you, in continuing to increase cultural responsiveness in the classroom.
- Reviewing the overall data that we have collected, is there anything else you would want to add to our discussion?
- How would you describe your current understanding of the importance of being culturally responsive after participating in this project?
- Did your views or ideas about this change?
- In what ways could you be better supported in culturally responsive efforts?
  - From your school
  - From your district
  - From coursework in preparation programs
  - In your community
  - Other

Level 2 Questions

According to Yin (2018), level 2 questions which the researcher keeps in mind throughout the investigation but does not ask verbally of the participant. These questions are answered mentally by the researcher . Level 2 questions are a continuous focus of the researcher

and articulating them in this protocol will help keep the investigation on track throughout the study. What follows is a list of level 2 questions for this particular study.

1. How is the participant conceptualizing "culturally informed" practices?
2. What populations are present in the classroom of the participant which may be considered marginalized?
3. To what degree does the participant feel they need to maintain fidelity to the direct instruction program they are using?
4. What additional factors may be inhibiting or contributing to how the participant is responding to data collection instruments?
5. How might the participant's own history and experiences in school influence their understanding of and enactment of culturally informed practices?
6. Are there other professional personnel (e.g., administrators, coaches, mentors, etc.) dictating specific classroom behaviors that the participant is expected to abide by?
7. What types of training and classes may be influencing how the participant enacts culturally informed practices?
8. What resources outside of the curriculum is the participant using, and where do these resources come from?
9. Does the participant appear to feel comfortable in being honest and open about their experiences?
10. As a researcher, am I providing a safe space for the participant to discuss their experiences?
11. What is the specific purpose and goal of each tool as it is being used?
12. As a researcher, am I focusing on the specific purpose and goal of each tool as it is being used?

Level 3 Questions

Level 3 questions address patterns that may emerge between participants from multiple cases (Yin, 2018). This study will involve only a single case, however, replications of this study could result in multiple cases or additional single case studies that could be compared to this single case; therefore, level 3 questions are included here.

1. Are there particular areas (pillars, subscales, etc.) where participants are all scoring relatively low compared to other areas?
2. Are there particular areas (pillars, subscales, etc.) where participants are all scoring relatively high compared to other areas?
3. Are there differences in scores on a particular tool that may correspond with demographic differences (e.g., race, grade level, years of experience) of the teachers?
4. Are there differences in scores on a particular tool that may correspond with student demographic populations within the classroom?
5. Do scores on the Culturally Responsive Pedagogy Questionnaire consistently mirror the scores on the Culturally Responsive Instruction Observation Protocol for participants?

Level 4 Questions

Level 4 questions go outside of the scope of the study to examine other evidence that may be connected to the topic of the study (Yin, 2018).

1. How does the participant's understanding of culturally informed instruction align with research literature?

2. What are research based areas in the training and support of the participant that can further support their culturally informed practices?
3. How does the direct instruction program being used conflict with research on culturally informed practices?

Level 5 Questions

Level 5 questions connect the case study to policy and procedures to go beyond the narrow scope of the case study and push towards larger scale initiatives (Yin, 2018).

1. What policies within the district may inherently create barriers to enhancing direct instruction programs?
2. Is culture considered in the creation of Individualized Education Plans goals in relation to reading goals and instructional considerations?
3. Are there policies in place that could be more supportive of preparing and training pre- and in-service teachers to be culturally informed?

APPENDIX I: CRIOP TRAINING PROTOCOL

1. Teacher will video record two typical lessons
2. Lesson videos will be sent to Hollie

CRIOP tool will be reviewed in detail after videos have been recorded but before scoring. This is to eliminate possible influence on the teacher's classroom behaviors during teaching the lessons.

3. Meeting (the actual training session) will be conducted wherein the full CRIOP tool is read through and discussed to determine if anyone has questions. To ensure that all participants receive the same training, the tool itself will be used to guide training and teachers will read through the tool's examples and non-examples with Hollie. If questions arise for individuals during this process, those will be answered and documented.
   a. Hollie scripting for beginning training session: "Hello! Thank you for your time today! We are going to be reviewing the Culturally Responsive Instruction Observation Protocol today. Throughout this training, I will refer to the Protocol as the CRIOP. We will start by reviewing the individual pillars and indicators. The pillars are: Classroom Relationships, Family Collaboration, Assessment Practices, Instructional Practices, and Discourse. As we review each indicator for the pillars, we will talk through the examples and non-examples and discuss how to take field notes based on the indicators. It is important to note that we may not observe all of the indicators in each lesson, however, you will have an opportunity to talk through anything (like Family Collaboration) that we are not able to observe during the interview at the end of the study. Are there any questions before we begin reviewing the tool? [*Document any questions and then use CRIOP tool to review all pillars and indicators. Teachers will have an opportunity to ask specific questions after each pillar has been reviewed. Hollie will note all questions and answers as the training progresses.*] Now that we have reviewed the tool, we will review the numeric scale and how to determine how to assign a holistic score based on field notes. [*Read over holistic scores and directions from the CRIOP.*} Once you have completed this scoring for both lessons, you will send your results to Hollie. If you have any questions while scoring, you are welcome to email them to me as well. I will continue to record any questions and answers as we use this tool together. Do you have any further questions? [*Document any further questions.*] Thank you for your time!"
4. Teacher, Hollie, and additional researcher will analyze lessons based on CRIOP
   a. Take fieldnotes (based on Protocol) to include examples and non-examples of each indicator – pause video where needed to take notes
   b. Review field notes for each indicator to make an overall/holistic judgment of the implementation of each component
   c. Overall/holistic scores will be based on the question "to what extent and/or effect was the component present?"
      i. 4 – consistently
      ii. 3 – often

       iii. 2 – occasionally

       iv. 1 – rarely

       v. 0 – never

d. Transfer holistic scores from pp. 2 through 9 to the table on the scorecard

e. Email scorecard to Hollie

APPENDIX J: CULTURALLY RESPONSIVE CURRICULUM SCORECARD TRAINING

PROTOCOL

1. Review PowerPoint slides which outline pages 4-8 of Bryan-Gooden et al., 2019
2. Choose units/lessons to analyze
3. Pull out key words as a team
4. Evaluate individually
5. Submit results to Hollie Mason
6. Discuss results as a team

APPENDIX K: TEXT FROM CULTURALLY RESPONSIVE SCORECARD POWERPOINT

SLIDES

Slide 1: Purpose of the Scorecard

- Help parents, teachers, students, and community members determine how culturally responsive their schools' English Language Arts curricula are

- Provoke thinking about:

  - How students should learn

  - What they should learn

  - How curriculum can be transformed to engage students effectively

- Scorecard was created based on existing resources such as

  - multicultural rubrics

  - anti-bias rubrics

  - textbook rubrics

  - rubrics for creating cultural standards for educators

  - examining bias in children's books

  - Examining bias in lesson plans

Slide 2: Why Culturally Responsive Education?

"…(closely related to the terms 'culturally relevant' and 'culturally sustaining' education) refers to the combination of teaching, pedagogy, curriculum, theories, attitudes, practices, and instructional materials that center students' culture, identities, and contexts throughout educational systems. Gloria Ladson-Billings and Geneva Gay's scholarship is foundational to culturally responsive education."

Key principles:

- Validating students' experiences and values

- Disrupting power dynamics that privilege dominant groups

- Empowering students

Slide 3: Significance of CRE

- Increases academic engagement

- Increases attendance

- Increases grade point averages

- Increases graduation rates

- Increases civic engagement

- Increases positive racial self-images

- Increases self-determination

- Essential for students of color

- Positive impact on White students and their ability to think critically

- Significant influence on racial attitudes and biases

- Provides cognitive tools to critique institutional racism

Slide 4: CRE and Curricula

- Curriculum in public schools

  - Package of learning goals and standards

  - Units and lessons laid out for teachers to teach

  - Assignments, activities, and projects give to students

  - Books, materials, videos, presentations, and readings used in class

"Curricula is a key component of culturally responsive teaching, as it is filled with stories, activities, assignments, and illustrations that influence how young people understand the world, and contribute to centering and normalizing people, cultures, and values. Curricula that only reflect the lives of dominant populations – for example, White people and culture, nuclear families, or able-bodied people – reinforce ideas that sideline students of color, linguistically diverse students, single parent/multi-general/LGBTQ+ families, and students with disabilities."

Slide 5: How to Use the Scorecard

1. **Get the Curriculum**
2. **Select Evaluation Team**

A team of 3 diverse people and roles who work together to evaluate the curriculum

3. Choose the lessons to analyze

Choose a sample of the larger curricula not focused specifically on diversity and multiculturalism, choose typical lessons

4. Pull out key words

Review statements from the scorecard and make sure the team understand
each statement – chart key words, ideas and qualities from the statements that
you will be looking for as you read the curriculum

Slide 6: Representation

- Helps determine the extent to which students in the classroom are reflected in the curriculum

- Helps determine how students are being exposed to a group of diverse authors, characters, identities, and cultures

- Includes deeper indicators of representation to determine if representation is just a token gesture

- Subsections

    - Character and Author Tally: tally counts of representation of race, gender, and ability for characters and authors

    - Diversity of Characters: how are characters from diverse cultures portrayed – are they central to the story?

    - Accurate Portrayals: do portrayals accurately reflect histories and experiences of the cultures – are they multi-dimensional and non-stereotypical?

Slide 7: Social Justice

- Understanding opportunities curricula provide for cultural responsiveness

- Subsections

    - Decolonization, Power, & Privilege: understanding relationships among people, worldviews, resources, ideas, and power dynamics – are sources of knowledge, experiences, and stories of diverse groups of people centered in the stories?

    - Centering Multiple Perspectives: affirming, valuing, and sustaining the worldviews of historically underrepresented peoples as a central focus

    - Connect Learning to Real Life & Action: connecting and relating learning to students' real life experiences, communities, and cultures – encouraging students to examine their own perspective and privilege and develop critical consciousness about systems of oppression to take action against them

Slide 8: Teachers' Materials

- We will review all of the teacher's materials to determine what type of guidance may be included for culturally responsive teaching strategies

- Items we look for may offer guidance in how to approach, enhance, and/or customize lessons for students in their classroom

Slide 9: Scoring Guide

Very Satisfied (+2)

You are able to provide an abundance of specific examples from the curriculum to show how and why the statement is accurate – it is clear the text was designed to be culturally responsive

Satisfied (+1)

You are able to provide some evidence from the curriculum that the statement is accurate – the text may not have been designed to be culturally responsive, but elements of CRE are apparent in most of the text

Slide 10: Scoring Guide

Unclear (-1)

It is not evident to you whether there is evidence from the curriculum that the statement is accurate

Not Satisfied (-2)

You feel that there is little or no evidence in the curriculum that the statement is accurate – there is little to no evidence of cultural responsiveness

APPENDIX L: PARTICIPANT CHECKLIST

Participant Pseudonym: _____

Checklist

✔	Task	Scheduled Date
	Initial meeting	
	Consent form signed	
	Consent forms distributed to students	
	Any student consent forms collected	
	Videos recorded (2)	
	Videos submitted to Hollie	
	CRIOP training meeting	
	CRIOP (videoed lessons) scored	
	CRIOP submitted to Hollie	
	Additional CRIOP meeting for clarification (if needed)	
	Scorecard training meeting	
	Scorecard completed	
	Scorecard submitted to Hollie	
	Self-assessment with questionnaire	
	Interview	
	Interview self-check	

APPENDIX M: CULTURALLY RESPONSIVE CURRICULUM SCORECARD

Used with permission from Bryan-Gooden et al. (2019)

Representation

Diversity of Characters Tally

	Girl/Woman	Boy/Man	Non Binary	Total
Middle Eastern				
Asian/Pacific Islander				
Black/African				
Latinx				
Native American				
White				
Racially Ambiguous				
Multiracial				
People with Disabilities				
Animals				

Total # of characters depicted: _____

Diversity of Authors Tally

	Girl/Woman	Boy/Man	Non Binary	Total
Middle Eastern				
Asian/Pacific Islander				
Black/African				
Latinx				
Native American				
White				
Racially Ambiguous				
Multiracial				
Differently Abled				

Total # of authors: _____

	Statements	Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (for teams)
Diversity of Characters	1. The curriculum features visually diverse characters, and the characters of color do not all look alike.					
	2. There are references to different ethnic and cultural traditions, languages, religions, names, and clothing.					
	3. Diverse ethnicities and nationalities are portrayed – not all Asian families are Chinese, not all Latinx families are Mexican, etc.					
	4. Diverse family structures (i.e., single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.					
	5. Characters with disabilities are represented.					
	6. Characters of color are main characters and not just sidekicks.					
	7. If there is conflict in the storyline, the characters of color are not mostly considered the problem.					
Accuracy of Portrayals	8. Characters of color are not assumed to have low family wealth, low educational attainment and/or low income.					
	9. Gender is not central to the storyline. Female characters are in a variety of roles that could also be filled by a male character.					
	10. Social situations and problems are not seen as individual problems but are situated within a societal context.					

11. Characters of diverse cultural backgrounds are not represented stereotypically, or presented as foreign or exotic.					
12. Problems faced by people of color or females are not resolved through the benevolent intervention of a white person or a male.					
13. Diverse characters are rooted in their own cultures and are not ambiguous.					
Total					

Total Representation Score

Comments: Please write any observations about representation that are not captured by the questions.

Social Justice Orientation

	Statements	Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (for teams)
Decolonization/Power and Privilege	14. Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.					
	15. The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies.					
	16. The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs.					
	17. Curriculum and instructional activities promote or provoke critical questions about the societal status quo. They present alternative points of view as equally worth considering.					
Centering Multiple Perspectives	18. The curriculum recognizes the validity and integrity of knowledge systems based in communities of color, collectivist cultures, matriarchal societies, and non-Christian religions.					
	19. The curriculum presents different points of view on the same event or experience, especially points of view					

	from marginalized people/communities.					
Connect Learning to Real Life & Action	20. The curriculum provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and contribute to change.					
	21. The curriculum encourages students to take actions that combat inequity or promote equity within the school or local community.					
Total						
Total Social Justice Score						

Comments: Please write any observations about social justice that are not captured by the questions.

Teachers' Materials

Statements	Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (for teams)
22. The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible).					
23. Guidance is provided on being aware of one's biases and the gaps between one's own culture and students' cultures.					
24. Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.					
25. Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.					
26. Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class.					
27. Guidance is provided on engaging students in culturally sensitive experiential learning activities.					
28. Guidance is provided on opportunities to engage students' families to enhance lessons.					
29. Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.					
30. Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.					

Total						
Total Teachers' Materials Score						

Comments: Please write any observations about teachers' materials that are not captured by the questions.

APPENDIX N: CULTURALLY RESPONSIVE PEDAGOGY QUESTIONNAIRE

Adapted and used with permission from Boon & Lewthwaite, 2015
Conducted by Hollie Mason via Google Forms
University of North Carolina at Greensboro

Instructions

Please rate the following statements as accurately as possible. We will further discuss your self-reported ratings during the interview. Remember that your responses may help further develop professional development and pre-service teacher courses to better prepare teachers to utilize culturally responsive approaches in their classrooms. You may choose not to answer certain questions (please select "prefer not to answer" in such cases) and may discontinue this questionnaire at any time, without consequence. Thank you for your time and thoughtfulness!

Answer Options Defined

-almost never: <20% of the time
-once in a while: 20-39% of the time
-sometimes: 40-59% of the time
-frequently: 60-79% of the time
-almost always: >80% of the time

Cultural Value Subscale

1. Students' specific cultural identities are valued in this classroom

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

2. I communicate personally with families

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

3. Resources with local community content are provided

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

4. Cultural values are verbally endorsed

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

5. Relatives and community members are invited to contribute to or observe classroom learning

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

6. Contemporary local cultural perspectives are included in all subject areas

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

7. Local community has input into curriculum content and process

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

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Explicitness Subscale

1. Individual scaffolding is provided to all students so each can perform required learning tasks

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

2. I ensure my explanations are succinct

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

3. The learning priorities of the classroom are made clear

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

4. Learning objectives are displayed and articulated

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

5.   I give constructive individual feedback

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

6.   The learning focus for lessons is orally communicated throughout lessons

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

Ethic of Care Subscale

1. I ensure that students know that their success and value is not determined only by academic achievement

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

2.   I have a warm respectful manner to all students

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

3.   I spend individual time with all students in matters pertaining to their learning

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

4.   I communicate high academic expectations for students

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

5.   I engage with all students in positive conversation in matters that display evidence of my interest in the student

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

6.　　I explicitly encourage learner development in the broad sense not just academic learning

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

7.　　I positively acknowledge all students verbally or non-verbally outside the classroom

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

8.　　Learning success is celebrated

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

9.　　I display positive gestures (e.g., smiles) towards all students

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

Literacy Teaching Subscale

1. Buddy reading occurs

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

2.　　The vocabulary and language of each curriculum area are explicitly taught

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

3.　　Literacy skills are taught and practiced in the context of modelled age appropriate text

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

4.   ESL strategies are used when teaching students learning English as a second or additional language

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

5.   Basic literacy skills are regularly revised

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

6.   I orientate students to the vocabulary background knowledge and features of a text before reading

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

7.   Oral language is used to develop literacy competence

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

Behavior Support Subscale

1. Skills and behaviors are modelled for students

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

2.   I address off task behavior with less intrusive correction skills such as non verbal cues and proximity

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

3.   Students are able to contribute to the setting of the behavioral expectations for the classroom

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

4.   Routines provide students with foreknowledge of activities and expectations

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

5.   Consequences for student behavior are made clear

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

6.   I communicate and follow through on expectations about expected classroom behavior

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

7.   I communicate high behavioral expectations for students

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

Pedagogical expertise

1. Many examples are provided to support students in their learning

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

2.   Tasks carried out encourage student creativity and independent thinking

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

3.   I use multiple strategies to assist students in their learning

almost never	once in a while	sometimes	frequently	almost always	prefer not to answer

4.   Intervention is provided for those students not achieving the expected attainment for their grade level

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

5.   Students show their learning in various ways not just written

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

6.   Learning and assessment are placed within the broader contexts of what is familiar to students

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

7.   Learning Experiences that cater for a variety of learning preferences are provided

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

8.   Learning is chunked into short teaching segments

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

9.   Hands on experiential activities are provided to support learning

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

10.   I model thinking processes aloud

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

11.   Multiple methods are used to explain abstract ideas

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

12.   Students are provided with many opportunities to master skills

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

13.　　Narrative and story are used across the content areas

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

14.　　Open ended learning activities are provided

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

15.　　Visual images are used to support understanding of ideas

| almost never | once in a while | sometimes | frequently | almost always | prefer not to answer |

APPENDIX O: CULTURALLY RESPONSIVE INSTRUCTION OBSERVATION PROTOCOL

Fourth Revised Edition (January 2017)
Used with permission from Powell et al., 2017

Rebecca Powell, Susan Chambers Cantrell, Pamela K. Correll, and Victor Malo-Juvera

Originally Developed by: R. Powell, S. Cantrell, Y. Gallardo Carter, A. Cox,
S. Powers, E. C. Rightmyer, K. Seitz, and T. Wheeler

Revised 2012 by: R. Powell (Georgetown College), S. Cantrell (University of Kentucky), P. Correll (University of Kentucky),
V. Malo-Juvera (UNC-Wilmington), D. Ross (University of Florida) and R. Bosch (James Madison University)

Revised 2017 by: R Powell (Georgetown College), S. Cantrell (University of Kentucky),
P. Correll (Missouri State University), V. Malo-Juvera (UNC-Wilmington)

School (use assigned number):_____   Teacher (assigned number): _____
Observer:_____   Date of Observation: _____   # of Students in Classroom: _____
Academic Subject: _____   Grade Level(s): _____
Start Time of Observation: _____   End Time of Observation:_____   Total Time of Obs: _____

DIRECTIONS

After the classroom observation, review the field notes for evidence of each "pillar" of Culturally Responsive Instruction. If an example of the following descriptors was observed, place the field notes line number on which that example is found. If a "non-example" of the descriptors was observed, place the line number on which that non-example is found.

Then, make an overall/holistic judgment of the implementation of each component. To what extend and/or effect was the component present?

4 – Consistently
3 – Often
2 – Occasionally
1 – Rarely
0 – Never

Transfer the holistic scores from pp. 2 through 9 to the table below.

CRI Pillar	Holistic Score		CRI Pillar	Holistic Score
I. CLASS			IV. INSTR	
II. FAM			V. DISC	
III. ASMT			VI. CRITICAL	

I. CLASS CLASSROOM RELATIONSHIPS

Holistic score 4   3   2   1   0

Consistently   Often   Occasionally   Rarely   Never

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	Generally Effective Practices: • Teacher refers to students by name, uses personalized language with students • Teacher conveys interest in students' lives and experiences Practices that are Culturally Responsive: • There is a "family-like" environment in the classroom; there is a sense of belonging;	• Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. • Teacher does not address negative comments of one student towards another • Teacher stays behind desk or across table from students; s/he does not get "on their level" • Teacher does not take interest in students' lives and experiences; is				

	students express care for one another in a variety of ways • Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating in the classroom • Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families s/he serves (e.g., using a more direct interactive style with students who require it)	primarily concerned with conveying content • Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities • Some students do not seem comfortable contributing to class discussions and participating in learning activities • Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some				
2. The teacher communicates high expectations for all students	Generally Effective Practices: • There is an emphasis on learning and higher-level thinking; challenging work is the norm • Students do not hesitate to ask questions that further their learning; there is a "culture of learning" in the classroom • Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task 　• Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards Practices that are Culturally Responsive: • There are group goals for success as well as individual	• Teacher has low expectations , consistently giving work that is not challenging or frustrating students by giving them tasks that are unreasonably difficult • Teacher does not call on all students consistently • Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the "corners" of the room and does not bring them into the instructional conversation, etc. • Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students • Teacher feedback is subjective and is not tied to targeted learning outcomes and standards				

	goals (e.g., goals and charts posted on walls); every student is expected to achieve • Students are invested in their own and others' learning ; they continuously assist one another • Teacher takes steps to assure that emerging bilinguals understand directions and have access to the same content and learning as native speakers	• Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others • Teacher does not explicitly assist emerging bilinguals to assure they understand directions and content				
3. The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations	Generally Effective Practices: • Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another • Teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc. • Students interact in respectful ways and know how to work together effectively • Teacher and students work to understand each other's perspectives Practices that are Culturally Responsive: • Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom • Teacher affirms students' language and cultural knowledge	• Teacher shows impatience and intolerance for certain student behaviors • Lack of respectful interaction amongst students may be an issue • Teacher establishes a competitive environment whereby students try to out-perform one another • Teacher does not encourage student questions or ridicules students when they ask for clarification • Posters and displays do not show an acknowledgement and affirmation of students' cultural and racial/ethnic/linguistic identities • Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity • Classroom resources do not include any bilingual texts				

	by integrating it into classroom conversations • Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities • Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups • Classroom library (including online resources) includes bilingual texts that incorporate students' native languages	• Teacher never affirms students' native languages and cultures				
4. Students work together productively	Generally Effective Practices: • Students are continuously viewed as resources for one another and assist one another in learning new concepts • Students are encouraged to have discussions with peers and to work collaboratively	• Students are discouraged from assisting their peers • Students primarily work individually and are not expected to work collaboratively; and/or students have a difficult time collaborating • Teacher dominates the decision-making and does not allow for student voice • The emphasis is on individual achievement • Classroom is arranged for quiet, solitary work, with the teacher being "center stage"				

II. FAM   FAMILY COLLABORATION   **Holistic score   4   3   2   1   0**

Consistently   Often   Occasionally   Rarely   Never

NOTE: When scoring this component of the CRIOP, the family collaboration interview should be used in addition to field observations.
Observations alone will not provide adequate information for scoring.

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. The teacher establishes genuine partnerships (equitable relationships) with parents/ caregivers	Generally Effective Practices: • Parents'/caregivers' ideas are solicited on how best to instruct the child; parents are viewed as partners in educating their child • There is evidence of conversations with parents/caregivers where it's clear that they are viewed as partners in educating the student Practices that are Culturally Responsive: • Teacher makes an effort to understand families and respects their cultural knowledge by making a concerted effort to develop relationships in order to learn about their lives, language, histories, and cultural traditions • Teacher makes an effort to communicate with families in their home languages (e.g.,learning key terms in the student's home language, translating letters, using translation tools involving a family liaison, etc.)	• Parents'/caregivers are never consulted on how best to instruct their child, and/or their suggestions are not incorporated in instruction • No effort made to establish relationships with caregivers • There is evidence of a "deficit perspective" in which families and caregivers are viewed as inferior and/or as having limited resources that can be leveraged for instruction • All communication with families is in English.				

329

2. The teacher reaches out to meet parents in positive, non-traditional ways	Generally Effective Practices: • Teacher conducts home visit conferences • Teacher makes "good day" phone calls and establishes regular communication with parents Practices that are Culturally Responsive: • Teacher plans parent/family activities at locations within the home community • Teacher meets parents in parking lot or other locations that may be more comfortable for them	• Communication with parents/caregivers is through newsletters or similar group correspondence,, where they are asked to respond passively (e.g., signing the newsletter, versus becoming actively involved in their child's learning) • Teacher conducts phone calls, conferences, personal notes to parents for negative reports only (e.g., discipline)				
3. The teacher encourages parent/family involvement	Generally Effective Practices: • Parents are encouraged to be actively involved in school-related events and activities • Parents/caregivers are invited into the classroom to participate and share experiences Practices that are Culturally Responsive: • Parents from diverse linguistic and cultural backgrounds are invited to share their unique experiences and knowledge (e.g., sharing their stories, reading books in their native language, teaching songs and rhymes in their native language, etc.)	• Parents/caregivers are never involved in the instructional program • There is no evidence of home/family connections in the classroom				
4. The teacher intentionally learns about families' linguistic/cultural knowledge and expertise to support student learning	Practices that are Culturally Responsive: • Teacher identifies families' "funds of knowledge" so it can be used to facilitate student learning (e.g., through home visits; social events for families where information is solicited; conversations with parents and students about their language, culture, and history; attending community events; home literacy projects; camera projects etc.)	• Families' "funds of knowledge" are never identified				

III. ASMT   **ASSESSMENT PRACTICES**   **Holistic score**   **4**   **3**   **2**   **1**   **0**

Consistently   **Often**   **Occasionally**   **Rarely**   **Never**

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. Formative assessment practices are used that provide information throughout the lesson on individual student understanding	Generally Effective Practices: • Teacher frequently assesses students' understanding throughout instruction and uses assessment data throughout the lesson to adjust instruction • Students are able to voice their learning throughout the lesson • Informal assessment strategies are used continuously during instruction, while students are actively engaged in learning, and provide information on the learning of every student (e.g. "talking partners," whiteboards, journal responses to check continuously for understanding) • Teacher modifies instruction or reteaches when it's clear that students are not meeting learning targets	• Assessment occurs at the end of the lesson • Assessment is not embedded throughout instruction • Assessment is regarded as a set of evaluation "tools" that are used to determine what students have learned (e.g., exit slips, quizzes, etc. that are administered after instruction has occurred versus examining students' cognitive processing during instruction) • Teacher follows the lesson script even when it's clear that students are not meeting learning targets • The goal is to get through the lesson and cover the content versus assuring student understanding				

2. Students are able to demonstrate their learning in a variety of ways	Generally Effective Practices • Divergent responses and reasoning are encouraged; students are able to share the processes and evidence they used to arrive at responses versus simply providing "the" correct answer Practices that are Culturally Responsive: • Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation (e.g., drawing, labelling, completing graphic organizers etc. depending upon their level of English language acquisition)	• Most or all tests are written and require reading/writing proficiency in English • Teacher expects students to tell "the" answer • Students have a narrow range of options for demonstrating competence (e.g., multiple choice tests, matching, etc.)				
3. Authentic assessments are used frequently to determine students' competence in both language and content	Generally Effective Practices: • Students' written and oral language proficiency is assessed while they are engaged in purposeful activity • Teacher primarily uses authentic, task-embedded assessments (e.g., anecdotal notes, targeted observation, rubrics/analysis of students' written products, math charts/journals, etc.) Practices that are Culturally Responsive: • Teacher assesses both academic language and content	• Assessments measure discrete, isolated skills and/or use short, disconnected passages • Students' linguistic competence is never assessed, or is evaluated solely through standardized measures • Assessments are "exercises" that students must complete versus meaningful, purposeful work				
4. Students have opportunities for self-assessment	Generally Effective Practices: • Students are encouraged to evaluate their own work based upon a determined set of criteria • Students are involved in setting their own goals for learning	• Assessment is always teacher-controlled				

	Students are involved in developing the criteria for their finished products (e.g., scoring rubrics)					

IV. INSTR   INSTRUCTIONAL PRACTICES

	Holistic score	4	3	2	1	0	
		Consistently	Often	Occasionally	Rarely	Never	

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. Instruction is contextualized in students' lives, experiences, and individual abilities	Generally Effective Practices: • Learning activities are meaningful to students and promote a high level of student engagement • Materials and real-world examples are used that help students make connections to their lives • Learning experiences build on prior student learning and invite students to make connections Practices that are Culturally Responsive: • Teacher uses instructional methods/activities that provide windows into students' worlds outside of school (e.g., "All About Me" books, student-created alphabet walls, camera projects, etc.)	• Learning tasks and texts reflect the values and experiences of dominant ethnic and cultural groups • No attempt is made to link students' realities to what is being studied; learning experiences are disconnected from students' knowledge and experiences • Skills and content are presented in isolation (never in application to authentic contexts) • Teacher follows the script of the adopted curriculum even when it conflicts with her own or the students' lived experiences • Learning experiences are derived almost exclusively				

	• Teacher views students' life experiences as assets and builds on students' cultural knowledge, linguistic knowledge, and "cultural data sets," making connections during instruction in the various content areas • Materials and examples are used that reflect diverse experiences and views • Families' "funds of knowledge" are integrated in learning experiences when possible; parents are invited into the classroom to share their knowledge	from published textbooks and other materials that do not relate to the classroom community or the larger community being served • Families "funds of knowledge" are never incorporated in the curriculum; parents are never invited to share their knowledge				
2. Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning	• Learning tasks allow students to practice and apply concepts using hands-on activities and manipulatives • Learning activities promote a high level of student engagement • Exploratory learning is encouraged • Teacher engages students in the inquiry process and learns from students' investigations (e.g., inquiry-based and project-based learning) • Students are encouraged to pose questions and find answers to their questions using a variety of resources • Student-generated questions form the basis for further study and investigation	• Students work passively at their seats on teacher-directed tasks • Passive student learning is the norm (e.g., listening to direct instruction and taking notes, reading the textbook, seatwork, worksheets, etc.) • Exploratory learning is discouraged • Teacher is the authority • Students are not encouraged to challenge or question ideas or to engage in further inquiry • Students are not encouraged to pose their own questions • All knowledge/ideas are generated by those in				

		authority (e.g., textbook writers, teachers)				
3. The teacher focuses on developing students' academic language	Generally Effective Practices: • There is an emphasis on learning academic vocabulary in the particular content area • Students are taught independent strategies for learning new vocabulary • Key academic vocabulary and language structures are identified prior to a study or investigation Practices that are Culturally Responsive: • Teacher develops language objectives in addition to content objectives, having specific goals in mind for students' linguistic performance • Teacher articulates expectations for language use (e.g "I want you to use these vocabulary words in your discussion; I expect you to reply in a complete sentence" etc.) • Teacher scaffolds students' language development as needed (sentence frames, sentence starters, etc.) • Academic language is taught explicitly (identifying it in written passages, dissecting complex sentences, using mentor texts, creating "learning/language walls," etc.)	• Little attention is paid to learning academic vocabulary in the content area • New words are taught outside of meaningful contexts • Students are not taught independent word learning strategies • Teacher does not articulate expectations for language use • The teacher does not establish language objectives for students; only content objectives are evident • Teacher does not scaffold students' language development • No attention is given to the language used in particular disciplines; academic language is not addressed • Students are evaluated on their use of academic discourse but it is never taught explicitly				

4. The teacher uses instructional techniques that scaffold student learning	• Teacher uses a variety of teaching strategies to assist students in learning content (e.g., demonstrations, visuals, graphic organizers, reducing linguistic density, etc.) • Teacher models, explains and demonstrates skills and concepts and provides appropriate scaffolding • Teacher uses "comprehensible input" (e.g., gestures, familiar words and phrases, slower speech, etc.) to facilitate understanding when needed • Teacher builds on students' knowledge of their home languages to teach English (e.g., cognates, letter-sound relationships, syntactic patterns)	• Teacher primarily uses traditional methods for teaching content (e.g., lecture, reading from a textbook) with few scaffolding strategies • Teacher does not always model, explain and demonstrate new skills and concepts prior to asking students to apply them • Teacher does not use visuals, comprehensible input etc. to facilitate understanding • Teacher does not build upon students' home languages to teach terms, skills and concepts in English				
5. Students have choices based upon their experiences, interests and strengths	• Students have multiple opportunities to choose texts, writing topics, and modes of expression based on preferences and personal relevance • Students have some choice in assignments • Students have some choice and ownership in what they are learning	• Teacher selects texts, writing topics, and modes of expression for students • All assignments are teacher-initiated • Students have no choice or ownership in topic of study or questions that will be addressed				

V. DIS   DISCOURSE

Holistic score	4	3	2	1	0
	Consistently	Often	Occasionally	Rarely	Never

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✓)	SCORE for Indicator
1. The teacher promotes active student engagement through discourse practices	• Teacher employs a variety of discourse protocols to promote student participation and engagement (e.g., call and response, talking circles, read-around, musical shares, etc.) • All students have the opportunity to participate in classroom discourse • Teacher uses various strategies throughout the lesson to promote student engagement through talk (e.g., partner share, small group conversation, interactive journals, etc.)	• The main form of classroom discourse is Initiate-Respond-Evaluate (IRE) where the teacher poses a question and individual students respond • The teacher controls classroom discourse by assigning speaking rights to students • Not all students have the opportunity to participate in classroom discussions • Some students are allowed to dominate discussions				
2. The teacher promotes equitable and culturally sustaining discourse practices	Generally Effective Practices: • Students use collaborative, overlapping conversation and participate actively, supporting the speaker during the creation of story talk or discussion and commenting upon the ideas of others • Teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding of ideas Practices that are Culturally Responsive: • Students speak in their home language/dialect when it is situationally appropriate to do so • There is an emphasis on developing proficiency in students' native language as well as in Standard English; bilingualism/ multilingualism is	• Discourse practices of various cultural groups are not used during instruction • Students are discouraged from using their home language or dialect and communicating in culturally specific ways, even when it is situationally appropriate to do so • Emerging bilingual students are discouraged from using their native language, both inside and outside of school • Students are discouraged from communicating in a language other than English				

	encouraged (e.g., students learn vocabulary in their native languages; students read/write in their native languages; students learn songs and rhymes in other languages, etc.)	• There is no evidence of attempts to promote bilingualism/multilingualism				
3. The teacher provides structures that promote academic conversation	Generally Effective Practices: • Students engage in genuine discussions and have extended conversations • Teacher explicitly teaches and evaluates skills required for conducting effective academic conversations Practices that are Culturally Responsive: • Teacher provides prompts that elicit extended conversations and dialogue (e.g. questions on current issues; questions that would elicit differing points of view)	• Students are discouraged from talking together, or conversations are limited to short responses • Teacher rarely asks questions or provides prompts that would elicit extended dialogue • Teacher does not teach skills required for academic conversations				
4. The teacher provides opportunities for students to develop linguistic competence	Generally Effective Practices: • Teacher provides many opportunities for students to use academic language in meaningful contexts • Students are engaged in frequent and authentic uses of language and content (drama, role play, discussion, purposeful writing and communication using ideas/concepts/vocabulary and syntactic structures from the field of study) Practices that are Culturally Responsive:	• Students' use of language is limited and they do not use language in authentic ways • Students are not taught about the registers of language use; they are expected to use Standard English in all social contexts				

	• Students are taught appropriate registers of language use for a variety of social contexts and are given opportunities to practice those registers in authentic ways

VI. CRITICAL   **CRITICAL CONSCIOUSNESS**   **Holistic score**   **4**   **3**   **2**   **1**   **0**

Consistently   Often   Occasionally   Rarely   Never

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community	Generally Effective Practices: • Students are engaged in experiences that develop awareness and provide opportunities to contribute, inform, persuade and have a voice in the classroom, school and beyond • Community-based issues and projects are included in the planned program and new skills and concepts are linked to real-world problems and events Practices that are Culturally Responsive: • Students explore important contemporary issues (poverty, racism, global warming, human trafficking, animal cruelty, etc.) • Teacher encourages students to investigate real-world issues related to a topic being studied and to become	• The focus of literacy and content instruction is to teach the skills and information required to "pass the test"; learning occurs only as it relates to the standard curriculum • Teacher does not encourage critical thought or questioning of contemporary issues • Teacher does not encourage application to real-world issues; accepts or endorses the status quo by ignoring or dismissing real life problems related to the topic being studied				

	actively involved in solving problems at the local, state, national, and global levels					
2. The curriculum and planned learning experiences incorporate opportunities to confront negative stereotypes and biases	Practices that are Culturally Responsive: • Teacher facilitates students' understanding of stereotypes and biases • Teacher encourages students to examine biases in popular culture that students encounter in their daily lives (TV shows, advertising, popular songs, etc.) • Teacher makes intentional use of multicultural literature to facilitate conversations about human differences • As appropriate to the grade level being taught, teacher helps students to think about biases in texts (e.g., "Who has the power in this book? Whose perspectives are represented, and whose are missing? Who benefits from the beliefs and practices represented in this text?" etc.) • As appropriate to the grade level being taught, teacher challenges students to deconstruct their own cultural assumptions and biases both in the formal and informal curriculum	• Teacher does not encourage students to examine biases in instructional materials or popular texts; texts are considered to be "neutral" • Teacher never addresses issues related to human differences • Teacher makes prejudicial statements to students (e.g., girls are emotional; immigrants don't belong here; etc.), and/or fails to challenge prejudicial statements of students				
3. The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives	Generally Effective Practices: • Students are encouraged to challenge the ideas in a text and to think at high levels Practices that are Culturally Responsive: • Texts include protagonists from diverse backgrounds and present ideas from multiple perspectives	• The conventional, dominant point of view is presented and remains unchallenged • Few texts are available to represent diverse protagonists or multiple perspectives • Biased units of study are presented that show only the conventional				

	• Students are encouraged to explore alternative viewpoints • Opportunities are plentiful for students to present diverse perspectives through class discussions and other activities • Students are encouraged to respectfully disagree with one another and to provide evidence to support their views	point of view (e.g., Columbus discovered America) or that ignore other perspectives (e.g., a weather unit that does not include a discussion of global warming) • No or very few texts are available with protagonists from diverse cultural, linguistic, and/or socioeconomic backgrounds • No opportunities are provided for students to learn about or to present diverse views			

Hollie Mason
University of North Carolina at Greensboro

Interview questions will be based on individual scores and ratings from the quantitative measures (Culturally Responsive Curriculum Scorecard, Culturally Responsive Pedagogy Questionnaire, and Culturally Responsive Instruction Observation Protocol). No single participant will be asked all of the following questions.

Questions may also be presented in various orders, depending on results of quantitative procedures above. For example, a Culturally Responsive Pedagogy question may be presented, followed by a corresponding Culturally Responsive Instruction Observation Protocol question, followed by a question about resources. This would be the case if the pedagogy questionnaire revealed the teacher rated themselves as a high implementer of culturally responsive pedagogical practices and that was also apparent in their observation. Interview protocols for each participant will be pulled from the below list of questions and designed before the interview takes place.

General demographic questions
First I'm going to collect a little bit of information about you and your background.
- Tell me about yourself and how you identify (prompt towards gender, race, ethnicity, cultural identification, strengths, teaching experience in years, abilities, etc)

- How does your cultural background and identification inform your classroom practices and relationships with students?

- Describe the ideas you had about culturally responsive teaching before you participated in this project.

Background and training
We're going to talk now a little bit about your background, courses you took to prepare to become a teacher, and professional development opportunities you've completed as a teacher.
- What influences lead you to become a special education teacher?

- How long have you been teaching? (specify teaching career over all and teaching career in special education)

- What courses did you take, when preparing to become a teacher, specific to teaching reading or literacy? (prompt to specify level: undergraduate/graduate/etc)

- What courses did you take, when preparing to become a teacher, specific to equity, or cultural relevance, or diversity? (prompt to specify level, use of other synonymous terms as appropriate to prompt further answers)

- What were the most impactful components of those courses that inform your current teaching?

- Now consider trainings that you have completed through your district. What professional development opportunities have you completed specific to teaching reading or literacy?

- What professional development opportunities have you completed specific to equity/cultural relevance/diversity/etc?

- What were the most impactful components of those trainings that inform your current teaching?

Culturally Responsive Scorecard Related Questions

Now we are going to consider the Culturally Responsive Scorecard that is based on the curriculum you use in your classroom. I want to remind you that this "score" is not a reflection on you, but it is important to consider the responsiveness of the curriculum and areas where you may need to better support your students. Go ahead and have the scorecard in front of you so we can discuss it.

- Was there anything that surprised you about the score that this curriculum received from the scorecard? Tell me about those surprises.

- Was there anything that did not surprise you about the scorecard results?

- Tell me about ways that you enhance or modify this curriculum.

- Are there any restrictions that hinder you from enhancing or modifying the curriculum?

- Let's talk specifically about the diversity of characters and authors representation. Is there anything that you currently do in your classroom to increase the diversity in representation?

- In the measure of accuracy of portrayals, can you give me examples of how to combat stereotypes in the curriculum or other reading sources?

- How do you discuss power and privilege in your classroom with your students? Do you see power dynamics play out in any ways in your classroom?

- What kinds of activities do you plan for your students that help center multiple perspectives?

- How do you ensure your students are able to connect learning to real life and action? Is this done through the curriculum, or do you create these opportunities?

- To what extent do you use the teacher materials that come with the curriculum?

- Let's review the scorecard in this area. What areas scored the weakest?

- What areas scored the highest?

- How do you feel you could be better supported in this area?

Culturally Responsive Pedagogy Questionnaire Related Questions

It can be really difficult to assess yourself and reflect on your own practices. I commend you for your transparency and vulnerability in this process! Go ahead and pull out the questionnaire you completed so we can review it.

- Looking at your scores and your answers, are there any areas or questions you may have reconsidered since completing this form? In other words, are there any answers you may want to change or update?

- Tell me about the areas you are willing to discuss where you gave yourself lower marks. (prompting to discuss further why they scored themself low)

- Tell me about the areas where you gave yourself higher marks. (prompting to discuss further why they scored themself high)

- Was there anything that surprised you looking at your overall scores once you completed this questionnaire?

- Do you have any specific insights around your reflection of your own teaching practice, or goals that you will set for yourself as a result of this questionnaire?

- Tell me about your communication with families.

Culturally Responsive Instruction Observation Protocol Related Questions
Now let's look at the data from the lesson observation. As a reminder, there is no way we could assess every one of the pillars from the protocol, so I may ask you to give some examples from other lessons or your teaching practice in general.

- There were some areas that we were unable to see during the observation. For example, we would not necessarily see your collaboration with family members. Let's discuss the areas where we were unable to score you.

- Let's compare notes. There were some areas that your notes differed from my notes and those of the other rater, which is typical because we all have different viewpoints. Let's discuss those areas.

- Okay let's now look at areas where we found practices that indicated a responsive classroom.

- Now this part can be difficult, so remember that we are looking for ways to best support you and other teachers. Also remember that you can choose not to answer a question or discontinue the interview with absolutely no consequence. Let's discuss areas where there were examples of a non-responsive classroom.

Resource Related Questions
I'm going to have you think about your resources from when you are lesson planning and putting together enhancements or modifications to the direct instruction program you are using. Consider where you get information, lesson templates, and other tools that you use in planning.

- What resources do you use to enhance or modify the curriculum to be more culturally responsive that you received from

    o Your district/professional development

- Your school administrators

- Other teachers in your school

- Online

- From coursework you took when preparing to teach

- From parents

- From community members

- Other

Support Needs
Finally, let's think through what supports you think would be helpful for yourself, but also for other teachers like you, in continuing to increase cultural responsiveness in the classroom.
- Reviewing the overall data that we have collected, is there anything else you would want to add to our discussion?

- How would you describe your current understanding of the importance of being culturally responsive after participating in this project?

- Did your views or ideas about this change?

- In what ways could you be better supported in culturally responsive efforts?

  - From your school

  - From your district

  - From coursework in preparation programs

  - In your community

  - Other

APPENDIX Q: INTERVIEW CODING MANUAL

Table Q1. Interview Coding Manual

Demographics (Inductive Codes)	
The information in this category will be inductively coded based on how the teacher identifies themselves and therefore inductive coding will be used: gender, race, ethnicity, cultural identification, teaching experience in years, disability categories (if applicable)	
Culturally Informed Practices Discussed	
Code	**Definition**
Using culturally specific texts	Assigns reading tasks that reflect the cultures of the students in their classrooms
Talk/Collaborative learning	Students are allowed to work together and share ideas through conversation
Explicit connections to students' lives	Encourages students to draw parallels between their lives and the characters or story elements from the text
Parent/community members writing texts	Texts used in reading instruction were created and provided by parents of students or members of the community in which the school is located
Home-language use	Allows and/or encourages students to express their answers and other communications in their home or native language (including English dialects)
Explicit instruction in reading and writing skills	Breaks down components of reading and writing to teach skills systematically
Attention to sociopolitical issues	Includes reading materials that draw attention to injustices in terms of culture and race and/or encourages discussion of such topics
Focus on classroom relationships	Promotes positive relationships among students within the classroom setting
Prior research about cultural groups	Evidence of learning culturally informed practices through their own research
Consult with parents/community	Works with parents of their students or other community members to develop curriculum for the classroom

in developing
instruction

Elements of Culturally Responsive Pedagogy Discussed

Code	Definition
Academic success	Demonstrations of learning and growth measured in multiple ways, including informal and formal assessments
Cultural Competence	Students maintain their culture while achieving academically, seeing what their culture adds to the classroom in positive ways, not forced to "act white" (Ladson-Billings, 1995, p. 476)
Critical Consciousness	Teachers encourage critique of social inequities, teachers "identify political underpinnings of the students' community and social world" (Ladson-Billings, 1995, p. 477)

Conceptions of Self and Others

Code	Definition
All students are capable	"Students were not permitted to choose failure in their classrooms" (Ladson-Billings, 1995, p. 479).
Pedagogy as art	Pedagogy and classroom practices are viewed as flexible, as though the teacher is always in the process of "becoming," tasks can be somewhat unpredictable but bend to the needs of students
Teachers are members of a community	"The teachers made conscious decisions to be part of the community from which their students come" (Ladson-Billings, 1995, p. 479)
Teaching gives back to the community	Evidence that teacher goes into the community in their time outside of school, for goods, services, and other activities
Teaching is "pulling out" knowledge	Teachers show understanding that students already have valuable knowledge and the teacher's job is to bring that knowledge out

Social Relations

Code	Definition
Fluid student-teacher relationships	There is a reciprocal student/teacher relationship, students are allowed to act as teachers, teachers understand they can learn from students, students have expertise in certain areas

Connectedness with all students	Teachers show knowledge of each student's strengths and contributions to the classroom
Community of learners	Achievement viewed in terms of the group rather than individual or competitive nature
Collaborative learning	Students work together and are viewed as responsible for one another in some way, examples include (but are not limited to) peer tutoring and activities such as think/pair/share

Conceptions of knowledge

Code	Definition
Knowledge is shared, recycled, constructed	Various definitions of "knowledge" are apparent and students contribute in ways that display their expertise
Knowledge is viewed critically	Teachers allow and encourage students to ask questions and critique the information given from sources, "for one teacher, it was the simple requiring of students to always be prepared to ask, 'Why?'" (Ladson-Billings, 1995, p. 482)
Teacher displays passion for knowledge and learning	Teachers are excited about teaching and the learning process in their classrooms
Scaffolding is used	Students are supported in various ways depending on their needs for completing assignments
Multifaceted assessment	Multiple forms of "excellence" are incorporated into formal and informal assessments (including class activities) to determine what students have learned

How is the direct instruction program being used?

With fidelity	Teacher does not discuss ways that the program is being enhanced or modified, only the program materials that are included with the program are discussed
As a supplement to another program	Program is being used in addition to another program/curriculum
With additional materials from outside of the program	Teacher discusses modifying, enhancing, or otherwise deviating from the prescribed protocols that come with the program

Training and Support

Code	Definition
Pre-service coursework	Teacher discusses support, training, or coaching related directly to coursework at any postsecondary/college/university level as a part of a class or course being taken
Study of Theory and Practice	Discussion of consumption of information through presentation of research that provides clear rationale for practices
Observation of Theory and Practice	Techer discusses observations of culturally relevant practices in the classroom setting, either as the observer or as one being observed
One-on-One Coaching	Teachers receives feedback sessions from other experts in the field
Group Coaching	Teacher discusses how they and other teachers are coaching each other to refine use of culturally relevant practices
Prescriptive Professional Development	Teacher has received explicit training on a specific way to address a classroom problem, such as using a specific curriculum ("universal guidance" [Kennedy, 2016, p. 956])
Strategy-Centered Professional Development	Teacher has received training that promotes a variety of practices to meet a teaching goal, includes rationale for when and why to use each strategy ("encourages professional judgement" [Kennedy, 2016, p. 956])
Professional Development to Gain Teacher Insights	Teacher has participated in the purposeful collection of examples that "[help] teachers learn to 'see' situations differently and to make their own decisions about how to respond" [Kennedy, 2016, p. 956])
Accumulation of Body of Knowledge Professional Development	Teacher discusses training that has furthered their autonomy by presenting knowledge without specific recommended action ("gives [teachers] maximum discretion regarding whether or how teachers would do anything with that knowledge" [Kennedy, 2016, p. 956])
Other large group Professional Development	Teacher discusses professional development or training but the training is not clearly categorized by other definitions
Family/Community Engaged Practices	Teacher mentions family or community input into their practices
Online Resources	Teacher mentions specific websites or online resources

APPENDIX R: DATA AT A GLANCE BLANK FORM

Participant (Pseudonym): _____

Task Completions

Complete?	Meeting	Date/Time	Zoom link
☐	Initial Meeting		
☐	Consent forms signed		
☐	Videos (2) submitted		
☐	CRIOP training		
☐	CRIOP scores submitted		
☐	Questionnaire submitted		
☐	Curriculum Scorecard training		
☐	Curriculum Scorecard submitted		
☐	Interview		
☐	Member check completed		

Quantitative Data

Tool	Participant Score	Researcher Score	Third Score	Final Score	Qual Label
CRIOP Totals					
CLASS					
FAM					
ASMT					
INSTR					
DISC					
CRITICAL					
Notes:					
Questionnaire					
Cultural Value					
Explicitness					
Self-Regulation					
Ethic of Care					
Literacy					
Pedagogical Expertise					
Notes:					

Curriculum Scorecard					
Representation					
Social Justice					
Teacher Materials					
Notes:					

CRI Pillar	Holistic Score
CLASS	2.5
FAM	0/not observed
ASMT	2
INSTR	0.71
DISC	1
CRITICAL	0.33

352

Classroom Relationships						
CRI Indicators	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field note: examples	Field note: non-examples	Field note: no example	Score
The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	Generally Effective Practices: ● Teacher refers to students by name, uses personalized language with students ● Teacher conveys interest in students' lives and experiences Practices that are Culturally Responsive: ● There is a "family-like" environment in the classroom; there is a sense of belonging; students express care for one another in a variety of ways ● Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating in the classroom ● Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families s/he serves (e.g., using a more direct interactive style	● Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. ● Teacher does not address negative comments of one student towards another ● Teacher stays behind desk or across table from students; s/he does not get "on their level" ● Teacher does not take interest in students' lives and experiences; is primarily concerned with conveying content ● Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities ● Some students do not seem comfortable contributing to class discussions and participating in learning activities				4

	with students who require it)	● Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some				
The teacher communicates high expectations for all students	Generally Effective Practices: ● There is an emphasis on learning and higher-level thinking; challenging work is the norm ● ==Students do not hesitate to ask questions that further their learning; there is a "culture of learning" in the classroom== ● ==Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task== ● Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards Practices that are Culturally Responsive: ● There are group goals for success as well as individual goals (e.g., goals and charts posted on walls); every student is expected to achieve ● Students are invested in their own and others' learning ; they continuously assist one another ● Teacher takes steps to assure that emerging bilinguals understand directions and have access to the same content and learning as native speakers	● Teacher has low expectations , consistently giving work that is not challenging or frustrating students by giving them tasks that are unreasonably difficult ● Teacher does not call on all students consistently ● Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the "corners" of the room and does not bring them into the instructional conversation, etc. ● ==Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students== ● Teacher feedback is subjective and is not tied to targeted learning outcomes and standards ● Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others ● Teacher does not explicitly assist emerging bilinguals to assure they understand directions and content				3
The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations	Generally Effective Practices: ● Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another ● Teacherimplements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc. ● Students interact in respectful ways and know how to work together effectively	● Teacher shows impatience and intolerance for certain student behaviors ● Lack of respectful interaction amongst students may be an issue ● Teacher establishes a competitive environment whereby students try to out-perform one another ● Teacher does not encourage student questions or ridicules students when they ask for				2

	• Teacher and students work to understand each other's perspectives Practices that are Culturally Responsive: • Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom • Teacher affirms students' language and cultural knowledge by integrating it into classroom conversations • Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities • Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups • Classroom library (including online resources) includes bilingual texts that incorporate students' native languages	clarification • Posters and displays do not show an acknowledgement and affirmation of students' cultural and racial/ethnic/linguistic identities • Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity • Classroom resources do not include any bilingual texts • Teacher never affirms students' native languages and cultures				
Students work together productively	Generally Effective Practices: • Students are continuously viewed as resources for one another and assist one another in learning new concepts • ==Students are encouraged to have discussions with peers and to work collaboratively==	• Students are discouraged from assisting their peers • Students primarily work individually and are not expected to work collaboratively; and/or students have a difficult time collaborating • Teacher dominates the decision-making and does not allow for student voice • The emphasis is on individual achievement • Classroom is arranged for quiet, solitary work, with the teacher being "center stage"				1
Family Collaboration						
The teacher establishes genuine partnerships (equitable	Generally Effective Practices: • Parents'/caregivers' ideas are solicited on how best to instruct the child; parents are viewed as partners in educating their child • There is evidence of conversations with parents/caregivers where it's clear that	• Parents'/caregivers are never consulted on how best to instruct their child, and/or their suggestions are not incorporated in instruction • No effort made to establish relationships with caregivers				0

relationships) with parents/ caregivers	they are viewed as partners in educating the student Practices that are Culturally Responsive: ● Teacher makes an effort to understand families and respects their cultural knowledge by making a concerted effort to develop relationships in order to learn about their lives, language, histories, and cultural traditions ● Teacher makes an effort to communicate with families in their home languages (e.g.,learning key terms in the student's home language, translating letters, using translation tools involving a family liaison, etc.)	● There is evidence of a "deficit perspective" in which families and caregivers are viewed as inferior and/or as having limited resources that can be leveraged for instruction ● All communication with families is in English.				
The teacher reaches out to meet parents in positive, non-traditional ways	Generally Effective Practices: ● Teacher conducts home visit conferences ● Teacher makes "good day" phone calls and establishes regular communication with parents Practices that are Culturally Responsive: ● Teacher plans parent/family activities at locations within the home community ● Teacher meets parents in parking lot or other locations that may be more comfortable for them	● Communication with parents/caregivers is through newsletters or similar group correspondence,, where they are asked to respond passively (e.g., signing the newsletter, versus becoming actively involved in their child's learning) ● Teacher conducts phone calls, conferences, personal notes to parents for negative reports only (e.g., discipline)				0
The teacher encourages parent/family involvement	Generally Effective Practices: ● Parents are encouraged to be actively involved in school-related events and activities ● Parents/caregivers are invited into the classroom to participate and share experiences Practices that are Culturally Responsive: ● Parents from diverse linguistic and cultural backgrounds are invited to share their unique experiences and knowledge (e.g., sharing their stories, reading books in their native language, teaching songs and rhymes in their native language, etc.)	● Parents/caregivers are never involved in the instructional program ● There is no evidence of home/family connections in the classroom				0
The teacher intentionally	Practices that are Culturally Responsive:	● Families' "funds of knowledge" are never identified				0

learns about families' linguistic/cultural knowledge and expertise to support student learning	Teacher identifies families' "funds of knowledge" so it can be used to facilitate student learning (e.g., through home visits; social events for families where information is solicited; conversations with parents and students about their language, culture, and history; attending community events; home literacy projects; camera projects etc.)					
Assessment Practices						
Formative assessment practices are used that provide information throughout the lesson on individual student understanding	Generally Effective Practices: ● Teacher frequently assesses students' understanding throughout instruction and uses assessment data throughout the lesson to adjust instruction ● Students are able to voice their learning throughout the lesson ● Informal assessment strategies are used continuously during instruction, while students are actively engaged in learning, and provide information on the learning of every student (e.g. "talking partners," whiteboards, journal responses to check continuously for understanding) ● Teacher modifies instruction or reteaches when it's clear that students are not meeting learning targets	● Assessment occurs at the end of the lesson ● Assessment is not embedded throughout instruction ● Assessment is regarded as a set of evaluation "tools" that are used to determine what students have learned (e.g., exit slips, quizzes, etc. that are administered after instruction has occurred versus examining students' cognitive processing during instruction) ● Teacher follows the lesson script even when it's clear that students are not meeting learning targets ● The goal is to get through the lesson and cover the content versus assuring student understanding				4
Students are able to demonstrate their learning in a variety of ways	Generally Effective Practices ● Divergent responses and reasoning are encouraged; students are able to share the processes and evidence they used to arrive at responses versus simply providing "the" correct answer Practices that are Culturally Responsive: ● Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation (e.g., drawing, labelling, completing graphic organizers etc. depending upon their level of English language acquisition)	● Most or all tests are written and require reading/writing proficiency in English ● Teacher expects students to tell "the" answer ● Students have a narrow range of options for demonstrating competence (e.g., multiple choice tests, matching, etc.)				2

Authentic assessments are used frequently to determine students' competence in both language and content	Generally Effective Practices: ● Students' written and oral language proficiency is assessed while they are engaged in purposeful activity ● Teacher primarily uses authentic, task-embedded assessments (e.g., anecdotal notes, targeted observation, rubrics/analysis of students' written products, math charts/journals, etc.) Practices that are Culturally Responsive: ● Teacher assesses both academic language and content	● Assessments measure discrete, isolated skills and/or use short, disconnected passages ● Students' linguistic competence is never assessed, or is evaluated solely through standardized measures ● Assessments are "exercises" that students must complete versus meaningful, purposeful work				2
Students have opportunities for self-assessment	Generally Effective Practices: ● Students are encouraged to evaluate their own work based upon a determined set of criteria ● Students are involved in setting their own goals for learning ● Students are involved in developing the criteria for their finished products (e.g., scoring rubrics)	● Assessment is always teacher-controlled				0

Instructional Practices

Instruction is contextualized in students' lives, experiences, and individual abilities	Generally Effective Practices: ● Learning activities are meaningful to students and promote a high level of student engagement ● Materials and real-world examples are used that help students make connections to their lives ● Learning experiences build on prior student learning and invite students to make connections Practices that are Culturally Responsive: ● Teacher uses instructional methods/activities that provide windows into students' worlds outside of school (e.g., "All About Me" books, student-created alphabet walls, camera projects, etc.) ● Teacher views students' life experiences as assets and builds on	● Learning tasks and texts reflect the values and experiences of dominant ethnic and cultural groups ● No attempt is made to link students' realities to what is being studied; learning experiences are disconnected from students' knowledge and experiences ● Skills and content are presented in isolation (never in application to authentic contexts) ● Teacher follows the script of the adopted curriculum even when it conflicts with her own or the students' lived experiences ● Learning experiences are derived almost exclusively from published textbooks and other materials that				4

	students' cultural knowledge, linguistic knowledge, and "cultural data sets," making connections during instruction in the various content areas ● Materials and examples are used that reflect diverse experiences and views ● Families' "funds of knowledge" are integrated in learning experiences when possible; parents are invited into the classroom to share their knowledge	do not relate to the classroom community or the larger community being served ● Families "funds of knowledge" are never incorporated in the curriculum; parents are never invited to share their knowledge				
Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning	● Learning tasks allow students to practice and apply concepts using hands-on activities and manipulatives ● Learning activities promote a high level of student engagement ● Exploratory learning is encouraged ● Teacher engages students in the inquiry process and learns from students' investigations (e.g., inquiry-based and project-based learning) ● Students are encouraged to pose questions and find answers to their questions using a variety of resources ● Student-generated questions form the basis for further study and investigation	● Students work passively at their seats on teacher-directed tasks ● Passive student learning is the norm (e.g., listening to direct instruction and taking notes, reading the textbook, seatwork, worksheets, etc.) ● Exploratory learning is discouraged ● Teacher is the authority ● Students are not encouraged to challenge or question ideas or to engage in further inquiry ● Students are not encouraged to pose their own questions ● All knowledge/ideas are generated by those in authority (e.g., textbook writers, teachers)				0
The teacher focuses on developing students' academic language	Generally Effective Practices: ● There is an emphasis on learning academic vocabulary in the particular content area ● Students are taught independent strategies for learning new vocabulary ● Key academic vocabulary and language structures are identified prior to a study or investigation Practices that are Culturally Responsive: ● Teacher develops language objectives in addition to content objectives, having specific goals in mind for students' linguistic performance ● Teacher articulates expectations for language use (e.g "I want you to use	● Little attention is paid to learning academic vocabulary in the content area ● New words are taught outside of meaningful contexts ● Students are not taught independent word learning strategies ● Teacher does not articulate expectations for language use ● The teacher does not establish language objectives for students; only content objectives are evident ● Teacher does not scaffold students' language development				3

	these vocabulary words in your discussion; I expect you to reply in a complete sentence" etc.) ● Teacher scaffolds students' language development as needed (sentence frames, sentence starters, etc.) ● Academic language is taught explicitly (identifying it in written passages, dissecting complex sentences, using mentor texts, creating "learning/language walls," etc.)	● No attention is given to the language used in particular disciplines; academic language is not addressed ● Students are evaluated on their use of academic discourse but it is never taught explicitly				
The teacher uses instructional techniques that scaffold student learning	● Teacher uses a variety of teaching strategies to assist students in learning content (e.g., demonstrations, visuals, graphic organizers, reducing linguistic density, etc.) ● Teacher models, explains and demonstrates skills and concepts and provides appropriate scaffolding ● Teacher uses "comprehensible input" (e.g., gestures, familiar words and phrases, slower speech, etc.) to facilitate understanding when needed ● Teacher builds on students' knowledge of their home languages to teach English (e.g., cognates, letter-sound relationships, syntactic patterns)	● Teacher primarily uses traditional methods for teaching content (e.g., lecture, reading from a textbook) with few scaffolding strategies ● Teacher does not always model, explain and demonstrate new skills and concepts prior to asking students to apply them ● Teacher does not use visuals, comprehensible input etc. to facilitate understanding ● Teacher does not build upon students' home languages to teach terms, skills and concepts in English				0
Students have choices based upon their experiences, interests and strengths	● Students have multiple opportunities to choose texts, writing topics, and modes of expression based on preferences and personal relevance ● Students have some choice in assignments ● Students have some choice and ownership in what they are learning	● Teacher selects texts, writing topics, and modes of expression for students ● All assignments are teacher-initiated ● Students have no choice or ownership in topic of study or questions that will be addressed				0
Discourse						
The teacher promotes active student engagement	● Teacher employs a variety of discourse protocols to promote student participation and engagement (e.g., call and response, talking circles, read-around, musical shares, etc.)	● The main form of classroom discourse is Initiate-Respond-Evaluate (IRE) where the teacher poses a question and individual students respond				1

through discourse practices	• All students have the opportunity to participate in classroom discourse • Teacher uses various strategies throughout the lesson to promote student engagement through talk (e.g., partner share, small group conversation, interactive journals, etc.)	• The teacher controls classroom discourse by assigning speaking rights to students • Not all students have the opportunity to participate in classroom discussions Some students are allowed to dominate discussions				
The teacher promotes equitable and culturally sustaining discourse practices	Generally Effective Practices: • Students use collaborative, overlapping conversation and participate actively, supporting the speaker during the creation of story talk or discussion and commenting upon the ideas of others • Teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding of ideas Practices that are Culturally Responsive: • Students speak in their home language/dialect when it is situationally appropriate to do so • There is an emphasis on developing proficiency in students' native language as well as in Standard English; bilingualism/ multilingualism is encouraged (e.g., students learn vocabulary in their native languages; students read/write in their native languages; students learn songs and rhymes in other languages, etc.)	• Discourse practices of various cultural groups are not used during instruction • Students are discouraged from using their home language or dialect and communicating in culturally specific ways, even when it is situationally appropriate to do so • Emerging bilingual students are discouraged from using their native language, both inside and outside of school • Students are discouraged from communicating in a language other than English • There is no evidence of attempts to promote bilingualism/multilingualism				1
The teacher provides structures that promote academic conversation	Generally Effective Practices: • Students engage in genuine discussions and have extended conversations • Teacher explicitly teaches and evaluates skills required for conducting effective academic conversations Practices that are Culturally Responsive: • Teacher provides prompts that elicit extended conversations and dialogue (e.g. questions on current issues; questions that would elicit differing points of view)	• Students are discouraged from talking together, or conversations are limited to short responses • Teacher rarely asks questions or provides prompts that would elicit extended dialogue • Teacher does not teach skills required for academic conversations				1

The teacher provides opportunities for students to develop linguistic competence	Generally Effective Practices: ● Teacher provides many opportunities for students to use academic language in meaningful contexts ● Students are engaged in frequent and authentic uses of language and content (drama, role play, discussion, purposeful writing and communication using ideas/concepts/vocabulary and syntactic structures from the field of study) Practices that are Culturally Responsive: ● Students are taught appropriate registers of language use for a variety of social contexts and are given opportunities to practice those registers in authentic ways	● Students' use of language is limited and they do not use language in authentic ways ● Students are not taught about the registers of language use; they are expected to use Standard English in all social contexts				1

Critical Consciousness

The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community	Generally Effective Practices: ● Students are engaged in experiences that develop awareness and provide opportunities to contribute, inform, persuade and have a voice in the classroom, school and beyond ● Community-based issues and projects are included in the planned program and new skills and concepts are linked to real-world problems and events Practices that are Culturally Responsive: ● Students explore important contemporary issues (poverty, racism, global warming, human trafficking, animal cruelty, etc.) ● Teacher encourages students to investigate real-world issues related to a topic being studied and to become actively involved in solving problems at the local, state, national, and global levels	● The focus of literacy and content instruction is to teach the skills and information required to "pass the test"; learning occurs only as it relates to the standard curriculum ● Teacher does not encourage critical thought or questioning of contemporary issues ● Teacher does not encourage application to real-world issues; accepts or endorses the status quo by ignoring or dismissing real life problems related to the topic being studied				0
The curriculum and planned learning	Practices that are Culturally Responsive: ● Teacher facilitates students' understanding of stereotypes and biases	● Teacher does not encourage students to examine biases in instructional materials or popular				0

experiences incorporate opportunities to confront negative stereotypes and biases	• Teacher encourages students to examine biases in popular culture that students encounter in their daily lives (TV shows, advertising, popular songs, etc.) • Teacher makes intentional use of multicultural literature to facilitate conversations about human differences • As appropriate to the grade level being taught, teacher helps students to think about biases in texts (e.g., "Who has the power in this book? Whose perspectives are represented, and whose are missing? Who benefits from the beliefs and practices represented in this text?" etc.) • As appropriate to the grade level being taught, teacher challenges students to deconstruct their own cultural assumptions and biases both in the formal and informal curriculum	texts; texts are considered to be "neutral" • Teacher never addresses issues related to human differences • Teacher makes prejudicial statements to students (e.g., girls are emotional; immigrants don't belong here; etc.), and/or fails to challenge prejudicial statements of students				
The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives	Generally Effective Practices: • Students are encouraged to challenge the ideas in a text and to think at high levels Practices that are Culturally Responsive: • Texts include protagonists from diverse backgrounds and present ideas from multiple perspectives • Students are encouraged to explore alternative viewpoints • Opportunities are plentiful for students to present diverse perspectives through class discussions and other activities • Students are encouraged to respectfully disagree with one another and to provide evidence to support their views	• The conventional, dominant point of view is presented and remains unchallenged • Few texts are available to represent diverse protagonists or multiple perspectives • Biased units of study are presented that show only the conventional point of view (e.g., Columbus discovered America) or that ignore other perspectives (e.g., a weather unit that does not include a discussion of global warming) • No or very few texts are available with protagonists from diverse cultural, linguistic, and/or socioeconomic backgrounds • No opportunities are provided for students to learn about or to present diverse views				1

APPENDIX T: PARTICIPANT'S CRIOP, OBSERVATION 2

CRI Pillar	Holistic Score
CLASS	2.5
FAM	0/not observed
ASMT	2
INSTR	0.71
DISC	1
CRITICAL	0

Classroom Relationships						
CRI Indicators	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field note: examples	Field note: non-examples	Field note: no example	Score
The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	Generally Effective Practices: ● Teacher refers to students by name, uses personalized language with students ● Teacher conveys interest in students' lives and experiences Practices that are Culturally Responsive: ● There is a "family-like" environment in the classroom; there is a sense of belonging; students express care for one another in a variety of ways ● Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating in the classroom ● Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families s/he serves (e.g., using a more direct interactive style	● Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. ● Teacher does not address negative comments of one student towards another ● Teacher stays behind desk or across table from students; s/he does not get "on their level" ● Teacher does not take interest in students' lives and experiences; is primarily concerned with conveying content ● Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities ● Some students do not seem comfortable contributing to class discussions and participating in learning activities				4

	with students who require it)	● Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some				
The teacher communicates high expectations for all students	Generally Effective Practices: ● There is an emphasis on learning and higher-level thinking; challenging work is the norm ● Students do not hesitate to ask questions that further their learning; there is a "culture of learning" in the classroom ● Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task ● Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards Practices that are Culturally Responsive: ● There are group goals for success as well as individual goals (e.g., goals and charts posted on walls); every student is expected to achieve ● Students are invested in their own and others' learning ; they continuously assist one another ● Teacher takes steps to assure that emerging bilinguals understand directions and have access to the same content and learning as native speakers	● Teacher has low expectations , consistently giving work that is not challenging or frustrating students by giving them tasks that are unreasonably difficult ● Teacher does not call on all students consistently ● Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the "corners" of the room and does not bring them into the instructional conversation, etc. ● Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students ● Teacher feedback is subjective and is not tied to targeted learning outcomes and standards ● Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others ● Teacher does not explicitly assist emerging bilinguals to assure they understand directions and content				3
The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations	Generally Effective Practices: ● Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another ● Teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc. ● Students interact in respectful ways and know how to work together effectively	● Teacher shows impatience and intolerance for certain student behaviors ● Lack of respectful interaction amongst students may be an issue ● Teacher establishes a competitive environment whereby students try to out-perform one another ● Teacher does not encourage student questions or ridicules students when they ask for				2

	● Teacher and students work to understand each other's perspectives Practices that are Culturally Responsive: ● Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom ● Teacher affirms students' language and cultural knowledge by integrating it into classroom conversations ● Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities ● Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups ● Classroom library (including online resources) includes bilingual texts that incorporate students' native languages	clarification ● Posters and displays do not show an acknowledgement and affirmation of students' cultural and racial/ethnic/linguistic identities ● Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity ● Classroom resources do not include any bilingual texts ● Teacher never affirms students' native languages and cultures				
Students work together productively	Generally Effective Practices: ● Students are continuously viewed as resources for one another and assist one another in learning new concepts ● Students are encouraged to have discussions with peers and to work collaboratively	● Students are discouraged from assisting their peers ● Students primarily work individually and are not expected to work collaboratively; and/or students have a difficult time collaborating ● Teacher dominates the decision-making and does not allow for student voice ● The emphasis is on individual achievement ● Classroom is arranged for quiet, solitary work, with the teacher being "center stage"				1
Family Collaboration						
The teacher establishes genuine partnerships (equitable	Generally Effective Practices: ● Parents'/caregivers' ideas are solicited on how best to instruct the child; parents are viewed as partners in educating their child ● There is evidence of conversations with parents/caregivers where it's clear that	● Parents'/caregivers are never consulted on how best to instruct their child, and/or their suggestions are not incorporated in instruction ● No effort made to establish relationships with caregivers				0

relationships) with parents/ caregivers	they are viewed as partners in educating the student Practices that are Culturally Responsive: ● Teacher makes an effort to understand families and respects their cultural knowledge by making a concerted effort to develop relationships in order to learn about their lives, language, histories, and cultural traditions ● Teacher makes an effort to communicate with families in their home languages (e.g.,learning key terms in the student's home language, translating letters, using translation tools involving a family liaison, etc.)	● There is evidence of a "deficit perspective" in which families and caregivers are viewed as inferior and/or as having limited resources that can be leveraged for instruction ● All communication with families is in English.				
The teacher reaches out to meet parents in positive, non-traditional ways	Generally Effective Practices: ● Teacher conducts home visit conferences ● Teacher makes "good day" phone calls and establishes regular communication with parents Practices that are Culturally Responsive: ● Teacher plans parent/family activities at locations within the home community ● Teacher meets parents in parking lot or other locations that may be more comfortable for them	● Communication with parents/caregivers is through newsletters or similar group correspondence,, where they are asked to respond passively (e.g., signing the newsletter, versus becoming actively involved in their child's learning) ● Teacher conducts phone calls, conferences, personal notes to parents for negative reports only (e.g., discipline)				0
The teacher encourages parent/family involvement	Generally Effective Practices: ● Parents are encouraged to be actively involved in school-related events and activities ● Parents/caregivers are invited into the classroom to participate and share experiences Practices that are Culturally Responsive: ● Parents from diverse linguistic and cultural backgrounds are invited to share their unique experiences and knowledge (e.g., sharing their stories, reading books in their native language, teaching songs and rhymes in their native language, etc.)	● Parents/caregivers are never involved in the instructional program ● There is no evidence of home/family connections in the classroom				0
The teacher intentionally	Practices that are Culturally Responsive:	● Families' "funds of knowledge" are never identified				0

learns about families' linguistic/cultural knowledge and expertise to support student learning	Teacher identifies families' "funds of knowledge" so it can be used to facilitate student learning (e.g., through home visits; social events for families where information is solicited; conversations with parents and students about their language, culture, and history; attending community events; home literacy projects; camera projects etc.)					
Assessment Practices						
Formative assessment practices are used that provide information throughout the lesson on individual student understanding	Generally Effective Practices: ● Teacher frequently assesses students' understanding throughout instruction and uses assessment data throughout the lesson to adjust instruction ● Students are able to voice their learning throughout the lesson ● Informal assessment strategies are used continuously during instruction, while students are actively engaged in learning, and provide information on the learning of every student (e.g. "talking partners," whiteboards, journal responses to check continuously for understanding) ● Teacher modifies instruction or reteaches when it's clear that students are not meeting learning targets	● Assessment occurs at the end of the lesson ● Assessment is not embedded throughout instruction ● Assessment is regarded as a set of evaluation "tools" that are used to determine what students have learned (e.g., exit slips, quizzes, etc. that are administered after instruction has occurred versus examining students' cognitive processing during instruction) ● Teacher follows the lesson script even when it's clear that students are not meeting learning targets ● The goal is to get through the lesson and cover the content versus assuring student understanding				4
Students are able to demonstrate their learning in a variety of ways	Generally Effective Practices ● Divergent responses and reasoning are encouraged; students are able to share the processes and evidence they used to arrive at responses versus simply providing "the" correct answer Practices that are Culturally Responsive: ● Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation (e.g., drawing, labelling, completing graphic organizers etc. depending upon their level of English language acquisition)	● Most or all tests are written and require reading/writing proficiency in English ● Teacher expects students to tell "the" answer ● Students have a narrow range of options for demonstrating competence (e.g., multiple choice tests, matching, etc.)				2

	Generally Effective Practices / Culturally Responsive	Ineffective Practices					Score
Authentic assessments are used frequently to determine students' competence in both language and content	**Generally Effective Practices:** ● Students' written and oral language proficiency is assessed while they are engaged in purposeful activity ● Teacher primarily uses authentic, task-embedded assessments (e.g., anecdotal notes, targeted observation, rubrics/analysis of students' written products, math charts/journals, etc.) **Practices that are Culturally Responsive:** ● Teacher assesses both academic language and content	● Assessments measure discrete, isolated skills and/or use short, disconnected passages ● Students' linguistic competence is never assessed, or is evaluated solely through standardized measures ● Assessments are "exercises" that students must complete versus meaningful, purposeful work					2
Students have opportunities for self-assessment	**Generally Effective Practices:** ● Students are encouraged to evaluate their own work based upon a determined set of criteria ● Students are involved in setting their own goals for learning ● Students are involved in developing the criteria for their finished products (e.g., scoring rubrics)	● Assessment is always teacher-controlled					0

Instructional Practices

	Generally Effective Practices / Culturally Responsive	Ineffective Practices					Score
Instruction is contextualized in students' lives, experiences, and individual abilities	**Generally Effective Practices:** ● Learning activities are meaningful to students and promote a high level of student engagement ● Materials and real-world examples are used that help students make connections to their lives ● Learning experiences build on prior student learning and invite students to make connections **Practices that are Culturally Responsive:** ● Teacher uses instructional methods/activities that provide windows into students' worlds outside of school (e.g., "All About Me" books, student-created alphabet walls, camera projects, etc.) ● Teacher views students' life experiences as assets and builds on	● Learning tasks and texts reflect the values and experiences of dominant ethnic and cultural groups ● No attempt is made to link students' realities to what is being studied; learning experiences are disconnected from students' knowledge and experiences ● Skills and content are presented in isolation (never in application to authentic contexts) ● Teacher follows the script of the adopted curriculum even when it conflicts with her own or the students' lived experiences ● Learning experiences are derived almost exclusively from published textbooks and other materials that					4

	students' cultural knowledge, linguistic knowledge, and "cultural data sets," making connections during instruction in the various content areas ● Materials and examples are used that reflect diverse experiences and views ● Families' "funds of knowledge" are integrated in learning experiences when possible; parents are invited into the classroom to share their knowledge	do not relate to the classroom community or the larger community being served ● Families "funds of knowledge" are never incorporated in the curriculum; parents are never invited to share their knowledge				
Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning	● Learning tasks allow students to practice and apply concepts using hands-on activities and manipulatives ● Learning activities promote a high level of student engagement ● Exploratory learning is encouraged ● Teacher engages students in the inquiry process and learns from students' investigations (e.g., inquiry-based and project-based learning) ● Students are encouraged to pose questions and find answers to their questions using a variety of resources ● Student-generated questions form the basis for further study and investigation	● Students work passively at their seats on teacher-directed tasks ● Passive student learning is the norm (e.g., listening to direct instruction and taking notes, reading the textbook, seatwork, worksheets, etc.) ● Exploratory learning is discouraged ● Teacher is the authority ● Students are not encouraged to challenge or question ideas or to engage in further inquiry ● Students are not encouraged to pose their own questions ● All knowledge/ideas are generated by those in authority (e.g., textbook writers, teachers)				0
The teacher focuses on developing students' academic language	Generally Effective Practices: ● There is an emphasis on learning academic vocabulary in the particular content area ● Students are taught independent strategies for learning new vocabulary ● Key academic vocabulary and language structures are identified prior to a study or investigation Practices that are Culturally Responsive: ● Teacher develops language objectives in addition to content objectives, having specific goals in mind for students' linguistic performance ● Teacher articulates expectations for language use (e.g "I want you to use	● Little attention is paid to learning academic vocabulary in the content area ● New words are taught outside of meaningful contexts ● Students are not taught independent word learning strategies ● Teacher does not articulate expectations for language use ● The teacher does not establish language objectives for students; only content objectives are evident ● Teacher does not scaffold students' language development				3

	these vocabulary words in your discussion; I expect you to reply in a complete sentence" etc.) ● Teacher scaffolds students' language development as needed (sentence frames, sentence starters, etc.) ● Academic language is taught explicitly (identifying it in written passages, dissecting complex sentences, using mentor texts, creating "learning/language walls," etc.)	● No attention is given to the language used in particular disciplines; academic language is not addressed ● Students are evaluated on their use of academic discourse but it is never taught explicitly				
The teacher uses instructional techniques that scaffold student learning	● Teacher uses a variety of teaching strategies to assist students in learning content (e.g., demonstrations, visuals, graphic organizers, reducing linguistic density, etc.) ● Teacher models, explains and demonstrates skills and concepts and provides appropriate scaffolding ● Teacher uses "comprehensible input" (e.g., gestures, familiar words and phrases, slower speech, etc.) to facilitate understanding when needed ● Teacher builds on students' knowledge of their home languages to teach English (e.g., cognates, letter-sound relationships, syntactic patterns)	● Teacher primarily uses traditional methods for teaching content (e.g., lecture, reading from a textbook) with few scaffolding strategies ● Teacher does not always model, explain and demonstrate new skills and concepts prior to asking students to apply them ● Teacher does not use visuals, comprehensible input etc. to facilitate understanding ● Teacher does not build upon students' home languages to teach terms, skills and concepts in English				0
Students have choices based upon their experiences, interests and strengths	● Students have multiple opportunities to choose texts, writing topics, and modes of expression based on preferences and personal relevance ● Students have some choice in assignments ● Students have some choice and ownership in what they are learning	● Teacher selects texts, writing topics, and modes of expression for students ● All assignments are teacher-initiated ● Students have no choice or ownership in topic of study or questions that will be addressed				0
Discourse						
The teacher promotes active student engagement	● Teacher employs a variety of discourse protocols to promote student participation and engagement (e.g., call and response, talking circles, read-around, musical shares, etc.)	● The main form of classroom discourse is Initiate-Respond-Evaluate (IRE) where the teacher poses a question and individual students respond				2

through discourse practices	• All students have the opportunity to participate in classroom discourse • Teacher uses various strategies throughout the lesson to promote student engagement through talk (e.g., partner share, small group conversation, interactive journals, etc.)	• The teacher controls classroom discourse by assigning speaking rights to students • Not all students have the opportunity to participate in classroom discussions Some students are allowed to dominate discussions				
The teacher promotes equitable and culturally sustaining discourse practices	Generally Effective Practices: • Students use collaborative, overlapping conversation and participate actively, supporting the speaker during the creation of story talk or discussion and commenting upon the ideas of others • Teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding of ideas Practices that are Culturally Responsive: • Students speak in their home language/dialect when it is situationally appropriate to do so • There is an emphasis on developing proficiency in students' native language as well as in Standard English; bilingualism/ multilingualism is encouraged (e.g., students learn vocabulary in their native languages; students read/write in their native languages; students learn songs and rhymes in other languages, etc.)	• Discourse practices of various cultural groups are not used during instruction • Students are discouraged from using their home language or dialect and communicating in culturally specific ways, even when it is situationally appropriate to do so • Emerging bilingual students are discouraged from using their native language, both inside and outside of school • Students are discouraged from communicating in a language other than English • There is no evidence of attempts to promote bilingualism/multilingualism				2
The teacher provides structures that promote academic conversation	Generally Effective Practices: • Students engage in genuine discussions and have extended conversations • Teacher explicitly teaches and evaluates skills required for conducting effective academic conversations Practices that are Culturally Responsive: • Teacher provides prompts that elicit extended conversations and dialogue (e.g. questions on current issues; questions that would elicit differing points of view)	• Students are discouraged from talking together, or conversations are limited to short responses • Teacher rarely asks questions or provides prompts that would elicit extended dialogue • Teacher does not teach skills required for academic conversations				0

The teacher provides opportunities for students to develop linguistic competence	Generally Effective Practices: ● Teacher provides many opportunities for students to use academic language in meaningful contexts ● Students are engaged in frequent and authentic uses of language and content (drama, role play, discussion, purposeful writing and communication using ideas/concepts/vocabulary and syntactic structures from the field of study) Practices that are Culturally Responsive: ● Students are taught appropriate registers of language use for a variety of social contexts and are given opportunities to practice those registers in authentic ways	● Students' use of language is limited and they do not use language in authentic ways ● Students are not taught about the registers of language use; they are expected to use Standard English in all social contexts				0
Critical Consciousness						
The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community	Generally Effective Practices: ● Students are engaged in experiences that develop awareness and provide opportunities to contribute, inform, persuade and have a voice in the classroom, school and beyond ● Community-based issues and projects are included in the planned program and new skills and concepts are linked to real-world problems and events Practices that are Culturally Responsive: ● Students explore important contemporary issues (poverty, racism, global warming, human trafficking, animal cruelty, etc.) ● Teacher encourages students to investigate real-world issues related to a topic being studied and to become actively involved in solving problems at the local, state, national, and global levels	● The focus of literacy and content instruction is to teach the skills and information required to "pass the test"; learning occurs only as it relates to the standard curriculum ● Teacher does not encourage critical thought or questioning of contemporary issues ● Teacher does not encourage application to real-world issues; accepts or endorses the status quo by ignoring or dismissing real life problems related to the topic being studied				0
The curriculum and planned learning	Practices that are Culturally Responsive: ● Teacher facilitates students' understanding of stereotypes and biases	● Teacher does not encourage students to examine biases in instructional materials or popular				0

experiences incorporate opportunities to confront negative stereotypes and biases	● Teacher encourages students to examine biases in popular culture that students encounter in their daily lives (TV shows, advertising, popular songs, etc.) ● Teacher makes intentional use of multicultural literature to facilitate conversations about human differences ● As appropriate to the grade level being taught, teacher helps students to think about biases in texts (e.g., "Who has the power in this book? Whose perspectives are represented, and whose are missing? Who benefits from the beliefs and practices represented in this text?" etc.) ● As appropriate to the grade level being taught, teacher challenges students to deconstruct their own cultural assumptions and biases both in the formal and informal curriculum	texts; texts are considered to be "neutral" ● Teacher never addresses issues related to human differences ● Teacher makes prejudicial statements to students (e.g., girls are emotional; immigrants don't belong here; etc.), and/or fails to challenge prejudicial statements of students				
The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives	Generally Effective Practices: ● Students are encouraged to challenge the ideas in a text and to think at high levels Practices that are Culturally Responsive: ● Texts include protagonists from diverse backgrounds and present ideas from multiple perspectives ● Students are encouraged to explore alternative viewpoints ● Opportunities are plentiful for students to present diverse perspectives through class discussions and other activities ● Students are encouraged to respectfully disagree with one another and to provide evidence to support their views	● The conventional, dominant point of view is presented and remains unchallenged ● Few texts are available to represent diverse protagonists or multiple perspectives ● Biased units of study are presented that show only the conventional point of view (e.g., Columbus discovered America) or that ignore other perspectives (e.g., a weather unit that does not include a discussion of global warming) ● No or very few texts are available with protagonists from diverse cultural, linguistic, and/or socioeconomic backgrounds ● No opportunities are provided for students to learn about or to present diverse views				0

CRI Pillar	Holistic Score
CLASS	2
FAM	0/not observed
ASMT	1.75
INSTR	1.6
DISC	1.25
CRITICAL	0.67

Classroom Relationships						
CRI Indicators	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field note: examples	Field note: non-examples	Field note: no example	Score
The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	Generally Effective Practices: ● Teacher refers to students by name, uses personalized language with students ● Teacher conveys interest in students' lives and experiences Practices that are Culturally Responsive: ● There is a "family-like" environment in the classroom; there is a sense of belonging; students express care for one another in a variety of ways ● Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating in the classroom ● Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families s/he serves (e.g., using a more direct interactive style	● Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. ● Teacher does not address negative comments of one student towards another ● Teacher stays behind desk or across table from students; s/he does not get "on their level" ● Teacher does not take interest in students' lives and experiences; is primarily concerned with conveying content ● Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities ● Some students do not seem comfortable contributing to class discussions and participating in learning activities				4

	==with students who require it)==	● Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some				
The teacher communicates high expectations for all students	Generally Effective Practices: ● There is an emphasis on learning and higher-level thinking; challenging work is the norm ● ==Students do not hesitate to ask questions that further their learning; there is a "culture of learning" in the classroom== ● ==Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task== ● Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards Practices that are Culturally Responsive: ● There are group goals for success as well as individual goals (e.g., goals and charts posted on walls); every student is expected to achieve ● Students are invested in their own and others' learning ; they continuously assist one another ● Teacher takes steps to assure that emerging bilinguals understand directions and have access to the same content and learning as native speakers	● Teacher has low expectations , consistently giving work that is not challenging or frustrating students by giving them tasks that are unreasonably difficult ● Teacher does not call on all students consistently ● Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the "corners" of the room and does not bring them into the instructional conversation, etc. ● Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students ● Teacher feedback is subjective and is not tied to targeted learning outcomes and standards ● Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others ● Teacher does not explicitly assist emerging bilinguals to assure they understand directions and content				2
The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations	Generally Effective Practices: ● ==Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another== ● Teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc. ● Students interact in respectful ways and know how to work together effectively	● Teacher shows impatience and intolerance for certain student behaviors ● Lack of respectful interaction amongst students may be an issue ● Teacher establishes a competitive environment whereby students try to out-perform one another ● Teacher does not encourage student questions or ridicules students when they ask for	Discussion of character in a wheelchair			2

	• Teacher and students work to understand each other's perspectives Practices that are Culturally Responsive: • Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom • Teacher affirms students' language and cultural knowledge by integrating it into classroom conversations • Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities • Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups • Classroom library (including online resources) includes bilingual texts that incorporate students' native languages	clarification • Posters and displays do not show an acknowledgement and affirmation of students' cultural and racial/ethnic/linguistic identities • Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity • Classroom resources do not include any bilingual texts • Teacher never affirms students' native languages and cultures				
Students work together productively	Generally Effective Practices: • Students are continuously viewed as resources for one another and assist one another in learning new concepts • Students are encouraged to have discussions with peers and to work collaboratively	• Students are discouraged from assisting their peers • Students primarily work individually and are not expected to work collaboratively; and/or students have a difficult time collaborating • Teacher dominates the decision-making and does not allow for student voice • The emphasis is on individual achievement • Classroom is arranged for quiet, solitary work, with the teacher being "center stage"			Students did not work together during this lesson	0
Family Collaboration						
The teacher establishes genuine partnerships (equitable	Generally Effective Practices: • Parents'/caregivers' ideas are solicited on how best to instruct the child; parents are viewed as partners in educating their child • There is evidence of conversations with parents/caregivers where it's clear that	• Parents'/caregivers are never consulted on how best to instruct their child, and/or their suggestions are not incorporated in instruction • No effort made to establish relationships with caregivers				0

relationships) with parents/ caregivers	they are viewed as partners in educating the student Practices that are Culturally Responsive: ● Teacher makes an effort to understand families and respects their cultural knowledge by making a concerted effort to develop relationships in order to learn about their lives, language, histories, and cultural traditions ● Teacher makes an effort to communicate with families in their home languages (e.g.,learning key terms in the student's home language, translating letters, using translation tools involving a family liaison, etc.)	● There is evidence of a "deficit perspective" in which families and caregivers are viewed as inferior and/or as having limited resources that can be leveraged for instruction ● All communication with families is in English.				
The teacher reaches out to meet parents in positive, non-traditional ways	Generally Effective Practices: ● Teacher conducts home visit conferences ● Teacher makes "good day" phone calls and establishes regular communication with parents Practices that are Culturally Responsive: ● Teacher plans parent/family activities at locations within the home community ● Teacher meets parents in parking lot or other locations that may be more comfortable for them	● Communication with parents/caregivers is through newsletters or similar group correspondence,, where they are asked to respond passively (e.g., signing the newsletter, versus becoming actively involved in their child's learning) ● Teacher conducts phone calls, conferences, personal notes to parents for negative reports only (e.g., discipline)				0
The teacher encourages parent/family involvement	Generally Effective Practices: ● Parents are encouraged to be actively involved in school-related events and activities ● Parents/caregivers are invited into the classroom to participate and share experiences Practices that are Culturally Responsive: ● Parents from diverse linguistic and cultural backgrounds are invited to share their unique experiences and knowledge (e.g., sharing their stories, reading books in their native language, teaching songs and rhymes in their native language, etc.)	● Parents/caregivers are never involved in the instructional program ● There is no evidence of home/family connections in the classroom				0
The teacher intentionally	Practices that are Culturally Responsive:	● Families' "funds of knowledge" are never identified				0

learns about families' linguistic/cultural knowledge and expertise to support student learning	Teacher identifies families' "funds of knowledge" so it can be used to facilitate student learning (e.g., through home visits; social events for families where information is solicited; conversations with parents and students about their language, culture, and history; attending community events; home literacy projects; camera projects etc.)					
Assessment Practices						
Formative assessment practices are used that provide information throughout the lesson on individual student understanding	Generally Effective Practices: ● Teacher frequently assesses students' understanding throughout instruction and uses assessment data throughout the lesson to adjust instruction ● Students are able to voice their learning throughout the lesson ● Informal assessment strategies are used continuously during instruction, while students are actively engaged in learning, and provide information on the learning of every student (e.g. "talking partners," whiteboards, journal responses to check continuously for understanding) ● Teacher modifies instruction or reteaches when it's clear that students are not meeting learning targets	● Assessment occurs at the end of the lesson ● Assessment is not embedded throughout instruction ● Assessment is regarded as a set of evaluation "tools" that are used to determine what students have learned (e.g., exit slips, quizzes, etc. that are administered after instruction has occurred versus examining students' cognitive processing during instruction) ● Teacher follows the lesson script even when it's clear that students are not meeting learning targets ● The goal is to get through the lesson and cover the content versus assuring student understanding				4
Students are able to demonstrate their learning in a variety of ways	Generally Effective Practices ● Divergent responses and reasoning are encouraged; students are able to share the processes and evidence they used to arrive at responses versus simply providing "the" correct answer Practices that are Culturally Responsive: ● Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation (e.g., drawing, labelling, completing graphic organizers etc. depending upon their level of English language acquisition)	● Most or all tests are written and require reading/writing proficiency in English ● Teacher expects students to tell "the" answer ● Students have a narrow range of options for demonstrating competence (e.g., multiple choice tests, matching, etc.)			Answers were given through oral questions individually for this lesson	0

	Generally Effective / Culturally Responsive Practices					Score
Authentic assessments are used frequently to determine students' competence in both language and content	Generally Effective Practices: ● Students' written and oral language proficiency is assessed while they are engaged in purposeful activity ● Teacher primarily uses authentic, task-embedded assessments (e.g., anecdotal notes, targeted observation, rubrics/analysis of students' written products, math charts/journals, etc.) Practices that are Culturally Responsive: ● Teacher assesses both academic language and content	● Assessments measure discrete, isolated skills and/or use short, disconnected passages ● Students' linguistic competence is never assessed, or is evaluated solely through standardized measures ● Assessments are "exercises" that students must complete versus meaningful, purposeful work	Students allowed to give answers orally			3
Students have opportunities for self-assessment	Generally Effective Practices: ● Students are encouraged to evaluate their own work based upon a determined set of criteria ● Students are involved in setting their own goals for learning ● Students are involved in developing the criteria for their finished products (e.g., scoring rubrics)	● Assessment is always teacher-controlled			Self-assessment not appropriate for this lesson	0

Instructional Practices

Instruction is contextualized in students' lives, experiences, and individual abilities	Generally Effective Practices: ● Learning activities are meaningful to students and promote a high level of student engagement ● Materials and real-world examples are used that help students make connections to their lives ● Learning experiences build on prior student learning and invite students to make connections Practices that are Culturally Responsive: ● Teacher uses instructional methods/activities that provide windows into students' worlds outside of school (e.g., "All About Me" books, student-created alphabet walls, camera projects, etc.) ● Teacher views students' life experiences as assets and builds on	● Learning tasks and texts reflect the values and experiences of dominant ethnic and cultural groups ● No attempt is made to link students' realities to what is being studied; learning experiences are disconnected from students' knowledge and experiences ● Skills and content are presented in isolation (never in application to authentic contexts) ● Teacher follows the script of the adopted curriculum even when it conflicts with her own or the students' lived experiences ● Learning experiences are derived almost exclusively from published textbooks and other materials that	"where would you go on the train?"			3

	students' cultural knowledge, linguistic knowledge, and "cultural data sets," making connections during instruction in the various content areas ● Materials and examples are used that reflect diverse experiences and views ● Families' "funds of knowledge" are integrated in learning experiences when possible; parents are invited into the classroom to share their knowledge	do not relate to the classroom community or the larger community being served ● Families "funds of knowledge" are never incorporated in the curriculum; parents are never invited to share their knowledge				
Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning	● Learning tasks allow students to practice and apply concepts using hands-on activities and manipulatives ● <mark>Learning activities promote a high level of student engagement</mark> ● Exploratory learning is encouraged ● Teacher engages students in the inquiry process and learns from students' investigations (e.g., inquiry-based and project-based learning) ● Students are encouraged to pose questions and find answers to their questions using a variety of resources ● Student-generated questions form the basis for further study and investigation	● Students work passively at their seats on teacher-directed tasks ● Passive student learning is the norm (e.g., listening to direct instruction and taking notes, reading the textbook, seatwork, worksheets, etc.) ● Exploratory learning is discouraged ● Teacher is the authority ● Students are not encouraged to challenge or question ideas or to engage in further inquiry ● Students are not encouraged to pose their own questions ● All knowledge/ideas are generated by those in authority (e.g., textbook writers, teachers)				2
The teacher focuses on developing students' academic language	Generally Effective Practices: ● There is an emphasis on learning academic vocabulary in the particular content area ● Students are taught independent strategies for learning new vocabulary ● Key academic vocabulary and language structures are identified prior to a study or investigation Practices that are Culturally Responsive: ● Teacher develops language objectives in addition to content objectives, having specific goals in mind for students' linguistic performance ● Teacher articulates expectations for language use (e.g "I want you to use	● Little attention is paid to learning academic vocabulary in the content area ● New words are taught outside of meaningful contexts ● Students are not taught independent word learning strategies ● Teacher does not articulate expectations for language use ● The teacher does not establish language objectives for students; only content objectives are evident ● Teacher does not scaffold students' language development			Vocabulary was not a focus of this lesson	0

	these vocabulary words in your discussion; I expect you to reply in a complete sentence" etc.) ● Teacher scaffolds students' language development as needed (sentence frames, sentence starters, etc.) ● Academic language is taught explicitly (identifying it in written passages, dissecting complex sentences, using mentor texts, creating "learning/language walls," etc.)	● No attention is given to the language used in particular disciplines; academic language is not addressed ● Students are evaluated on their use of academic discourse but it is never taught explicitly				
The teacher uses instructional techniques that scaffold student learning	● Teacher uses a variety of teaching strategies to assist students in learning content (e.g., demonstrations, visuals, graphic organizers, reducing linguistic density, etc.) ● ==Teacher models, explains and demonstrates skills and concepts and provides appropriate scaffolding== ● Teacher uses "comprehensible input" (e.g., ==gestures, familiar words and phrases, slower speech, etc.) to facilitate understanding when needed== ● Teacher builds on students' knowledge of their home languages to teach English (e.g., cognates, letter-sound relationships, syntactic patterns)	● Teacher primarily uses traditional methods for teaching content (e.g., lecture, reading from a textbook) with few scaffolding strategies ● Teacher does not always model, explain and demonstrate new skills and concepts prior to asking students to apply them ● Teacher does not use visuals, comprehensible input etc. to facilitate understanding ● Teacher does not build upon students' home languages to teach terms, skills and concepts in English	Choral and individual reading			3
Students have choices based upon their experiences, interests and strengths	● Students have multiple opportunities to choose texts, writing topics, and modes of expression based on preferences and personal relevance ● Students have some choice in assignments ● Students have some choice and ownership in what they are learning	● Teacher selects texts, writing topics, and modes of expression for students ● All assignments are teacher-initiated ● Students have no choice or ownership in topic of study or questions that will be addressed			Small group using specific leveled text	0
Discourse						
The teacher promotes active student engagement	● Teacher employs a variety of discourse protocols to promote student participation and engagement (e.g., call and response, talking circles, read-around, musical shares, etc.)	● The main form of classroom discourse is Initiate-Respond-Evaluate (IRE) where the teacher poses a question and individual students respond				2

through discourse practices	• **All students have the opportunity to participate in classroom discourse** • Teacher uses various strategies throughout the lesson to promote student engagement through talk (e.g., partner share, small group conversation, interactive journals, etc.)	• The teacher controls classroom discourse by assigning speaking rights to students • Not all students have the opportunity to participate in classroom discussions Some students are allowed to dominate discussions				
The teacher promotes equitable and culturally sustaining discourse practices	Generally Effective Practices: • Students use collaborative, overlapping conversation and participate actively, supporting the speaker during the creation of story talk or discussion and commenting upon the ideas of others • **Teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding of ideas** Practices that are Culturally Responsive: • Students speak in their home language/dialect when it is situationally appropriate to do so • There is an emphasis on developing proficiency in students' native language as well as in Standard English; bilingualism/ multilingualism is encouraged (e.g., students learn vocabulary in their native languages; students read/write in their native languages; students learn songs and rhymes in other languages, etc.)	• Discourse practices of various cultural groups are not used during instruction • Students are discouraged from using their home language or dialect and communicating in culturally specific ways, even when it is situationally appropriate to do so • Emerging bilingual students are discouraged from using their native language, both inside and outside of school • Students are discouraged from communicating in a language other than English • There is no evidence of attempts to promote bilingualism/multilingualism	Teacher asked individuals question and allowed responses from multiple students		No discussions between students in this lesson; no native languages outside of English	3
The teacher provides structures that promote academic conversation	Generally Effective Practices: • Students engage in genuine discussions and have extended conversations • Teacher explicitly teaches and evaluates skills required for conducting effective academic conversations Practices that are Culturally Responsive: • Teacher provides prompts that elicit extended conversations and dialogue (e.g. questions on current issues; questions that would elicit differing points of view)	• Students are discouraged from talking together, or conversations are limited to short responses • Teacher rarely asks questions or provides prompts that would elicit extended dialogue • Teacher does not teach skills required for academic conversations			No conversations between students in this lesson	0

The teacher provides opportunities for students to develop linguistic competence	Generally Effective Practices: ● Teacher provides many opportunities for students to use academic language in meaningful contexts ● Students are engaged in frequent and authentic uses of language and content (drama, role play, discussion, purposeful writing and communication using ideas/concepts/vocabulary and syntactic structures from the field of study) Practices that are Culturally Responsive: ● Students are taught appropriate registers of language use for a variety of social contexts and are given opportunities to practice those registers in authentic ways	● Students' use of language is limited and they do not use language in authentic ways ● Students are not taught about the registers of language use; they are expected to use Standard English in all social contexts			No native languages outside of English present; only use of oral responses to teacher in this lesson	0
Critical Consciousness						
The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community	Generally Effective Practices: ● Students are engaged in experiences that develop awareness and provide opportunities to contribute, inform, persuade and have a voice in the classroom, school and beyond ● Community-based issues and projects are included in the planned program and new skills and concepts are linked to real-world problems and events Practices that are Culturally Responsive: ● Students explore important contemporary issues (poverty, racism, global warming, human trafficking, animal cruelty, etc.) ● Teacher encourages students to investigate real-world issues related to a topic being studied and to become actively involved in solving problems at the local, state, national, and global levels	● The focus of literacy and content instruction is to teach the skills and information required to "pass the test"; learning occurs only as it relates to the standard curriculum ● Teacher does not encourage critical thought or questioning of contemporary issues ● Teacher does not encourage application to real-world issues; accepts or endorses the status quo by ignoring or dismissing real life problems related to the topic being studied				0
1. The curriculum and planned	Practices that are Culturally Responsive: ● Teacher facilitates students' understanding of stereotypes and biases	● Teacher does not encourage students to examine biases in instructional materials or popular	Wheel chair conversation			2

learning experiences incorporate opportunities to confront negative stereotypes and biases	• Teacher encourages students to examine biases in popular culture that students encounter in their daily lives (TV shows, advertising, popular songs, etc.) • Teacher makes intentional use of multicultural literature to facilitate conversations about human differences • As appropriate to the grade level being taught, teacher helps students to think about biases in texts (e.g., "Who has the power in this book? Whose perspectives are represented, and whose are missing? Who benefits from the beliefs and practices represented in this text?" etc.) • As appropriate to the grade level being taught, teacher challenges students to deconstruct their own cultural assumptions and biases both in the formal and informal curriculum	texts; texts are considered to be "neutral" • Teacher never addresses issues related to human differences • Teacher makes prejudicial statements to students (e.g., girls are emotional; immigrants don't belong here; etc.), and/or fails to challenge prejudicial statements of students				
The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives	Generally Effective Practices: • Students are encouraged to challenge the ideas in a text and to think at high levels Practices that are Culturally Responsive: • Texts include protagonists from diverse backgrounds and present ideas from multiple perspectives • Students are encouraged to explore alternative viewpoints • Opportunities are plentiful for students to present diverse perspectives through class discussions and other activities • Students are encouraged to respectfully disagree with one another and to provide evidence to support their views	• The conventional, dominant point of view is presented and remains unchallenged • Few texts are available to represent diverse protagonists or multiple perspectives • Biased units of study are presented that show only the conventional point of view (e.g., Columbus discovered America) or that ignore other perspectives (e.g., a weather unit that does not include a discussion of global warming) • No or very few texts are available with protagonists from diverse cultural, linguistic, and/or socioeconomic backgrounds • No opportunities are provided for students to learn about or to present diverse views				0

CRI Pillar	Holistic Score
CLASS	2.5
FAM	0/not observed
ASMT	1.5
INSTR	2.2
DISC	1.75
CRITICAL	0

Classroom Relationships						
CRI Indicators	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field note: examples	Field note: non-examples	Field note: no example	Score
The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	Generally Effective Practices: ● Teacher refers to students by name, uses personalized language with students ● Teacher conveys interest in students' lives and experiences Practices that are Culturally Responsive: ● There is a "family-like" environment in the classroom; there is a sense of belonging; students express care for one another in a variety of ways ● Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating in the classroom ● Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families s/he serves (e.g., using a	● Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. ● Teacher does not address negative comments of one student towards another ● Teacher stays behind desk or across table from students; s/he does not get "on their level" ● Teacher does not take interest in students' lives and experiences; is primarily concerned with conveying content ● Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities ● Some students do not seem comfortable contributing to class discussions and participating in learning activities ● Teacher uses the same	Use of names, changes how question is asked based on student need			4

	==more direct interactive style with students who require it)==	management techniques and interactive style with all students when it is clear that they do not work for some				
The teacher communicates high expectations for all students	Generally Effective Practices: • There is an emphasis on learning and higher-level thinking; challenging work is the norm • Students do not hesitate to ask questions that further their learning; there is a "culture of learning" in the classroom • ==Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task== • ==Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards== Practices that are Culturally Responsive: • There are group goals for success as well as individual goals (e.g., goals and charts posted on walls); every student is expected to achieve • Students are invested in their own and others' learning ; they continuously assist one another • Teacher takes steps to assure that emerging bilinguals understand directions and have access to the same content and learning as native speakers	• Teacher has low expectations , consistently giving work that is not challenging or frustrating students by giving them tasks that are unreasonably difficult • Teacher does not call on all students consistently • Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the "corners" of the room and does not bring them into the instructional conversation, etc. • Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students • Teacher feedback is subjective and is not tied to targeted learning outcomes and standards • Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others • Teacher does not explicitly assist emerging bilinguals to assure they understand directions and content				3
The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations	Generally Effective Practices: • ==Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another== • ==Teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc.==	• Teacher shows impatience and intolerance for certain student behaviors • Lack of respectful interaction amongst students may be an issue • Teacher establishes a competitive environment whereby students try to out-perform one another • Teacher does not encourage student questions or ridicules	Discusses how characters are being respectful while playing with blocks			3

	• Students interact in respectful ways and know how to work together effectively • Teacher and students work to understand each other's perspectives Practices that are Culturally Responsive: • Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom • Teacher affirms students' language and cultural knowledge by integrating it into classroom conversations • Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities • Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups • Classroom library (including online resources) includes bilingual texts that incorporate students' native languages	students when they ask for clarification • Posters and displays do not show an acknowledgement and affirmation of students' cultural and racial/ethnic/linguistic identities • Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity • Classroom resources do not include any bilingual texts • Teacher never affirms students' native languages and cultures				
Students work together productively	Generally Effective Practices: • Students are continuously viewed as resources for one another and assist one another in learning new concepts • Students are encouraged to have discussions with peers and to work collaboratively	• Students are discouraged from assisting their peers • Students primarily work individually and are not expected to work collaboratively; and/or students have a difficult time collaborating • Teacher dominates the decision-making and does not allow for student voice • The emphasis is on individual achievement • Classroom is arranged for quiet, solitary work, with the teacher being "center stage"			No opportunities for students to work together in this lesson	0
Family Collaboration						

The teacher establishes genuine partnerships (equitable relationships) with parents/ caregivers	Generally Effective Practices: ● Parents'/caregivers' ideas are solicited on how best to instruct the child; parents are viewed as partners in educating their child ● There is evidence of conversations with parents/caregivers where it's clear that they are viewed as partners in educating the student Practices that are Culturally Responsive: ● Teacher makes an effort to understand families and respects their cultural knowledge by making a concerted effort to develop relationships in order to learn about their lives, language, histories, and cultural traditions ● Teacher makes an effort to communicate with families in their home languages (e.g.,learning key terms in the student's home language, translating letters, using translation tools involving a family liaison, etc.)	● Parents'/caregivers are never consulted on how best to instruct their child, and/or their suggestions are not incorporated in instruction ● No effort made to establish relationships with caregivers ● There is evidence of a "deficit perspective" in which families and caregivers are viewed as inferior and/or as having limited resources that can be leveraged for instruction ● All communication with families is in English.				0
The teacher reaches out to meet parents in positive, non-traditional ways	Generally Effective Practices: ● Teacher conducts home visit conferences ● Teacher makes "good day" phone calls and establishes regular communication with parents Practices that are Culturally Responsive: ● Teacher plans parent/family activities at locations within the home community ● Teacher meets parents in parking lot or other locations that may be more comfortable for them	● Communication with parents/caregivers is through newsletters or similar group correspondence,, where they are asked to respond passively (e.g., signing the newsletter, versus becoming actively involved in their child's learning) ● Teacher conducts phone calls, conferences, personal notes to parents for negative reports only (e.g., discipline)				0
The teacher encourages parent/family involvement	Generally Effective Practices: ● Parents are encouraged to be actively involved in school-related events and activities ● Parents/caregivers are invited into the classroom to participate and share experiences	● Parents/caregivers are never involved in the instructional program ● There is no evidence of home/family connections in the classroom				0

	Practices that are Culturally Responsive: ● Parents from diverse linguistic and cultural backgrounds are invited to share their unique experiences and knowledge (e.g., sharing their stories, reading books in their native language, teaching songs and rhymes in their native language, etc.)					
The teacher intentionally learns about families' linguistic/cultural knowledge and expertise to support student learning	Practices that are Culturally Responsive: Teacher identifies families' "funds of knowledge" so it can be used to facilitate student learning (e.g., through home visits; social events for families where information is solicited; conversations with parents and students about their language, culture, and history; attending community events; home literacy projects; camera projects etc.)	● Families' "funds of knowledge" are never identified				0
Assessment Practices						
Formative assessment practices are used that provide information throughout the lesson on individual student understanding	Generally Effective Practices: ● <mark>Teacher frequently assesses students' understanding throughout instruction and uses assessment data throughout the lesson to adjust instruction</mark> ● <mark>Students are able to voice their learning throughout the lesson</mark> ● Informal assessment strategies are used continuously during instruction, while students are actively engaged in learning, and provide information on the learning of every student (e.g. "talking partners," whiteboards, journal responses to check continuously for understanding) ● <mark>Teacher modifies instruction or reteaches when it's clear that students are not meeting learning targets</mark>	● Assessment occurs at the end of the lesson ● Assessment is not embedded throughout instruction ● Assessment is regarded as a set of evaluation "tools" that are used to determine what students have learned (e.g., exit slips, quizzes, etc. that are administered after instruction has occurred versus examining students' cognitive processing during instruction) ● Teacher follows the lesson script even when it's clear that students are not meeting learning targets ● The goal is to get through the lesson and cover the content versus assuring student understanding	Re-wording questions and giving multiple examples			4

Students are able to demonstrate their learning in a variety of ways	Generally Effective Practices • Divergent responses and reasoning are encouraged; students are able to share the processes and evidence they used to arrive at responses versus simply providing "the" correct answer Practices that are Culturally Responsive: • Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation (e.g., drawing, labelling, completing graphic organizers etc. depending upon their level of English language acquisition)	• Most or all tests are written and require reading/writing proficiency in English • Teacher expects students to tell "the" answer • Students have a narrow range of options for demonstrating competence (e.g., multiple choice tests, matching, etc.)			No students with limited English; no diverged responses	0
Authentic assessments are used frequently to determine students' competence in both language and content	Generally Effective Practices: • Students' written and oral language proficiency is assessed while they are engaged in purposeful activity • Teacher primarily uses authentic, task-embedded assessments (e.g., anecdotal notes, targeted observation, rubrics/analysis of students' written products, math charts/journals, etc.) Practices that are Culturally Responsive: • ==Teacher assesses both academic language and content==	• Assessments measure discrete, isolated skills and/or use short, disconnected passages • Students' linguistic competence is never assessed, or is evaluated solely through standardized measures • Assessments are "exercises" that students must complete versus meaningful, purposeful work				2
Students have opportunities for self-assessment	Generally Effective Practices: • Students are encouraged to evaluate their own work based upon a determined set of criteria • Students are involved in setting their own goals for learning • Students are involved in developing the criteria for their finished products (e.g., scoring rubrics)	• Assessment is always teacher-controlled			No opportunities for self-assessment in this lesson	0

Instructional Practices

Instruction is contextualized in students' lives, experiences, and individual abilities	Generally Effective Practices: ● <mark>Learning activities are meaningful to students and promote a high level of student engagement</mark> ● <mark>Materials and real-world examples are used that help students make connections to their lives</mark> ● <mark>Learning experiences build on prior student learning and invite students to make connections</mark> Practices that are Culturally Responsive: ● Teacher uses instructional methods/activities that provide windows into students' worlds outside of school (e.g., "All About Me" books, student-created alphabet walls, camera projects, etc.) ● Teacher views students' life experiences as assets and builds on students' cultural knowledge, linguistic knowledge, and "cultural data sets," making connections during instruction in the various content areas ● Materials and examples are used that reflect diverse experiences and views ● Families' "funds of knowledge" are integrated in learning experiences when possible; parents are invited into the classroom to share their knowledge	● Learning tasks and texts reflect the values and experiences of dominant ethnic and cultural groups ● No attempt is made to link students' realities to what is being studied; learning experiences are disconnected from students' knowledge and experiences ● Skills and content are presented in isolation (never in application to authentic contexts) ● Teacher follows the script of the adopted curriculum even when it conflicts with her own or the students' lived experiences ● Learning experiences are derived almost exclusively from published textbooks and other materials that do not relate to the classroom community or the larger community being served ● Families "funds of knowledge" are never incorporated in the curriculum; parents are never invited to share their knowledge	Connection to lives with using blocks; connection to math concepts through shapes of blocks; connection to prior discussions of punctuation			3
Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning	● Learning tasks allow students to practice and apply concepts using hands-on activities and manipulatives ● <mark>Learning activities promote a high level of student engagement</mark> ● Exploratory learning is encouraged ● Teacher engages students in the inquiry process and learns from students' investigations (e.g., inquiry-based and project-based	● Students work passively at their seats on teacher-directed tasks ● Passive student learning is the norm (e.g., listening to direct instruction and taking notes, reading the textbook, seatwork, worksheets, etc.) ● Exploratory learning is discouraged ● Teacher is the authority ● Students are not encouraged to				2

	learning) ● Students are encouraged to pose questions and find answers to their questions using a variety of resources ● Student-generated questions form the basis for further study and investigation	challenge or question ideas or to engage in further inquiry ● Students are not encouraged to pose their own questions ● All knowledge/ideas are generated by those in authority (e.g., textbook writers, teachers)				
The teacher focuses on developing students' academic language	Generally Effective Practices: ● ==There is an emphasis on learning academic vocabulary in the particular content area== ● Students are taught independent strategies for learning new vocabulary ● Key academic vocabulary and language structures are identified prior to a study or investigation Practices that are Culturally Responsive: ● Teacher develops language objectives in addition to content objectives, having specific goals in mind for students' linguistic performance ● ==Teacher articulates expectations for language use (e.g "I want you to use these vocabulary words in your discussion; I expect you to reply in a complete sentence" etc.)== ● ==Teacher scaffolds students' language development as needed (sentence frames, sentence starters, etc.)== ● Academic language is taught explicitly (identifying it in written passages, dissecting complex sentences, using mentor texts, creating "learning/language walls," etc.)	● Little attention is paid to learning academic vocabulary in the content area ● New words are taught outside of meaningful contexts ● Students are not taught independent word learning strategies ● Teacher does not articulate expectations for language use ● The teacher does not establish language objectives for students; only content objectives are evident ● Teacher does not scaffold students' language development ● No attention is given to the language used in particular disciplines; academic language is not addressed ● Students are evaluated on their use of academic discourse but it is never taught explicitly	Discussions of punctuation; has students call quotation marks appropriately, not "flying commas" Uses examples from text			3
The teacher uses instructional techniques that	● ==Teacher uses a variety of teaching strategies to assist students in learning content== (e.g., demonstrations, ==visuals==, graphic organizers, ==reducing linguistic==	● Teacher primarily uses traditional methods for teaching content (e.g., lecture, reading from a textbook) with few scaffolding strategies	Models use of exclamation point with example		No native languages outside of English	3

scaffold student learning	<mark>density, etc.)</mark> ● <mark>Teacher models, explains and demonstrates skills and concepts and provides appropriate scaffolding</mark> ● <mark>Teacher uses "comprehensible input" (e.g., gestures, familiar words and phrases, slower speech, etc.) to facilitate understanding when needed</mark> ● Teacher builds on students' knowledge of their home languages to teach English (e.g., cognates, letter-sound relationships, syntactic patterns)	● Teacher does not always model, explain and demonstrate new skills and concepts prior to asking students to apply them ● Teacher does not use visuals, comprehensible input etc. to facilitate understanding ● Teacher does not build upon students' home languages to teach terms, skills and concepts in English	and non-example, has students act out use of exclamatio n point			
Students have choices based upon their experiences, interests and strengths	● Students have multiple opportunities to choose texts, writing topics, and modes of expression based on preferences and personal relevance ● Students have some choice in assignments ● Students have some choice and ownership in what they are learning	● Teacher selects texts, writing topics, and modes of expression for students ● All assignments are teacher-initiated ● Students have no choice or ownership in topic of study or questions that will be addressed			No opportunit ies for choice in this lesson	0
Discourse						
The teacher promotes active student engagement through discourse practices	● Teacher employs a variety of discourse protocols to promote student participation and engagement (e.g., call and response, talking circles, read-around, musical shares, etc.) ● <mark>All students have the opportunity to participate in classroom discourse</mark> ● Teacher uses various strategies throughout the lesson to promote student engagement through talk (e.g., partner share, small group conversation, interactive journals, etc.)	● The main form of classroom discourse is Initiate-Respond-Evaluate (IRE) where the teacher poses a question and individual students respond ● The teacher controls classroom discourse by assigning speaking rights to students ● Not all students have the opportunity to participate in classroom discussions Some students are allowed to dominate discussions	calls on individu al students and allows for response s from all			2
The teacher promotes	Generally Effective Practices: ● Students use collaborative, overlapping conversation and	● Discourse practices of various cultural groups are not used during instruction	Wait time,		No native languages	2

equitable and culturally sustaining discourse practices	participate actively, supporting the speaker during the creation of story talk or discussion and commenting upon the ideas of others ● <mark>Teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding of ideas</mark> Practices that are Culturally Responsive: ● Students speak in their home language/dialect when it is situationally appropriate to do so ● There is an emphasis on developing proficiency in students' native language as well as in Standard English; bilingualism/ multilingualism is encouraged (e.g., students learn vocabulary in their native languages; students read/write in their native languages; students learn songs and rhymes in other languages, etc.)	● Students are discouraged from using their home language or dialect and communicating in culturally specific ways, even when it is situationally appropriate to do so ● Emerging bilingual students are discouraged from using their native language, both inside and outside of school ● Students are discouraged from communicating in a language other than English ● There is no evidence of attempts to promote bilingualism/multilingualism	feedback, turn-taking		outside of English in this lesson	
The teacher provides structures that promote academic conversation	Generally Effective Practices: ● Students engage in genuine discussions and have extended conversations ● Teacher explicitly teaches and evaluates skills required for conducting effective academic conversations Practices that are Culturally Responsive: ● Teacher provides prompts that elicit extended conversations and dialogue (e.g. questions on current issues; questions that would elicit differing points of view)	● Students are discouraged from talking together, or conversations are limited to short responses ● Teacher rarely asks questions or provides prompts that would elicit extended dialogue ● Teacher does not teach skills required for academic conversations			No opportunities for extended conversations in this lesson	0
The teacher provides opportunities for students to	Generally Effective Practices: ● <mark>Teacher provides many opportunities for students to use academic language in meaningful contexts</mark>	● Students' use of language is limited and they do not use language in authentic ways ● Students are not taught about the registers of language use; they	Use of quotation marks, corrects			3

develop linguistic competence	• Students are engaged in frequent and authentic uses of language and content (drama, role play, discussion, purposeful writing and communication using ideas/concepts/vocabulary and syntactic structures from the field of study) Practices that are Culturally Responsive: • <mark>Students are taught appropriate registers of language use for a variety of social contexts and are given opportunities to practice those registers in authentic ways</mark>	are expected to use Standard English in all social contexts	student use of language appropriately; discussion of exclamation mark and practiced reading with expression			
Critical Consciousness						
The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community	Generally Effective Practices: • Students are engaged in experiences that develop awareness and provide opportunities to contribute, inform, persuade and have a voice in the classroom, school and beyond • Community-based issues and projects are included in the planned program and new skills and concepts are linked to real-world problems and events Practices that are Culturally Responsive: • Students explore important contemporary issues (poverty, racism, global warming, human trafficking, animal cruelty, etc.) • Teacher encourages students to investigate real-world issues related to a topic being studied and to become actively involved in solving problems at the local, state, national, and global levels	• The focus of literacy and content instruction is to teach the skills and information required to "pass the test"; learning occurs only as it relates to the standard curriculum • <mark>Teacher does not encourage critical thought or questioning of contemporary issues</mark> • Teacher does not encourage application to real-world issues; accepts or endorses the status quo by ignoring or dismissing real life problems related to the topic being studied		Student stated he made a Ukranian flag out of legos, comment did not spark conversation		0

| The curriculum and planned learning experiences incorporate opportunities to confront negative stereotypes and biases | Practices that are Culturally Responsive:
● Teacher facilitates students' understanding of stereotypes and biases
● Teacher encourages students to examine biases in popular culture that students encounter in their daily lives (TV shows, advertising, popular songs, etc.)
● Teacher makes intentional use of multicultural literature to facilitate conversations about human differences
● As appropriate to the grade level being taught, teacher helps students to think about biases in texts (e.g., "Who has the power in this book? Whose perspectives are represented, and whose are missing? Who benefits from the beliefs and practices represented in this text?" etc.)
● As appropriate to the grade level being taught, teacher challenges students to deconstruct their own cultural assumptions and biases both in the formal and informal curriculum | ● Teacher does not encourage students to examine biases in instructional materials or popular texts; texts are considered to be "neutral"
● <mark>Teacher never addresses issues related to human differences</mark>
● Teacher makes prejudicial statements to students (e.g., girls are emotional; immigrants don't belong here; etc.), and/or fails to challenge prejudicial statements of students | | Use of book with Black/African American characters but not discussed | | 0 |
| The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives | Generally Effective Practices:
● Students are encouraged to challenge the ideas in a text and to think at high levels
Practices that are Culturally Responsive:
● Texts include protagonists from diverse backgrounds and present ideas from multiple perspectives
● Students are encouraged to explore alternative viewpoints
● Opportunities are plentiful for students to present diverse perspectives through class discussions and other activities
● Students are encouraged to | ● The conventional, dominant point of view is presented and remains unchallenged
● Few texts are available to represent diverse protagonists or multiple perspectives
● Biased units of study are presented that show only the conventional point of view (e.g., Columbus discovered America) or that ignore other perspectives (e.g., a weather unit that does not include a discussion of global warming)
● No or very few texts are | | | No opportunities for diverse opinions | 0 |

	respectfully disagree with one another and to provide evidence to support their views	available with protagonists from diverse cultural, linguistic, and/or socioeconomic backgrounds ● No opportunities are provided for students to learn about or to present diverse views				

CRI Pillar	Holistic Score
CLASS	2.5
FAM	0
ASMT	1.5
INSTR	1.6
DISC	1.5
CRITICAL	0.67

398

Classroom Relationships						
CRI Indicators	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field note: examples	Field note: non-examples	Field note: no example	Score
The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	Generally Effective Practices: ● Teacher refers to students by name, uses personalized language with students ● Teacher conveys interest in students' lives and experiences Practices that are Culturally Responsive: ● There is a "family-like" environment in the classroom; there is a sense of belonging; students express care for one another in a variety of ways ● Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating in the classroom ● Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families s/he serves (e.g., using a more direct interactive style	● Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. ● Teacher does not address negative comments of one student towards another ● Teacher stays behind desk or across table from students; s/he does not get "on their level" ● Teacher does not take interest in students' lives and experiences; is primarily concerned with conveying content ● Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities ● Some students do not seem comfortable contributing to class discussions and participating in learning activities	20:09: The teacher asks students where they would go on a train. Dallas is one student's response. Students appear to feel free to talk and ask questions throughout the lesson.			4

	with students who require it)	● Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some				
The teacher communicates high expectations for all students	Generally Effective Practices: ● There is an emphasis on learning and higher-level thinking; challenging work is the norm ● Students do not hesitate to ask questions that further their learning; there is a "culture of learning" in the classroom ● <mark>Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task</mark> ● Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards Practices that are Culturally Responsive: ● There are group goals for success as well as individual goals (e.g., goals and charts posted on walls); every student is expected to achieve ● Students are invested in their own and others' learning ; they continuously assist one another ● Teacher takes steps to assure that emerging bilinguals understand directions and have access to the same content and learning as native speakers	● Teacher has low expectations , consistently giving work that is not challenging or frustrating students by giving them tasks that are unreasonably difficult ● Teacher does not call on all students consistently ● Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the "corners" of the room and does not bring them into the instructional conversation, etc. ● Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students ● Teacher feedback is subjective and is not tied to targeted learning outcomes and standards ● Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others ● Teacher does not explicitly assist emerging bilinguals to assure they understand directions and content	All students participate in individual reading with the teacher.			3
The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations	Generally Effective Practices: ● <mark>Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another</mark> ● Teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc. ● <mark>Students interact in respectful ways and know how to work together effectively</mark>	● Teacher shows impatience and intolerance for certain student behaviors ● Lack of respectful interaction amongst students may be an issue ● Teacher establishes a competitive environment whereby students try to out-perform one another ● Teacher does not encourage student questions or ridicules students when they ask for				3

	● Teacher and students work to understand each other's perspectives Practices that are Culturally Responsive: ● Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom ● Teacher affirms students' language and cultural knowledge by integrating it into classroom conversations ● Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities ● Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups ● Classroom library (including online resources) includes bilingual texts that incorporate students' native languages	clarification ● Posters and displays do not show an acknowledgement and affirmation of students' cultural and racial/ethnic/linguistic identities ● Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity ● Classroom resources do not include any bilingual texts ● Teacher never affirms students' native languages and cultures				
Students work together productively	Generally Effective Practices: ● Students are continuously viewed as resources for one another and assist one another in learning new concepts ● Students are encouraged to have discussions with peers and to work collaboratively	● Students are discouraged from assisting their peers ● Students primarily work individually and are not expected to work collaboratively; and/or students have a difficult time collaborating ● Teacher dominates the decision-making and does not allow for student voice ● The emphasis is on individual achievement ● Classroom is arranged for quiet, solitary work, with the teacher being "center stage"			No example	0
Family Collaboration						
The teacher establishes genuine partnerships (equitable	Generally Effective Practices: ● Parents'/caregivers' ideas are solicited on how best to instruct the child; parents are viewed as partners in educating their child ● There is evidence of conversations with parents/caregivers where it's clear that	● Parents'/caregivers are never consulted on how best to instruct their child, and/or their suggestions are not incorporated in instruction ● No effort made to establish relationships with caregivers			No example	0

relationships) with parents/ caregivers	they are viewed as partners in educating the student Practices that are Culturally Responsive: ● Teacher makes an effort to understand families and respects their cultural knowledge by making a concerted effort to develop relationships in order to learn about their lives, language, histories, and cultural traditions ● Teacher makes an effort to communicate with families in their home languages (e.g.,learning key terms in the student's home language, translating letters, using translation tools involving a family liaison, etc.)	● There is evidence of a "deficit perspective" in which families and caregivers are viewed as inferior and/or as having limited resources that can be leveraged for instruction ● All communication with families is in English.				
The teacher reaches out to meet parents in positive, non-traditional ways	Generally Effective Practices: ● Teacher conducts home visit conferences ● Teacher makes "good day" phone calls and establishes regular communication with parents Practices that are Culturally Responsive: ● Teacher plans parent/family activities at locations within the home community ● Teacher meets parents in parking lot or other locations that may be more comfortable for them	● Communication with parents/caregivers is through newsletters or similar group correspondence,, where they are asked to respond passively (e.g., signing the newsletter, versus becoming actively involved in their child's learning) ● Teacher conducts phone calls, conferences, personal notes to parents for negative reports only (e.g., discipline)			No example	0
The teacher encourages parent/family involvement	Generally Effective Practices: ● Parents are encouraged to be actively involved in school-related events and activities ● Parents/caregivers are invited into the classroom to participate and share experiences Practices that are Culturally Responsive: ● Parents from diverse linguistic and cultural backgrounds are invited to share their unique experiences and knowledge (e.g., sharing their stories, reading books in their native language, teaching songs and rhymes in their native language, etc.)	● Parents/caregivers are never involved in the instructional program ● There is no evidence of home/family connections in the classroom			No example	0

The teacher intentionally learns about families' linguistic/cultural knowledge and expertise to support student learning	Practices that are Culturally Responsive: Teacher identifies families' "funds of knowledge" so it can be used to facilitate student learning (e.g., through home visits; social events for families where information is solicited; conversations with parents and students about their language, culture, and history; attending community events; home literacy projects; camera projects etc.)	• Families' "funds of knowledge" are never identified		No example	0

Assessment Practices

Formative assessment practices are used that provide information throughout the lesson on individual student understanding	Generally Effective Practices: • ==Teacher frequently assesses students' understanding throughout instruction== and uses assessment data throughout the lesson to adjust instruction • ==Students are able to voice their learning throughout the lesson== • ==Informal assessment strategies are used continuously during instruction==, while students are actively engaged in learning, and provide information on the learning of every student (e.g. "talking partners," whiteboards, journal responses to check continuously for understanding) • ==Teacher modifies instruction or reteaches when it's clear that students are not meeting learning targets==	• Assessment occurs at the end of the lesson • Assessment is not embedded throughout instruction • Assessment is regarded as a set of evaluation "tools" that are used to determine what students have learned (e.g., exit slips, quizzes, etc. that are administered after instruction has occurred versus examining students' cognitive processing during instruction) • Teacher follows the lesson script even when it's clear that students are not meeting learning targets • The goal is to get through the lesson and cover the content versus assuring student understanding	8:49: The teacher begins listening to each student read independently. She supports student based on individual need (tapping, asking questions, etc.). Students participate in choral			4

		reading at the end of the lesson.				
Students are able to demonstrate their learning in a variety of ways	Generally Effective Practices ● Divergent responses and reasoning are encouraged; students are able to share the processes and evidence they used to arrive at responses versus simply providing "the" correct answer Practices that are Culturally Responsive: ● Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation (e.g., drawing, labelling, completing graphic organizers etc. depending upon their level of English language acquisition)	● Most or all tests are written and require reading/writing proficiency in English ● Teacher expects students to tell "the" answer ● Students have a narrow range of options for demonstrating competence (e.g., multiple choice tests, matching, etc.)		No example	0
Authentic assessments are used frequently to determine students' competence in both language and content	Generally Effective Practices: ● Students' written and oral language proficiency is assessed while they are engaged in purposeful activity ● <mark>Teacher primarily uses authentic, task-embedded assessments (e.g., anecdotal notes, targeted observation,</mark> rubrics/analysis of students' written products, math charts/journals, etc.) Practices that are Culturally Responsive: ● Teacher assesses both academic language and content	● Assessments measure discrete, isolated skills and/or use short, disconnected passages ● Students' linguistic competence is never assessed, or is evaluated solely through standardized measures ● Assessments are "exercises" that students must complete versus meaningful, purposeful work	The teacher makes observations and uses strategies throughout the lesson to check understanding and elicit questions			2

Students have opportunities for self-assessment	Generally Effective Practices: ● Students are encouraged to evaluate their own work based upon a determined set of criteria ● Students are involved in setting their own goals for learning ● Students are involved in developing the criteria for their finished products (e.g., scoring rubrics)	● Assessment is always teacher-controlled			No example	0
Instructional Practices						
Instruction is contextualized in students' lives, experiences, and individual abilities	Generally Effective Practices: ● Learning activities are meaningful to students and promote a high level of student engagement ● ==Materials and real-world examples are used that help students make connections to their lives== ● ==Learning experiences build on prior student learning and invite students to make connections== Practices that are Culturally Responsive: ● Teacher uses instructional methods/activities that provide windows into students' worlds outside of school (e.g., "All About Me" books, student-created alphabet walls, camera projects, etc.) ● Teacher views students' life experiences as assets and builds on students' cultural knowledge, linguistic knowledge, and "cultural data sets," making connections during instruction in the various content areas ● Materials and examples are used that reflect diverse experiences and views ● Families' "funds of knowledge" are integrated in learning experiences when possible; parents are invited into the classroom to share their knowledge	● Learning tasks and texts reflect the values and experiences of dominant ethnic and cultural groups ● No attempt is made to link students' realities to what is being studied; learning experiences are disconnected from students' knowledge and experiences ● Skills and content are presented in isolation (never in application to authentic contexts) ● Teacher follows the script of the adopted curriculum even when it conflicts with her own or the students' lived experiences ● Learning experiences are derived almost exclusively from published textbooks and other materials that do not relate to the classroom community or the larger community being served ● Families "funds of knowledge" are never incorporated in the curriculum; parents are never invited to share their knowledge	Connections to other texts :Fix it Family, Don't Let the Pigeon Drive the Bus			3
Students engage in active, hands-on, meaningful	● Learning tasks allow students to practice and apply concepts using hands-on activities and manipulatives	● Students work passively at their seats on teacher-directed tasks ● Passive student learning is the			No example	0

learning tasks, including inquiry-based learning	• Learning activities promote a high level of student engagement • Exploratory learning is encouraged • Teacher engages students in the inquiry process and learns from students' investigations (e.g., inquiry-based and project-based learning) • Students are encouraged to pose questions and find answers to their questions using a variety of resources • Student-generated questions form the basis for further study and investigation	norm (e.g., listening to direct instruction and taking notes, reading the textbook, seatwork, worksheets, etc.) • Exploratory learning is discouraged • Teacher is the authority • Students are not encouraged to challenge or question ideas or to engage in further inquiry • Students are not encouraged to pose their own questions • All knowledge/ideas are generated by those in authority (e.g., textbook writers, teachers)				
The teacher focuses on developing students' academic language	Generally Effective Practices: • ==There is an emphasis on learning academic vocabulary in the particular content area== • Students are taught independent strategies for learning new vocabulary • ==Key academic vocabulary and language structures are identified prior== to a study or investigation Practices that are Culturally Responsive: • Teacher develops language objectives in addition to content objectives, having specific goals in mind for students' linguistic performance • Teacher articulates expectations for language use (e.g "I want you to use these vocabulary words in your discussion; I expect you to reply in a complete sentence" etc.) • Teacher scaffolds students' language development as needed (sentence frames, sentence starters, etc.) • Academic language is taught explicitly (identifying it in written passages, dissecting complex sentences, using mentor texts, creating "learning/language walls," etc.)	• Little attention is paid to learning academic vocabulary in the content area • New words are taught outside of meaningful contexts • Students are not taught independent word learning strategies • Teacher does not articulate expectations for language use • The teacher does not establish language objectives for students; only content objectives are evident • Teacher does not scaffold students' language development • No attention is given to the language used in particular disciplines; academic language is not addressed • Students are evaluated on their use of academic discourse but it is never taught explicitly	Focus on sight words (going, too) and conductor as a new vocabulary word.			2
The teacher uses instructional	• Teacher uses a variety of teaching strategies to assist students in learning	• Teacher primarily uses traditional methods for teaching content	The teacher builds in			3

techniques that scaffold student learning	content (e.g., demonstrations, visuals, graphic organizers, reducing linguistic density, etc.) ● **Teacher models, explains and demonstrates skills and concepts and provides appropriate scaffolding** ● **Teacher uses "comprehensible input" (e.g., gestures, familiar words and phrases, slower speech, etc.) to facilitate understanding when needed** ● Teacher builds on students' knowledge of their home languages to teach English (e.g., cognates, letter-sound relationships, syntactic patterns)	(e.g., lecture, reading from a textbook) with few scaffolding strategies ● Teacher does not always model, explain and demonstrate new skills and concepts prior to asking students to apply them ● Teacher does not use visuals, comprehensible input etc. to facilitate understanding ● Teacher does not build upon students' home languages to teach terms, skills and concepts in English	time for frequent discussion to support understanding. The teacher reminds students of new words when they appear in text. Teacher scaffolds with tapping to help students read challenging words.			
Students have choices based upon their experiences, interests and strengths	● Students have multiple opportunities to choose texts, writing topics, and modes of expression based on preferences and personal relevance ● Students have some choice in assignments ● Students have some choice and ownership in what they are learning	● Teacher selects texts, writing topics, and modes of expression for students ● All assignments are teacher-initiated ● Students have no choice or ownership in topic of study or questions that will be addressed			No example	0
Discourse						
The teacher promotes active student engagement through discourse practices	● **Teacher employs a variety of discourse protocols to promote student participation and engagement (e.g., call and response, talking circles, read-around, musical shares, etc.)** ● **All students have the opportunity to participate in classroom discourse** ● Teacher uses various strategies throughout the lesson to promote student engagement through talk (e.g.,	● The main form of classroom discourse is Initiate-Respond-Evaluate (IRE) where the teacher poses a question and individual students respond ● The teacher controls classroom discourse by assigning speaking rights to students				4

	partner share, small group conversation, interactive journals, etc.)	• Not all students have the opportunity to participate in classroom discussions Some students are allowed to dominate discussions				
The teacher promotes equitable and culturally sustaining discourse practices	Generally Effective Practices: • Students use collaborative, overlapping conversation and participate actively, supporting the speaker during the creation of story talk or discussion and commenting upon the ideas of others • Teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding of ideas Practices that are Culturally Responsive: • Students speak in their home language/dialect when it is situationally appropriate to do so • There is an emphasis on developing proficiency in students' native language as well as in Standard English; bilingualism/ multilingualism is encouraged (e.g., students learn vocabulary in their native languages; students read/write in their native languages; students learn songs and rhymes in other languages, etc.)	• Discourse practices of various cultural groups are not used during instruction • Students are discouraged from using their home language or dialect and communicating in culturally specific ways, even when it is situationally appropriate to do so • Emerging bilingual students are discouraged from using their native language, both inside and outside of school • Students are discouraged from communicating in a language other than English • There is no evidence of attempts to promote bilingualism/multilingualism	1:50: A collaborative conversation beings about "-ing" and the thought bubble. Students are allowed to talk with each other and the teacher and determine the boy wants to drive the train, not just ride on it.			2

The teacher provides structures that promote academic conversation	Generally Effective Practices: ● Students engage in genuine discussions and have extended conversations ● Teacher explicitly teaches and evaluates skills required for conducting effective academic conversations Practices that are Culturally Responsive: ● Teacher provides prompts that elicit extended conversations and dialogue (e.g. questions on current issues; questions that would elicit differing points of view)	● Students are discouraged from talking together, or conversations are limited to short responses ● Teacher rarely asks questions or provides prompts that would elicit extended dialogue ● Teacher does not teach skills required for academic conversations			No example	0
The teacher provides opportunities for students to develop linguistic competence	Generally Effective Practices: ● Teacher provides many opportunities for students to use academic language in meaningful contexts ● Students are engaged in frequent and authentic uses of language and content (drama, role play, discussion, purposeful writing and communication using ideas/concepts/vocabulary and syntactic structures from the field of study) Practices that are Culturally Responsive: ● Students are taught appropriate registers of language use for a variety of social contexts and are given opportunities to practice those registers in authentic ways	● Students' use of language is limited and they do not use language in authentic ways ● Students are not taught about the registers of language use; they are expected to use Standard English in all social contexts			No example	0
Critical Consciousness						
The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom,	Generally Effective Practices: ● Students are engaged in experiences that develop awareness and provide opportunities to contribute, inform, persuade and have a voice in the classroom, school and beyond ● Community-based issues and projects are included in the planned program and new skills and concepts are linked to real-world problems and events Practices that are Culturally Responsive: ● Students explore important	● The focus of literacy and content instruction is to teach the skills and information required to "pass the test"; learning occurs only as it relates to the standard curriculum ● Teacher does not encourage critical thought or questioning of contemporary issues ● Teacher does not encourage application to real-world issues; accepts or endorses the status quo			No example	0

school and community	contemporary issues (poverty, racism, global warming, human trafficking, animal cruelty, etc.) ● Teacher encourages students to investigate real-world issues related to a topic being studied and to become actively involved in solving problems at the local, state, national, and global levels	by ignoring or dismissing real life problems related to the topic being studied				
The curriculum and planned learning experiences incorporate opportunities to confront negative stereotypes and biases	Practices that are Culturally Responsive: ● <mark>Teacher facilitates students' understanding of stereotypes and biases</mark> ● Teacher encourages students to examine biases in popular culture that students encounter in their daily lives (TV shows, advertising, popular songs, etc.) ● Teacher makes intentional use of multicultural literature to facilitate conversations about human differences ● As appropriate to the grade level being taught, teacher helps students to think about biases in texts (e.g., "Who has the power in this book? Whose perspectives are represented, and whose are missing? Who benefits from the beliefs and practices represented in this text?" etc.) ● As appropriate to the grade level being taught, teacher challenges students to deconstruct their own cultural assumptions and biases both in the formal and informal curriculum	● Teacher does not encourage students to examine biases in instructional materials or popular texts; texts are considered to be "neutral" ● Teacher never addresses issues related to human differences ● Teacher makes prejudicial statements to students (e.g., girls are emotional; immigrants don't belong here; etc.), and/or fails to challenge prejudicial statements of students	The teacher allows students to discuss a character in a wheelchair and encourages them to embrace differences.			2
The curriculum and planned learning experiences integrate and provide opportunities for the expression of	Generally Effective Practices: ● Students are encouraged to challenge the ideas in a text and to think at high levels Practices that are Culturally Responsive: ● Texts include protagonists from diverse backgrounds and present ideas from multiple perspectives ● Students are encouraged to explore alternative viewpoints	● The conventional, dominant point of view is presented and remains unchallenged ● Few texts are available to represent diverse protagonists or multiple perspectives ● Biased units of study are presented that show only the conventional point of view (e.g., Columbus discovered America) or			No example	0

diverse perspectives	- Opportunities are plentiful for students to present diverse perspectives through class discussions and other activities - Students are encouraged to respectfully disagree with one another and to provide evidence to support their views	that ignore other perspectives (e.g., a weather unit that does not include a discussion of global warming) - No or very few texts are available with protagonists from diverse cultural, linguistic, and/or socioeconomic backgrounds - No opportunities are provided for students to learn about or to present diverse views				

CRI Pillar	Holistic Score
CLASS	2.5
FAM	0
ASMT	0.75
INSTR	1.2
DISC	1.75
CRITICAL	0

Classroom Relationships						
CRI Indicators	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field note: examples	Field note: non-examples	Field note: no example	Score
The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	Generally Effective Practices: ● Teacher refers to students by name, uses personalized language with students ● Teacher conveys interest in students' lives and experiences Practices that are Culturally Responsive: ● There is a "family-like" environment in the classroom; there is a sense of belonging; students express care for one another in a variety of ways ● Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating in the classroom ● Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families s/he serves (e.g., using a more direct interactive style	● Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. ● Teacher does not address negative comments of one student towards another ● Teacher stays behind desk or across table from students; s/he does not get "on their level" ● Teacher does not take interest in students' lives and experiences; is primarily concerned with conveying content ● Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities ● Some students do not seem comfortable contributing to class discussions and participating in learning activities	At the beginning of the lesson the teacher calls students by name to share experience with blocks. 7:57: The teacher calls on a student by name to ask about the word "big." Students are comfortabl			4

	with students who require it)	● Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some	e during the lesson.			
The teacher communicates high expectations for all students	Generally Effective Practices: ● There is an emphasis on learning and higher-level thinking; challenging work is the norm ● ==Students do not hesitate to ask questions that further their learning;== there is a "culture of learning" in the classroom ● ==Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task== ● Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards Practices that are Culturally Responsive: ● There are group goals for success as well as individual goals (e.g., goals and charts posted on walls); every student is expected to achieve ● Students are invested in their own and others' learning ; they continuously assist one another ● Teacher takes steps to assure that emerging bilinguals understand directions and have access to the same content and learning as native speakers	● Teacher has low expectations , consistently giving work that is not challenging or frustrating students by giving them tasks that are unreasonably difficult ● Teacher does not call on all students consistently ● Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the "corners" of the room and does not bring them into the instructional conversation, etc. ● Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students ● Teacher feedback is subjective and is not tied to targeted learning outcomes and standards ● Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others ● Teacher does not explicitly assist emerging bilinguals to assure they understand directions and content	9:37: A student is off-task and gets out of her seat. The teacher asks her to return to her seat			3
The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations	Generally Effective Practices: ● ==Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another== ● Teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc. ● ==Students interact in respectful ways and know how to work together effectively==	● Teacher shows impatience and intolerance for certain student behaviors ● Lack of respectful interaction amongst students may be an issue ● Teacher establishes a competitive environment whereby students try to out-perform one another ● Teacher does not encourage student questions or ridicules students when they ask for	Review of routines is not shown in the lesson but it is evident that routines are in place for			3

		clarification	classroom dialogue.			
	● Teacher and students work to understand each other's perspectives Practices that are Culturally Responsive: ● Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom ● Teacher affirms students' language and cultural knowledge by integrating it into classroom conversations ● Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities ● Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups ● Classroom library (including online resources) includes bilingual texts that incorporate students' native languages	● Posters and displays do not show an acknowledgement and affirmation of students' cultural and racial/ethnic/linguistic identities ● Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity ● Classroom resources do not include any bilingual texts ● Teacher never affirms students' native languages and cultures				
Students work together productively	Generally Effective Practices: ● Students are continuously viewed as resources for one another and assist one another in learning new concepts ● Students are encouraged to have discussions with peers and to work collaboratively	● Students are discouraged from assisting their peers ● Students primarily work individually and are not expected to work collaboratively; and/or students have a difficult time collaborating ● Teacher dominates the decision-making and does not allow for student voice ● The emphasis is on individual achievement ● Classroom is arranged for quiet, solitary work, with the teacher being "center stage"			No example	0
Family Collaboration						
The teacher establishes genuine partnerships (equitable	Generally Effective Practices: ● Parents'/caregivers' ideas are solicited on how best to instruct the child; parents are viewed as partners in educating their child ● There is evidence of conversations with parents/caregivers where it's clear that	● Parents'/caregivers are never consulted on how best to instruct their child, and/or their suggestions are not incorporated in instruction ● No effort made to establish relationships with caregivers			No example	0

414 (left margin, rotated)

relationships) with parents/ caregivers	they are viewed as partners in educating the student Practices that are Culturally Responsive: ● Teacher makes an effort to understand families and respects their cultural knowledge by making a concerted effort to develop relationships in order to learn about their lives, language, histories, and cultural traditions ● Teacher makes an effort to communicate with families in their home languages (e.g.,learning key terms in the student's home language, translating letters, using translation tools involving a family liaison, etc.)	● There is evidence of a "deficit perspective" in which families and caregivers are viewed as inferior and/or as having limited resources that can be leveraged for instruction ● All communication with families is in English.				
The teacher reaches out to meet parents in positive, non-traditional ways	Generally Effective Practices: ● Teacher conducts home visit conferences ● Teacher makes "good day" phone calls and establishes regular communication with parents Practices that are Culturally Responsive: ● Teacher plans parent/family activities at locations within the home community ● Teacher meets parents in parking lot or other locations that may be more comfortable for them	● Communication with parents/caregivers is through newsletters or similar group correspondence,, where they are asked to respond passively (e.g., signing the newsletter, versus becoming actively involved in their child's learning) ● Teacher conducts phone calls, conferences, personal notes to parents for negative reports only (e.g., discipline)			No example	0
The teacher encourages parent/family involvement	Generally Effective Practices: ● Parents are encouraged to be actively involved in school-related events and activities ● Parents/caregivers are invited into the classroom to participate and share experiences Practices that are Culturally Responsive: ● Parents from diverse linguistic and cultural backgrounds are invited to share their unique experiences and knowledge (e.g., sharing their stories, reading books in their native language, teaching songs and rhymes in their native language, etc.)	● Parents/caregivers are never involved in the instructional program ● There is no evidence of home/family connections in the classroom			No example	0

The teacher intentionally learns about families' linguistic/cultural knowledge and expertise to support student learning	Practices that are Culturally Responsive: Teacher identifies families' "funds of knowledge" so it can be used to facilitate student learning (e.g., through home visits; social events for families where information is solicited; conversations with parents and students about their language, culture, and history; attending community events; home literacy projects; camera projects etc.)	• Families' "funds of knowledge" are never identified			No example	0
Assessment Practices						
Formative assessment practices are used that provide information throughout the lesson on individual student understanding	Generally Effective Practices: • ==Teacher frequently assesses students' understanding throughout instruction== and uses assessment data throughout the lesson to adjust instruction • ==Students are able to voice their learning throughout the lesson== • ==Informal assessment strategies are used continuously during instruction, while students are actively engaged in learning==, and provide information on the learning of every student (e.g. "talking partners," whiteboards, journal responses to check continuously for understanding) • Teacher modifies instruction or reteaches when it's clear that students are not meeting learning targets	• Assessment occurs at the end of the lesson • Assessment is not embedded throughout instruction • Assessment is regarded as a set of evaluation "tools" that are used to determine what students have learned (e.g., exit slips, quizzes, etc. that are administered after instruction has occurred versus examining students' cognitive processing during instruction) • Teacher follows the lesson script even when it's clear that students are not meeting learning targets • The goal is to get through the lesson and cover the content versus assuring student understanding	Throughout the lesson the teacher uses guiding questions to check understanding about print concepts, puntuation and comprehension (ex: bold text, exclamation points, quotation, etc.)			3
Students are able to demonstrate their learning in a variety of ways	Generally Effective Practices • Divergent responses and reasoning are encouraged; students are able to share the processes and evidence they used to arrive at responses versus simply	• Most or all tests are written and require reading/writing proficiency in English • Teacher expects students to tell "the" answer			No example	0

	providing "the" correct answer Practices that are Culturally Responsive: ● Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation (e.g., drawing, labelling, completing graphic organizers etc. depending upon their level of English language acquisition)	● Students have a narrow range of options for demonstrating competence (e.g., multiple choice tests, matching, etc.)				
Authentic assessments are used frequently to determine students' competence in both language and content	Generally Effective Practices: ● Students' written and oral language proficiency is assessed while they are engaged in purposeful activity ● Teacher primarily uses authentic, task-embedded assessments (e.g., anecdotal notes, targeted observation, rubrics/analysis of students' written products, math charts/journals, etc.) Practices that are Culturally Responsive: ● Teacher assesses both academic language and content	● Assessments measure discrete, isolated skills and/or use short, disconnected passages ● Students' linguistic competence is never assessed, or is evaluated solely through standardized measures ● Assessments are "exercises" that students must complete versus meaningful, purposeful work			No example	0
Students have opportunities for self-assessment	Generally Effective Practices: ● Students are encouraged to evaluate their own work based upon a determined set of criteria ● Students are involved in setting their own goals for learning ● Students are involved in developing the criteria for their finished products (e.g., scoring rubrics)	● Assessment is always teacher-controlled			No example	0
Instructional Practices						
Instruction is contextualized in students' lives, experiences, and individual abilities	Generally Effective Practices: ● Learning activities are meaningful to students and promote a high level of student engagement ● Materials and real-world examples are used that help students make connections to their lives ● Learning experiences build on prior student learning and invite students to	● Learning tasks and texts reflect the values and experiences of dominant ethnic and cultural groups ● No attempt is made to link students' realities to what is being studied; learning experiences are disconnected from students' knowledge and experiences	students were asked to make connection to building with blocks in class.			2

	make connections Practices that are Culturally Responsive: ● Teacher uses instructional methods/activities that provide windows into students' worlds outside of school (e.g., "All About Me" books, student-created alphabet walls, camera projects, etc.) ● Teacher views students' life experiences as assets and builds on students' cultural knowledge, linguistic knowledge, and "cultural data sets," making connections during instruction in the various content areas ● Materials and examples are used that reflect diverse experiences and views ● Families' "funds of knowledge" are integrated in learning experiences when possible; parents are invited into the classroom to share their knowledge	● Skills and content are presented in isolation (never in application to authentic contexts) ● Teacher follows the script of the adopted curriculum even when it conflicts with her own or the students' lived experiences ● Learning experiences are derived almost exclusively from published textbooks and other materials that do not relate to the classroom community or the larger community being served ● Families "funds of knowledge" are never incorporated in the curriculum; parents are never invited to share their knowledge				
Students engage in active, hands-on, meaningful learning tasks, including inquiry-based learning	● Learning tasks allow students to practice and apply concepts using hands-on activities and manipulatives ● Learning activities promote a high level of student engagement ● Exploratory learning is encouraged ● Teacher engages students in the inquiry process and learns from students' investigations (e.g., inquiry-based and project-based learning) ● Students are encouraged to pose questions and find answers to their questions using a variety of resources ● Student-generated questions form the basis for further study and investigation	● Students work passively at their seats on teacher-directed tasks ● Passive student learning is the norm (e.g., listening to direct instruction and taking notes, reading the textbook, seatwork, worksheets, etc.) ● Exploratory learning is discouraged ● Teacher is the authority ● Students are not encouraged to challenge or question ideas or to engage in further inquiry ● Students are not encouraged to pose their own questions ● All knowledge/ideas are generated by those in authority (e.g., textbook writers, teachers)			No example	0
The teacher focuses on developing students'	Generally Effective Practices: ● There is an emphasis on learning academic vocabulary in the particular content area ● Students are taught independent strategies for learning new vocabulary	● Little attention is paid to learning academic vocabulary in the content area ● New words are taught outside of meaningful contexts	6:45: The teacher explains, and exclamation is something			2

academic language	• Key academic vocabulary and language structures are identified prior to a study or investigation Practices that are Culturally Responsive: • Teacher develops language objectives in addition to content objectives, having specific goals in mind for students' linguistic performance • Teacher articulates expectations for language use (e.g "I want you to use these vocabulary words in your discussion; I expect you to reply in a complete sentence" etc.) • Teacher scaffolds students' language development as needed (sentence frames, sentence starters, etc.) • Academic language is taught explicitly (identifying it in written passages, dissecting complex sentences, using mentor texts, creating "learning/language walls," etc.)	• Students are not taught independent word learning strategies • Teacher does not articulate expectations for language use • The teacher does not establish language objectives for students; only content objectives are evident • Teacher does not scaffold students' language development • No attention is given to the language used in particular disciplines; academic language is not addressed • Students are evaluated on their use of academic discourse but it is never taught explicitly	you use a different voice for to indicate excitement. She models and encourages students to try.			
The teacher uses instructional techniques that scaffold student learning	• Teacher uses a variety of teaching strategies to assist students in learning content (e.g., demonstrations, visuals, graphic organizers, reducing linguistic density, etc.) • Teacher models, explains and demonstrates skills and concepts and provides appropriate scaffolding • Teacher uses "comprehensible input" (e.g., gestures, familiar words and phrases, slower speech, etc.) to facilitate understanding when needed • Teacher builds on students' knowledge of their home languages to teach English (e.g., cognates, letter-sound relationships, syntactic patterns)	• Teacher primarily uses traditional methods for teaching content (e.g., lecture, reading from a textbook) with few scaffolding strategies • Teacher does not always model, explain and demonstrate new skills and concepts prior to asking students to apply them • Teacher does not use visuals, comprehensible input etc. to facilitate understanding • Teacher does not build upon students' home languages to teach terms, skills and concepts in English	The teacher asks students how the author emphasized big in the text: bold text, larger text.			2
Students have choices based upon their experiences,	• Students have multiple opportunities to choose texts, writing topics, and modes of expression based on preferences and personal relevance • Students have some choice in assignments	• Teacher selects texts, writing topics, and modes of expression for students • All assignments are teacher-initiated • Students have no choice or			Np example	0

interests and strengths	• Students have some choice and ownership in what they are learning	ownership in topic of study or questions that will be addressed				
Discourse						
The teacher promotes active student engagement through discourse practices	• Teacher employs a variety of discourse protocols to promote student participation and engagement (e.g., call and response, talking circles, read-around, musical shares, etc.) • All students have the opportunity to participate in classroom discourse • Teacher uses various strategies throughout the lesson to promote student engagement through talk (e.g., partner share, small group conversation, interactive journals, etc.)	• The main form of classroom discourse is Initiate-Respond-Evaluate (IRE) where the teacher poses a question and individual students respond • The teacher controls classroom discourse by assigning speaking rights to students • Not all students have the opportunity to participate in classroom discussions Some students are allowed to dominate discussions	Discussion is constant throughout the lesson.			3
The teacher promotes equitable and culturally sustaining discourse practices	Generally Effective Practices: • Students use collaborative, overlapping conversation and participate actively, supporting the speaker during the creation of story talk or discussion and commenting upon the ideas of others • Teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding of ideas Practices that are Culturally Responsive: • Students speak in their home language/dialect when it is situationally appropriate to do so • There is an emphasis on developing proficiency in students' native language as well as in Standard English; bilingualism/ multilingualism is encouraged (e.g., students learn vocabulary in their native languages; students read/write in their native languages; students learn songs and rhymes in other languages, etc.)	• Discourse practices of various cultural groups are not used during instruction • Students are discouraged from using their home language or dialect and communicating in culturally specific ways, even when it is situationally appropriate to do so • Emerging bilingual students are discouraged from using their native language, both inside and outside of school • Students are discouraged from communicating in a language other than English • There is no evidence of attempts to promote bilingualism/multilingualism	discussion is constant throughout the lesson. Students know when they can interject without being called on. Students add on to what other classmate say.			4
The teacher provides	Generally Effective Practices: • Students engage in genuine discussions and have extended conversations	• Students are discouraged from talking together, or conversations are limited to short responses			No example	0

structures that promote academic conversation	• Teacher explicitly teaches and evaluates skills required for conducting effective academic conversations Practices that are Culturally Responsive: • Teacher provides prompts that elicit extended conversations and dialogue (e.g. questions on current issues; questions that would elicit differing points of view)	• Teacher rarely asks questions or provides prompts that would elicit extended dialogue • Teacher does not teach skills required for academic conversations				
The teacher provides opportunities for students to develop linguistic competence	Generally Effective Practices: • Teacher provides many opportunities for students to use academic language in meaningful contexts • Students are engaged in frequent and authentic uses of language and content (drama, role play, discussion, purposeful writing and communication using ideas/concepts/vocabulary and syntactic structures from the field of study) Practices that are Culturally Responsive: • Students are taught appropriate registers of language use for a variety of social contexts and are given opportunities to practice those registers in authentic ways	• Students' use of language is limited and they do not use language in authentic ways • Students are not taught about the registers of language use; they are expected to use Standard English in all social contexts			No example	0
Critical Consciousness						
The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community	Generally Effective Practices: • Students are engaged in experiences that develop awareness and provide opportunities to contribute, inform, persuade and have a voice in the classroom, school and beyond • Community-based issues and projects are included in the planned program and new skills and concepts are linked to real-world problems and events Practices that are Culturally Responsive: • Students explore important contemporary issues (poverty, racism, global warming, human trafficking, animal cruelty, etc.)	• The focus of literacy and content instruction is to teach the skills and information required to "pass the test"; learning occurs only as it relates to the standard curriculum • Teacher does not encourage critical thought or questioning of contemporary issues • Teacher does not encourage application to real-world issues; accepts or endorses the status quo by ignoring or dismissing real life problems related to the topic being studied			No example	0

	● Teacher encourages students to investigate real-world issues related to a topic being studied and to become actively involved in solving problems at the local, state, national, and global levels					
The curriculum and planned learning experiences incorporate opportunities to confront negative stereotypes and biases	Practices that are Culturally Responsive: ● Teacher facilitates students' understanding of stereotypes and biases ● Teacher encourages students to examine biases in popular culture that students encounter in their daily lives (TV shows, advertising, popular songs, etc.) ● Teacher makes intentional use of multicultural literature to facilitate conversations about human differences ● As appropriate to the grade level being taught, teacher helps students to think about biases in texts (e.g., "Who has the power in this book? Whose perspectives are represented, and whose are missing? Who benefits from the beliefs and practices represented in this text?" etc.) ● As appropriate to the grade level being taught, teacher challenges students to deconstruct their own cultural assumptions and biases both in the formal and informal curriculum	● Teacher does not encourage students to examine biases in instructional materials or popular texts; texts are considered to be "neutral" ● Teacher never addresses issues related to human differences ● Teacher makes prejudicial statements to students (e.g., girls are emotional; immigrants don't belong here; etc.), and/or fails to challenge prejudicial statements of students			No example	0
The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives	Generally Effective Practices: ● Students are encouraged to challenge the ideas in a text and to think at high levels Practices that are Culturally Responsive: ● Texts include protagonists from diverse backgrounds and present ideas from multiple perspectives ● Students are encouraged to explore alternative viewpoints ● Opportunities are plentiful for students to present diverse perspectives through class discussions and other activities	● The conventional, dominant point of view is presented and remains unchallenged ● Few texts are available to represent diverse protagonists or multiple perspectives ● Biased units of study are presented that show only the conventional point of view (e.g., Columbus discovered America) or that ignore other perspectives (e.g., a weather unit that does not include a discussion of global			No example	0

	• Students are encouraged to respectfully disagree with one another and to provide evidence to support their views	warming) • No or very few texts are available with protagonists from diverse cultural, linguistic, and/or socioeconomic backgrounds • No opportunities are provided for students to learn about or to present diverse views				