

UC Berkeley

UC Berkeley Electronic Theses and Dissertations

Title

HipHop Scholastics: Effective Teacher Professional Learning

Permalink

<https://escholarship.org/uc/item/1d71h84k>

Author

Garcia, Itoco

Publication Date

2016

Peer reviewed|Thesis/dissertation

HipHop Scholastics: Effective Teacher Professional Learning

by

Itoco García

A dissertation submitted in partial satisfaction of the

requirements for the degree of

Doctor of Education

in the

Graduate Division

of the

University of California, Berkeley

Committee in charge:

Professor P. David Pearson

Professor Jabari Mahiri

Professor Alex Saragoza

Fall 2016

HipHop Scholastics: Effective Teacher Professional Learning

©2016

by

Itoico García

Abstract

HipHop Scholastics: Effective Teacher Professional Learning

by

Itoco García

Doctor of Education

University of California, Berkeley

Professor P. David Pearson, Chair

Meeting the needs of culturally and linguistically diverse students in order to improve their academic engagement and achievement is a central challenge to American education. A Critical Race analysis and synthesis of academic research on teacher professional learning, Culturally Relevant Pedagogy (CRP), and the mismatch between schools and students revealed: problems of practice and obstacles to changing them, limitations, a conceptual framework for effective professional learning and a vehicle for changing from current to more promising practices. Problematic beliefs including: teacher's frames of reference; deficit thinking; and low expectations; combine with problematic practices such as rejection of student language and lack of: reflection; culturally relevant materials; and critical comprehension strategies to create a cultural mismatch, low student engagement, and low academic achievement in Urban Bay Unified Schools where this study took place and I worked as a principal. Teacher professional learning on CRP surfaced as a method for change. The theory of action suggested sequential professional development on systematic reflection, student academic engagement, and critical literacy would: improve teacher's awareness of student academic engagement and linguistic affirmation; improve teacher's perceptions of students; increase the use of critical literacy, culturally relevant materials and systematic reflection and more closely align schools with students thereby impacting student academic engagement and achievement. This participant action design study focused on an intervention that took place over ten sessions spanning four months consisting of four elementary teachers from the same school that yielded the process data. Participants were given surveys, interviewed, and observed by researchers both before and after the intervention to determine any impact on their beliefs and practices. Outlining each participant's learning process supported a cross comparison of teachers to better understand how the impacts might have occurred. The intervention impacted systematic reflection, awareness of student academic engagement, perceptions of students, and the use of culturally and linguistically responsive practices like HipHop and linguistic affirmation. Research design challenges lessened the impact on critical literacy and may have contributed to confirmation bias. Future applications of the conceptual framework and iterations of the intervention design might (a) inform teacher professional learning on transitioning underlying beliefs from deficit to positive; (b) shift practice towards more culturally relevant materials and the use of HipHop; and (c) inform research on student academic engagement. The implications of this work might contribute to research on teacher learning by adding systematic reflection, reflective journaling and guided meditation to existing ideas about optimal form. Mechanisms that surface teacher trauma and help heal compassion fatigue in teacher professional learning are critical areas for future study and may be key in making it effective. Investigating sequential professional learning in systematic reflection, student academic engagement, critical literacy and the use of HipHop to examine implicit bias, improve empathy and shift practice to improve student engagement and achievement is a compelling area for future research as well.

Dedication

I dedicate this dissertation to all of my students and their families and the many revolutionary and amazing teachers who have taught me so much about teaching and learning in some of the most vibrant and challenged communities in the Bay Area. My friends and family sacrificed countless hours of my time and attention so that I might complete this endeavor and I owe them time and gratitude I'm not sure I will ever be able to repay. I would like to especially recognize my parents and ancestors who overcame great hardship and struggle so that I might have the privilege of engaging in this work. I dedicate this to my partner Jonna, and children Ibama and Alyssa who provided me both the inspiration and space to finish this work and who often compromised their own wants and needs to do so, Daddy's back! I dedicate this study to all marginalized and oppressed people in the world and to all practitioners of HipHop Education and educators who are engaged in their liberation. To the legacy of Paulo Freire, who also inspired this study and the idea that practitioners of Critical Literacy that followed him would create iterations of critical literacy indigenous to their local contexts; I believe he would view Critical HipHop Literacy as entirely appropriate for the contexts of American schools. It is high time we unite around issues of implicit bias, empathy, equity, and social justice and figure out how to change the views and trajectories of the next generation of American people towards critical thought and humanizing democratic principles and away from bias, prejudice, bigotry and intolerance.

Table of Contents

HipHop Scholastics: Effective Teacher Professional Learning

Abstract	1
Dedication	i
Acknowledgements.....	iv
CHAPTER ONE: RESEARCH ON MISMATCH.....	1
Structural, Institutional, and Individual Racism.....	4
Critical Race Theory	5
The Effect of Race on Student’s Academic Engagement and Achievement	6
Culturally Relevant Pedagogies: Current and Desired Practices.....	8
Current Practices & Obstacles to Implementing Culturally Relevant Pedagogy	9
Cultural Relevant Pedagogy: Desired Practices.....	10
Engagement & Academic Success	14
Critical Perspectives on Curriculum and Pedagogy.....	17
Methods for Changing from Current to Desired Practices	18
Teacher Professional Learning & Development.....	19
Obstacles to Teacher Learning & Professional Development	22
Effective Professional Learning and Development.....	23
Synthesizing Professional Development and Culturally Relevant Pedagogy	23
A Vehicle for Changing from Current to Desired Practice	26
Conclusion	28
CHAPTER TWO: PROBLEMS OF PRACTICE & THEORY OF ACTION.....	30
Problems of Practice & Design Challenge.....	31
Local Needs Assessment	32
Conditions and Methods.....	33
Theory of Change	34
Theory of Action	34
Feasibility.....	35
Conclusion	36
CHAPTER THREE: METHODOLOGY AND RESEARCH DESIGN	37
Ontology & Epistemology.....	37
Methodology.....	37
Intervention	40
Sequence of activities.....	41
Setting.....	43
Sampling.....	43
Research Participants	44
Unit of Analysis.....	45
Research Methods.....	45
Types of Data: Baseline, Impact, & Process Data	46
Data Collection Strategies and Techniques	46
Data Analysis.....	48

Reliability, Validity, & Transferability	48
Avoiding Bias, Ensuring Rigor.....	50
Summary	51
CHAPTER FOUR FINDINGS	52
Impact Data.....	52
Survey Impact Data Analysis	53
Interview Impact Data.....	58
Observation Impact Data Analysis	62
Learning Process Data	63
Ms. Z's Learning Process	64
Mr. X's Learning Process.....	73
Ms. Y's Learning Process	84
Mr. W's Learning Process.....	95
Synthesis of Findings: Trends Across Teachers	102
Conclusion	113
CHAPTER FIVE: SUMMARY, DISCUSSION, AND IMPLICATIONS.....	117
The Context for this Study.....	117
Summary of Findings	121
Meeting the Design Challenge and Research Design	131
Re-Examining the Theory of Action and Change	132
Study Limitations	133
Implications for Practice.....	133
Further Iterations	137
Conclusion	138
REFERENCES.....	140
Appendix 1. Conceptual Framework.....	147
Appendix 2. Theory of Action.....	148
Appendix 3. Professional Development Session Agendas	149
Appendix 4. Three Phases of study	154
Appendix 5. Data Collection Strategies	155
Appendix 6. Survey on Reflective practice	156
Appendix 7. Professional Learning Post Survey	160
Appendix 8. Interview protocol	164
Appendix 9. Culturally Relevant Practices Rubric.....	165
Appendix 10. Observation Protocol.....	167
Appendix 11. Engagement Rubric.....	168
Appendix 12. Critical Literacy Rubric.....	169

Acknowledgements

Special thanks to P. David Pearson for your wisdom, guidance, encouragement and for chairing my committee through this odyssey, to Jabari Mahiri for pioneering so much of the work this is based on, and Alex Saragoza for being members of my committee and supporting the completion of this work. To Farima Pour Khorshid this research also could not have happened without your energy attention and passion, I will always appreciate your support in this work. To Bernard Gifford for chairing my orals committee and Lanette Jimerson for being critical thought partners. Glenn DeVoogd your guidance and continued support through my Master's degree and beyond was instrumental in me finishing this doctorate. My eternal love and gratitude goes to Mathew Clark who's support, dedication, passion, and effort created the space at work for this research to occur, none of this would have happened without your help and you are as much a part of this journey as anyone else, being a practitioner researcher is incredibly challenging and you made it manageable. To Mathew Wayne for your guidance and mentorship as a professor, as a mentor in completing my Tier 2 Admin credential, as an Assistant Superintendent with the vision to pay teachers to participate in this study, and as now our Superintendent your support was also instrumental in making this study happen in the way it did. Much love to my mentors and brothers in this struggle Rankin' Scroo and Sunspot Jonz there would be no HipHop Scholastics without the many experiences I had with you and the things you taught me. Robson de Alves, Senay Dennis, Adisa Banjoko, Rahman Jamal collaboration with you also helped make this work possible. Elliot Gann our collaboration has been and will be generative, special recognition goes to you for sparking the idea of including meditation in this dissertation one of the most important aspects of this study. To Arash Daneshzadeh your passion and dedication to speaking truth to power helped inspire me to finish this and one of the first times I got to talk about it was with you and Bettina Love who I would also like to acknowledge as being the subject of the HipHop Pedagogy teachers analyzed in this study. Diana Levy, Lynn Bravewomon and Glenn Singleton working with you on equity sowed the seeds of many of the activities in this intervention and showed me that I could transform myself, inspiring me to believe it is possible, and to try to help guide others through this process. Last but not least my colleagues in LEEP 5, 6, 7, and 8, particularly John, Samuel, Anya, Daniel, and Kafi our interactions kept me engaged in this work through some of the toughest moments, thank you I don't think I would have finished without your community. Passing a school bond, designing a new school, helping three other people conduct their research, filming a documentary on equity in the GSE, and personal and professional obstacles too numerous to list all were the fire that forged this dissertation and it wouldn't be the same without them.

CHAPTER ONE

RESEARCH ON THE MISMATCH BETWEEN SCHOOLS AND STUDENTS

A critical problem facing the American educational system is how to ensure that all students—especially, culturally and linguistically diverse students—achieve (Brown-Jeffery & Cooper, 2011). Cultural and linguistic mismatches between school and home culture negatively affect student achievement and engagement with school (Brown-Jeffery & Cooper, 2011; Au & Jordan, 1981; Mohatt & Erickson, 1981; Macias, 1987; Cazden & Legget, 1981; Erickson & Mohatt, 1982; Jordan, 1985; Vogt, Jordan, & Tharp, 1987; Ladson-Billings, 1995). The vast diversity of cultural and linguistic communication styles, particularly discourse and interactional characteristics, suggest the existence of a discontinuity between school and most students (Goldenberg, Rueday, & August, 2006a, 2006b; Li 2009b; Nieto, 1999 in Li, 2011). The percentage of culturally and linguistically diverse students has more than doubled in the last twenty years and is projected to continue growing, creating unprecedented challenges for the American public school system (Li, 2011). As America's public schools become increasingly diverse the need to ensure the achievement of culturally and linguistically diverse students will continue to grow. Therefore addressing student's cultural need is an urgent task (Li, 2011).

Mismatch between school culture, and the home culture and language of students, is created and sustained by the reality that culturally and linguistically diverse students “come to school with cultural and language frames not only different from but ...oppositional to those...of school” (Ogbu, 1992; p.5). African-American, Latino, and Native American students, in particular often have cultural and linguistic frames oppositional to those of school (Ogbu, 1992). The school performance of culturally and linguistically diverse students is related to the all too familiar problems of unequal schools in culturally and linguistically diverse neighborhoods, white flight, classes with large numbers of low performing students, teacher prejudice, academic tracking, and the discontinuities between home and school lives, which all work together to devalue student identities, and contribute to generally low academic performance (Gibson, 1997). Teachers' low expectations, insensitivity to issues of ethnic and racial diversity, and a curriculum that fails to reflect the cultural worlds of students are explanations for the poor performance of culturally and linguistically diverse students (Gibson, 1997). Differences between home and school culture become sources of conflict in school settings because of the unequal and coercive nature of power relations (Deyhle, 1995; in Gibson, 1997). Those at greatest risk for failure in school are students who feel “disenfranchised from their culture and who at the same time experience racial conflict” (Deyhle, 1995, p. 419-420; in Gibson, 1997). Schools tend to perpetuate societal inequalities by reinforcing unequal power relations along with subtractive and antagonistic modes of acculturation, which lead to resistance to school authority and disengagement with academic learning (Cummins, 1997; in Gibson, 1997). Group subordination and differential power relations negatively influence individual acquisition of culture (Lewis, 1976; in Gibson, 1997).

The achievement of culturally and linguistically diverse students creates an urgent need to address their cultural needs. Especially important is research supporting the claim that many African American, Latino, and Native American students bring to school cultural and linguistic frames that place them in opposition to the culture and language of schools in America.

Teacher insensitivity to ethnic and racial difference combined with low expectations for and prejudice towards culturally and linguistically diverse students, unequal power relations, devaluation of student identity, and curriculum that fails to reflect the realities of those students all combine to support and sustain the mismatch between the culture and language of schools and students, and lead to low student achievement and engagement (Gibson, 1997). While the lack of curriculum reflective of the realities of culturally and linguistically diverse students should be a relatively easy concept to grasp, unequal power relationships, insensitivity, prejudice, and low expectations are

complex problems of practice that require further examination before discussing what might be done to address them. Fortunately, we have astute analyses of the problem even though we are light on effective solutions.

Elmore (2004), for example, suggests that many factors affect student achievement, including, “the attitudes, values, and beliefs of individual teachers and administrators-about what students can do, . . . and about the relative influence of student, family, and community, and school on student learning” (Elmore, 2004, p. 199). We also know that “a persons socialization has an impact on the perception of and interaction with people who are ethnically, culturally, and socially different” (Jones, 2002, p. 9). Teachers’ personal frames of reference are a dominating factor and can have a negative effect on the teachers ability to address the educational needs of the student (Pang & Sablan, 1995). Merriam-Webster dictionary defines a frame of reference as a set of ideas, conditions, or assumptions that determine how something will be approached, perceived, or understood (Merriam-Webster). This definition is useful for understanding how teachers perceive and interact with students, and operate in schools.

Different levels of teacher expectations for minority students can impede their academic development (Ladson-Billings, 1994, Thompson 2004). Teacher bias and assumptions about students can have a negative effect on the teacher’s ability to address the educational needs of students (Landsman & Lewis, 2006). Many teachers are not sensitive to the cultural needs of their students (Irvine, 1990). Too often student’s academic achievement is marginalized because of the teacher’s perception that students are incapable of learning (Ladson-Billings, 1994). Teachers’ views towards minority students are characterized more by beliefs in conformity to the dominant culture than by beliefs that the education system should change (Sleeter, 1992).

Culturally Relevant Pedagogy (hereafter CRP) is a promising area of research and practice for understanding the effects of the cultural and linguistic mismatch of particular populations within the educational system and the effects of schooling on the learning outcomes of these children. There is some evidence that CRP is one effective way to address these issues (Brown-Jeffey & Cooper, 2011). The majority of educators agree that to ensure the achievement of culturally and linguistically diverse students school instruction must be relevant to their linguistic and cultural backgrounds (Li, 2011). A promising approach to addressing the differential learning outcomes created by cultural and linguistic mismatch is teacher professional development in culturally relevant pedagogies. Teacher professional development can change classroom practice, and improve teachers’ attitudes and perceptions of students (Brown-Jeffey & Cooper, 2011; Rogers-Sirin, 2008; Rogers-Sirin & Sirin, 2009; Garcia & Guerra, 2004).

A large body of research points to the cultural and linguistic gap between students and schools (often embodied by teachers), as negatively impacting student achievement and engagement (Irvine, 1990; 2010; Ladson-Billings, 1995; Gay, 2000; Skrla & Scheurich, 2001; Noguera 2008; Garcia & Guerra, 2004; Rogers-Sirin, 2008; Douglas, Lewis, & Douglas, 2008; Rogers-Sirin & Sirin, 2009, Brown-Jeffey & Cooper, 2011; Li, 2011). Teacher’s personal frames and instructional practices are important factors in creating a mismatch between home and school culture. Professional development in culturally relevant pedagogies has been presented as a high leverage intervention for reforming instruction, addressing the cultural and linguistic gap between teachers and students, improving teacher perception of students, and for closing the achievement gap (Irvine, 1990; Garcia & Guerra, 2004; Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009; Brown-Jeffey & Cooper, 2011).

Professional development and CRP are two promising research based activities for improving teacher perception of students and instructional practice (Brown-Jeffey & Cooper, 2011; Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009; Garcia & Guerra, 2004). Culturally Relevant Pedagogy and teacher professional learning and development have both independently demonstrated the potential to reform teacher perception of students and instructional practices.

Professional development on CRP may be an even more effective way to reform teacher perception of students and instructional practice, than either CRP, or professional development alone (Brown-Jeffrey & Cooper, 2011; Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009, Garcia & Guerra, 2004).

I consult the knowledge base to present how researchers and distinguished practitioners frame the issue of CRP and discuss the contextual elements in society and schools critical for understanding the cultural mismatch between schools and student's and how this mismatch effects student achievement and engagement. I address the current prevailing practices gleaned from the literature juxtaposed with more desirable practices, and synthesize and analyze the knowledge base on teacher professional learning as a means of fostering these desired practices, including factors that may support or impede teacher's ability to reform their instruction and perception of their students, and assist in improving student achievement and engagement.

I argue based on these analyses, that professional learning that incorporates the features of effective professional development for teachers as defined by the literature, and that fosters the core practices of culturally relevant teaching, can be an effective way to mitigate the negative effects of the cultural and linguistic mismatch between school and home culture, and its effects on student engagement and achievement.

Racism as a Context for Current and Desired Practice

Although there are a multitude of inter-related conditions that effect teaching and learning, I focus here on the contextual elements in society and schools that are critical for understanding the cultural and linguistic mismatch between schools and student's, and how this mismatch negatively effects student achievement and engagement. I examine first, the effects of racism on American society, institutions, and teachers underlying assumptions about students, their home languages, and cultures. I explore how racism supports the development of deficit thinking about students and their home cultures in teachers, and the belief that student indoctrination into school culture is a desirable outcome. I argue that it is deficit thinking and the belief that students should be indoctrinated into school culture that sustains and supports the cultural and linguistic mismatch between school culture and the home cultures and languages of students. I then discuss structural and institutionalized racism and one theoretical framework, Critical Race Theory (hereafter CRT) developed from legal scholarship, to examine racism's effects on American society and governmental institutions. I focus particularly on CRT in education in order to connect CRT and CRP. I critique neoliberal educational reforms and discuss their effects on schools and teachers through a CRT in education lens. I then examine the effects of racism on culturally and linguistically diverse people and discuss internalized racial oppression as a means of understanding how and why students might react to schools in the ways documented empirically by both achievement and discipline data. Lastly I examine the combined effects of structural racism and internalized oppression on student engagement and achievement as well as teachers underlying assumptions and deficit views about students, as the key for understanding the cultural mismatch between school culture and the home cultures and languages of students. I conclude with a case for CRP infused with CRT in education as an area worthy of further exploration for practitioners and researchers seeking to mitigate the negative effects of the cultural mismatch between schools and students.

Racism's effects on American institutions and teachers' underlying assumptions about students and their home cultures, are the contextual elements most critical for understanding the cultural mismatch between schools and student's home culture and how this mismatch negatively effects student achievement and engagement (Sleeter; 1992; Ladson-Billings, 1994; Pang & Sablan, 1995; Thompson, 2004; Jones, 2002; Elmore, 2004; Landsman & Lewis, 2006). Racism persists in being "endemic and deeply ingrained in American life" (Ladson-Billings & Tate, 1995, p. 55), and remains a continuing and significant factor in explanations of academic and socio-cultural deficiency (Ladson-Billings & Tate, 1995). Race and indeed racism are normal parts of American society that

have been integrated into the educational system and the systematic aspects of school relationships (Brown-Jeffey & Cooper, 2011). Racism creates deficit thinking on the part of teachers regarding student's home culture (Delpit, 1995; Pohan, 1999; Valencia, 1997), and advances the idea and ideal that indoctrination into school culture, which is a reflection of the dominant culture in society, is a desirable outcome (Valencia, Valenzuela, Sloan, & Foley, 2001; Garcia & Guerra, 2004). This deficit view of students leads to a mismatch between school and home culture and many current practices which consistently result in low student achievement and disengagement with school for culturally and linguistically diverse students (Garcia & Guerra, 2004; Sleeter, 1992; Ladson-Billings, 1994; Pang & Sablan, 1995; Thompson, 2004; Jones, 2002; Elmore, 2004; Landsman & Lewis, 2006).

Structural, Institutional, and Individual Racism

Grant-Thomas and Powell (2006) provide a useful frame, dubbed structural racism, for connecting interpersonal (individual) racism with institutional racism to explain phenomena that neither individual nor institutional racism account for. Structural racism is a powerful framework for describing the nature of racism (Grant-Thomas & Powell, 2006), and the context of current educational practices. The structural racism framework is predicated upon access to opportunity, and it defines opportunity as resources and services that contribute to stability and advancement (Grant-Thomas & Powell, 2006). Structural racism maintains that in "American society, opportunity is produced and regulated by institutions, institutional interactions, and individuals, jointly and differentially providing and denying access along lines of race, gender, class and other markers of social difference (Grant-Thomas & Powell, 2006, p. 2). Individual racism focuses on race-targeted discretionary treatment, and institutional racism is concerned with a race targeted, procedural (rule driven) dimension of racism (Grant-Thomas & Powell, 2006). Jones (2002) defines institutionalized racism as: the structures, policies, practices, and norms resulting in differential access to the goods, services, and opportunities of society by race (Jones, 2002). Institutionalized racism is normative, sometimes legalized and often manifests as inherited disadvantage. It is structural, having been absorbed into our institutions of custom, practice and law, so there need not be an identifiable offender. Indeed, institutionalized racism is often evident as inaction in the face of need (Jones, 2002). "Institutionalized racism manifests itself both in material conditions and in access to power. With regard to material conditions, examples include differential access to quality education, sound housing, gainful employment, appropriate medical facilities and a clean environment" (Jones, 2002; p. 1212). Much like institutional racism changes the focus from the actions and motivations of individuals "to the practices and procedures within an institution, structural racism shifts attention from the single, intra-institutional setting to inter-institutional arrangements and interactions." (Grant-Thomas & Powell, 2006, p. 2). Inter-institutional arrangements and interactions are the definition of the term "structures" in the structural racism framework (Grant-Thomas & Powell, 2006). Structural racism does not discount the internal dynamics of institutions as being incidental to the production of racial inequality, but highlights "the degree to which (and means by which) inter-institutional arrangements themselves shape very important results.... Because Americans often take individual people to be the main vehicles of racism, we fail to appreciate the work done by racially inequitable structures." (Grant-Thomas & Powell, 2006, p.2). Confronting racism requires that we account for "multiple, intersecting and often mutually reinforcing disadvantages, and develop corresponding response strategies" (Grant-Thomas & Powell, 2006, p.2). Social systems are structurally racist to the degree that they are configured to promote racially unequal outcomes (Grant-Thomas & Powell, 2006). The American educational system is an example of an institution that produces a persistent measurable achievement & opportunity gap for culturally and linguistically diverse students due to a confluence of inter-institutional dynamics. Structural racism provides a macro level framework for understanding differential educational outcomes in America. In order to more fully understand the cultural mismatch between home and school culture, and shift to more

desirable outcomes a micro level analysis is also necessary. In recent years CRT has increasingly been applied to education, as the public school system meets the criteria for a government institution (Ladson-Billings & Tate, 1995; Solorzano & Yosso, 2000; Brown-Jeffrey & Cooper, 2011).

Critical Race Theory

There is a substantial body of literature documenting how racism is institutionalized and how it affects outcomes for culturally and linguistically diverse people not only in school, but also in the American judicial system and many other institutions in society (Delgado & Stefania, 1993 & 2011; Harris 1994, Crenshaw & Peller 1995, Bell 1995, Jones, 2002, Grant-Thomas & Powell, 2006). This expanding body of research and theory has resulted in a theoretical framework called CRT. Critical Race Theory provides a set of analytical tools for examining racism in American society and governmental institutions, critiquing liberalism for supporting counterproductive approaches, such as colorblindness and incremental change, highlighting white privilege, and surfacing the micro-aggression experienced by people of color that internalizes racism (Delgado & Stefania, 1993 & 2011; Harris 1994, Crenshaw & Peller 1995, Bell 1995). Among the approaches deployed by critical race theorists is the use of narrative to explore oppression, and the analysis of civil rights law and progress as interest convergence (Delgado & Stefania, 1993 & 2011; Harris 1994, Crenshaw & Peller 1995, Bell 1995).

Critical Race Theory in Education. Critical Race Theory in education is concerned with the effects of race and racism, challenging the hegemonic system, and creating change that will result in social justice. Critical Race Theory in education consists of 5 tenets: (1) counter storytelling, (2) the permanence of racism, (3) Whiteness as property, (4) interest convergence, and (5) the critique of liberalism (DeCuir & Dixson, 2004). Jessica DeCuir and Adrienne Dixson (2004) in *Using Critical Race Theory as a Tool of Analysis of Race and Racism in Education* create a useful frame for analyzing race and racism's effects on education that I utilize to summarize the key features effecting the cultural mismatch between school and students. Critical Race Theory in education also suggests some important tools for moving from the current to more desirable practices in American schools.

Counter storytelling. Counter storytelling, a staple practice among Critical Race theorists (Matsuda, 1995, in DeCuir & Dixson 2004), is a narrative method that aims to cast doubt on the validity of the dominant narrative, premises, and myths. Counter-stories expose and critique normalized dialogues that perpetuate racism, challenge privileged majority discourses, and serve as a means of giving voice to marginalized groups (Delgado & Stefania, 2001, in DeCuir & Dixson 2004). Counter story telling in education can be found in various forms including personal narratives and stories, other people's narratives and stories, and composite narratives and stories (Solorzano & Yosso, 2002, in DeCuir & Dixson, 2004). Counter storytelling is useful for both describing and transforming the current context and prevailing practices, and is an essential part of CRT in education.

The permanence of racism. The permanence of racism in American society and life is another basic premise or tenet of CRT (Bell, 1995). Accepting the permanence of racism requires realistically realizing and understanding the dominant and significant role racism has played and continues to play in America, both consciously and unconsciously (Lawrence, 1995, in Decuir & Dixson, 2004). In addition this premise suggests that racist hierarchical structures govern all political, economic, and social domains, and that Whites are privileged and people of color are othered in all arenas including education (Decuir & Dixson, 2004).

Whiteness as property. Another tenet of CRT in education is that Whiteness functions as property in America (Harris, 1995, in Decuir & Dixson). The 'property functions of whiteness'—rights to disposition, rights to use and enjoyment, reputation and status property, and the absolute right to exclude—make the American dream a more likely and attainable reality for whites as citizens. White skin grants privileges to the owner that a renter (or a person of color) would not be

afforded (Ladson-Billings, 1992). Harris (1994) argues that race and racism have been historically reified both judicially and legislatively. The fact that Whiteness meets all legal definitions of property implies that Whiteness functions as property in America (1994, in DeCuir & Dixson, 2004). This thinking is contextualized in education by the way funds are allocated, school district boundaries are drawn, school enrollment boundaries are configured, and whether or not students have access to rigorous curriculum (Ladson-Billings & Tate, 1995). The presence of tracking, honors, and AP courses, and how students are formally admitted to these courses, are all ways that school districts serve to reify White privilege and Whiteness as property. Particularly White students are more likely to use and enjoy rigorous curriculum and students of color are more likely to be excluded from rigorous curriculum (Fine, 1991, Oakes, 1995, Solorzano & Ornelas, 2002, in DeCuir & Dixson, 2004).

Interest convergence. An additional tenet of CRT in education is interest convergence (DeCuir & Dixson, 2004). Derrick Bell (1980) asserts that civil rights gains in America only happen when they converge with the self-interest of whites (1980, in DeCuir & Dixson, 2004). Furthermore gains that coincide with the self-interest of Whites aren't likely to help people of color significantly (Bell, 1980; in DeCuir & Dixson, 2004). Therefore education reform and any gains towards equity in education can only happen when this reform converges with the interest of Whites, and is also to the benefit of schools (DeCuir & Dixson, 2004). The focus on increasing the achievement of culturally and linguistically diverse students in our current educational context is an example of interest convergence.

Critique of Liberalism. The last tenet of CRT in education is the Critique of Liberalism (DeCuir & Dixson, 2004). This critique refutes ideologies embraced by liberals: the notion of colorblindness, the neutrality of the law, and incremental change (DeCuir & Dixson, 2004). Due to the differential history of rights in America based on race the law is neither colorblind nor neutral. Arguing that America is colorblind ignores the inequity, oppression, and lack of opportunity that are both facts and artifacts of our racist history, and supports racism's existence (Gotanda, 1991; in DeCuir & Dixson, 2004). Incremental change benefits those who are not adversely affected by socio-economic and educational inequities resulting from racism and racist practices the most (DeCuir & Dixson, 2004). The belief that change for marginalized people must come at a slow pace that is acceptable to those in power, seeks equality and not equity. This strives for a reality where everyone has the same opportunity. Equity however recognizes that the playing field is unequal and attempts to address that inequality (DeCuir & Dixson, 2004).

The Effect of Race on Student's Academic Engagement and Achievement

Critical Race Theory in education is a valuable lens to analyze and understand, how and why curriculum is designed, instruction is delivered, how students are grouped and classes are composed, how assessments are created and administered, how school funding is allocated, and how school district lines are drawn, and school enrollment areas within districts are determined (Ladson-Billings, 1998). Structural institutionalized racism manifested as inherited disadvantage with no identifiable offender, inaction in the face of need, and in material conditions and access to power, can result in internalized racism for students in schools. Pyke (2010) "defines internalized racial oppression as: When victims of racism begin to believe the ideology that they are inferior and white people and white culture, are superior. The internalizing of racism is not due to any weakness, ignorance, inferiority, psychological defect, gullibility, or other shortcomings of the oppressed. Instead, it is how authority and power in all aspects of society contributes to feelings of inequality" (Pyke, 2010; in Crenshaw & Peller 1995).

Structural racism, CRT, and internalized racism provides us with a plausible explanation for how macro level factors interact with micro-level factors to create a cultural mismatch between

home and school that results in deficit views about students amongst teachers and a belief that students should conform to school culture, as well as disengagement with school and low academic achievement for students. This nuanced understanding of the complex factors leading to current educational practices not only allows us to analyze current reform efforts, it suggests some guidelines regarding how we might arrive at more desirable practices in our education system.

Accountability systems and prescription for school reform (current remedies to the problem of low achievement) have narrowed where resources are focused and have taken time away from teachers endeavoring to create culturally relevant lessons because CRP conflicts with mandates of sameness masquerading as equity for all (Sleeter, 2011). Neoliberal educational reforms based on standardization of instruction and assessment and de-contextualization of learning, frame education as both a commodity for individual economic advancement and a tool to shape workers for the global economy, so that schools teach students to assimilate to global technocratic norms (Sleeter, 2011). Therefore school districts, schools, and teachers may have a subconscious or in some cases conscious motivation to value dominant culture and devalue students' home cultures in curriculum, instruction, evaluation, school systems and structures, allocation of resources, in personal relationships, and require conformity to the dominant culture (Merton, 1968; Parsons, 1975; Jones, J, 1997; Feinberg & Soltis, 2004; Sleeter 2011), while perceiving students and their families as having funds of knowledge (Moll et. al., 1992) that are detrimental to success in school. Students and families in turn are disengaged with school and do not achieve academic success (Garcia & Guerra, 2004; Hernandez Sheets, 2003; Valencia 1997; Moll 1992). Often student's strengths are ignored, devalued, and denied in schools (Compton-Lilly, 2007; in Li, 2011). Disengagement increases as children progress from elementary, to middle, to high school (Graham & Wiener 1996; Felner et al. 1997; Brewster & Fager, 2000; in Jablon & Wilkerson, 2006).

Christine Sleeter (2011) has worked extensively at the intersection of CRT and teaching. Her recent argument for a reconsideration and strengthening, of culturally relevant pedagogies in the face of neo-liberal reforms (2011) provides a useful bridge between CRT in education and culturally relevant pedagogies. Sleeter argues that neo-liberalism itself can be understood as a backlash movement against the political gains of poor and culturally linguistic and diverse people (Sleeter, 2011). The No Child Left Behind act of 2001 narrowed resources and time for all educators, via accountability and prescription (Fuhrman and Elmore, 2004; Mintrop, 2012; Achinstein & Ogawa, 2006, Correnti & Rowan 2007; Sleeter, 2011), making the quality of all schools dependent to some degree on the achievement of culturally and linguistically diverse students (McKenzie & Schuerich, 2004; Sleeter, 2011). It is becoming more in schools interest to allocate resources and conduct research into improving student achievement (Oakes et. al., 1997; Skrla & Scheurich, 2001). This seeming incongruence, a focus on the achievement of underperforming students on the one hand, and a limiting of time and resources to do the things necessary to support their achievement on the other, is a prime example of the CRT tenet of interest convergence and another reason that improving the achievement of culturally and linguistically diverse students is becoming an increasingly urgent task.

California's public school population has more than 6 million students, a majority of minorities, with Latino's making up the largest student group. Statewide teachers in California are 65% White, 18.6% Latino, 5.4% Asian, 3.9% African American, 4% not reported, 1.5% Filipino, .5% Alaskan or Native American (Eddata 2016). Simply put the majority of schools in California are contexts where the home culture of teachers differs greatly from the home culture of students, and obstacles to implementation of CRP are likely to be present.

Often alienation and hostility characterize the school experience of culturally and linguistically diverse students (Ladson-Billings, 2001). Some of this alienation can be attributed historically to racism with certain groups being categorized as biologically, culturally, and

academically competent or inferior. A continuing and significant factor in explanations of academic and socio-cultural deficiency, racism persists in being “endemic and deeply ingrained in American life” (Ladson-Billings & Tate, 1995, p. 55). Conflict between mainstream culture and other cultures results in “cultural clashes in values, behaviors, and attitudes between home and school culture” (Li, 2011; p. 518), which, often produces internal struggles for adolescents. Many students feel the pressure to sacrifice their own cultural heritage and often withdraw, from and reject interactions with the mainstream culture, or act out and become apathetic to preserve their cultural identity (Suarez-Orozco & Suarez-Orozco, 2001; Zhou & Bankston, 1998; in Li, 2011). This reality is an example of the CRT tenet of the permanence of race in America and how many students react to cultural and linguistic mismatches with school.

Racism in American society, and its effects on teacher’s frame of reference is the main systemic obstacle to implementation of CRP. The literature also points to promising directions for fostering culturally relevant practices, and challenges to achieving them, as well as the core practices of teachers who are able to overcome the systemic challenges and personal limitations listed above and support high levels of student academic achievement and engagement with school.

Culturally Relevant Pedagogy is not only about teaching, it is also a political endeavor directed toward equity and social justice (Sleeter, 2011). Culturally Relevant Pedagogy provides teachers and students a counter story that they can use to critique curriculum and school structures as well as a pedagogy to counter internalized oppression and focus on equity and social justice. Culturally competent teachers, regardless of race, can learn enough of their student’s cultural context to be able to properly interpret behavior and structure curriculum in order to be successful with their students (Macias, 1987; Ladson-Billings, 1995; Rivera, 2006; in Li, 2011). There are specific principles of culturally relevant teaching, and highly effective culturally relevant teachers (Gay, 1994 & 2000; Ladson-Billings 1994; Nieto, 1999). While the ways in which teachers met these criteria were markedly different there is a range or continuum of teaching behaviors that support CRP (Ladson-Billings, 1995).

Culturally Relevant Pedagogies: Current and Desired Practices

I define Culturally Relevant Pedagogy, describe the current prevailing practices that lead to current outcomes for students, discuss the obstacles to implementing CRP, and describe the desired practices of culturally relevant teachers which evidence suggests may lead to different outcomes for students in order to better understand the mismatch between schools and students and what might be done to address it.

Defining culturally relevant pedagogy. It is necessary to clearly define and describe CRP in order to explore the current and desired states of its associated practices. CRP is rooted in the research that examines the cultural mismatch between home community and school culture (Brown-Jeffrey & Cooper, 2011). The concept developed from anthropological research in education dating from the early 80’s and evolving from “culturally appropriate” (Au & Jordan, 1981) and “culturally congruent” (Mohatt & Erickson, 1981) conceptions, through notions such as “mitigating cultural discontinuity” (Macias, 1987), “cultural responsiveness” (Cazden & Legget, 1981; Erickson & Mohatt, 1982), and “culturally compatibility” (Jordan, 1985; Vogt, Jordan, &Tharp, 1987), to Culturally Relevant Pedagogy a terminology coined by Ladson-Billings (1995).

Ladson-Billings (1995) specifically defines Culturally Relevant Pedagogy as:

A pedagogy of oppression not unlike critical pedagogy, specifically committed to collective not merely individual empowerment; Culturally Relevant Pedagogy rests on three criteria or propositions: (a) students must experience academic success; (b) students must develop and/or maintain cultural competence; and (c) students must develop a critical consciousness through which they challenge the current status quo of the social order (p.160).

Expanding on this definition, CRP can be understood as a pedagogy that “teaches to and through the strengths of ethnically diverse students” (Gay, 2000, p.29). “Thus, CRP is a way for schools to acknowledge the home community culture of the students, and through sensitivity to cultural nuances integrate these cultural experiences, values, and understandings into the teaching and learning environment” (Brown-Jeffey & Cooper, 2011, P. 67).

Combining the salient points of these three definitions, I define CRP as pedagogies that sensitively use, honor, respect, sustain, and develop students home culture and language, engage students in the learning process, support their academic success, orient them towards social justice, and via a regular practice of reflection increase the cultural competence of the teacher and student by developing a sensitivity to cultural nuance, experience, values, and understandings.

Based on these key elements of CRP, my fundamental argument is that when students encounter and experience their home culture and language in school as both subject matter content and engagement strategies, they become more engaged, successful, conscious of social justice, culturally competent, sensitive, and reflective. This requires instruction and content that is reflective of the cultures and languages of all students present in a classroom. I further argue that classrooms that fit the definition of CRP outlined above describe the desired state of all classrooms and teacher-student learning environments in the United States. In order to ensure that all students, especially but not exclusively culturally and linguistically diverse students achieve, it is imperative to ensure that all students feel equally comfortable and welcome in the classroom (Brown-Jeffey & Cooper, 2011). Therefore ensuring equitable outcomes for students requires that all students’ culture and language hold equal value in content, curriculum, and in the schema of the teacher (Irvine, 1990; Ladson-Billings, 1995; Gay, 2000).

Current Practices & Obstacles to Implementing Culturally Relevant Pedagogy

Before describing the practices associated with effective CRP, I discuss the obstacles and current practices that make it so hard to implement. Examining the knowledge base suggests several challenges, complications, and limitations of our school system in achieving the desired state as framed by the concept of CRP. There are both systemic and human issues that inhibit achieving a classroom and school environment that honors, values, and includes all student’s cultures and languages as equal. Research suggests that there is insufficient exploration of the institutional and individual practices, assumptions, and processes that contribute to and/or fail to weaken these patterns (Berman & Chambliss, 2000; Berman et al., 1999; in Garcia & Guerra 2004). Reform efforts are often undermined by educators’ deficit views and by their beliefs about the children who become the targets of reform (Valencia et. al., 2001). While there are many such obstacles, I discuss three key obstacles to CRP below: Teacher’s personal frame of reference, deficit thinking, and teacher’s expectations for culturally and linguistically diverse students. I argue that these obstacles are the most important because they are the most common and difficult to overcome obstacles to CRP and have the greatest impact overall on teacher practice.

Teacher’s personal frame of reference. Research suggests that “a persons socialization has an impact on the perception of and interaction with people who are ethnically, culturally, and socially different (Jones, 2002, p. 9)”. Teacher’s personal frame of reference is a dominating factor in the classroom and can have a negative effect on the teacher’s ability to address the educational needs of the student (Pang & Sablan, 1995). Teacher’s views towards minority students are characterized more by beliefs in conformity to the dominant culture than by beliefs that the education system should change (Sleeter, 1992). The belief that students should conform to school culture but that schools have little or no obligation to align with student’s culture is a further example, under the CRT in Education framework, of how Whiteness as property manifests itself in schools. Many teachers currently have a negative perception of students who are ethnically,

culturally, and socially different, and do not adequately address their educational needs because they believe that students should conform to school culture instead of changing their instruction to meet the needs of students (Betsinger, Garcia, & Guerra, 2001; Valencia et al. 2001; in Garcia & Guerra, 2004). Cultural viewpoints about what is right and wrong define what is normal and what counts as non-normal and threatening, and “often result in exclusionary actions, and create and uphold stereotypes” (Gee, 1996; in Li, 2011; p. 517) about students from the perspective of teachers.

Deficit thinking. Race is visual and is often viewed as detrimental to intelligence, so unexamined teacher biases regarding the race of students can effect teacher perception of student intelligence (Brown-Jeffey & Cooper, 2011). The phenomenon of deficit thinking and its negative impact on students has been extensively documented (Delpit, 1995; Pohan, 1999; Valencia, 1997; Garcia & Guerra 2004). Deficit thinking, and resistance to change, are related obstacles to culturally relevant pedagogies that often stem from attitudes of complacency, an idea that schools are doing an adequate job, or that there is nothing else that teachers can do to educate families of culturally and linguistically diverse students (Finnan & Swanson, 2000; in Garcia & Guerra, 2004; McKenzie & Scheurich, 2004). Deficit thinking about culturally and linguistically diverse students acts as a filter that blocks educators’ abilities to examine their assumptions about students, and to look beyond traditional solutions for real and meaningful change (Garcia & Guerra, 2004). In this conceptualization deficit thinking encourages resistance to change, is the underlying assumption that creates negative perceptions about students and their families, and prevents teachers from being reflective in their practice and assumptions about students and families (Oakes et. al, 1997; Skrla and Scheurich, 2001).

Teacher’s expectations for academic achievement. Different levels of teacher expectations for minority students can impede their academic development (Ladson-Billings, 1994, Thompson 2004). Teacher bias and assumptions about their students can have a negative effect on the teacher’s ability to address the educational needs of their students (Landsman & Lewis, 2006). Many teachers are not sensitive to the cultural needs of their students (Irvine, 1990). Too often academic achievement is marginalized because of the teacher’s perception that students are incapable of learning (Ladson-Billings, 1994). Therefore teacher bias, lack of cultural sensitivity, and deficit thinking lead to different levels of teacher expectations for culturally and linguistically diverse students which results in low engagement and academic achievement for students.

In sum, I argue that teachers personal cultural schema leads them to view other people’s cultures and languages as deficient, which causes unconscious bias and a deficit view towards culturally and linguistically diverse students, and leads to low academic expectations, low engagement, and low academic achievement for those students. These obstacles are particularly salient in contexts where the home culture of teachers differs greatly from the home culture of students. In the subsequent section, I seek to highlight alternative practices that may serve to overcome these obstacles if appropriately paired with effective change processes.

Cultural Relevant Pedagogy: Desired Practices

The purpose of this section is to highlight and discuss the core practices drawn from the research and practitioner literature of effective practitioners of CRP who attend to: academic success, cultural competence, and critical consciousness (Ladson-Billings, 1995). Culturally competent teachers, regardless of race, can learn enough of their student’s cultural context to be able to properly interpret behavior and structure curriculum in order to be successful with their students (Li, 2011). The literature on CRP yields the critical practices of: reflection, engagement, and critical literacy, all of which require a caring relationship between students and teachers. Reflection is critical for changing teacher practice (Dewey, 1910; Rogers, 2002) and developing cultural competence (Ladson-Billings, 1995; Morrison, Robbins & Rose, 2008; Hanley & Noblit, 2009), Engagement (Li, 2011; Hollie, 2001; Jablon & Wilkinson, 2006; Morrison, Robbins & Rose, 2008;

Hanley & Noblit, 2009; Moll, 1992), critical literacy (Friere; Luke, 2000; McLaughlin & DeVogd, 2004; Freebody & Frieberg, 2011; Morrison, Robbins & Rose, 2008; Hanley & Noblit, 2009), and the inclusion of student's home languages (Gay, 2000, Morrison, Robbins & Rose, 2008; Hanley & Noblit, 2009), are critical for academic success. Teachers aware of linguistic differences, that incorporate culturally responsive content, and that have high expectations are teachers who successfully engage students and ensure academic success (Brown-Jeffey & Cooper, 2011; Ladson-Billings, 1994; Morrison, Robbins & Rose, 2008; Hanley & Noblit, 2009). Effective practitioners of CRP After a description of each core practice, I will include examples from two large scale studies that synthesize classroom-based research into CRP, or from select individual studies that provide clear examples.

In a seminal study on the desired practices of practitioners of CRP Morrison et. al. (2008) examined 45 classroom based research studies from 1995-2008, highlighting the desired practices of practitioners of CRP to develop a "more holistic understanding of what CRP 'looks like' in classrooms" (Morrison et. al.; p. 433). Hanley & Noblit (2009) cited 146 theoretical and empirical studies in order to "assess what is known about education using the cultures of students" (Hanley & Noblit; p. 4), and calls for systemic professional development that addresses racism and deficit thinking. Demonstrating what CRP looks like provides examples of what teachers do, outlines a theoretical framework for desired practices, and suggests some things that might be necessary to move away from current practices, towards more desirable ones. Reviewing the knowledge base on CRP provides me with three essential actions and elements of culturally relevant pedagogues: reflection & cultural competence, engagement & success, critical literacy & counter storytelling.

Reflection appears to be critical for developing cultural competence (Ladson-Billings, 1995). Particularly creating a caring and trusting environment, reflecting on identity in the classroom, attending to teacher-student relationships, and affirming student culture and language, are practices that support the development of cultural competence in both students and teachers. Engagement is critical for academic success, using culturally and linguistically relevant engagement strategies, incorporating multicultural content, having high expectations for all students, and differentiating instruction, are the main things teachers do to engage students and ensure academic success. The practices of critical literacy, counter storytelling, and a focus on equity are effective tools for the development of a critical consciousness.

Reflection & cultural competence. A regular practice of reflection is a key strategy that can be used in classrooms to develop cultural competence for both teachers and students. CRP must develop a sense of cultural competence, of a synergistic relationship between home and school culture (Ladson-Billings, 1995). Reflecting on our individual identity, perceptions of other people's cultures and languages, and how they are shaped and formed externally and internally, is a method for developing cultural competence. Teachers must help students develop positive cultural identities and ensure that students need not give up their cultural identity to achieve academically (Hollie, 2001; Morrison et. al., 2008, Hanley & Noblit, 2009). Explicitly teaching code switching and situational appropriateness is associated with the development of cultural competence amongst teachers and students (Morrison, et al., 2008; Hollie, 2001). Culturally competent teachers recognize that children are nurtured by the family and community before entering the school setting and bring with them culturally based ways of doing, seeing, and knowing (Brown-Jeffey & Cooper, 2011). Influences from initial cultural socialization experiences in the family and community shape the academic identity of students who enter our classrooms. Therefore teachers should be sensitive to how culture, race, and ethnicity, influence the academic, social, emotional, and psychological development of students (Brown-Jeffey & Cooper, 2011). The culturally relevant teacher emphasizes the "funds of knowledge" (Moll et. al., 1992), or cultural capital of students (Gordon, 1999; in Brown-Jeffey & Cooper, 2011). Teachers develop personal relationships with students to learn

about student's culture and build on their funds of knowledge (Brown, 2003, 2004 in Morrison et al., 2008). Teachers made home visits to encourage relationships between the school and the community (Hyland, 2005; Jimenez & Gertsen, 1999; Lipman, 1995; Powell, 1997; Sheets, 1995; in Morrison et al., 2008), and invited families often to attend school events (Sheets, 1995; in Morrison et al., 2008). Cultural competence is a critical ability for teachers and students. Cultural competence allows ethnic minority students to see their cultures in the classroom, but also allows students to comprehend the value of various cultures (Brown-Jeffey & Cooper, 2011).

An environment of care and trust between teachers and students is critical in creating the space necessary to discuss and interact with the topics of reflection, identity, and cultural competence. Developing an asset lens regarding student's home culture and language are other essential elements in developing cultural competence.

Caring. In order to be effective, teachers who utilize CRP must be caring (Gay, 2000; Irvine, 2001; Nieto, 2004; Hanley & Noblit, 2009). Students need to know teachers care, and teachers should recognize and respect their students for who they are, as individuals and as members of a cultural group (Brown-Jeffey & Cooper, 2011). Providing caring interpersonal relationships is a hallmark of culturally relevant teachers (Gay, 2000). Caring is demonstrated through patience and persistence with learners. These teachers facilitate learning, validate learners' knowledge construction, and empower learners' individual and collective learning capacity (Brown-Jeffey & Cooper, 2011). It is extremely challenging if not actually impossible to develop and nurture identity and practice reflection in an environment that is psychologically unsafe. In order to create psychologically safe and caring environments, teachers discouraged and interrupted inequities, and encouraged peer support (Arce, 2004; Brown, 2003; Parsons, 2005; Sheets, 1995; in Morrison et al., 2008). Teachers created nurturing and cooperative environments, where students felt safe (Morrison et al., 2008). Teachers engaged students in activities like morning circle, sharing events, interviews, and field trips that developed a sense of belonging to protect them from emotional and psychological trauma (Brown, 2003; Howard, 2001a, 2001b, Jacob, 1995; in Morrison et al., 2008).

Identity. Weinreich defines identity as a persons construal of self, a process by which how one construes oneself in the present expresses the continuity between how one construes oneself as one was in the past and how one construes oneself as one aspires to be in the future; this allows for definitions of aspects of identity, such as: Ethnic identity which is defined as that part of the totality of one's self-construal made up of those dimensions that express the continuity between one's construal of past ancestry and one's future aspirations in relation to ethnicity" (Weinreich, 1986a). For the purposes of this paper identity refers to ethnic identity as defined in the preceding definition.

"Identity is defined as a cultural construct" (Brown-Jeffey & Cooper, 2011, p. 72). Goodenough (1981) defines culture as: the ways in which people perceive, believe, relate to, and evaluate the world around them (Goodenough, 1981), therefore the way people see themselves can be viewed through these lenses (Brown-Jeffey & Cooper, 2011). Culture carries language, behavioral expressions, interpretations of actions, and societal expectations, and includes ethnicity and race, gender, class, language, region, religion, and other diversities that help define individual's identities (Brown-Jeffey & Cooper, 2011). Culturally and linguistically diverse students see, view, and perceive themselves and others differently than those who are of the majority group (Brown-Jeffey & Cooper, 2011). "Race is not to be ignored in the picture of identity development" (Brown-Jeffey & Cooper, 2011, p. 73).

Reflection and identity. Culturally relevant teachers are reflective about their attitudes and beliefs about other cultures, their own cultural frames of reference, and can step outside of their own thinking in order to examine it and acknowledge others' thinking (Hanley & Noblit, 2009; Rychly & Graves, 2012). Teachers must be reflective regarding their own identities and be aware of

how these identities may be divergent from the identities of their students, so the focus on identity and its interaction with cultural competence is critical for both teachers and students (Brown-Jeffey & Cooper, 2011). Culturally relevant practitioners are caring, and reflective about their attitudes and beliefs about other cultures. Even teachers who have not been aware of their own unique identities need to recognize the diversity of cultural heritages within the classroom (Brown-Jeffey & Cooper, 2011).

John Dewey, (1910) defined reflection as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of grounds that support it, and the further conclusions to which it tends” (Dewey, p. 10; in Rychly & Graves, 2012). There are four characteristics of reflection: 1) practitioner thinking is grounded in evidence, 2) practitioner thinking is flexible and not dualistic 3) practitioners can perceive classroom practices from their perspectives and the point of view of students 4) practitioners self identify opportunities for further learning (Rychly & Graves, 2012). Thinking grounded in evidence is characterized by the practice of teachers examining their own thinking about their student’s cultural characteristics and how unsubstantiated stereotypes might shape those opinions (Rychly & Graves, 2012). Flexible thinking is required to be open to alternative methods that can improve learning, and is important in not judging student behavior as wrong because it doesn’t align with the teachers (Rychly & Graves, 2012).

Practitioners can see classroom practices from multiple viewpoints, particularly those of students, and they are responsive to those viewpoints instead of holding participants to the teacher’s standards and views (Rychly & Graves, 2012). Practitioners that identify opportunities for their own further learning are open to life long learning, and due to the dynamic (changing) nature of people and culture are committed to life long learning about culture (Rychly & Graves, 2012). Geneva Gay (2000) maintains that attending to identity recognizes “the legitimacy of cultural heritages of different ethnic groups, both as legacies that affect students’ dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum” (Gay, 2000, p. 29). Examples of affirming student identity are closely related to language, such as teachers using student language whether it was native to their cultural heritage or not (Brenner, 1998; Henry, 1996; Howard, 2001; Hyland, 2005; Jimenez, 1997; Pierce, 2005; Powell, 1997; Sheets, 1995, in Morrison et. al., 2008; Hanley & Noblit, 2009). Developing and affirming identity frequently is related to language (Morrison, et. al., 2008; Hanley & Noblit, 2009). Awareness, appreciation, and acceptance of different discourse patterns and styles of verbal and nonverbal communication, those which go beyond speaking and writing, help to bridge the gap between the home-community and school culture (Alim, 2007; Brown-Jeffey & Cooper, 2011).

Culturally relevant teachers build bridges between students’ home discourse, interaction patterns, and school learning. Teachers vary their style of speaking, back and forth of discussion, frequency of speaking, humor, physical movement while speaking, and periods of silence and simultaneous speaking (Cahnmann & Remillard, 2002; Hollie, 2001; Howard, 2001a, 2001b; Jimenez & Gertsen, 1999; Wortham & Contreras, 2002; in Morrison et al., 2008). Teachers recognized nonstandard English dialects and non-English languages as legitimate forms of discourse (Hedegaard, 2003; in Morrison et. al., 2008). Teachers used code switching, switching between Standard American English, and other languages and English dialects, and situational appropriateness, allowing students to use their home languages as a means of expression and learning tools (Alim, 2007; Asanova, 2005; Benson, 2003; Hollie, 2001; Howard, 2001; Stuart & Volk, 2002; in Morrison et al., 2008; Hanley & Noblit, 2009). Other examples are “call and response” patterns of communication (Hefflin, 2002; in Morrison et al., 2008), and using hiphop music to review content (Henry, 1996; in Morrison et al. 2008; Hanley & Noblit, 2009).

Teacher-student relationships. The set of practices associated with student teacher relationships addresses the interpersonal interactions between students and the teacher in the

classroom. The relationships between students and teachers are critical in promoting student learning (Nieto, 1999). Understanding the links between culture, communication, and cognition is crucial to successful student-teacher relationships (Gay, 2000). In a study of more than 400 elementary schools in Chicago over four years Bryk and Schneider (2003) found that relational trust between students and teachers was one critical factor for increasing student achievement (Bryk & Schneider).

Culturally relevant teachers knowledge of different cultural communication styles can avert misinterpretations of behavior, demonstrations of disrespect, and conflicts in schools (Irvine, 2001). Teachers that use linguistic discourse and interaction patterns that are reminiscent of students home cultures, like call and response, frequent speaking, movement during interactions, periods of silence and simultaneous speaking are effective practitioners of CRP (Hefflin, 2002; Cahnmann & Remillard, 2002; Hollie, 2001; Howard, 2001; Wortham & Contreras, 2002 in Morrison et. al., 2008). The culturally relevant teacher simply does not accept failure, but begins where students are and works hard to help them succeed (Foster, 1997). Teachers made themselves accessible to students (Gutierrez, 2000; Lipman, 1995; Sheets, 1995; in Morrison et al., 2008), used planning time to work with students (Jimenez & Gertsen, 1999; in Morrison et al., 2008) and accepted personal responsibility for student success (Sheets, 1995). One essential way to develop cultural competence is to attend to the power dynamics that exist in the classroom, school, and society at large and examine how they affect teacher-student relationships.

Affirmation. “Rather than think of diverse students as problems, we can view them instead as resources who can help all of us learn what it feels like to move between cultures and language varieties, and thus perhaps better learn how you become citizens of the global community” (Delpit 1995, p. 69). Therefore, home-community cultures are learning tools for pupils and teachers, and home community dispositions, attitudes and approaches to learning are legitimized by their inclusion in the class as formal curriculum, which in turn supports the positive identity development and cultural competence of both students and teachers. Culturally relevant teachers actively connect children’s cultural experiences to the content and practices of the classroom (Gay, 2000; Ladson-Billings, 1994) Embracing the reality of diversity, affirming it as an asset, and identifying variations of culture in the classroom is key to becoming a teacher who practices CRP, and for creating an environment equitable for learning (Brown-Jeffey & Cooper, 2011). The core practice of cultural competence is supported by actively developing both student and teacher identity and cultural heritage with an asset lens that affirms diversity, is open to multiple perspectives, and publicly validates the home/community cultures of students (Nieto, 1999; Delpit, 1995; Gay, 2000; Brown-Jeffey & Cooper, 2011). Teachers that were successful in the core practices of affirmation and cultural competence attended to collaborative work styles (Benson, 2003; Hollie, 2001; Howard, 2001; Stuart & Volk, 2002; Cahnmann & Remillard, 2002; Hollie, 2001; Howard, 2001; Wortham & Contreras, 2002; in Morrison et. al., 2008; Hanley & Noblit, 2009), allowed for student movement through out lessons (Christal, 2003; Hollie, 2001; in Morrison et. al., 2008), active hands on learning (Brenner, 1998; in Morrison et. al., 2008), and student choice (Brenner, 1998; Morrison, 2002; Powell, 1997; Wortham & Contreras, 2002; in Morrison et. al., 2008). Building teacher knowledge, “understanding, and positive attitudes toward nonstandard languages and the students who use them” (Hollie, 2001; p. 54), is in short affirmation, and is a key instructional approach of culturally relevant teachers (Hollie, 2001; Morrison et. al., 2008; Hanley & Noblit, 2009).

Engagement & Academic Success

Student engagement with the teacher, academic content, and school in general is a requisite for academic success (Jablon & Wilkinson, 2006; Hollie, 2001). We know from our synthesis of the knowledge base on CRP and the effects of race in America that there exists a cultural mismatch

between school and the home culture of many students, and that one result of that mismatch is a lack of engagement with school and academic achievement. We also know empirically that there is a correlation between teachers who attend to engagement and student academic success and attendance (Finn & Rock 1997; Marks 2000; Roderick & Engle 2001; Willingham, Pollack, & Lewis 2002; in Jablon & Wilkinson, 2006; Hollie, 2001).

Engagement is critical in promoting student achievement because it focuses children on learning, supports learning of specific skills and concepts, and provides children with positive associations to learning (Jablon & Wilkinson, 2006). Engagement strategies can be used to introduce a topic or close a lesson, create and maintain focus and energy, or to manage behavior and transitions (Jablon & Wilkinson, 2006). Synthesizing the knowledge base on CRP suggests teachers engage students with challenging academic curriculum and maintain high expectations for student academic success. A definition of the term engagement helps to paint a clear picture of what the desired practice of engagement and success looks like.

Engagement defined. There are both psychological and behavioral characteristics of engagement in the classroom (Finn & Rock, 1997; Brewster & Fager, 2000; , Marks, 2000; in Jablon & Wilkinson, 2006). Psychologically engaged learners are intrinsically motivated by curiosity, interest, and enjoyment, and are likely to achieve their own intellectual and personal goals. The behavioral characteristics of engaged learners are concentration, enthusiasm, investment and effort (Jablon & Wilkinson, 2006). Engagement is active and requires that students be attentive, not just in attendance (Schlechty, 2001; in Jablon & Wilkinson, 2006). Engagement requires that students are committed to and find value in what they are learning (Schlechty, 2001; in Jablon & Wilkinson, 2006). Engagement requires enthusiasm and diligence, not just task completion (Schlechty, 2001; in Jablon & Wilkinson, 2006). Engaged students perform learning tasks because they believe the tasks are related with a near-term end they value (Schlechty, 2001; in Jablon & Wilkinson, 2006). Engaging experiences activate prior knowledge, foster active investigation, promote group interaction, encourage collaboration, allow for choice, include games and humor, support mastery, nurture independent thinking, and do not make students wait (Jablon & Wilkinson, 2006). Engaged students use their minds, hearts, and bodies to learn (Schlechty, 2001; in Jablon & Wilkinson). Some generic engagements practices used by teachers are KWL (Know, Want, Learn) charts, Think Pair Share, How Many Ways (students come up with different ways to use a material, or answer a question), Twenty Questions, and I'm thinking of a Number (Jablon & Wilkinson, 2006). I discuss engagement strategies specific to culturally responsive pedagogy below.

Culturally and linguistically relevant engagement. Building upon the larger body of work on engagement strategies, practitioners and theorists have identified engagement strategies that are culturally and linguistically relevant to African American, Latino, and other culturally and linguistically diverse groups. Instruction that is personally meaningful to students may support their development (Snow, Burns, & Griffin, 1998; in Li, 2011). Sharroky Hollie's (2001) study of language affirmation provides a theoretical and empirical basis for using culturally and linguistically relevant engagement strategies, like call and response, equity sticks, and think pair share to increase student engagement and academic achievement (Hollie, 2001). Hollie (2001) suggests that focusing instruction on culturally relevant engagement strategies and enriching literacy opportunities allows students to gain fluency in Standard American English (Hollie). Teacher's used performing arts, reader's theater, role-playing, and performance related activities as instructional practices (Hollie, 2001). Teachers focused on literacy, writing, and the writing process, and to a lesser extent contrasting the similarities and differences of nonstandard languages via phonetic and structural analysis and accommodation (Hollie, 2001).

Multicultural content. Research on culturally relevant materials and content suggest they have a positive impact on student motivation and achievement (Goldenberg et. al., 2006a, 2006b; in

Li, 2011). In order to effectively differentiate instruction multicultural content must be incorporated into the classroom (Banks et al., 2000). Infusing the culture and history of culturally and linguistically diverse students into instructional curriculum, and designing instruction around their learning styles and strengths is a key approach (Hollie, 2001). A teacher practice associated with academic success is the frequent use of student strengths as instructional starting points, and planned activities or sequences of activities that allowed students to build positive associations with subject matter before moving on to more challenging activities (Brenner, 1998; Brown, 2003; Powell, 1997; Sheets, 1995; in Morrison et. al., 2008). Teachers used literature by authors of color (Bell & Clark, 1998; Feger, 2006; Hefflin, 2002; Hickling-Hudson & Ahlquist, 2003; Hollie, 2001; Jimenez, 1997; Lee, 1995, 1998; Newell & Sweet, 1999; Powell, 1997; in Morrison et. al., 2008), or created or brought in materials to teach about subjects not included in the standard curriculum (Arce, 2004; Hastie, Martin, & Buchanan, 2006; Hickling-Hudson & Ahlquist, 2003; Jimenez & Gertsen, 1999; Leonard, Davis, & Sidler, 2005; Lynn et al., 1999; Sheets, 1995; in Morrison et. al., 2008). Teachers brought in primary source materials, or asked students and families to share resources, objects (Cahnmann & Remillard, 2002; Guha, 2006; in Morrison et. al., 2008), games (Hollie, 2001), activities (Hastie et al., 2006; in Morrison et. al., 2008), created cultural artifact museums (Singer & Singer, 2004; Christal, 2003; in Morrison et. al., 2008), and asked people of color to serve as teaching resources, (Hickling-Hudson & Ahlquist, 2003; Hyland, 2005; Jimenez & Gertsen, 1999; in Morrison et. al., 2008). Integrating “linguistic knowledge about non standard English into instruction is a key approach” (Hollie, 2011; p. 54). Effective teachers used culturally relevant literature, magazines, newspapers, and listening centers with cultural folklore, storytelling, and books on tape (Hollie, 2001). Teachers used culturally relevant pop culture like superhero stories, HipHop, news, and digital media to promote academic literacy and critical consciousness (Dyson, 2007; Moje, 2002; Morrell & Duncan-Andrade, 2002, 2006; Sutherland, Botzakis, Moje, Alvermann, 2007; Xu, 2004; Xu, Perkins, & Zunich, 2005; in Li, 2011; Hanley & Noblit, 2009). Teachers that used multicultural content and incorporated culture into class discussions create a “third space”, between home and school culture that supported student achievement (Gutierrez, Baquedano-Lopez, & Tejeda, 1999; in Li, 2011). Teacher’s dispositions towards equity and their ability to incorporate multicultural curriculum content, and maintain high expectations for students are critical to engaging students and creating academic success (Brown-Jeffey & Cooper, 2011). Teachers must have a disposition towards difference being good, students requiring differentiated instruction as a positive, and the use of CRP having the ability to enhance learning (Gay 2000).

High expectations. Curriculum content must be inclusive of high expectations of both students and teachers (Ladson-Billings, 1995; Hanley & Noblit, 2009). Equity is different from equality, differentiated instruction that provides equal access via multicultural content, and which maintains and sustains high expectations for students and teachers are the behaviors critical to engagement and success (Brown-Jeffey & Cooper, 2011). Specifically modeling, scaffolding, and clarifying challenging curriculum are supportive of high expectations (Morrison et. al., 2008). Modeling metacognitive activities by thinking aloud, (Feger, 2006; Jimenez, 1997; Jimenez & Gertsen 1999; Lee, 1995; in Morrison et. al., 2008), using cooperative learning groups (Stuart & Volk, 2002; in Morrison et. al., 2008; Hanley & Noblit, 2009), having clear expectations (Brown, 2003; Hollie, 2001; in Morrison et. al., 2008), and closely monitoring student learning (Gutierrez, 2000, Jimenez & Gertsen, 1999, Sheets, 1995, in Morrison et. al., 2008). Teachers explicitly communicated their determination to support student success (Asanova, 2005; Howard, 2001b; Parsons, 2005, Sheets, 1995, in Morrison et. al., 2008), and openly celebrated their successes (Pierce, 2005; in Morrison et. al., 2008). Teachers demonstrated a belief that students are capable of handling two or more linguistic entities (Hollie, 2001). Lastly teachers maintained high, clear, and explicit behavior expectations for students and assertively enforced the rules when they were broken

(Brown, 2003, 2004; Asanova, 2005; Howard, 2001b; in Morrison et. al., 2008).

Differentiation of instruction. Teachers must have a disposition towards difference being good, students requiring differentiated instruction as a positive, and the use of CRP having the ability to enhance learning (Gay 2000). In order to effectively differentiate instruction multicultural content must be incorporated into the classroom (Banks et al., 2000). Differentiated instruction that provides equal access via multicultural content, and which maintains and sustains high expectations for students and teachers is a critical practice (Brown-Jeffey & Cooper, 2011). Therefore differentiating instruction and educational inputs for some students in order to achieve equitable educational outcomes and the sustenance and maintenance of high expectations for all students are teacher practices critical for achieving equity and excellence. Teacher's dispositions towards equity and excellence, their ability to incorporate multicultural curriculum content, provide equal access, and high expectations for students are critical to creating equity and academic success (Brown-Jeffey & Cooper). Teachers discouraged and interrupted inequities and encouraged peer support (Arce, 2004; Brown, 2003; Parsons, 2005; Sheets, 1995; in Morrison et. al., 2008).

Critical Perspectives on Curriculum and Pedagogy

Ladson-Billings (1995) asserts that teachers must help students develop a critical consciousness, a sense of justice that challenges the status quo (Ladson-Billings). Critical literacy, counter-story telling, and a focus on equity are essential for the development of critical consciousness amongst teachers and students. Furthermore critical literacy and counter storytelling are tools that allow both teachers and students to examine student's relationship with literacy and the world at large.

Critical literacy. Critical literacy, a movement that can be traced to the seminal work of Paulo Friere (1970), invites readers to examine, question, and dispute power relations between authors and readers (Friere; McLaughlin & DeVoogd, 2004; Freebody & Frieberg, 2011). Critical literacy in the classroom has four important dimensions: disrupting the common place, interrogating multiple viewpoints, focusing on sociopolitical issues, and taking action to promote social justice (Lewison et. al 2002; in Freebody & Frieberg, 2011). Critical literacy is a comprehension strategy that teaches students to ask the questions: Who wrote the book? What do they want us to believe? Which voices are missing from the story? What would the story look like from the perspective of the missing voice? Critical literacy is a useful strategy for challenging the text, exploring identity, recognizing bias, and developing critical consciousness (McLaughlin & DeVoogd, 2004). Teachers selected texts with critical perspectives (Feger, 2006; Hickling-Hudson & Ahlquist, 2003; Jacob, 1995; in Morrison et al., 2008), and provided critical thinking prompts before and after reading (Conrad et al., 2004; Duran, 1998; Newell & Sweet, 1999; in Morrison et. al., 2008), allowed students to discuss controversial topics (Hickling-Hudson & Ahlquist, 2003; Jacob, 1995; in Morrison et al., 2008), and asked students to take a critical/political view of texts (Duran, 1998; Hedegaard, 2003; Hyland, 2005; McGill-Franzen et al., 2002; in Morrison et al., 2008; Hanley & Noblit, 2009). Teachers also use critical literacy and counter storytelling (Conrad et al., 2004; Duran, 1998; Newell & Sweet, 1999 in Morrison et al., 2008) to highlight the dynamics of power in our society (Delpit, 1995; Hanley & Noblit, 2009), share power in the classroom, use situational appropriateness, engage in social justice work and education (Howard, 2001; Christal, 2003; Tate, 1995; Arce, 2004; Hyland, 2005; Lynn et al., 1999; Jacob, 1995 in Morrison et. al., 2008; Hanley & Noblit, 2009), and develop a critical consciousness in the classroom (Morrison et al., 2008). Asking critical literacy questions encourages and supports student ability to be aware of power dynamics and supports students in generating personal and composite counter narratives and stories, as well as comparing and contrasting other people's narratives and stories, in the words of Friere (1970) it allows students to "read the world" (Friere, p. 75). Critical literacy and counter story telling are essential practices for developing critical consciousness in teachers and students. Critical consciousness is essential to CRP and is the vehicle by which students are empowered to transform their lives and society (Morrison et

al., 2008).

Counter storytelling. Our prior exploration of CRT suggests counter story telling is a narrative method that aims to cast doubt on the validity of the dominant narrative, premises, and myths (Delgado & Stefanic 2001, in DeCuir & Dixson, 2004). Counter-stories expose and critique normalized dialogues that perpetuate racism, challenge privileged majority discourses, and serve as a means of giving voice to marginalized groups (Delgado & Stefanic, 2001, in DeCuir & Dixson 2004). Counter storytelling in education can be found in various forms including personal narratives and stories, other people's narratives and stories, and composite narratives and stories (Solorzano & Yosso, 2002, in DeCuir & Dixson, 2004). All of these strategies empower students, prepare them to act on issues of social justice, and prepare them for the power dynamics they will face in mainstream society (Morrison et. al., 2008).

Equity. Equity in education is not the same as equality, it doesn't mean that all students receive the same thing, and acknowledges that students have needs that require differentiation (Brown-Jeffrey & Cooper, 2011). Equity in education in this conception refers to equity in outcomes and incorporates both an individual and a social aspect. From an individual perspective, equity in educational outcomes means that all children receive an excellent education. From a social perspective, equity in education means that children from different racial, cultural, linguistic and socio-economic groups achieve similar average results and have similar opportunities to do so. Equity in educational outcomes should be seen as having the multiple objectives of incorporating individual, racial, cultural, linguistic and social group equity. In order to achieve equity for all students it is likely that unequal resources will be given to some students. Prioritizing differentiation of instruction and other educational inputs for some students pursues the goal of equity in educational outcomes for all students (Brown-Jeffrey & Cooper, 2011).

In this discussion of the core practices of CRP, I have defined the concept, highlighted some of the obstacles, and discussed the practices necessary to be a highly effective practitioner of CRP. Based on this analysis I argue that teachers must understand and be able to implement the core practices of CRP: reflection & cultural competence, engagement & success, and critical literacy and counter storytelling in order to realize an education system that embodies a more desirable state than the current reality. An American education system that utilizes, honors, values, and includes all student's cultures and languages, promotes high levels of student engagement and achievement, supports and develops both student's and teacher's identities, focuses on social justice, and develops cultural competence through a reflective practice is an example of an education system that might yield higher levels of engagement and achievement for culturally and linguistically diverse students. Teacher professional learning that develops the skills necessary for the implementation of the core practices of CRP via a practice of professional learning, implementation, and reflection, is essential for increasing student achievement and engagement with school.

Methods for Changing from Current to Desired Practices

I have argued thus far that there is a sharp contrast between prevailing practices and possible practices grounded in CRT and CRP that would better serve culturally and linguistically diverse students. Further, I have argued that moving from the former to the latter must be a matter of urgency for educators and educational leaders. This raises, then, a critical question as to how this can be accomplished. I synthesize the literature on professional learning and development particularly as it relates to CRP. My synthesis of this literature suggests some limitations and complications in changing from current to desired practices, and yields a conceptual framework for effective professional development that establishes criteria for effective change, and suggests a possible vehicle for changing from current practices, to more promising practices. I conclude with an argument for an effective way to change teacher's current practices and their perceptions of students, to more desirable practices that will result in increased student engagement and

achievement via capacity building in, and implementation of CRP.

I have argued that the literature indicates, in short, that by changing teachers beliefs and practices we can change schools to be more responsive to the needs of diverse students (Garcia & Guerra, 2004). Based on the following synthesis of the knowledge base on professional learning and development and CRP, I am persuaded that a strong argument can be made for mechanisms to improve teacher perception of students and increase their skill in implementing CRP (Brown-Jeffery & Cooper, 2011; Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009, Garcia & Guerra, 2004). Collective improvement in teacher's perception of kids, and improvement in skill and implementation of CRP and corresponding improved student achievement and engagement with school can positively impact overall school engagement and achievement (Gay, 1994 & 2000; Ladson-Billings 1994; Nieto, 1999; Brown-Jeffery & Cooper, 2011; Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009, Garcia & Guerra, 2004). Increasing teachers skill in implementing CRP and improving teacher perception of students can reform instruction, address the cultural and linguistic gap between school and home culture, help engage students with school, and increase student achievement (Irvine, 1990; Garcia & Guerra, 2004; Rogers-Sirin, 2007, Rogers-Sirin & Sirin, 2009; Brown-Jeffery & Cooper, 2011).

Teacher Professional Learning & Development

In unpacking issues related to teacher learning, I identify specific factors that can support a change in teacher perception of students and teacher practices, including teacher professional learning and development in subject matter knowledge, student thinking, and student diversity. I discuss three different levels the teacher level, school level, and district level that professional learning and development can take place, and then identify the structural and substantive features of effective professional development drawn from the literature.

Instructional systems are composed of the relationships between teachers, students, and content, which encompass the dynamic, fluid, and complex interactions teachers use to help children learn challenging subject content, and provides three entry points for professional learning, and a clear focus for the content of professional development (Little, 2006). Professional development systems are composed of four key elements, the professional development program, teachers who are the learners in this system, the facilitator who guides teachers in the construction of new knowledge and practices, and the context in which the professional development occurs (Borko, 2004). Teacher professional development is one mechanism identified as promising for impacting teacher perception of students (Desimone et al. 2002, Borko, 2004, Desimone, 2009), and increasing skill and implementation of CRP (Garcia & Guerra, 2004, Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009). Teacher knowledge and practice can change via intensive professional development programming (Borko, 2004).

There are many formal and informal iterations of teacher professional learning and development, such as: mentoring relationships, casual conversations, and teacher practice/lived experience in the classroom (Hargreaves, 1991). Committee or task force, study groups, and teacher networks (Little, 1990), internships, individual research projects or teacher research centers, grade level/department meetings (Talbert & McLaughlin 1994), and whole staff meetings (Grossman & Wineburg, 2000) are other examples of contexts for teacher professional learning and development. This nuanced concept of teacher professional learning and development contrasts with the traditional concepts of teacher professional development embodied by workshop, course, or conference, series of professional development, or institute styles of professional learning. (Desimone et al., 2002.). Different scholars assess each category of teacher professional development and there is a consensus on the most effective kinds of professional development generally (Desimone et al. 2002, Borko, 2004; Little, 2006; Desimone, 2009), and the most effective professional development on CRP specifically (Garcia & Guerra 2004, Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009). Based on an analysis of the knowledge base on teacher professional

development, I identify three types of professional learning and three levels at which professional learning and development take place, and identify the features of effective professional development.

Types of professional learning. There are three types of professional learning that represent each of the three principal relationships in the instructional system: The relationship between teachers and content is examined by teacher learning in subject matter knowledge, the relationship between students and content is examined by teacher learning regarding student thinking, and the relationship between teachers and students is examined by teacher learning in respect to student diversity (Little, 2006).

Subject matter knowledge. One type of professional learning is building subject knowledge for teaching and learning. Professional development programs that include an explicit focus on subject matter helps teachers develop knowledge of a subject (Borko, 2004). The content focus of teacher learning may be the most influential feature in professional development (Desimone, 2009). Research on subject specific professional development sometimes in conjunction with innovative curricula shows the power of intensive professional development to deepen teacher's understanding, alter teaching practice and promote student learning (Little, 2006). Subject specific professional development focuses on the depth of teacher's subject specific content knowledge and how it might scaffold student learning (Little 2006). Evidence points to a connection between activities that focus on subject matter content and how students learn that content, with increases in teacher knowledge and skills, improvement in practice and to a lesser degree increases in student achievement (Desimone, 2009). Case study data (Cohen, 1990), correlational analyses with national teacher data (Garet et al., 2001; Smith et al., 2007), quasi experimental (Banilower et. al., 2005), longitudinal studies (Cohen & Hill, 2001; Desimone et al. 2002) and meta- analyses (Kennedy, 1998), all have yielded empirical data that supports the notion that subject specific knowledge is an important type of teacher learning.

Student thinking. A second type of professional learning centers on student thinking and evidence of learning. Teachers understanding of student's thinking and learning and their interaction with the content of the curriculum is the main focus of this type of learning. (Little, 2006). Teachers must understand the way that students think, how their ideas develop, and the inter-relationship between their ideas and important ideas related to subject matter (Schifter & Fosnot, 1993). Professional development helps teachers learn about strategies kids use to solve problems, the types of problems difficult for children, and different ways to pose problems to students, and increases awareness of the importance of children's thinking, and the need to listen to students in order to build upon their understandings and misconceptions (Carpenter et. al.,1989; Smith & Neale, 1991; in Borko, 2004). Professional development focused on student thinking and work focuses on the nature and progression of the child's learning and the meaning they make of instructional materials (Little, 2006).

Student diversity. The third type of professional learning prepares teachers for student diversity and focuses on teacher understanding of and responsiveness to students and diversity (Little, 2006). There is specific skill, knowledge, and experience necessary for teaching diverse learners (Cochran-Smith, 1997). There are specific principles of culturally relevant teaching, and highly effective culturally relevant teachers. (Gay, 1994 & 2000; Ladson-Billings 1994; Nieto, 1999).

While the ways in which teachers met these criteria were markedly different there is a range or continuum of teaching behaviors that support CRP. Teachers must develop and/or maintain cultural competence and critical consciousness, in themselves and students (Ladson-Billings, 1995). This range of behaviors is critical for teachers to learn if they are going to be adequately prepared for student diversity.

Three levels of teacher professional development. Teacher professional development is

implemented on three different levels of education: teacher, school, and district (Borko, 2004).

Teacher level. The teacher level examines a single school site, and focuses on teachers and their relationship with the professional development program, while the facilitator, the context, and how they interact and effect teachers and the professional development program are unstudied (Borko, 2004). The work of teaching and learning happens at school, and the success or failure of teacher professional learning, and the ramifications for students and teachers of that success and failure plays out at individual schools (Little, 2006).

School level. School level research attempts to determine whether a professional development program can be enacted with integrity in multiple settings by multiple facilitators, and can only be done with a clearly defined and specified professional development program. School level studies of a single professional development program with multiple school sites and facilitators, explore the relationship among facilitators, professional development program, and teachers. (Borko, 2004)

District level. District level research is essential to policy decisions about resource allocation, District (state, federal) level studies examine multiple professional development programs at multiple sites and the relationship between teachers and the program, teachers and the context, teachers and the facilitator, and schools and programs, and are the largest context studies (Borko, 2004).

Effective teacher professional learning and development. There are both structural and core features of effective professional learning and development. Structural features include: form, duration, and collective participation from a shared context. Core features describe the substance of the activity: the extent to which it offers active learning, coherence, and content focus. Professional development that uses school based designs, faculty study groups, coaching structures, long term engagement and focused collaborative planning amongst teachers, that builds a shared vision for improved instruction is effective (Strickland, 2002; in Dillon et. al, 2011).

Form. Form is the organization of the activity, that it has a clear structure that is organized as a reform type professional development such as, study group, teacher network, mentoring relationship, committee or task force, internship, individual research project or teacher research center, in contrast to a traditional workshop course or conference which are not oriented to reform (Desimone et al., 2002).

Duration. The total number of contact hours that participants spend in the activity, as well as the span of time over which the activity takes place is the duration (Desimone et al., 2002). “Research shows that intellectual and pedagogical change requires professional development activities to be of sufficient duration including both span of time over which the activity is spread, and the number of hours spent in the activity” (Cohen & Hill, 2001; Fullan, 1993; Guskey, 1994; Little, 1982; Penuel et al., 2007; Rosenholtz, 1991; in Desimone, 2009). Research supports the idea that a semester long, or intensive summer institute with follow up, which includes 20 or more hours of contact time is effective in influencing change in teacher practice and assumptions (Desimone, 2009). Duration has a strong influence on practice but only if the time was spent on content, curriculum, and student tasks (Little, 2006).

Collective participation. Collective participation is the participation of groups of teachers from the same school, department, or grade level, as opposed to the participation of individual teachers from many schools (Desimone et al., 2002). Strong professional communities can foster teacher learning (Borko, 2004). Collective participation is more effective than individual participation (Little, 2006). Effective professional development is inclusive, collaborative, evidence based, and embedded in the work of all faculty members (Dillon et al., 2011).

Active learning. Active learning is the number of opportunities for teachers to become actively engaged in the meaningful analysis of teaching and learning, for example, by reviewing

student work or obtaining feedback on their teaching (Desimone et al., 2002). Professional development programs are more effective when they allow teachers to be actively engaged (Little, 2006). “Effective professional learning is grounded in adult learning and organizational change as well as learning and teaching” (Dillon et. al, 2011; p.463).

Coherence. Coherence in teacher professional development incorporates experiences that are consistent with teachers’ goals, is aligned with state standards and assessments, and encourages continuing professional communication among teachers (Desimone et al., 2002). Effective professional development is linked coherently with other activities or teachers background knowledge (Little, 2006).

Content focus. Content focus is the degree to which the activity is focused on improving and deepening teachers’ content knowledge (Desimone et al., 2002). A substantial body of research provides evidence that teachers benefit from in depth understanding of subject specific concepts and from understanding how to help students access them (Little, 2006). Professional development programs that include an explicit focus on subject matter content can help teachers develop powerful understandings regarding the central facts and concepts of a discipline, how ideas are connected, processes used to establish new knowledge and determine the validity of claims (Anderson, 1989; Ball, 1990; Borko & Putnam, 1996; McDiarmid, Ball, & Anderson, 1989; in Borko, 2004). Effective professional development is focused on content determined by careful consideration and assessment of the needs of students and teachers (Dillon, et. al; 2011)

This type of conceptual framework is helpful in identifying characteristics of effective professional development (Desimone et al., 2002; Borko, 2004; Desimone, 2009). Nevertheless there exist many obstacles to conducting successful professional development that results in teachers’ mindsets and or practices being meaningfully changed. Further complicating the efficacy of professional development, it is important to note that increasing teacher perception of students, and their skill and implementation of CRP, is particularly challenging at any level. Below, I discuss some of these obstacles.

Obstacles to Teacher Learning & Professional Development

“Professional development currently available to teachers is woefully inadequate” (Borko, 2004, p. 3). One obstacle to change is the complexity and multiple contexts both formal and informal in which teacher learning takes place. It is virtually impossible to draw causal links between one intervention and outcome because it is virtually impossible to control for all of the other variables that could result in the observed outcome (Desimone, 2009). Obstacles to teacher professional development are both qualitative and quantitative, ranging from a lack of a teacher community of learners, lack of trust, communication norms, and balance between respect for critical analysis and individual respect for teachers, to a lack of outcome measures for teachers and students (Borko, 2004). A lack of time spent on professional development, and a lack of follow through, collective participation, emphasis on content, limited coherence and small incidence of active learning opportunities for teachers are also major obstacles (Desimone et al., 2002). Professional development focused on the process and not teacher learning, teacher practice, and student outcomes (Desimone, 2009), and teacher’s implicit and explicit biases are all very real obstacles to effective professional development (Valencia, et. al., 2001; Garcia & Guerra, 2004; Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009). Differences in social class membership also create deficit thinking about all student groups among educators of all ethnicities and deficit thinking is a strong obstacle to professional development (Garcia & Guerra, 2004).

Professional development in CRP is often mitigated by teacher personal belief, insufficient cultural knowledge, and insufficient opportunities to develop the necessary skills to implement such practices (Garcia & Guerra, 2004). Teacher stereotypes of family background, emphasis on caring for children over teaching, and lower expectations for student performance, combined with lack of a

cultural lens and mono-cultural view of child rearing practices and success, are significant obstacles to professional development in CRP (Garcia & Guerra, 2004). Lastly, issues of scalability and context, and tradeoffs between fidelity and adaptability, are also considerable obstacles to professional development, as are the lack of design tools and the substantial time and resources devoted to their development at national levels (Borko, 2004).

Effective Professional Learning and Development

At its core teaching is a relationship. Relationships between teachers and content, students and content, and teachers and students create the instructional system where all professional learning, development, and practice takes place; ideally, it is a system that encompasses the dynamic, fluid, and complex interactions teachers use to help children learn. Effective professional development takes place at the teacher level (a single school site) and should attend to teacher learning in the areas of subject matter knowledge, student thinking, and student diversity. Professional learning and development is more likely to be effective when characterized by a clear structure and organization for school reform, an optimal duration spanning at least a semester (3 months), and a minimum of 20 contact hours. Professional learning and development that encourages collective participation, actively engages teachers in analyses of teaching and standards aligned learning, and that has a specific content focus, and is coherent with teacher's prior knowledge and goals is more effective than other types of professional learning and development. Furthermore professional development systems are bounded by the context of instructional systems, and teacher learning has a reciprocal nature with instructional and professional development systems. Studying the relationship between teachers and content increases teacher subject matter knowledge, examining the relationship between students and content improves student learning, and exploring the relationship between students and teachers can reveal and influence teachers underlying assumptions and result in teacher learning about students, and diversity.

Synthesizing Professional Development and Culturally Relevant Pedagogy

Changing from current to desired practices will require a synthesis of several different concepts and activities that I have outlined in this paper thus far. In particular applying the conclusions drawn from the literature on professional learning and development to the specific context of CRP is critical for understanding my suggested vehicle for change. A clear definition for change supports comprehension of my suggested framework for effective Professional Learning and Development for CRP.

Defining Change. We often use the words change and transition interchangeably, however for the purposes of this study, and arguably any study, they mean different things. William Bridges (1986) an organizational change theorist provides a useful definition of the terms, and emphasizes their importance when changing organizations, including governmental organizations like schools (Bridges). Change “happens when something starts or stops, or when something that used to happen in one way starts happening in another. It happens at a particular time, or in several stages at different times” (Bridges, 1986; p. 25).

Transition “on the other hand, is a three-part psychological process that extends over a long period of time” (Bridges, 1986; p. 25). There are three phases of transition: the first is Letting Go, the second is Neutrality, and the third phase is New Beginnings (Bridges, 1986).

Letting go. People must let go of old situations, and even harder old identities. In order to begin a new role or purpose, people must let go of their old roles and purposes (Bridges, 1986). Whether “people are moved, promoted, or ...reassigned, they have to let go of who they were and where they have been if they are to make a successful transition” (Bridges, 1986; p. 25). Resistance to change is in large part difficulty with letting go (Bridges, 1986).

Neutrality. There is a “neutral zone” between people's old reality and new potentially unclear realities, so people spend time processing their feelings about change (Bridges, 1986). People

feel lost, confused, and alternate between hope and despair, new ideas and meaninglessness. Often the best people can do in the neutral zone, is to go through the motions of their jobs. Neutrality is critical because it is the heart of transition and the time when real reorientation occurs (Bridges, 1986).

New beginnings. People must initiate complex new beginnings rather than the relatively simple “new start” required in a change (Bridges, 1986). New beginnings include but are not limited to developing new competencies, relationships, plans, and new ways of thinking (Bridges, 1986). New beginnings are like “being reborn,” or going through a period of adjustment. People often struggle with new beginnings, after wrenching endings, and the disorienting feelings of Neutrality (Bridges, 1986).

I draw the distinction between change and transition, and I claim that the two are complementary: the three stages of transition are important because my intent is to *change* teacher practice, and create a *transition* in their underlying assumptions, beliefs about students’ home culture and language, and their cultural competence. Evidence of the success of my change mechanism will be changes in teacher practice, transitions in their underlying assumptions and beliefs about students, and their sense of cultural competence.

I argue subsequently, that effective professional learning and development that attends to all aspects of my conceptual framework for professional learning and development, and which increases cultural competence, transitions teachers underlying assumptions about students, and increases their skill in implementing CRP is a vehicle for changing from current to desired practices.

Effective Professional Development for Culturally Relevant Pedagogy. CRP as a topic of professional development naturally supports and deepens many of the most effective aspects of professional learning and development suggested by the literature. Teacher knowledge of subject matter content is one topic of professional development that allows teachers to study the relationship between themselves and content, and change instructional practice, which improves knowledge of subject matter content.

Effective professional development in CRP has literacy as a subject matter content focus, studies the relationship between teachers and literacy, what teachers know about literacy and literacy instruction, and changes teacher literacy practices. Professional development programs featuring activities that deepen literacy content and understanding of student literacy acquisition positively impact teacher practice, which in turn improves teacher instruction (Borko, 2004; Dillon et. al, 2011). Professional development has to be focused on literacy as the subject matter content in general, and on linguistic awareness as a practice especially (Hollie, 2001). The core practices of engagement & success and counter storytelling & critical consciousness, both emphasize literacy in general and content knowledge of critical literacy, counter storytelling, and linguistic awareness as practices in particular. The practice of engagement and success has been found to support the development of literacy content knowledge and allows teachers to examine the relationship between themselves and literacy content, and change their instructional practice.

Teacher knowledge of student diversity is one topic of professional development that allows teachers to study the relationships between themselves and their students, increases their skill, and changes their attitudes, and beliefs. Reflection & cultural competence has been found to improve teacher knowledge of student diversity, by studying cultural and linguistic relationships between students, and has been found to increase skill, and change teachers attitudes and beliefs. Teacher knowledge of student thinking studies the relationship between students and literacy and literacy instructional practices that develop student thinking, which in turn improves student achievement. Counter storytelling and critical consciousness has been found to improve teacher knowledge of student thinking, studies the relationship between students and literacy, and improves student achievement. Engagement & success can change teacher practice, and all the core practices of CRP

together can support teachers through transitions of their cultural competence and underlying beliefs. “Use of one or two strategies in isolation or practiced infrequently will not make the difference” (Hollie, 2001; p. 58).

The person who leads the professional learning and development for the group of teachers is another important element of effective professional development in CRP. Leaders of effective professional development can help teachers establish trust, develop communication norms that enable critical dialogue, and maintain balance between individual respect and critical analysis of teachers (Borko, 2004). Principals can and do play a key role in developing and sustaining trust (Bryk & Schneider, 2003). School principals can be the keystones of good schools; indeed the evidence suggests that student achievement is contingent upon their leadership (McCarthy, 1999 in McKenzie & Scheurich, 2004). Principals can foster anti-racist school environments, and design programs that are supportive of students of color (Lawrence & Tatum, 1997). Principals who can identify and understand obstacles to equity can support teachers in developing equitable practices (McKenzie & Schuerich, 2004). School principals have some agency over teacher and instructional reforms; specifically some actions, including leading professional development, are at the disposal of the principal to address student achievement, and engagement (Kruse et. al., 1995; Eaker, et. al., 2002; Leithwood et al. 2004, Elmore, 2004). In order to develop teacher capacity, principals must engage in serious leadership work (Little, 2006). Facilitators must be able to establish trust or to have developed it before an intervention starts. Principals or teacher leaders who demonstrate deep knowledge and understanding of CRP, that use data to make a logical argument for inquiry into the topic, and who make an emotional appeal to the ethics and character of participants, indeed who are capable of framing cultural competence as an ethical responsibility, are critical for establishing trust and implementing effective professional development for CRP.

Necessary components of well-defined and specified professional development programs include several key components, specifically, (a) academic tasks and instructional materials for teachers, (b) descriptions of facilitator roles, and (c) student teacher outcome measures (Desimone, 2009). These features of professional development are what matter, for they lead to the relationships that result in changes in knowledge, skills and classroom practice. The effect of the intervention is characterized not by the activity but by the features. (Desimone, 2009). The features of effective professional development, when present, are effective in improving teacher practice. In Desimone’s work (2009), the national data demonstrated that the key features were related to increases in teachers’ self reported knowledge and skills and changes in teaching practice (Desimone, 2009). According to Borko (2004), what seems to matter is this combination of several key elements: (a) knowledge of effective professional development practices, strategies, and structures organized with a single presenter at a single school site, (b) an orientation towards school reform, (c) adequate duration with a maximum number of contact hours, (d) a long of span of time, and (e) long term follow up, a design that supports collective participation, and features active learning, coherence, and content focus (see also Desimone et al., 2002), coupled with an emphasis, exploration, and demonstration of the core practices of effective practitioners of CRP (Desimone, 2009; Garcia & Guerra, 2004, Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009; Gay, 1994 & 2000; Ladson-Billings 1994; Nieto, 1999; Brown-Jeffey & Cooper, 2011).

Cultural competence. Multicultural awareness and sensitivity can increase individual tolerance or acceptance of cultural differences. Unlearning oppression, which involves learning about the realities of racism and other forms of oppression, with the goal of renouncing these on a personal level, and multicultural awareness, knowledge, and skills all can be impacted via professional development. Examining personal cultural assumptions and biases (awareness), providing knowledge about various cultures (knowledge), and developing multicultural skills (skills) reduces discrimination and insensitive behaviors (Locke & Faubert 1999; Pedersen, 2000; Sue et al.,

1998; in Rogers-Sirin, 2007). Framing cultural competence as an ethical and professional responsibility in professional development, and not as a personal choice, helps teachers arrive at the conclusion that it is their professional and ethical obligation to develop cultural competence, which can in turn positively impact student achievement (Rogers-Sirin & Sirin, 2009). Professional development that fosters the ability to think in terms of a school culture, which may favor some groups over others, can alter beliefs and attributions about the success and failure of culturally and linguistically diverse students. Furthermore this awareness is essential for any discussions of institutional practice that may be discriminatory. When teachers realize that many issues contributing to the achievement gap are embedded in systemic practices and role definitions they can begin to redefine these roles and explore ways to serve as change agents for school wide reform (Garcia & Guerra 2004).

Underlying assumptions, changes in practice and school culture. A synthesis of the knowledge base on CRP and professional development supports the idea that several types of transition and change are necessary in order to reform teacher's instruction and perception of their students in order to align school with home culture, and assist in improving student achievement, and engagement.

Transforming the underlying assumptions teachers hold is particularly important in the context of CRP and improving teacher perception of students, reforming instruction, addressing the cultural and linguistic gap between school and home culture, helping engage students with school, and increasing student achievement is an urgent matter (Garcia & Guerra, 2004, Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009; Gay, 1994 & 2000; Ladson-Billings 1994; Nieto, 1999; Brown-Jeffey & Cooper, 2011). Absent a change in underlying assumptions, any change in practice or reform in instruction is often unsustainable, short lived or never enacted (Garcia & Guerra, 2004; Rogers-Sirin & Sirin, 2009).

The most difficult things to affect and to measure are transitions in teacher cultural competence and the underlying assumptions that teachers may hold regarding student's home culture. In addition to transitions in teachers underlying assumptions and cultural competence, changes in teacher practice, and ultimately a cultural change in the school are the types of change necessary to reform teacher's perception of students, change their practice, and align school with home culture (Desimone et al., 2002; Borko, 2004; Desimone, 2009; Garcia & Guerra, 2004, Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009; Gay, 1994 & 2000; Ladson-Billings 1994; Nieto, 1999; Brown-Jeffey & Cooper, 2011).

Instructional reform and change in practice are effective mechanisms available to align school with home culture and thereby increase student achievement and engagement with school (Gay, 1994 & 2000; Ladson-Billings 1994; Nieto, 1999; Irvine, 2010; Brown-Jeffey & Cooper, 2011). Only when a critical mass of teachers transition their underlying assumptions and change their practice is a transition in school culture possible, and only a change in school culture can address the cultural and linguistic gap between school and home culture (Garcia & Guerra, 2004). Synthesizing and interpreting the knowledge bases on CRP, teacher professional development, and professional development on CRP allows for possible designs for change, derived from all imperative aspects of these three distinct recognized and peer reviewed bases of knowledge.

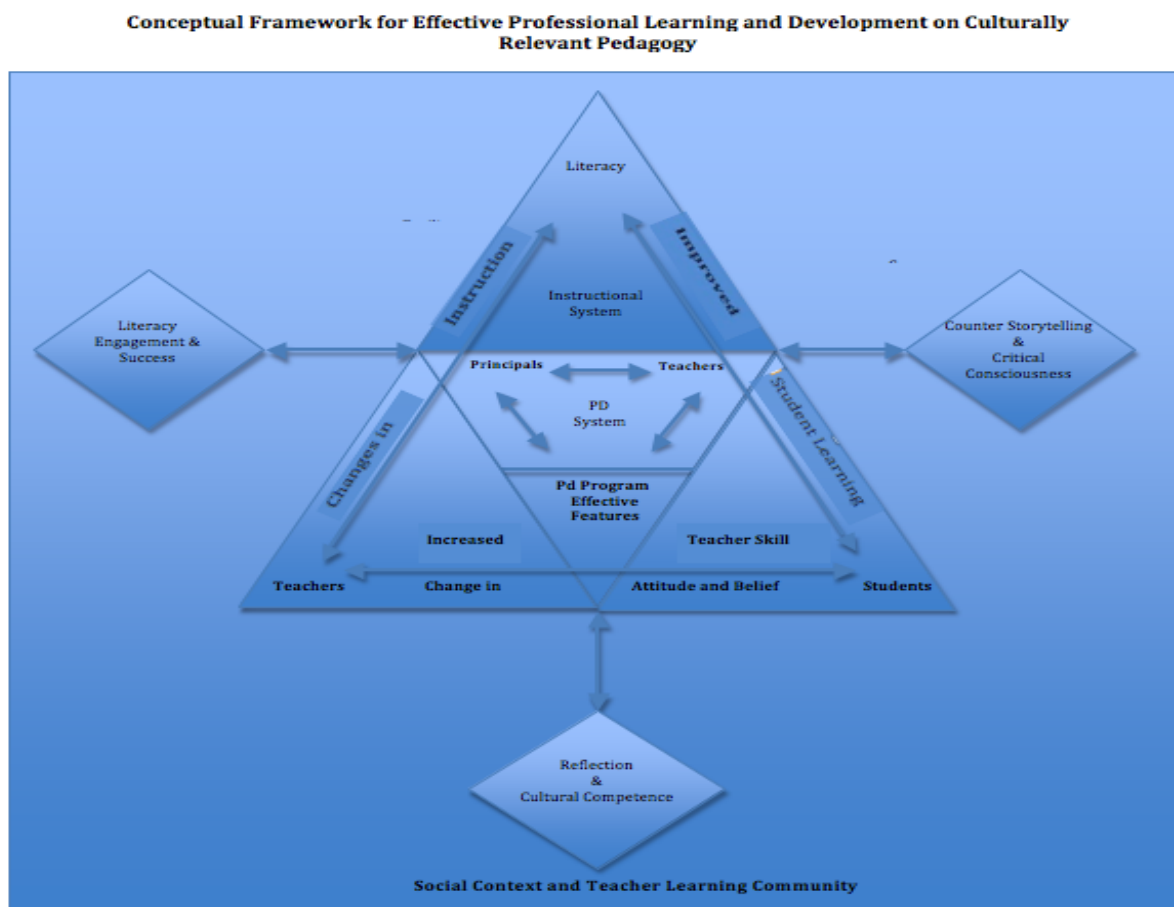
A Vehicle for Changing from Current to Desired Practice

Changing teacher practice, and school culture from current practices to practices that are beneficial for culturally and linguistically diverse students remains a matter of urgency and moral responsibility for practitioners, researchers, and theorists in the field of education. Building on the small scale studies that have demonstrated success and applying my conceptual framework for effective professional development, I propose a model that attempts to account for the complexity and myriad obstacles to success that includes all the features of effective professional development

and the components of CRP outlined in the preceding sections necessary to change teachers underlying beliefs and assumptions, increase cultural competence, and create sustainable change in teacher practice and school culture.

The essence of my argument is that professional learning and development on CRP can be an effective vehicle for change to improve teacher practice and perception of students, as well as student engagement and achievement. The kind of cultural sensitivity necessary to be an effective practitioner of CRP can be learned. The types of professional development and learning, and the specific structures, features, and essential practices that are most effective at developing cultural sensitivity, competence, and CRP in teachers gleaned from the literature can be considered prescriptive in designing the structure and planning the qualities of professional development necessary to enact change in teacher practice, and transitions in their underlying beliefs and cultural competence. Furthermore effective professional development in CRP uses these structures, features, and practices in order to increase teacher cultural sensitivity, foster the ability to think about and critically analyze school culture via the development of a reflective practice, and is coupled with an emphasis, exploration, and demonstration of the core practices of effective practitioners of CRP (Garcia & Guerra, 2004, Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009; Gay, 1994 & 2000; Ladson-Billings 1994; Nieto, 1999; Brown-Jeffey & Cooper, 2011).

Specifically my argument, informed both by my exploration and this synthesis of the knowledge base on CRP, is that teacher professional learning and development on CRP can exert a positive effect on both teacher and student learning. I argue further that a principal led professional development program which takes place at the teacher level with one facilitator in one school, which has clearly defined roles for facilitators and that is inquiry based, is the optimal structure for success in professional learning and development on CRP. The critical features necessary for effective teacher professional learning combined with the core practices of reflection, engagement, and critical literacy combined together are optimal for increasing cultural sensitivity and competence in teachers. Given the optimal structures, and critical features of effective professional development on CRP, the content of the professional development program must focus on developing literacy in the context of the core practices of CRP via an examination of the relationships between teachers and literacy, students and teachers, and students and literacy respectively (fig. 1). I argue that when the above factors are present it is possible to sustainably improve the perceptions and expectations of a critical mass of teachers about students, and improve their practice and ability to implement CRP, which will closely align school with home culture, increase student engagement, and improve student achievement.



Conclusion

A critical problem in the American education system is ensuring the achievement of all students, a problem exacerbated by a mismatch between school and home culture. I have made a case that racism, structural and institutionalized racism, and internalized racial oppression form the context for schooling, and for all of the interactions that take place in a school system. The tenets of CRT, particularly racialized power, the power of centrality of race in America, and whiteness as property can explain the personal cultural schema the majority of teachers bring to school, which leads them to view other people's cultures and languages as deficient, and causes unconscious bias and a deficit view towards culturally and linguistically diverse students. Deficit views regarding culturally and linguistically diverse peoples and their home cultures and languages, lead to low academic expectations and low academic achievement for those students.

I have presented a summary of the ways in which researchers and distinguished practitioners frame the issue of CRP and synthesized the major thinkers definitions on the topic to arrive at a working definition that incorporates all of the critical concepts in CRP. My claim is that I have addressed all the elements necessary to create change in teachers' underlying assumptions and practices and to align school culture with students' home cultures. I have addressed the current prevailing practices gleaned from the literature and examined the major obstacles to implementing CRP; namely teachers' personal frames of reference, deficit thinking, and low expectations about culturally and linguistically diverse students. I have also juxtaposed the obstacles to CRP with the desired core practices of CRP synthesized from the literature, and provided a multitude of research

based examples of what that looks like in the classroom.

Following my exploration and synthesis of CRP I turned to the knowledge base on teacher professional development. I synthesized and analyzed the knowledge base on teacher professional development as a means of unearthing professional development practices that might be used to frame the delivery of a professional development effort to promote the desired practices of CRP. I examined factors that may foster or impede teacher's ability to reform their instruction and perception of their students, and assist in improving student achievement, and engagement. This process supported the development of a framework for effective professional development that synthesizes four prominent reviews of empirical studies in the field, and while applicable to any type of professional development, is in this case specifically applied to professional development on CRP with literacy as a content focus.

I argue, based on this synthesis and examination, that professional development incorporating (a) the optimal structures and critical features of effective professional development for teachers, and (b) fostering the core desired practices of CRP, via reflection, critical analysis, and critical dialogue, can be an effective way to change teacher's underlying assumptions, change deficit thinking to an asset lens, increase cultural sensitivity and cultural competence, and change school culture. In promoting these changes, such a program can mitigate the negative effects of the cultural and linguistic mismatch between school and home culture, and its effects on student engagement and achievement. Effective professional development on CRP can change teachers underlying assumptions and their practice in ways that can increase student engagement with school and improve student achievement.

CHAPTER TWO

PROBLEMS OF PRACTICE & THEORY OF ACTION

In order to develop an effective theory of action and a theory of change it is critical to specify the problems of practice and mechanisms that lead to them. The social purposes of schooling are inextricably linked with the history of race, class, and school in America (Ogbu 1996, Gibson 1997). Traditionally schools have served as primary sites of knowledge and social reproduction (Gibson, 1997; Purcell-Gates, 2002; Hanley & Noblit, 2009; Li, 2011). Many schools and the people who work in them remain tied to historically narrow conceptions of knowledge and ideas about the society schools should reproduce creating a cultural and linguistic mismatch between schools and Black, Latino, and English Language Learner students resulting in low levels of academic engagement and achievement. A primary mechanism by which this occurs is literacy instruction (Li, 2011). A shift in conception of the purposes of literacy and schooling away from notions that sustain and maintain cultural and linguistic mismatch is necessary to successfully educate students in current school contexts.

Conceptions of literacy are rooted in language and culture and have been used to distinguish between classes and deny or confer opportunity since Roman times (Freebody & Frieberg, 2011). Modern society requires a level of text-based literacy to navigate governmental, economic, societal, health and school systems (Freebody & Frieberg, 2011). Therefore the definition of literacy in schools directly equates with academic and social success.

The act of becoming literate is an act of acculturation (Li, 2011), making teachers and schools the primary sites of acculturation in American. Student literacy outcomes and traditional methods of teaching literacy are directly connected with access to opportunity, as well as individual and community socio-economic success (Li, 2011; Freebody & Frieberg, 2011). Initial differences in the social positions of groups (based on race, class, gender) and the historical mission of US schools to acculturate students in to a “melting pot” culture has created inequitable curriculum, evaluation, and discipline policies along with historically durable patterns of low academic achievement and engagement for many students (Gibson, 1997; Purcell-Gates, 2002; Li, 2011). Differing access to wealth, health care, housing, and treatment by the criminal justice and school systems leads to societal outcomes that tend to favor few and exclude many (Grant-Thomas & Powell, 2006). Teachers are the primary instrument of literacy instruction in America (Freebody & Frieberg, 2011; Li, 2011), and as such play arguably the most critical role in shaping the literacy and school experiences of students.

Teacher bias, lack of cultural sensitivity, low expectations for student learning, and underlying belief that students should conform to school culture, manifest as both beliefs and practices. Teacher beliefs are hard to see and measure, but the practices associated with those beliefs whether they are systemic, institutional, or personal can be visible and measurable. Invisible beliefs/practices combine with visible teacher practices in schools to sustain and maintain the mismatch between schools and students.

Teacher rejection of student language is a problem of practice in my local context. Teachers that reject student language in the classroom interact with kids in ways that emphasize and reify the unequal power relationship between teachers and students. Both the theoretical and empirical literature finds that teachers often reject and fail to recognize the validity of student’s home languages, are unaware of how to systemically analyze linguistic differences, and often miss opportunities to increase academic English proficiency (Hollie, 2001; Purcell-Gates, 2002; Alim, 2007; Gandara & Contreras, 2009). When teachers reject student language in the classroom it creates a classroom culture of opposition and conflict. Teacher rejection of student language indicates a lack of teacher situational awareness regarding how and when to: analyze linguistic differences; increase academic English proficiency; recognize whether or not students are engaged.

Another problem of practice ubiquitous at the site of my research is that teachers rarely reflect on their practice in a structured way. This problem of practice is also supported by research. Very few school personnel (mostly teachers and principals) reflect on their practices in a structured or systemic way (Rychly & Graves, 2012; Camburn et. al., 2015; Larivee, 2008). When teachers fail to systematically reflect on their practices it is extremely challenging for them to develop situational awareness or change practice. Many teachers use scripted literacy practices and content from the state adopted curriculum, which rarely includes critical comprehension strategies or culturally and linguistically relevant material (Gandara & Contreras, 2009; Reeves, 2010; Guccione, 2011). Minimal use of critical comprehension strategies and culturally relevant material is also a problem of practice in my local context.

Rejection of student language, little reflection on practice, and minimal use of culturally relevant materials or critical comprehension strategies are all problems of practice present in my local context that result in cultural mismatch, low student engagement, and low achievement. Therefore helping teachers to develop a systematic practice of reflection on their cultural/linguistic identity, and to understand how it shapes instructional practices is the place to begin. I argue based on these analyses, that professional development that incorporates the features of effective professional development for teachers and fosters the practices of reflection, engagement, and critical literacy can be an effective way to mitigate the negative effects of the cultural and linguistic mismatch between school and home culture, and its effects on student engagement and achievement. My theory of change and action is derived from what we have learned over the past twenty five years from the literature on CRT in education, CRP and teacher professional development to understand what makes the cultural mismatch between school and students occur and recur and helped clearly define: the observable behaviors that are problems of practice; more desirable behaviors; challenges inherent to changing the problems of practice; and a theory of action and intervention that can shift teachers away from problematic practices towards more desirable ones as well as the conditions necessary for success, and the feasibility of the intervention.

Problems of Practice & Design Challenge

In local contexts like Urban Bay Unified Schools (UBUS), the site of this study, teachers and principals do not often examine their assumptions about student ability or their expectations for students. Many teachers reject student language. Many teachers minimally employ critical comprehension strategies or culturally relevant materials. These problems of practice are important factors in the cultural mismatch between school and students, and the low levels of engagement and student achievement found in UBUS.

Desired outcomes. A reality where teachers: engage in systematic reflection on their instruction and relationship with students; are aware of whether they are engaging students and affirming or rejecting student language, and utilize critical literacy as a comprehension strategy, is a reality far more desirable than the current behaviors that predominate class room instruction in UBUS.

Teachers who examine their biases and assumptions about the abilities, interactions, and discourse patterns of students can begin to view the knowledge that students and families possess as positive and develop high expectations for their achievement relative to their peers (Ladson-Billings, 1995; Delpit, 1995; Gay, 2000; Morrison et. al., 2008; Brown-Jeffey & Cooper, 2011). Examination of bias and assumptions can also improve cultural sensitivity, help teachers meet the needs of their students, believe they can succeed, and believe that schools should change to meet the needs of students (Sleeter, 1992; Ladson-Billings, 1995; Gay, 2000; Morrison et. al., 2008; Hanley & Noblit, 2009). Teachers who reflect systematically on their relationships with students, their relationship with literacy content, and the way student's think about literacy are more likely to change their practices and improve their perceptions of students. Reflection on teacher personal beliefs about

students can mitigate deficit thinking and low expectations and an examination of the relationships between students and teachers supports transitions in teachers underlying beliefs about students from negative to positive, factors that help teachers be open to professional development on CRP.

Engagement supports high expectations for students, changes in teacher practice and instructional improvement for diverse students and is fostered by reflecting on literacy practices and awareness of student engagement. Teachers that include curriculum that is culturally and linguistically relevant to their students, affirm student language, and systemically analyze differences between academic English and student's home language can increase student engagement.

Critical literacy allows for an examination of the relationship between students and literacy, provides insights in to student thinking, and supports increased student achievement. I assert that it is possible to sustainably improve the perceptions and expectations of a critical mass of teachers about students and improve their practice and ability to implement CRP, which will in turn more closely align school with home culture, increase student engagement, and improve student achievement. Lastly teachers that utilize critical literacy as a comprehension strategy in conjunction with culturally relevant literature are more likely to understand how students think and improve student achievement.

Teachers that practice reflection, engagement, and critical literacy equalize power relationships between teachers and students, encourage discourse patterns and interactions that support and sustain a cultural linguistic match between school culture and the home languages and cultures of students and can improve student engagement and academic achievement (Banks et al., 2000; Gay, 2000; Morrison et. al., 2008; Hanley & Noblit, 2009; Li, 2011).

After we are finished with our research design I hope to see teachers that regularly engage in systematic reflection on their teaching practices and relationships with students, are aware if they are engaging students and affirming or rejecting their language, and teachers that increase the use of critical literacy and culturally relevant materials.

Design challenge. The three key obstacles to CRP are teacher's personal frame of reference, deficit thinking, and low teacher expectations for culturally and linguistically diverse students. I have argued above that the practices critical to creating a closer match between home and school are reflection, engagement, and critical literacy. Rejection of student language, little reflection, and minimal use of culturally relevant materials and critical literacy are all problems of practice currently observable in my local context that this intervention seeks to change and transition. My challenge is to design an intervention that effectively develops a practice of systematic reflection, teacher awareness of student engagement and linguistic affirmation, and that increases the use of critical literacy and culturally relevant materials, difficult propositions individually, made even more complex by the attempt to simultaneously develop them. The fact that questions of race, language and culture may arise in this training also make the design more challenging than an intervention that doesn't cover similar sensitive topics. The amount of time this type of professional learning requires also makes meeting all the requirements of the design in terms of form and participants quite challenging.

Local Needs Assessment

I engaged in a participant micro ethnography at multiple schools in a local district Urban Bay Unified Schools (UBUS) to determine what might be done about the problem of cultural mismatch between schools and students, as well as teacher perceptions of the strengths and weaknesses of schools, underlying causes, and current teacher practices. UBUS is characterized by an aging, majority white teaching force, and is one of the lowest performing districts in the state. Over the past decade UBUS schools have had relatively stable teaching staffs, with significantly different cultural and linguistic backgrounds than students, and multiple administrators, generally low attendance rates, and particularly low African American, Latino, and Native American achievement.

I conducted informal and formal observations, interviews, and surveys of teachers, administrators, clerical and support staff, parents, and community members. I have examined current and historical documents, records, communications, emails, memos, and employee evaluations. The data suggested that: teachers or school administrators seldom examined their assumptions about student ability or their expectations for students. While the term high expectations is used often, the majority of teachers I talked to or observed in site based and district wide trainings rarely engaged in systematic reflection on their instruction or relationships with students, let alone their expectations and assumptions. Teachers often rejected student's home language in academic settings and were unaware whether their students were engaged or not. Teachers often relied on state adopted curriculum and scripted comprehension strategies. Little reflection on practice, rejection of student language, and minimal use of culturally relevant materials or critical comprehension strategies, all problems of practice present in my local context, result in cultural mismatch, low student engagement, and low achievement. These problems of practice are important factors in the cultural mismatch between school and students in UBUS. The majority of teachers in these schools have not received any kind of training in the past five years. The first systematic professional development on writer's workshop began last year to support the transition to the common core. Along with the district professional development on writers workshop a focus on cycle of inquiry and lesson study with the aim of improving student achievement via changes in instructional practices was in place at the school in this study, thus the majority of teachers had a minimum of two years experience working and planning from an inquiry stance how to change their instruction and improve student achievement. This intervention is designed for teachers who are already engaged in cycle of inquiry and lesson design to improve student achievement and who are willing to opt in to professional learning designed to deepen their practice. There is ample evidence to suggest that the problems of practice I describe above exist, and that the intervention to move teachers towards desirable practices has the potential to be observable, quantifiable (via survey data), and standardizable (via interview and observation).

Conditions and Methods

I have argued that a sharp contrast exists between current practices and practices that would better serve culturally and linguistically diverse students, and that moving from the former to the latter is a matter of urgency. Thus a critical question is how this can be accomplished. The literature indicates that changing teachers beliefs and practices can change schools to be more responsive to the needs of diverse students (Garcia & Guerra, 2004), and that a strong argument can be made for mechanisms to improve teacher perception of students and increase their skill in implementing CRP (Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009, Garcia & Guerra, 2004). In particular transitioning teachers from deficit thinking and low expectations for students towards more positive perceptions via systematic reflection can change schools to be more responsive to the needs of students. Increasing teacher awareness regarding the engagement levels of their students and whether teachers are affirming or rejecting student languages, and regularly using critical literacy and culturally relevant materials are important mechanisms for improving teacher perception of students and increasing their skill in implementing CRP. Increasing teacher skill in implementing CRP and improving teacher perception of students can reform instruction, address the cultural and linguistic gap between school and students, and increase student engagement and achievement (Irvine, 1990; Garcia & Guerra, 2004; Rogers-Sirin, 2007, Rogers-Sirin & Sirin, 2009). The critical features necessary for successful professional learning on CRP outlined in chapter one and a specific focus on developing the practices of reflection, engagement, and critical literacy can potentially change current practices to more desirable ones. "Transforming instruction requires professional development that challenges teachers' beliefs and practices, provides support for resolving the resulting cognitive dissonance, and at the same time responds to teachers' needs for pragmatic

solutions to problems of practice by offering teachers a repertoire of tools and strategies consistent with these new understandings” (Greenleaf & Schoenbach, 2004; Loucks-Horsley & Matsumoto, 1999; in Greenleaf et. al. 2010. pg. 20). My conceptual framework for changing existing teacher practices to more desirable practices is derived from the literature and requires examining the relationships between teachers and literacy, students and teachers, and students and literacy respectively, as well as the optimal structures and critical features of effective professional development, and the practices of reflection, engagement, and critical literacy (Appendix 1). This sequence of experiences is necessary to challenge teacher beliefs and practices, provide the necessary support for resolving their cognitive dissonance and provide tools and strategies that meet the pragmatic needs of teachers. A critical aspect of this design is that a considerable amount of work (2 years) has been done to create a culture of inquiry focused on collaboration and public teaching to increase student achievement at the school, a necessary prerequisite and strong motivation for even subconsciously fearful, defensive, teachers resistant to change to engage in this kind of work.

Theory of Change

When teachers reflect on their cultural/linguistic identity it can serve to bring their personal frames of reference into focus, and surface in their consciousness any deficit thinking or low expectations, a critical starting point to begin to transition them away from these beliefs. If teachers are unaware these obstacles exist, we have no hope of transitioning teachers towards more desirable beliefs that support positive relationships, interactions, and perceptions of students. Reflection is imperative for orienting teacher community towards being supportive of professional development on CRP. Reflection via an examination of the relationships between students and teachers supports transitions in teachers underlying beliefs about students from negative to positive, and examination of their personal beliefs and biases in order to account for and mitigate deficit thinking and low expectations.

Developing in teachers an awareness of whether or not their students are engaged, and whether teachers are affirming or rejecting student language is the second critical step in this process, one that can meaningfully change instructional and behavioral management practices, and minimize the mismatch between schools and students. Engagement supports changes in teacher practice and instructional improvement for diverse students and is fostered by reflecting on student academic engagement and literacy practices. Engagement develops in teachers a refusal to accept failure and the ability to recognize and respect student’s cultural backgrounds, differentiate instruction, and validate learner’s construction of knowledge by including student language and culture as formal curriculum. Lastly, developing in teachers the ability to use critical literacy as a comprehension strategy supports teachers and students in a critical interrogation of classroom and textual content, and can help teachers better understand the way students think and increase student achievement. The theoretical and empirical literature on CRP suggests that these beliefs and practices developed in sequence may be sufficient to develop in teachers an understanding of their students cultural context so that they can better interpret behavior and structure curriculum in order to be successful with students. I assert that it is possible to sustainably improve the perceptions and expectations of a critical mass of teachers about students and improve their practice and ability to implement CRP, which will in turn more closely align school with home culture, increase student engagement, and improve student achievement.

Theory of Action

I developed a theory of action that mandates a teacher work group oriented to reforming instruction and improving student achievement; at least three months and a minimum of 20 contact hours; the support, encouragement, and collective participation of a group of teachers from the same school, opportunities for active teacher learning and improved knowledge about literacy,

student thinking, and diversity; and a specific focus on developing the practices of reflection, engagement, and critical literacy.

Utilizing literacy as the content focus is coherent with teacher's prior learning and goals, and is aligned with standards and assessments (Li, 2011). "Transforming instruction requires professional development that challenges teachers' beliefs and practices, provides support for resolving the resulting cognitive dissonance, and at the same time responds to teachers' needs for pragmatic solutions to problems of practice by offering teachers a repertoire of tools and strategies consistent with these new understandings (Greenleaf & Schoenbach, 2004; Loucks-Horsley & Matsumoto, 1999; in Greenleaf et. al. 2010, pg. 20)".

My conceptual framework for changing existing teacher practices to more desirable practices stems from the literature and my experience and is based in the idea that at its core teaching is a relationship between teachers and content, students and content, and teachers and students. Studying the relationship between teachers and content increases teacher subject matter knowledge, examining the relationship between students and content improves student learning, and exploring the relationship between students and teachers can reveal and influence teachers underlying assumptions and result in teacher learning about students and diversity.

A systemic practice of reflection on the relationships between teachers and students deepens teacher understanding of student diversity, increases teacher skill, and allows for transitions in teacher attitude and belief. Once teachers have adequately developed systematic reflection, focusing their awareness on student engagement and their practice of affirming or rejecting student's home language can challenge their beliefs and practices. Increased teacher awareness of student engagement and linguistic affirmation will be accomplished via video inquiry tasks focused on developing awareness of student academic engagement and include CRP via music and linguistic contrastive analysis. Awareness of student academic engagement and critical literacy provide teachers with tools to address their pragmatic problems of practice, namely low student achievement and engagement. A deep systematic reflective practice of journaling, debriefing, and guided meditation will be used in conjunction with professional learning on awareness of student engagement and critical literacy in order to provide the support necessary to resolve teacher cognitive dissonance. The practice of engagement helps teachers examine their relationship with literacy, deepens and activates teacher subject matter content knowledge, and supports changes in instructional practice. Critical literacy studies the relationship between students and literacy, develops teacher knowledge of student thinking, and supports improved student achievement. Reflection helps teachers examine bias and increases cultural competence and skill in meeting student need. Engagement and critical literacy develop the idea that students possess valuable knowledge and that school should conform to the needs of students. These practices and underlying beliefs can more closely align school culture with the languages and cultures of students, and improve student engagement and academic achievement. Changes in teacher practice and transitions in underlying beliefs are challenging but possible via the intervention. The intervention on the practices of reflection, engagement, and critical literacy is designed to develop these practices in teachers to support their instruction to be responsive and relevant to the cultures and languages of students. Appendix 2 is a graphic of the theory of action.

Feasibility

Conditions important for my theory of change and action to be effective are similar to those found in (UBUS), low student achievement and engagement, high cultural and linguistic student diversity, and a mismatch between home and school culture. The pre-conditions most important for the success of this intervention are: a healthy school culture where teachers are focused on collectively improving student achievement and familiar with cycle of inquiry as a protocol to do so, trusting relationships are critical to this condition. Commitment from a group of teachers from the school,

and preferably the same grade level are further important conditions for this intervention to be effective. The very tightly prescribed structures, features, content, and practices of effective professional learning delineated previously are also critical for implementing the design, and are perhaps the my theory of change and my intervention to work. Teachers will have a range of perceptions, emotions, and reactions to the professional development and an aim of the study is to document and capture those perceptions before during and after the intervention. Since all these conditions were present at my research site it was feasible to conduct the study in that context.

Conclusion

Racism in America shapes teacher's socialization, personal frames of reference, and their perception of and interaction with culturally and linguistically diverse students. Unexamined teacher bias and assumptions about the abilities of students leads to deficit thinking about students, negatively impacts teacher ability to meet the needs of students, and leads to a belief that students should conform to school culture. Deficit thinking and the belief that students should be indoctrinated into school culture sustains and supports the cultural and linguistic mismatch between schools and students, and results in low levels of student academic engagement and achievement. The local needs assessment revealed that many UBUS teachers often reject student language and rarely affirm or analyze the differences between academic language and student language; still have deficit views about students and rarely think about their underlying beliefs and assumptions; believe that students should conform to school culture, and use literacy strategies attached to scripted curriculum.

Sequential cycles of professional development, observation, feedback, and coaching that develop a systemic practice of reflection on teacher's cultural/linguistic identity and their instruction by focusing on the relationships between teachers and students can increase teacher skill and understanding of student diversity and allow for transitions in their underlying beliefs. Developing teacher awareness of student engagement and language affirmation by examining the relationship between teachers and literacy deepens and activates teacher subject matter knowledge and supports changes in instructional practice. Critical literacy helps teachers examine the relationship between students and literacy, develops teacher knowledge of student thinking, and supports improved student achievement.

This intervention can support teachers to: align their instruction to the culture and language of students; increase teacher subject matter knowledge; change instructional practice; believe schools should conform to students, and help increase student academic engagement achievement. I have proposed a theory of change and intervention that addresses the many complexities inherent in my design challenge and local context. My theory of change is predicated on changing teacher practice and transitioning underlying beliefs so teachers can examine their bias and underlying assumptions about students, increase their skill, and develop the belief that school should change to meet the needs of students, a personal frame that can support and sustain a closer alignment between school culture and the cultures and languages of students, and improve student engagement and academic achievement.

CHAPTER THREE METHODOLOGY AND RESEARCH DESIGN

This section explores the research design and methodology of the intervention that the prior section suggests might be effective and develops heuristics to measure its applicability and efficacy. An appropriate research design and methodology of the intervention must account for its complex, relational, critical, and reflective nature. I examine my ontology and epistemology and propose a methodology I term participant action design research that draws from both participant action and design methodologies. I compare, contrast, and synthesize various methodological components to render methods useful for developing and researching my intervention and the practices of reflection, engagement, and critical literacy and describe the intervention and the development of the tools used to measure it.

Ontology & Epistemology

Any discussion of methodology is at best incomplete without a clear acknowledgement and discussion of the ontology (beliefs about the nature of reality or worldview) and epistemology (ways of knowing) that it is based in. As a practitioner researcher I am situated as a participant/researcher in my study, therefore a participatory worldview is particularly applicable and underpins the research methodology and methods of this study.

A participatory worldview has been described as systemic, and relational, but its “defining characteristic is that it is participatory: our world does not consist of separate things but of relationships which we coauthor” (Reason & Bradbury, 2008; p. 8). Structural racism and CRT in education suggest systemic explanations for the current educational context and outcomes, this fact combined with my positionality and the relational aspects of my conceptual framework, theory of action, and intervention situate this study in the participatory ontology. A participatory worldview places human beings and communities as part of the world, therefore our participation and reality is a co-creation full of human feeling and meaning making (Reason & Bradbury, 2008). The participatory metaphor is particularly apt because as people we are acting to create our world, a reality that leads us to consider how to judge the quality of our actions (Reason & Bradbury, 2008). Judging the quality of our actions is a critical motivation for the development of research methodology and methods and is essentially why we do research. The systemic, relational, participatory nature of my problem of practice, theory of action, and intervention stem from a participatory ontology and align closely with participant action research methodology. A participatory perspective requires that researchers be situated in and reflective about their contexts. Researchers must be explicit about the perspective from which knowledge is created, and see inquiry as a process of knowledge creation (Reason & Bradbury, 2008). My intervention required reflection, awareness of the researcher’s explicit perspective, and a focus on inquiry and practicality. Participatory ontology argues that there is a ‘real’ reality, and acknowledges that as soon as we attempt to articulate that reality we enter a world of human language and cultural expression (Reason & Bradbury, 2008). The participatory worldview and action research both continually inquire into the meaning of and purpose for our practice and provide a basis for judgments of the quality and validity of action research (Reason & Bradbury, 2008). The ‘real’ reality of structural and institutional racism in America and its impacts on education align with participatory ontology, as does the focus on language, literacy, and culture in the intervention.

Methodology

A complex range of factors shape teacher practice and beliefs necessitating a complex intervention and methodology, and the synthetic nature of my conceptual framework requires a synthesis of methodologies to accurately research the intervention. Design research constitutes a means of addressing the complexity that is an inherent characteristic of educational settings (Cobb et. al; 2003). My intervention was designed to develop the practices of reflection, engagement, and

critical literacy in the short term, and critical consciousness and cultural competence in the long term and requires a research methodology that examines issues of social justice and is action oriented. The participatory action research aspect of this methodology is critical because the teachers and I were daily co-creating our reality. This intervention was designed to change teacher practice and transition teacher underlying beliefs predicated on the idea that this is only possible to do by working directly in the contexts that matter to teachers. Finally we were attempting to measure teacher perceptions, experience, and practice something only realistically possible from a participant perspective. Design methodology was an equally important part of this study because both the problem and intervention are complex. Design methodologies are intended to counter the bias inherent in action research so this intervention was created and implemented by a design team and not an individual researcher.

Participatory action research. Participatory action research is action research undertaken from the participatory ontology I outlined in the preceding section. Participatory action research is intended to change the practices, structures, and media that support injustice and unsatisfying forms of existence via the identification of a problem, a collection and analysis of information, and action to transform social and political realities for oppressed people (Reason & Bradbury, 2008). Action research is an emergent, evolutionary and educational process of engaging with self, persons and communities, which needs to be sustained for a significant period of time (Reason & Bradbury, 2008).

Design research. Design experiments engineer and systematically study particular forms of learning, within contexts intentionally designed to be supportive of those particular forms of learning (Cobb et. al; 2003). The designed contexts of design studies are subject to testing and revision, and the multiple iterations that result, “play a role similar to that of systematic variation in experiment”(Cobb et. al; 2003; p. 9). The multiple iterations of design studies represent the kind of systematic variation that in classic research methodologies is useful for understanding how a phenomenon is seen and understood by a wide variety of people. Design research in education is situated in a real context, focused on the design and testing of a significant intervention, often uses mixed methods, has multiple iterations, is collaborative, evolves design principles, and has a practical impact on practice (Anderson & Shattuck, 2012).

Design research ideally results in greater understanding of a learning ecology- a complex interacting system involving multiple elements of different types and levels (Cobb et. al; 2003). Design research, often synonymous with development research, is useful for investigating complex innovative tasks with a small available number of validated principles in the field of education, particularly: curriculum, learning & instruction, media & technology, and teacher education (van den Akker, 1999). Furthermore design research seeks to support the development of prototypical products, and “methodological directions for the design and evaluation of such products” (van den Akker, 1999; p. 4). Reform oriented educational approaches “profit from more evolutionary (interactive, cyclic, spiral) approaches...which allow for successive approximations of the ideals and... more strategic learning in general” (van den Akker, 1999; p. 2). Design research seeks to make a change in a complex setting with high degree of uncertainty and requires a planned and deliberate evaluation of the relationship between the intervention and the outcome hence the inclusion of design methodology in this study.

The distal goals of this intervention are likely beyond the scope of one study. Perhaps multiple studies or multiple iterations of one study can increasingly improve the proposed intervention in order to realize more equitable outcomes. “We need to take the courage to imagine and reach for our fullest capabilities” (Reason & Bradbury, 2008; p. 15). The design study operates in the tension between the here and now, and a better tomorrow.

Given the preceding definitions and purposes of participant action research and design

development methodologies synthesizing them is likely useful for researching teacher professional development on reflection, engagement, critical literacy and counter storytelling. This intervention is a complex interacting system involving multiple elements of different types and levels along with innovative tasks in the field of education focused on curriculum, learning & instruction, and teacher education, and requires a planned and deliberate evaluation of the relationship between the intervention and the outcome.

Comparison of design & action research in education. Design studies and action research methodology both seek to translate research into practice (Anderson & Shattuck, 2012), collaboratively develop practical knowledge to solve problems via a sequence of events, and are “research *in* action rather than research *about* action, concurrent with action” (Brannick & Coghlan, 2007; p. 4). Action research argues that, “researchers themselves (with their biases, insights, and deep understanding of context) are the best research tool” (Anderson & Shattuck, 2012; p. 18). Design research aims at separating the designer from the implementer and evaluator, although in small-scale studies this is less prevalent. Preliminary investigations, theoretical embedding, empirical testing, documentation, analysis, and reflection on process and outcomes are important aspects of both action research and design development studies (van den Akker, 1999).

Making change in a complex setting with high uncertainty requires a planned and deliberate evaluation of the relationship between the intervention and the outcome, an aspect of design research that is far more specific and precise than the “action” of action research. Other differences between the two are that design research has a designed context, a specific intervention, is concerned with transferability (van den Akker, 1999), and focuses on the evolution of design principles (Anderson & Shattuck, 2012), all features not usually associated with action research.

Researchers from anthropology, biology, sociology, and several qualitative research theorists have advanced the concept of “bricolage” which is the construction or creation of a research methodology that combines multiple methodologies or perspectives in order to come up with unique solutions to challenging problems (Maxwell, 2013). The problem of practice and context addressed in this study are complex and require a unique solution. A bricolage of research methodologies is an effective way to account for the complexities inherent in this study. Aspects of action research (social justice, action, and critical consciousness) synthesized with aspects of design research (intervention, reflection, and the power to study learning ecologies) makes participant action design methodology viable for researching my proposed intervention. Participant action design research: continues the tradition of bricolage, is a synthesis of methodologies, seeks to create unique solutions (intervention) to complex problems (mismatch between schools and students), documents a transferable intervention design, and includes a deliberate, transferable, evaluation of the relationship between intervention and outcome.

The essential qualities of participant action design research outlined above are evident in both my study and intervention. As a principal I routinely observe, evaluate, and document the ways teachers in my local context teach literacy and interact with students, and regularly design and implement teacher professional learning, this reality combined with my review of the literature serve as a preliminary investigation in to the problem.

The design, activities, and rationale for my intervention are explicitly drawn from my preliminary investigation and are relevant in my local context. My conceptual framework and theory of action regarding professional development informs the explicit design of my intervention. Empirical testing via my research design, data collection, and analysis was used to investigate the effectiveness of the intervention. Specification, documentation, and analysis of process and outcomes coupled with clear reflection are critical for the development of design principles. This intervention design intended to develop the practices of reflection, engagement, and critical literacy in the near term and attempted more distally to develop critical consciousness and cultural

competence. Social justice and equitable outcomes for all members of school and society were the ultimate goals of this study.

In conventional academic terms the fact that I was the researcher, designer, and implementer of this intervention introduces a tremendously high degree of bias in to this study. One way I tried to account for this bias was by consistently recognizing and naming the ways in which different biases affected the design, implementation, and interpretation of this study. I further argue that my position as a researcher and school leader provides me with unique insight in to the problem and its solution, indeed my “inside knowledge adds as much as it detracts from the research validity” (Anderson & Shattuck, 2012; p. 18).

Intervention

The intervention on the practices of reflection, engagement, and critical literacy was designed to develop these practices in teachers and support instruction responsive and relevant to the cultures and languages of students. The intervention model rests on the following drivers of development: *Sequential Professional development* focused on reflection, engagement, and critical literacy; A set of tools for planning and observation to provide *effective feedback on lessons* and *coaching and goal setting* through a shared analytical language about reflection, engagement, and critical literacy; A practice of *systematic reflection* on the relationships between teachers and literacy content, teachers and students, and students and literacy that develops both teachers’ and student’s cultural identity is necessary for culturally and linguistically responsive and relevant instruction and to foster student academic engagement and achievement.

Main Activities. Teachers met for a series of ten two-hour professional development sessions intended to be followed by a cycle of observation, feedback, and coaching after each session that would sequentially develop the practices of reflection, engagement, and critical literacy. Research took place over a four-month period and was based on active collective participation by a group of teachers from the same school. The intervention supported the analysis of participants teaching and common core learning in regards to literacy. Teachers first learned how to “slow down” their analysis by looking for the finest level of detail first in the world, and then in their instruction and interaction with students, in order to better support a systematic practice of reflection. Teachers completed reflective journals at the beginning of each session and the close of some, and engaged in a guided meditation at the close of each section to further support systematic reflection. Teachers closely analyzed the instructional practice of other teachers and the academic engagement of students by comparing and contrasting teaching and learning videos of other similar teachers and students with videos of teachers using Culturally Relevant Pedagogies and media in order to support the development of their own reflection on their practice and the academic engagement of their students. Teachers brought scenarios from their own classrooms to support the systematic reflection of the group. Teachers planned and implemented lessons that the design team observed. After teachers were observed they were supposed to meet with a design team member to receive coaching and feedback and set goals for their instructional practice and implementation of the materials, strategies, and practices presented in the professional learning opportunity.

This intervention was also focused as an inquiry in to how teachers systematically reflect on their practice and cultural/linguistic identity, how they affirm or reject student language, and how they teach literacy. The inquiry stance of the intervention was designed to create the most open and honest dialogue possible between researchers and participants, and to provide participants the cognitive dissonance necessary to examine and change their practice as well as the support and tools necessary to overcome disengagement and low achievement in their students. Teacher motivation to engage in inquiry to improve student academic engagement and achievement was high and was the primary motivator for participants. A participant action design methodology was synthesized from participatory action research and design development methodologies both widely regarded as valid

forms of research.

The theory of action that guided the work is that professional learning and development followed by coaching and observation leads to a change in teacher practice. A sequential cycle of professional development on the practice of reflection, engagement, and critical literacy was intended to increase use of critical literacy, improve perception of students on the part of teachers, create closer alignment between students and school, and improve student engagement and achievement. These practices implemented consistently in the classroom also may support long-term transitions and changes in critical consciousness and cultural competence in teachers and students, distal outcomes beyond the boundaries of this study.

The practice of reflection was woven through all professional development, observation, and coaching sessions. The intervention didn't require an actual change in teacher belief regarding the validity of student's home language and culture in the classroom, but required an increased awareness of its impact on student engagement. A transition towards a systematic practice of reflection that focuses on teacher situational awareness regarding how teachers and students relate to literacy content and each other, and frequent implementation of critical literacy and counter storytelling are the changes in teacher practice that were the goals of this intervention. The complex requirements of this intervention and my positionality as a practitioner-researcher made the combination of design research and participatory action research an effective methodology.

Sequence of activities

This intervention took place in three phases. Appendix 4 provides a description of each phase, who participated at the school site, and when the activities happened. Prior to starting the intervention, I surveyed and interviewed all participants. The first four two hour professional development sessions focused on developing the practice of reflection, the following three professional development sessions focused on engagement, and the final three sessions developed the practice of critical literacy. The practice of systematic reflection was practiced and refined through all ten sessions and awareness of student engagement was refined during the final six sessions. After the intervention was over I surveyed and interviewed all participants. Final surveys, interviews, and observations were structured to get feedback on the overall experience with the professional development series and its potential impact on literacy practices, underlying beliefs, and cultural competence and to document changes in instructional practice related to the intervention.

The entire sequence is presented in more detail in tabular form in Table 1, which outlines the planned activities and expected outcomes of the intervention.

Table 1: The Planned Activities and Outcomes for the Intervention

<i>Activities</i>	<i>Outcomes</i>
<p><i>Phase 1-</i> Teacher reflection on their own cultural/linguistic identity can bring their personal frames of reference into focus, and surface any deficit thinking or low expectations, a critical starting point to begin to transition them away from these beliefs. Teachers unaware that these obstacles exist, have little hope of transitioning towards more desirable beliefs that support positive relationships, interactions, and perceptions of students.</p> <p>Intervention #1 Participants reflect on how empathy impacts teaching and how they display empathy while teaching in a concentric circle activity. Participants jigsaw academic research and an article on empathy then take a survey that provides them with an empathy level. Participants then engage in an analysis of how racial bias can affect empathy. Participants engage in a guided meditation regarding their experiences that most greatly influenced their development of empathy. Participants engage in a written reflection on their development of empathy</p> <p>Intervention #2 Participants explore their personal definitions of</p>	<p>Develop Shared Framework for Reflective Practice & understanding and practice of culturally relevant common core instruction</p> <p>The first two-hour session is designed so participants will have an overview of the study and attempts to engage participants in a reflection on how empathy supports teaching. Participants will study ways to develop empathy and reflect on how bias can affect empathy.</p> <p>The second two-hour session creates a definition of systemic</p>

reflection and reflective practice in concentric circles. Participants jigsaw academic research on teacher reflective practices and review the courageous conversations about race compass to scaffold future conversations. Participants will be introduced to an interactive writing protocol for using HipHop in the classroom that supports reflection on cultural identity and common core practices. Participants engage in a guided meditation on their learning in the PD and write a reflection on their cultural and linguistic identity including the experiences that most greatly influenced their formation

Intervention #3 Participants revisit their reflective journal from the prior session with a partner and share out. Participants jigsaw articles on music and neuroplasticity and reflect on music and how it connects to emotion and cultural linguistic identity. Participants use this reflection to identify moments when their language and culture were validated and affirmed or denied and rejected at school, and synthesize a statement regarding music culture language and identity. Participants practice using HipHop in the class to support reflection on cultural and linguistic identity and common core practices. Teachers jigsaw Gates article on Linguicism to deepen understanding around perceptions of language around school. Participants engage in a guided meditation to reflect on the days learning and write a reflective Journal on their cultural linguistic identity and any experience with Linguicism.

Intervention #4 Participants write a reflective journal regarding the effects of their reflective practice on their teaching practice. Participants will brainstorm where, when, and what reflective practice is most supportive of teaching practice. Participants jigsaw an article on reflection and understand it's connection to student academic engagement. Participants engage in guided meditation followed by reflective journal reflection on how empathy, cultural and linguistic identity, Linguicism, and awareness of student engagement might effect instructional practice

Phase 2 –Developing teacher's awareness of student engagement and linguistic affirmation or rejection is the second critical step in this process, one that can meaningfully change instructional and behavioral management practices, and minimize the mismatch between schools and students.

Intervention #5 Participants practice shifting focus from self to students and write a reflective journal on the experience. Participants will jigsaw articles on student academic engagement and create a working definition. Participants will analyze a video to introduce understanding and recognition of student academic engagement. Participants engage in a guided meditation regarding the days learning and write a reflective journal about their perceptions of student engagement.

Intervention #6 Participants engage in an activity to explore the importance of nonverbal cues. Participants write a reflective journal about the verbal, nonverbal and emotional aspects of feeling disengaged. Participants brainstorm the qualities of student academic engagement, disengagement, and ambiguity. Participants will analyze a HipHop education video and a standard lesson video to deepen understanding and recognition of student academic engagement. Participants will engage in a guided meditation and write a reflective journal about the days learning their perceptions of student academic engagement and a time when they felt students were particularly engaged.

Intervention #7 Participants write a reflective journal regarding their learning about student academic engagement and how they are putting it in practice. Participants analyze a video to determine

reflective practice in order to support the development of an understanding of the concept. An analysis of HipHop lyrics is designed to support the development of a reflective practice on teacher cultural and linguistic identity and is anchored by an analysis of academic research on Reflective Practice.

The third two-hour session is designed to deepen systemic reflective practice on cultural and linguistic identity and deepen participant understanding of how to use HipHop as a scaffold for its development. Participants will review and understand academic research on linguistic bias and analyze ways that linguistic bias might affect their interaction with students.

The fourth two hour session connects reflective practice to teaching practice and supports participants exploration of opportunities and topics for reflection. Participants review and understand academic literature on the connection between reflection and student academic engagement

Develop awareness of student academic engagement & deepen Reflective Practice and understanding of culturally relevant common core instruction

The fifth two hour session defines student academic engagement and reviews academic literature on the subject in order to develop participant understanding and introduces the concept of teacher situational awareness. Establishes a video analysis protocol for focusing our gaze on student's reactions to instruction, and compares and contrasts student academic engagement between a standard lesson and a culturally responsive lesson in order to shift the analytical focus of participants towards students.

The sixth two hour session is designed to increase teacher situational awareness of student academic engagement, deepen understanding of how to utilize HipHop as a scaffold for student academic engagement and how culturally and linguistically relevant and responsive materials engage students.

The seventh two hour session seeks to move teacher awareness of student engagement, the ability to use HipHop to scaffold student engagement and culturally and linguistically

what moves HipHop Ed teachers make that result in different levels of engagement. Participants begin planning a short action research project of instructional moves they will use to improve student academic engagement. Participants engage in a guided meditation on their perceptions of student academic engagement.

Phase 3 - Developing critical literacy as a comprehension strategy supports teachers and students in a critical interrogation of classroom and textual content, and can help teachers better understand the way students think and increase student achievement.

Intervention #8 Participants write in reflective journal regarding their perceptions of critical literacy and their classroom experience with it. Participants jigsaw academic research to deepen their understanding and practice of critical literacy. Participants apply critical literacy to a HipHop text. Participants engage in a guided meditation on how critical literacy might impact student academic engagement.

Intervention #9 Participants write in reflective journal any new perceptions of critical literacy and how they might use it or have attempted to use it in the class and it's effects on student academic engagement. Participants review a HipHop critical literacy lesson and engage in a guided meditation on their reflections on student academic engagement and critical literacy.

Intervention #10 Participants write in reflective journal about their perceptions of critical literacy their plans for implementation and it's perceived effect on student academic engagement. Participants engage in systematic reflection on a student or scenario of their choosing and then lesson plan for action research project. Participants write in reflective journal about their perceptions on student academic engagement.

responsive pedagogy from theory to practice

Develop understanding and practice of critical literacy & deepen systemic reflective practice and awareness of student engagement *implement culturally relevant common core instruction*

The eighth two hour session is designed to develop the practice of critical literacy and develop an understanding of how to use HipHop to scaffold critical literacy and deepen Culturally Relevant Pedagogy

The ninth two hour session seeks to deepen the practices of critical literacy and Culturally Relevant Pedagogy utilizing HipHop as a scaffold.

The tenth two hour session attempts to move critical literacy and culturally responsive pedagogy scaffolded by HipHop in the classroom from theory to practice.

Setting

This study focused on a group of four teachers at one site in Urban Bay Unified Schools (UBUS). UBUS has a large population of culturally and linguistically diverse students and indicators of low student engagement and achievement. There was no explicit training on CRP, prior to the intervention. Ninety-seven percent of the students are Latino, African American, Native American, Pacific Islander and/or English learners based on the demographic data available from the district, the majority demonstrate low academic performance and have not reached federally mandated measures of competence in English language arts or on State assessments over the past decade and most teachers are White.

Sampling

The setting and participants for this study, where chosen using purposive sampling techniques. Purposive sampling, or purposeful selection is useful for deliberately selecting information particularly relevant to specific research questions that can't be gotten as well from other choices (Maxwell, 2013). My intervention mandates that participants be from the same school and/or grade level, therefore using random sampling techniques would most likely result in a less than desirable group of participants. Many respected qualitative researchers suggest that purposeful sampling has legitimate uses in qualitative research (Maxwell, 2013). When there are only a limited number of sites, interview, and observation settings, purposeful sampling is more useful than relying on the idiosyncrasies of chance (Light et.al., 1990; in Maxwell, 2013).

In this participant action design study there is no sample in the strict sense of the term, although the rationale for purposive sampling provided by qualitative researchers supports the methodology. Selecting a site where the problem of practice is evident is akin to purposeful sampling in classic qualitative research. The purposeful selection of the site where the intervention was implemented was similar to purposeful "sampling" in qualitative research in which we often

research the sites where we have the opportunity to do research. Anyone relevant and willing at the site where the problem of practice was evident and the intervention took place became the sample.

Research Participants

The research participants were four teachers from UBUS. They were formed as a study group focused on inquiry into improving student achievement working on deepening their understanding and implementation of reflection, engagement, and critical literacy. The principal of the school, was a researcher and key partner and collaborator in the design, implementation, and presentation of the intervention, and supported the work of the teachers in developing the practices of reflection, engagement, and critical literacy. The minimum requirement for participation in the study was being a full time credentialed classroom teacher at the school.

All participants engaged in ten professional development sessions lasting two hours each, which were intended to be followed by a classroom observation and a one-hour coaching session, spanning a period of four months. Participant recruitment was based on interest and a commitment to attend and participate in all professional development, observation, and coaching sessions. This study sought to create a prototype for an iterative design study. Final participant selections were based on a commitment to the study and an interview of potential participants. The study took five months to complete beginning with the recruitment and consent process. The selection process made an effort to provide the widest range of participants, practices, underlying beliefs, and cultural competencies possible in order to account for distortion and bias and yielded a diversity of cultural and linguistic backgrounds, age, gender, class and language ability even though there was a small number of participants.

In order to ensure confidentiality and govern the study group, the intervention had specific written guidelines, met biweekly with a few exceptions, was strictly voluntary, and was compensated. My role as Principal was to be a participant, designer, and agent for change and transition. As stated above participant action design research expects this sort of researcher positionality and recognizes teachers as being the most important actors in the intervention. Teachers are the agents of change and implementation in the classroom, and were so in this study. I worked with a teacher at my school who was a third year graduate student in the education department at UC Santa Cruz as a research partner, in order to account for ethical issues related to the treatment of human subjects and to account for bias in the research design. My intervention teacher lead some professional learning and observed and coached the teachers, a design intended to improve the reliability and validity of this study and help to reduce confirmation bias.

My role as a practitioner researcher can be described as a change agent with regards to teacher practices, and as a transition agent with regards to teacher underlying beliefs and cultural competence. I believe we have a moral obligation to support changes and transitions in: teacher practice; underlying beliefs; cultural competence; and the development of classrooms culturally relevant and responsive to student culture to support student engagement and achievement. I am an experienced classroom teacher, literacy coach, curriculum developer, professional development designer and presenter, and an elementary and middle school administrator, which allowed me to contribute my experience to conversations and introduce teaching methods and practices that were engaging to the teachers in the study. Since I had a vested interest in finding that the intervention works, and the teachers I directly supervise had a vested interest in espousing beliefs and acting in ways they perceive to be important to me, confirmation and social bias could have skewed my results. These drawbacks were counter-balanced somewhat by the insider privileges that allowed my research partner and I to develop a deeper trust and rapport with participants than outsiders, and by the fact that my research partner conducted the classroom observations of the teachers at school and does not have evaluative authority. I co-led the professional development series with my research partner. The relational trust inherent in our relationships allowed us to ask participants

sensitive questions about their current teaching practices, underlying beliefs, and cultural competence that others could not, thereby mitigating some of the bias inherent in the study.

Unit of Analysis

My design was an intervention to promote teacher's learning of the practices of reflection, engagement, and critical literacy. Therefore the unit of analysis was the collective study group and particularly individual teachers. This unique research design provided enough opportunity to investigate the design's overall impact on the participating teachers' practice of reflection, engagement, critical literacy, critical consciousness, cultural competence, and their underlying beliefs. The intervention was only one of the myriad professional activities that may have contributed to teachers change in practice and attitude. Isolating the additional activities as a factor in teacher learning is beyond the scope of this study, however I noted data as mitigating activities that might influence teachers' learning.

Research Methods

Mixed methods models feature triangulation of qualitative data with quantitative data, and are a valid and accepted methodology in design and participant action research. This study employed a mixed method approach to research the intervention. The design attempted to account for the issues of bias and reliability inherent in participant action design research. Triangulating qualitative with quantitative data is a valid and accepted way of accounting for bias and reliability, due to the impersonal and at times anonymous nature of surveys that can elicit responses participants might not show researchers in an interview or observation. The bricolage of methods in participant action design research is drawn from individual methods that are respected and widely accepted as valid in the respective fields they are drawn from. This study used a combination of interviews, observations, and surveys to assist in developing an understanding of how teachers at Urban Bay Unified Schools perceived the intervention, its ability to improve student engagement and achievement and create a closer match between students and school. This study also used the qualitative data to measure whether the intervention increased teacher ability to implement the practices of systematic reflection, student academic engagement, and Critical Literacy and their frequency of use; and whether or not it had any effect upon transitioning teachers underlying beliefs and cultural competence.

Combining pre and post intervention survey data with traditional qualitative methods adds a quantitative element to this study and makes it a mixed methods study. Survey data provides the researcher with a numeric description of the attitudes and opinions of the participants (Creswell, 2007). Interactive qualitative research methods aim to gather rich information face to face (McMillan & Schumacher, 2006). Qualitative methods seek to understand how people construct meaning from their experiences (Creswell, 2007). Multiple qualitative data sources helped determine what ways experience with the intervention may lead to teacher growth from the perspective of both researcher and teacher. Data sources in qualitative research are typically interviews, observations, and documents, drawn from fieldwork (Creswell, 2007).

In this design study, data came from the researchers' investigation of teacher's use of the practices in the intervention, and measures of their underlying beliefs. The survey data helped account for the questions of bias and reliability that arise from participant action design research, and from all qualitative research where the researcher is the designer of the intervention, by triangulating, confirming, disconfirming, or being neutral to the qualitative data findings. An advantage participant action design research has over traditional action research is the ability to check for bias. Because this study and intervention was designed and conducted by a design team the findings are inherently less biased than an action research project conducted by one researcher. Repetition of the research cycle, prolonged engagement, member checking, and participant debriefing are all characteristics of this intervention that are traditional action research methods of

checking for bias.

Types of Data: Baseline, Impact, & Process Data

The data generated by this participant action design development study sought to measure teachers underlying beliefs and assumptions regarding their students, as well as the prevalence of the instructional practices the intervention is designed to change pre, during, and post treatment. The pre intervention or baseline data sought to measure teachers' underlying beliefs and assumptions about students and the prevalence of the core practices of reflection, engagement, and critical literacy/counter storytelling prior to their participation in the intervention.

A repeated series of actions and variables is a process. A collection of processes is a system. By systematically observing processes and systems, we learn faster than we do through trial and error. The conception of process data being separate from, and leading to outcome data is a critical distinction between design research and other methodologies and is used to explicitly tie outcome data to the activities in the intervention. When we look and learn, we can improve. The researchers closely observed and documented the interactions of participants in the professional development, this observation yielded important process data about the natural processes that occur in the intervention, and caused us to adjust the intervention design. This type of flexibility and attention to process is one way we might meaningfully investigate the deep and complex processes that undergird teachers underlying beliefs and assumptions.

We measured teacher's perceptions of the intervention, as well as any short-term changes in practice, and any transitions in underlying beliefs and assumptions that occurred during the treatment. The impact data sought to measure specific precise changes in teacher practices of reflection, engagement, and critical literacy related to the intervention, as well as to measure any over all transitions in teacher underlying beliefs and assumptions about students. The baseline and impact data, particularly around teacher underlying beliefs and assumptions was standardized and measured by a survey, as these invisible factors are difficult to observe and often hard to uncover in interviews. The process data was a combination of observation and interview data and was used to triangulate the pre-intervention survey results, and utilized to document the short-term effects of the treatment as well as gather evidence for any transition in underlying beliefs and made up the process data. Quantitative survey data was mixed with qualitative observation and interview data to create a triangulation mixed methods study, a valid and accepted methodology in design and participant action research appropriate for this intervention.

Data Collection Strategies and Techniques

This study used a combination of interviews, observations, and surveys. All items were created and modified as little as possible from items that were vetted for construct validity. Where I couldn't find items I created them based on my review of the literature and addressed their psychometric properties and assessed how they performed in comparison to other items. I collected baseline data (before the intervention), process data (during the intervention), and outcome data (after the intervention). For each phase, I also collected data on the design development. Appendix 5 provides a summary of the data collection at each stage. A detailed discussion of the data collection strategies follows.

Baseline and outcome data are critical because the same thing must be measured before and after the intervention in design development studies. Baseline data is necessary to establish teacher underlying beliefs, cultural competence, and practices around literacy instruction. I developed the pre-survey (Appendix 6) by drawing on survey items from two valid and reliable pre existing surveys the California Healthy Kids Survey and Camburn's Survey on reflective practice (Camburn, 2014) that also contain cultural competence indicators. The California Healthy Kids Survey is cited by the US Department of Education as a model program and is the largest statewide survey of resiliency, protective factors, and risk behaviors in the nation (WestEd, 2015). The CHKS meets the

anonymity criterion, as well as other validity criteria such as alternate forms of questions and crosschecks to determine how truthful each respondent has been (WestEd, 2015). Camburn's survey items on reflective practice which are internally and externally valid due to its sample size of over 922 teachers in 43 schools in a district with a comparable context to UBUS. "Two outcomes measures were examined—teachers' engagement in reflective practice and self-reported change in English/Language Arts instructional practice. Teachers' reflective practice was measured with 11 items in which teachers reported on how they engaged in reflection while teaching and outside the classroom" (pg. 7, Camburn, 2014). Camburn applied a series of two level hierarchical linear models to test relationships between teacher work contexts and their engagement in reflective practice and instructional change (Camburn, 2014). I have modified the survey items slightly to fit the context of this study. I removed the words "this year" from the items on reflective practice modifying them to reflect the sum total of teacher professional learning experience prior to this intervention, but otherwise left them as unaltered as possible. I left the words this year on the items on instructional practice as we are concerned with their *current* instructional practice prior to the intervention. I used the same items for the post survey (Appendix 7) but altered them to make them specific to the teacher's experience with my intervention by adding the words: The culturally relevant common core professional development (the external name for my intervention).

I surveyed all teachers prior to the beginning of the professional development series regarding their current reflection and literacy practices, cultural competence, and their beliefs about the strengths and weaknesses of their students. Interviews followed, using a structured protocol (Appendix 8) regarding their reflective practice, literacy practices, and beliefs about the strengths and weaknesses about students. Interviews and surveys provided key information: the state of teacher's literacy practices, underlying beliefs, and cultural competence, and their training in and implementation of reflection, engagement, and critical literacy. Interviews included specific questions about current literacy practices in the base line data. I also observed teachers literacy practices and analyzed them with a Culturally Relevant Practices Rubric (Appendix 9) prior to their experience with the intervention and analyzed student achievement data prior to their teachers receiving the intervention. The CRP Rubric is modified from a checklist used by the Beginning Teacher Support & Assessment (BTSA) department in UBUS and are items drawn from the California Standards for the Teaching Profession (CSTP), and the Formative Assessment for California Teachers (FACT) designed to measure the CSTP's. These standards and tools are used by all teachers seeking to gain a clear credential in California, and by all BTSA programs in public school districts in California.

A final interview and observation of the teachers was conducted to determine outcome data. Post observations and surveys documented changes in instructional practice related to the intervention. Research took place during and concurrent with the intervention. All sessions were documented via audio recordings and field notes during and about the exchanges in meetings. I collected documents related to, created, or used in the intervention including but not limited to: e-mails, lesson plans and instructional tools, student work samples and surveys, and meeting evaluations. My research partner observed two teachers in their classroom a few times during the professional development series. Appendix 10 contains the observation protocol. All participants including the researchers answered written reflection prompts and from each of the intervention sessions. I used surveys along with the strategies mentioned above to measure reflective practice pre and post intervention and rubrics to measure Culturally relevant practices, engagement (Appendix 11) and critical literacy (Appendix 12) during pre & post intervention classroom observations. I was unable to find any tools that had been vetted for construct validity for engagement or critical literacy, so I created rubrics that included the most important features of these practices drawn from my review of the literature.

Data Analysis

The first step in most data analysis is to organize and prepare the data (McMillan & Schumacher, 2006). The research team used Creswell's steps for analyzing qualitative data to organize and prepare the survey, interview, and observation data (Creswell, 2007). Notes from the qualitative data collection were transcribed, organized, and coded making it accessible for detailed analysis and presentation. Creswell (2007) suggests reading through the data as it is collected to get a general sense of findings (Creswell), and Miles & Huberman (1994) suggest reviewing data and making data tables that note preliminary descriptive patterns and new questions while preparing the data (Miles & Huberman), both processes the research team engaged in during the intervention. We analyzed the pre-intervention survey results to see if they correlated with the descriptive patterns from the qualitative data after the first few meetings to develop preliminary findings that helped shape the development of the research design.

I analyzed the data from the intervention to determine if there were any outcomes. The outcomes were the measurable difference between the baseline and outcome data. Triangulation designs by their very nature collect quantitative and qualitative methods at about the same time (McMillan & Schumacher, 2006). To the extent that each method converges and indicates the same result there is triangulation and greater credibility in the findings (McMillan & Schumacher, 2006). Theoretically the triangulation design utilizes the strengths of quantitative and qualitative methods, to provide a more complete valid result (McMillan & Schumacher, 2006). Integrating the quantitative and qualitative data can logically link process and outcome data (Patton, 1990). An important advantage of mixed methods designs is that they can show the result (quantitative) of the intervention, and explain why (qualitative) it was obtained (McMillan & Schumacher, 2006). The ability of mixed methods designs to connect process and outcome data, and demonstrate and explain the results make it fit well with a participant action design study.

Reliability, Validity, & Transferability

Reliability, Validity, and Transferability are questions that are critical to the replication, usefulness, and applicability of a study. Below I define the terms, outline how they applied in this study, and make a case for how this research design might be replicable and useful in multiple school contexts.

Reliability. Reliability is the extent to which another investigator could replicate the procedures of a study (van den Akker, 1999). If another researcher can follow a clear script it is reliable. The reliability of a study is related to the extent to which a study uses procedures reliable in other settings. Reliability is directly related to the procedural clarity and tightness of the intervention in a design study. Reliability is established through the use of common research methods that can be followed by others (van den Akker, 1999). The reliability of this study is supported by the implementation of well-established research methodologies and by strong internal, external, and construct validity. Interviews and observations in this study follow clear protocols with established tools. Proper methods and procedures can help rule out validity threats, increase the credibility of conclusions and establish reliability, but they cannot guarantee validity. (Maxwell, 2013).

Validity. Validity is the correctness or credibility of a description, conclusion, explanation, interpretation, or some other sort of account (Maxwell, 2013). Tests to validity cannot verify conclusions, but can test their validity, and existence of potential threats to validity (Maxwell, 2013). Most importantly for a design study connecting process and outcome data to the intervention is perhaps the most meaningful way to establish validity. There are three main tests of validity useful for participant action design development research, construct, internal, and external validity.

Construct Validity. Construct validity establishes "correct operational measures for the concepts being studied" (Yin, 2009; p. 49). Construct validity is related to how the metrics guiding

data collection about the intervention are constructed, how closely those measures are related to the practices (treatment) teachers are asked to perform, and how well they express what they are measuring (practices) (Yin, 2009). The measures for my intervention tried to determine how often and how effectively teachers implement the practices of reflection, engagement, and critical literacy. They had to detect transitions in teacher underlying beliefs and cultural competence. Collecting multiple sources of evidence (interviews, observations, surveys, evaluations etc.) and attempting to establish a chain of evidence during data collection in that precise order is a way to test validity (Yin, 2009). A third accepted test of validity is having participants and research teams review drafts of the study, a practice exemplified in design research by the co-design of the intervention with participants (Yin, 2009). I have operationalized (provided empirical examples of theoretical constructs) the concepts included in this study: cultural mismatch, student academic engagement and achievement, and the practices of reflection, engagement, and critical literacy to describe, understand, design, and measure whether the intervention had an impact in these areas. Operationalizing the concepts and co-designing the intervention with participants supported the construct validity of this study. Clearly stating the procedures that made up the intervention and researching a commonly occurring real world phenomenon supported the reliability of this study.

Internal validity. Internal validity is concerned with the relationship between the treatment and the outcome, between process and impact data and how we can show that relationship therefore it is particularly important for design studies. We must attempt to insure that the treatment causes the outcome and not something else, so the stronger the relationship between treatment and outcome the stronger the internal validity. Internal validity seeks to establish “a causal relationship whereby certain conditions are believed to lead to other conditions” (Yin, 2009; p.49). Logically linking the outcome data to the process data demonstrates the connection between participation in the professional development, changes in the teacher practices of reflection, engagement, critical literacy/ counter storytelling, and any transitions in teacher underlying beliefs and cultural competence. This design study sought to establish a relationship between the intervention and changes in teacher literacy practices, their underlying beliefs, and cultural competence.

External validity. External validity “is the extent to which something can be generalized” (Yin, 2009; p. 50). Generalizability in its classic sense is transformed by the nature of design studies. Design studies are inherently non-generalizable due to their bounded contexts, small numbers of participants, and purposive selection criteria, however they may be transferable to contexts and populations with similar problems and challenges. Researching a commonly occurring real world phenomena in this case cultural and linguistic mismatch and low student academic engagement and achievement in urban settings supports the external validity of this study.

The contexts, phenomena, and outcomes being studied are common in educational research and occur for real teachers, students, classrooms, and schools, therefore this study borrows valid and accepted ways to measure them. The practices this intervention tried to change are commonly occurring, but the practices this intervention sought to foster are less common although well established by educational research, so there are accepted ways to measure them as well. The external validity, applicability, and meaningfulness of the findings is partly determined by the ways the research design addresses common real life issues in social and educational research, and what is actually happening in the world. The degree to which analytic processes created by this study can be applied to other studies or settings (Yin, 2009) also tests the validity of this study.

Transferability. Transferability is related to generalizability in that it refers to extending results, conclusions, or other accounts from a study of particular individuals, settings, times, and institutions to other individuals, settings, times, and institutions (Maxwell, 2013). Since we have to specify the context necessary for success in design research we cannot apply the same design to different contexts, therefore we are not seeking generalizability but transferability, or the ability to

enact the design study in other settings with suitable adaptations. Design studies are also transferable, when research findings can be transferred to theoretical propositions that apply across contexts (van den Akker, 1999). Clear theoretical articulation of design principles, on the one hand, and careful descriptions of the evaluation procedures and implementation context on the other, support the transferability of design studies (van den Akker, 1999). Transferability of design studies is reliant on the ability to transfer analytic processes, design principles, interventions, and evaluation procedures to other settings.

Avoiding Bias, Ensuring Rigor

Bias relates to how our personal qualities and characteristics or elements of the research design cloud our judgment. My positionality as the researcher, designer, implementer, and primary data collector makes this study, like most participant action design research, subject to questions about bias and rigor. Advocacy and confirmation bias are both closely related to researching an intervention the researcher has designed (van den Akker, 1999).

Conflict between the desire to pursue an innovative design, and the need to critically seek corrections of decisions and empirical proof of outcomes (van den Akker, 1999) can create confirmation bias. Confirmation bias is the tendency of people to favor information that confirms their beliefs (Plous, 1993). Design research requires the wisdom needed to walk the narrow line between objectivity and bias (Anderson & Shattuck, 2012). I developed situational awareness of these challenges and decided precisely when to attend to design elements, or research considerations. Research procedures were established and tested prior to implementation of the intervention to account for bias and ensure rigor. Collaboration with research partners, reflection, evaluation, interviews, and peer debriefing helped control for bias and ensure rigor. Reflection was an essential practice for recognizing and accounting for bias. I used memos, field notes, and jottings, to capture informal interactions, wonderings, feelings, and to reflect on and critically question my decisions and actions during data collection all of which are common practices of qualitative researchers that helped to control bias and ensure rigor. Action research and design research both argue that “inside knowledge adds as much as it subtracts from research validity” (Anderson & Shattuck, 2012; p. 18).

Advocacy is pleading for and supporting something, and bias refers to having an inclination in one direction that prevents an unprejudiced consideration of a question (Cairns, 2002). Advocacy bias occurs when a researcher is advocating so strongly for something that it prevents an unprejudiced conduct of the study, or consideration of the findings (Stake, 2006). Factors that can contribute to advocacy bias are: the researcher’s hope of finding a program or phenomena that works, that is useful to others, and which generates findings that will stimulate action (Stake, 2006), all factors present in this study. I am conducting this study to develop and research an intervention to enhance the practices of reflection, engagement, and critical literacy. For ethical, moral, and personal reasons I want to find it successful. The use of thick, rich, detailed descriptions so that “anyone interested in transferability will have a solid framework for comparison” (Merriam, 1988; in Creswell 2007), is a strategy used in this study to avoid bias and ensure rigor beyond the research design.

Multiple techniques are used to ensure rigor in this study. A detailed account of the study and the intervention, the researchers role, and the context from which the data was gathered strengthen reliability (Merriam, 1988; in Creswell 2007). Triangulation and multiple data collection and analysis methods strengthened reliability and internal validity (Merriam, 1988; in Creswell 2007). Lastly member checking and the iterative participatory nature of the study along with clear and consistent clarification of researcher bias supported the reliability and validity of this study and ensured rigor. As the primary design developer, evaluator, and supervisor of some participants, my participation potentially effected the study and its outcomes, a strong motivation for selecting design

methodology and utilizing a design team. Power dynamics and issues of race can lead to a great discrepancy in participant's espoused and actual responses, this contextual reality was a compelling reason to select a mixed methods study. The anonymous pre-survey, and triangulation, with multiple observations and interviews, was designed to provide baseline data closer to the actual responses of participants than what they might espouse when their identity is known. I remained out of the coaching and observation due to the need to walk the line between objectivity and bias, and as a way to ensure that the data is free of the bias that my presence in classrooms might bring. Teachers may be more open in their participation and response when the researchers have no ability to evaluate them. I attempted to remain aware of all these issues by documenting my conversations with participants, and my reflections throughout the process.

Summary

Teachers rarely reflect on their practices and assumptions about students; often reject student language; and use literacy strategies attached to the scripted curriculum all problems of practice literature suggests supports and sustains the cultural and linguistic mismatch between schools and students; present along with low levels of academic engagement and achievement in UBUS. An intervention on the practices of reflection, engagement, and critical literacy was designed to lead to more desirable practices, make instruction more relevant and responsive to students' culture and language and increase academic engagement and achievement. A participant action design methodology sought to measure the impact of the intervention and is valid, reliable, transferable, rigorous, and accounts for issues of bias inherent in the study. This study was an attempt to develop, design, and measure a research-based professional development intervention for teachers at UBUS which sought to inquire in to their literacy development practices, and develop the practices of reflection, engagement, and critical literacy in order to remedy the problems of cultural and linguistic mismatch between school and students, and low student engagement and achievement. The goal was to create classroom practices, routines, and procedures that support student academic engagement and achievement, while supporting transitions in teachers underlying assumptions and cultural competence.

I identified a theory of change and action to guide the design, introduced the research design, and presented methods for ensuring the quality of the study. The intervention hoped to change teacher practice towards more systematic reflection, language affirming and engaging practices broader use of critical literacy and CRP. Long term I hoped to see teachers who examine their bias and underlying assumptions about students, increase their skill, and believe that school should change to meet the needs of students, a personal frame that can support and sustain a culturally relevant and responsive relationship between school and the cultures and languages of students, and improve student engagement and academic achievement.

CHAPTER FOUR FINDINGS

This participant action design study attempted to develop the practices of: systematic reflection, awareness of student academic engagement, and critical literacy in order to increase the use of culturally relevant materials and practices and student academic engagement to improve student achievement. These practices developed in sequence may support teachers in an examination of their bias and underlying assumptions about students, increase their skill in affirming language, and develop the belief that school should change to meet the cultural and linguistic needs of students in order to improve student academic engagement and achievement.

Four elementary school teachers from the same school participated in the study. Pre and post interviews, surveys, and observations were used to discern the impact of the intervention on study participants. Pre interviews surveys and observations focused on teachers general experiences with professional learning, reflective practice, and culturally and linguistically relevant pedagogy. In contrast to the more general nature of the pre interview the post interview and survey focused on teacher's professional learning experience with the intervention and it's effects on systematic reflection, awareness of student academic engagement, language affirmation, critical literacy, and implementation of culturally relevant practices and materials. In addition all participants were observed teaching in their classrooms before and after participation in this study for evidence of impact on classroom practices. While the impact data demonstrates if there was any change, the process data illuminates how the change may have occurred. Impact data are reported first; then the process data.

Impact Data

I present group baseline and outcome impact data, from surveys, interviews, and observations first to demonstrate any impacts of the intervention on the problems of practice. I then develop a narrative of each participant in the intervention to attempt to identify the discreet activities that may have produced the impact data. Treating the process and impact data in this manner helps better understand individual cases and to make more valid cross comparisons between the experiences of each participant.

Utilizing the same structured interview protocol for each participant and the same valid survey instrument and combining it with classroom observations provided a baseline data set of teacher beliefs and practices prior to participating in the study and an outcome data set after completion that can help understand teacher perceptions of the effectiveness of the intervention and comprises the impact data.

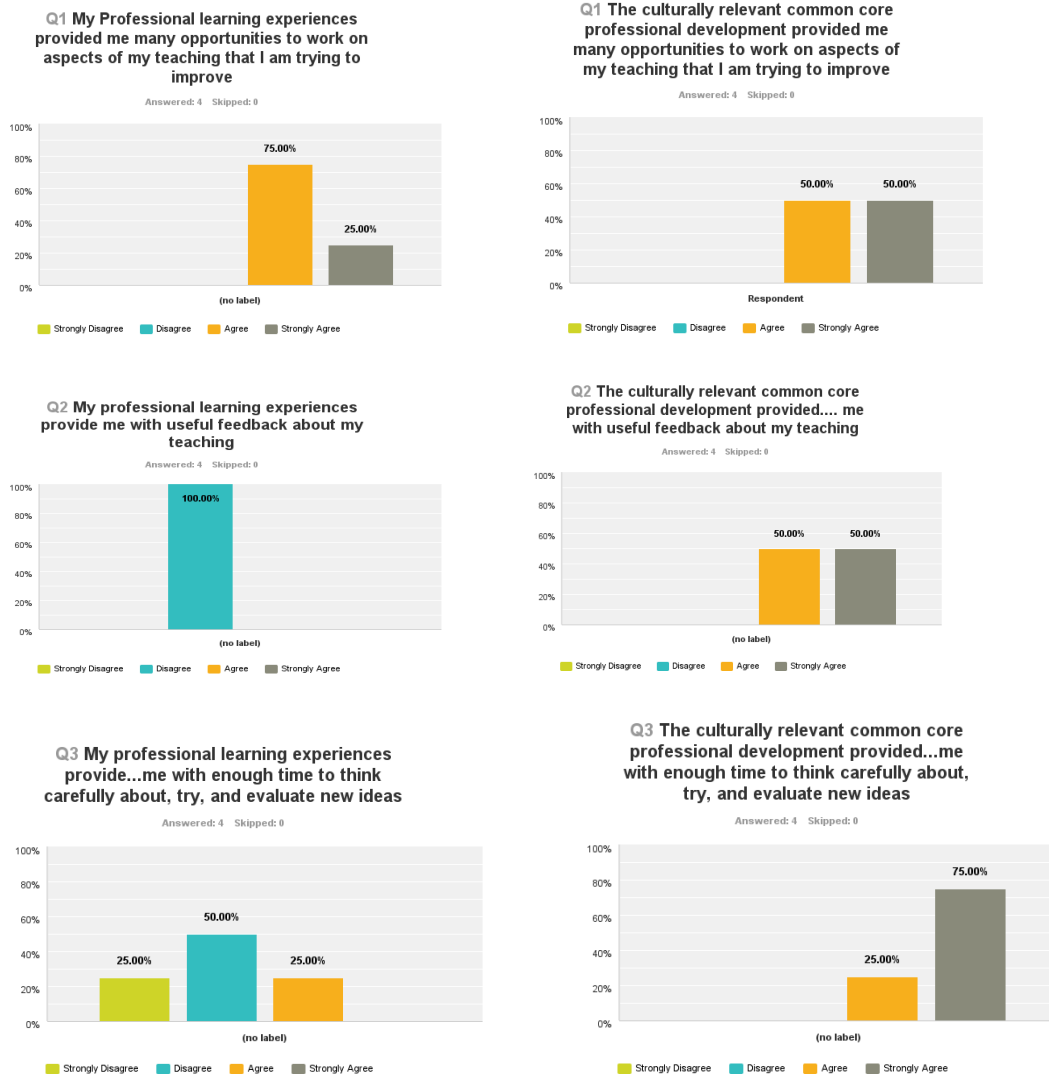
All ten two-hour professional learning sessions were audio-taped, and participants wrote in reflective journals after each session. The first four sessions were focused on building systematic reflection, the next three sessions were focused on deepening reflection and developing an awareness of student academic engagement, and the last three sessions were focused on developing the practice of critical literacy. Field notes, memos, reflective journals, and audio transcriptions tell a coherent story of each participant's journey over time, and helped surface any changes in systematic reflection, awareness of student engagement, critical literacy, and use of culturally and linguistically relevant practices and materials, as well as any shifts in underlying beliefs and assumptions. I analyze the main activities of each professional learning session using the process data generated by each respondent. Linking the impact and process data in this fashion can potentially demonstrate which principles and processes from this intervention had an effect on participants. While this study relies heavily on self report in both survey and interview data and may suffer from confirmation bias, data drawn from observation rubrics coupled with observations drawn from each professional learning session can potentially provide a higher degree of validity.

Survey Impact Data Analysis

The small number of respondents, only four teachers renders the data statistically insignificant, but the data can help identify areas where the intervention may have had the smallest and largest impact and provide areas of focus for further analysis in the interviews and reflections. Note that since there was only four people twenty five percent equals one person.

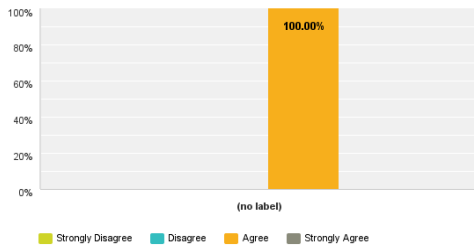
The results of the pre and post survey are presented item by item in a side-by-side format in order to graphically represent the wide range of changes between the baseline and outcome data for each item. The intervention had no effect on a few items, a weak effect on others, a moderate effect on many items, and a strong effect on a few items.

Figure 2: A visual comparison of Baseline and Outcome data for each survey item.



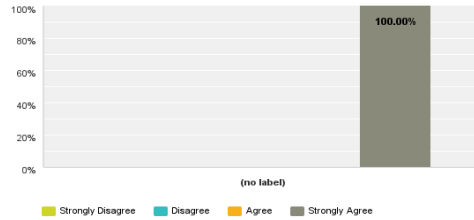
Q4 My Professional learning experience..made me pay closer attention to particular things I was doing in the classroom

Answered: 4 Skipped: 0



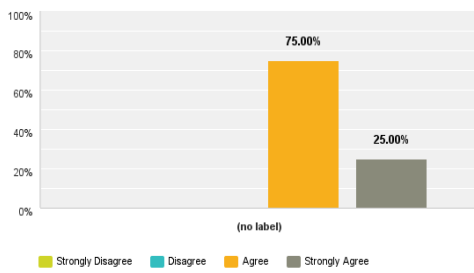
Q4 The culturally relevant common core professional development ...made me pay closer attention to particular things I was doing in the classroom

Answered: 4 Skipped: 0



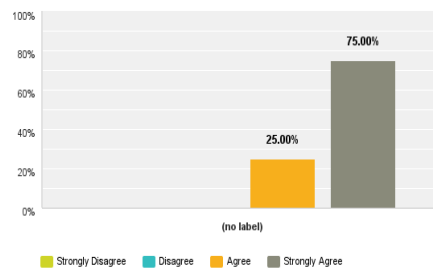
Q5 My professional learning experience...has led me to seek out additional information from other teachers, an instructional leader (e.g. coach), or some other source

Answered: 4 Skipped: 0



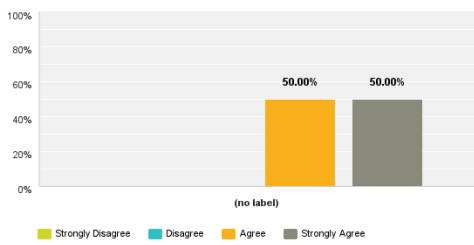
Q5 The culturally relevant common core professional development...has led me to seek out additional information from other teachers, an instructional leader (e.g. coach), or some other source

Answered: 4 Skipped: 0



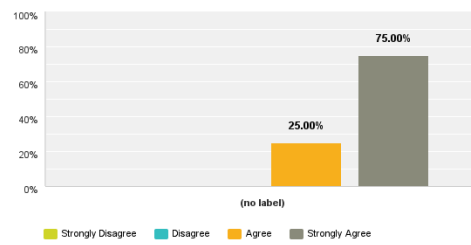
Q6 My professional learning experience... has led me to try new things in the classroom

Answered: 4 Skipped: 0



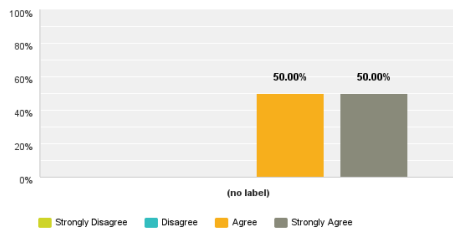
Q6 The culturally relevant common core professional development... has led me to try new things in the classroom

Answered: 4 Skipped: 0



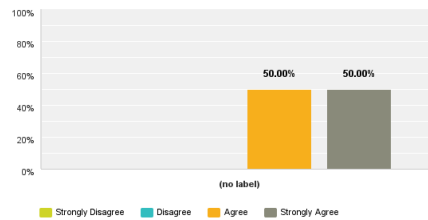
Q7 My professional learning experience... has led me to make changes in my teaching

Answered: 4 Skipped: 0

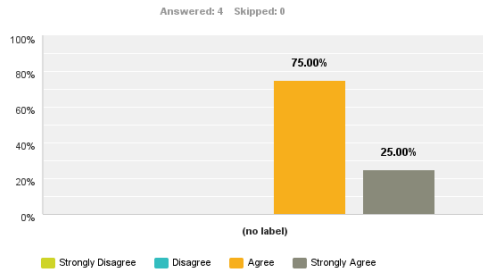


Q7 The culturally relevant common core professional development... has led me to make changes in my teaching

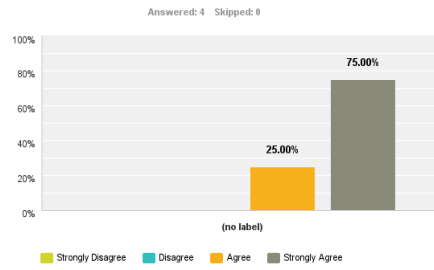
Answered: 4 Skipped: 0



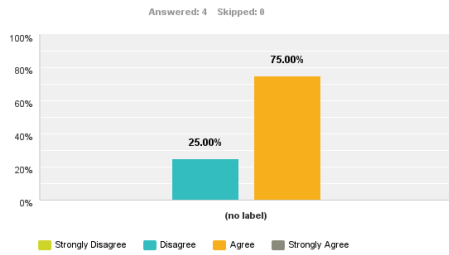
Q8 My professional learning experiences... made me question the teaching methods I use



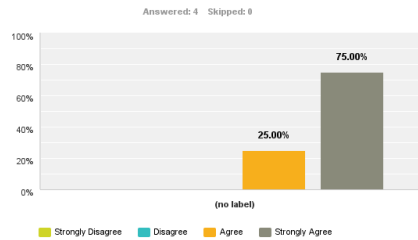
Q8 The culturally relevant common core professional development... made me question the teaching methods I use



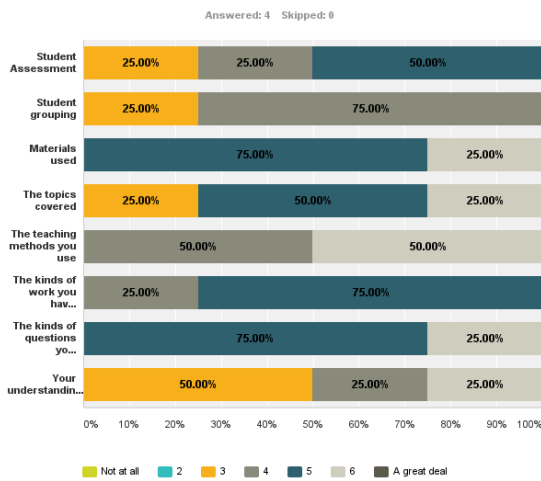
Q9 My professional learning experiences...made me question my beliefs and assumptions about which teaching methods work best with students



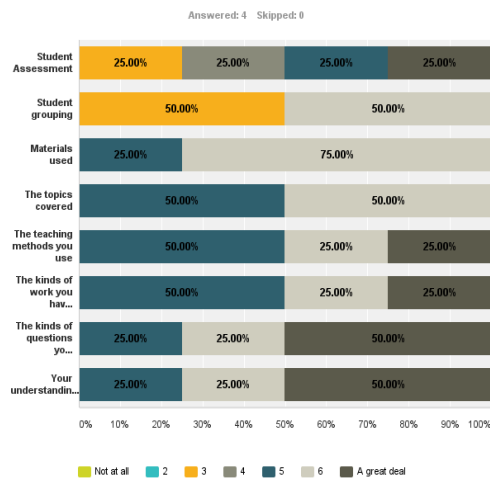
Q9 The culturally relevant common core professional development...made me question my beliefs and assumptions about which teaching methods work best with students

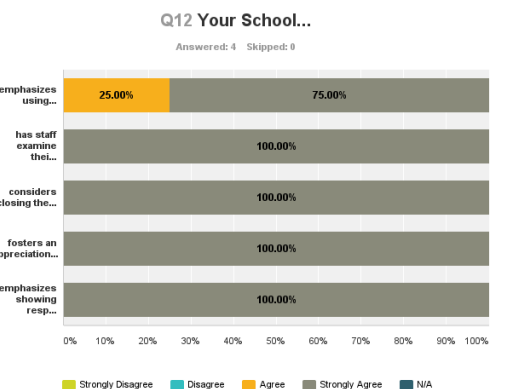
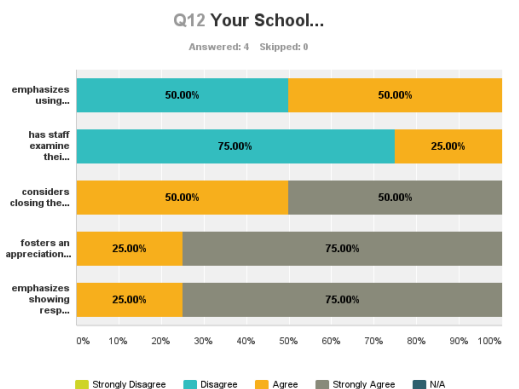
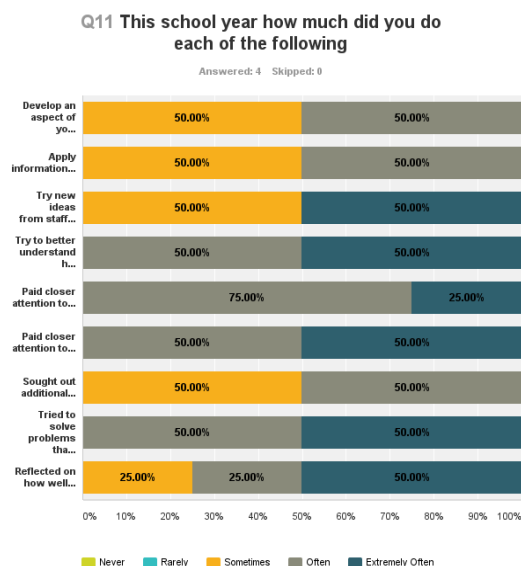
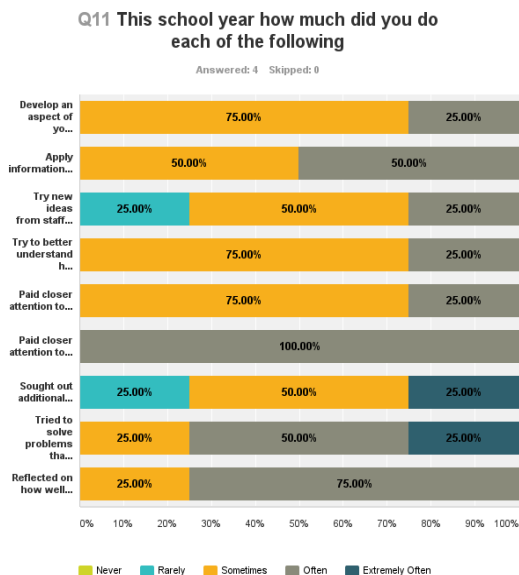


Q10 Please indicate how much you changed the following aspects of your reading/languagearts or English teaching this year:



Q10 Please indicate how much you changed the following aspects of your reading/languagearts or English teaching this year:





The pre and post survey questions presented side by side above demonstrate a difference between baseline and outcome data on virtually every measure. Increases ranged from slight to moderate to in some cases dramatic. Due to the small sample size it has impossible to attach any statistical significance to this survey data but it is useful in demonstrating participant’s perception of prior professional learning experiences in comparison to the intervention and provides some focus areas for process data analysis. I have organized my analysis of the baseline and outcome data by grouping the items that had zero, weak, moderate, or stronger effects and not sequentially by question in order to focus more on what the overall effects of the intervention might have been, items are denoted by number, and items with multiple answers by number and letter.

Zero effect. Although all participants agreed that both their prior professional learning and the intervention supported changes in their practice there was no change on this item (Q7) after the intervention. Similarly half of the teachers sometimes applied information from an instructional leader and half often did so prior to the intervention and the same was true after (Q11b). Participants did not change or increase appreciably in seeking extra information about what they were learning in professional development (Q11g).

Slight effect. Their were slight increases in teachers reporting that they had the opportunity to work on aspects of teaching they are trying to improve (Q1), and trying new things (Q6) although all participants agreed or strongly agreed that this was true about their prior learning experiences one

more participant agreed strongly that this was true after participating in the intervention in each measure. There were similarly slight increases in terms of student assessment (Q10a) and student grouping (Q10b), and whether teachers tried to solve problems with new practices (Q11h).

Moderate effect. Three out of four participants agreed that prior professional learning experiences encouraged them to seek out additional information from other colleagues and after participating in the intervention three out of four agreed strongly that this was the case a moderate increase (Q5). Similarly three out of four teachers agreed that their prior experience made them question their teaching methods and after the intervention three out of our teachers indicated they strongly agreed that the experience made them question their teaching methods (Q8). There were also moderate effects on materials used (Q10c) and the topics teachers covered (Q10d). Twenty five percent of teachers agreed and seventy five percent of teachers strongly agreed the school fosters an appreciation for student diversity (Q12d) and emphasizes respect for all student's cultural beliefs and practices prior to the intervention, afterwards one hundred percent strongly agreed (Q12e). Somewhat stronger effects on teaching methods (Q10d) and the kinds of work students were assigned (Q10e) were also found after the intervention in comparison to prior experience. Three participants indicated they sometimes developed aspects of their teaching over long periods of time, one chose often prior to the intervention, half of the teachers chose sometimes and half chose often after the intervention (Q11a). One person disagreed that they spent time reflecting on how well their practice worked, while three people indicated they often did prior to the intervention, three people reflected on how well their practice worked extremely often after the intervention and one still disagreed (Q11i).

Stronger Effects. All four teachers agreed that prior experiences made them pay closer attention to classroom practices and all four agreed strongly that the intervention made them do so, a change in every participant (Q4). One hundred percent of participants indicated they paid closer attention to what they were doing in class after hearing about it from an instructional leader prior to the professional learning series, afterwards half of them remained the same and half of them did so extremely often (Q11f).

All participants disagreed that their prior experiences provided them useful feedback about their teaching and after participating in the intervention two teachers agreed and two strongly agreed that the intervention provided them useful feedback on their teaching (Q2). Three out of four participants indicated that prior learning experiences hadn't provided them with sufficient time to carefully think about, try, and evaluate new ideas while all four agreed, and three out of four agreed strongly that the intervention had provided them with the time sufficient to do so (Q3). One teacher disagreed that prior experiences had led them to question their beliefs and assumptions about which methods work best for students and three agreed; three teachers strongly agreed, and one teacher agreed that the intervention led them to question their beliefs and assumptions (Q9). Half of the participants agreed and half strongly agreed that closing the achievement gap was a priority in the school prior to the intervention and one hundred percent agreed this was the case after the intervention (Q12c). The greatest changes came in the types of questions participants asked (Q10g) and in their understanding of the differences of student need (Q10h). Before the intervention one teacher disagreed, two indicated sometimes and one noted they often try new ideas from staff development in the classroom, after the intervention half sometimes and half extremely often tried ideas from staff development in the classroom (Q11c). Seventy five percent of teachers sometimes, and twenty five percent of teachers often paid attention to classroom practices after hearing about them in staff development prior to the intervention, afterwards seventy five percent often paid attention to their practices after hearing about them during professional learning time and twenty five percent did so extremely often (Q11e). Half of the teachers agreed and half of the teachers disagreed that the school emphasized using culturally relevant materials before the intervention,

afterwards twenty five percent agreed and seventy five percent strongly agreed that the school emphasized using culturally relevant materials (Q12a). The second biggest change on any single item was a shift from three quarters of the participants who sometimes, and one who often, tried to better understand how their teaching practices impacted their students to half of the participants often and half extremely often trying to better understand how their teaching impacts students (Q11d). The largest shift on any item occurred when before the intervention seventy five percent of participants disagreed that the school staff examined their cultural bias and twenty five percent agreed, while after the intervention one hundred percent of participants strongly agreed that they examined cultural bias in professional learning (Q12b).

Interview Impact Data

Comparing and contrasting the interview data of the participants conducted before and after the intervention provides a general sense of the overall impact of the study on participants.

Pre interview. Synthesizing interviews conducted prior to the intervention yielded commonalities and differences in the experience of the participants. None of the teachers (who I refer to throughout the rest of the thesis as Ms. Z, Mr. X, Ms. Y, and Mr. W) had prior professional learning on culturally and linguistically responsive pedagogy. Ms. Z and Mr. X had some pre-service coursework on the topic but very little. The majority of their professional learning had been sponsored by school districts and led by district personnel or their school Principal, they mostly viewed it as ineffective with the exception of Mr. X. Ms. Z and Ms. Y both had a positive association with informal teacher professional learning they had voluntarily participated in. Mr. X had some positive prior experience with formal professional learning in technology and common core instruction. Mr. W had no prior positive association with teacher professional learning. Ms. Y and Mr. X both expressed confidence in their ability to implement skills they had learned in prior professional learning but the other two teachers did not.

All the teachers in the study cited different reasons for their negative perceptions of formal professional learning. Ms. Y suggested teachers are so overloaded with responsibility they can't acquire new skills; Mr. X suggested prior professional learning lacked in-depth investigation and time and that teachers might resist change due to comfort with their routines. Mr. W focused on Principals who don't understand what teachers are expected to do when learning is facilitated by outside consultants. He also suggested teachers often pretend to implement strategies from professional learning that are forced upon them or compliance driven.

Ms. Y and Mr. W both suggested a few things that might improve their professional learning. Ms. Y suggested professional learning that made her reflect on what was effective and ineffective instructionally led to changes in her practice, and that teachers are more likely to attempt new practices they find relevant. She suggested her experience made her more flexible instructionally and more willing to change instruction according to student need. She also noted that when Principals observe classrooms it creates a more positive work environment than when they do not. Mr. W asserted that professional learning differentiated according to the needs of teachers is important and that when principals are involved in teacher professional learning it may support more positive relationships between teachers and principals.

All participants were optimistic about the effects of professional learning on CRP. Ms. Z hoped that participating in the intervention would positively motivate her to improve her practice. Mr. X hoped to improve his ability to affirm students thereby making students feel more comfortable, motivated to learn and less discouraged. He suggested that awareness of student engagement and differentiation of instruction according to student affinity might improve achievement. Ms. Y connected cultural relevance to staying in school and to student's ability to reach their potential. She asserted that professional learning that is focused on the social emotional needs

of students is very important because many students have negative experiences at home and in school.

Post interview. All participants provided a post interview that started with a general reflection on their experience with the intervention and unanimously agreed it was positive. Ms. Z and Mr. X both had a positive association with the intervention and reflection. Ms. Z stated she needed the support to engage in reflection. The intervention helped her feel a sense of community and supported her realization that often academia is missing from teacher instructional practice something she wishes was more prevalent in her professional life and community. Mr. X had a particularly positive association with the intervention in the areas of CRP, systematic reflection, and academic research. The intervention helped Mr. X realize that in order to be truly able to work with his students and be aware of them, that he has to be aware of himself. He suggested that he had a deeper awareness of his cultural and linguistic identity and the difference between his school experience and that of his students as a result of the intervention. The intervention helped Mr. X find ways to be more responsive to his students and convey information to them in more engaging ways. The combination of personal and systematic reflection was an important mechanism that supported a shift in the practices of all teachers. Ms. Y noted that reflective journaling in particular had a strong impact. Systematic reflection functioned as a mechanism to change Mr. X's practice and helped him process stress related to his work.

Ms. Y also had a positive association with the intervention and suggested that she learned a lot from the diversity of experiences noting meditation, the video inquiry tasks, the analysis of HipHop music, and the use of academic research as being positive experiences. Mr. W also had a positive association with the intervention, which he said impacted the frequency of his reflection on teaching, developed his ability to account for student perspectives and check for understanding and increased his awareness of student academic engagement. The intervention also positively impacted his awareness of other cultures and his students and supported more positive teacher student relationships.

Ms. Z pointed to the bilingual context of her class as a point of entry, highlighting student voice, linguistic affirmation, language transference, cultural relevance, and a familial sense of community in her classroom as aspects of culturally and linguistically relevant and responsive practices that the intervention developed. She also identified social justice and multicultural instruction and her literacy selections as evidence of her ongoing implementation, as well as her work on the school's equity team and building a positive ally centered school culture, with her work on reflective practice and her efforts to develop reflection with her students via meditation as other practices impacted by the intervention.

Mr. W focused on checking for understanding and reflecting with students in morning circle as key practices that resulted from the intervention that improve teacher student relationships, build trust, and may positively impact student achievement. Ms. Z also identified connection between culturally and linguistically teaching as a practice that improved student academic engagement and the relationship between teachers and students by involving children more in learning and providing teachers better opportunities to get to know their students. Similarly systematic reflection helped Mr. W involve students in his reflection a practice he suggested increased student participation particularly for students who don't regularly participate by building trust amongst students and teachers and improving student's relationships with each other. The intervention helped Mr. W create communal spaces for children which helps them: be more likely to share and work through difficulty in learning, builds student confidence, supports engagement, and balances the power dynamics between teachers and students. Mr. W observed corresponding changes in engagement and student achievement as a result of the classroom practices he changed during the course of the intervention. He suggested that attending to the relationship with his students helped him become

more aware of their learning needs, identify their strengths and increased their motivation and responsibility for their own learning.

The intervention helped Mr. X develop practices related to the use of HipHop texts, technology and multimedia to support vocabulary instruction, practices that positively impacted student academic engagement. Mr. X suggested that the emotional/energetic reality of the students as well as their levels of engagement and interest in a subject were important conditions for the successful implementation of HipHop pedagogy. The intervention helped Mr. X realize that analyzing HipHop texts can be an important educational mechanism to improve students listening and linguistic analysis skills. He suggested that scaffolding and pre-teaching some vocabulary might be important to successful implementation of HipHop Educational practices. The intervention also helped Ms. Y use HipHop and bodily kinesthetic engagement strategies in her classroom to support justification and student reasoning a direct change in practice that resulted from the video inquiry tasks. The intervention helped Mr. W regularly use HipHop in the classroom for academic engagement as well as a tool for critical analysis. He suggested lyrical analysis of HipHop songs supported comprehension and noted age appropriate texts as an obstacle to implementing HipHop in the classroom. Mr. W identified crafting essential questions and using blooms taxonomy as an important technique to support critical literacy a practice supportive of the common core framework. A noteworthy impact of the intervention is that three out of four teachers initiated or increased their use of HipHop.

Similar to Mr. W, an important practice that Ms. Z attributed to the intervention was a daily community circle to support reflective practice, model empathy, and reflect on her relationships with students and their relationships with each other practices that positively impacted student academic engagement. All of the teachers in the study connected their class community circle with their work on systematic reflection in the intervention. Focusing on student academic engagement developed Ms. Z's reflective practice and her awareness of the continuum of student academic engagement as well as supported shifts in her practice.

Mr. X identified systematic reflection and student academic engagement as practices gained from the intervention that were most impactful and cited reflective journaling as an important mechanism to achieve them. The intervention positively impacted Mr. X's awareness of student academic engagement and helped Mr. X more regularly check for understanding something that positively affected student academic engagement and helped him persevere with student learning difficulty. The intervention helped Mr. X better understand student's perspectives, examine his bias towards them, shift to more affirming and validating practices, and functioned as a mechanism for improved student academic engagement and motivation, and for creating positive associations with schools and learning.

Critical Literacy was consistently challenging for Ms. Z and had the least impact on her practice. Although she experimented with critical literacy it didn't have a lasting effect in the ways that systematic reflection and student academic engagement did. She was transparent that along with critical literacy using music was also something that was difficult to implement. She identified developing more comfort using music in the classroom, worrying whether the student's would like the music or not, and zeroed in on the fact that for her sharing music she has an affinity for is a deeply emotional and intimate act as the main barriers to implementation. Mr. X suggested that having essential questions prepared for read aloud was a shift in practice that he made as a result of the intervention and connected that to his work on critical literacy. Mr. W used HipHop particularly in the application of critical literacy. Ms. Y had a significant shift in her practice in relation to critical literacy and she realized it is applicable across multiple developmental levels. The mini action research project she conducted at the end of the study helped her implement critical literacy and widened her perception of student ability. Critical literacy helped Ms. Y implement instruction that

covers a wide range of depth of knowledge and develop counter narratives with students, which supported academic engagement. The video inquiry tasks impacted her practice and awareness of student academic engagement encouraging her implementation of HipHop and bodily kinesthetic checking for understanding. Watching other teachers being successful supported Ms. Y's ability to change her practice. She also noted that the video inquiry tasks impacted her practice by encouraging her to teach her students academic English sentence frames. She specifically referenced the "I agree because." frame in Spanish as being a new practice.

Ms. Y described her positive feelings about the intervention and her ability to implement the practices she learned. She suggested that it was coherent with some prior learning, that systematic reflection, meditation, and music were particularly important in contributing to her positive experience with the intervention. She indicated that the coaching and observation she received was also very supportive. Ms. Y suggested that the intervention positively impacted her instructional toolkit and that critical literacy in particular supported a shift in practice that resulted in increased student academic engagement. Ms. Y suggested that the other participant's in the intervention had similar takeaways and suggested that deeper analysis of text was something that impacted all of their practice.

The intervention helped Mr. X engage in collaborative reflection and positively impacted his relationships with other teachers, improved relational trust, and helped develop common understandings amongst the group. He suggested the other members of the group were also applying their learning from the interventions and noted that Ms. Z often included ideas from the intervention in co-planning sharing them with the other teachers in their grade level.

Mr. X shared some of the HipHop resources he shared in the study with a larger group of teachers who did not participate and they began to regularly use HipHop texts to develop vocabulary and engage students. Mr. X suggested that focusing on systematic reflection with the other teachers in the staff after the intervention was generative of new and innovative instructional practices. The intervention helped Ms. Z become more comfortable and authentic in front of her students allowing her to loosen up and for the first time dance in front of her students although she was still hesitant to implement music or poetry. Ms. Z realized that her reservations around using music and poetry in the classroom might be connected to some personal vulnerability she has regarding publicly sharing any of her own work. The intervention supported the development of reflective journaling for Ms. Z and also encouraged her to become more reflective in her home life a change she expressed hope would continue.

Ms. Z identified Systematic Reflective practice as something that might positively impact the larger community of teachers. She acknowledging the obstacles inherent in sustaining and implementing systematic reflection with a larger group and suggested it was hard to sustain after the intervention. She indicated that she engaged in the practice of systematic reflection with her grade level colleagues even though they were not all part of the study and noted that she built connections with the other participants in the sessions in ways she did not feel existed with all of her colleagues. She identified individual and systematic reflection as distinct and connected and suggested that systematic reflection is structured and individual reflection is informal.

Ms. Y also indicated that the intervention possibly affected teachers that didn't directly participate because she had shared some things from the intervention with her colleagues. Mr. W suggested that the other participants shared some understanding with him regarding the importance of reflection and student academic engagement. He stated that the intervention positively impacted his practice by helping him to make less assumptions and better understand his students, which made them, feel safer. He suggested this had a positive impact on student engagement and achievement. Mr. W suggested that the intervention possibly impacted the practices of teachers who were not in the study via participant's collaboration with other staff.

The intervention changed Ms. Y's practice of critical literacy and helped her develop critical analysis with first grade students, something she suggested could help the world achieve more socially just outcomes. Critical literacy and reflection helped Ms. Y improve student academic engagement. The intervention and focus on reflective practice supported Ms. Y to shift her practice to a more facilitative style of teaching that allowed for more student reflection and conversation, like Ms. Z, and Mr. W supported by a morning circle. The intervention helped Ms. Z shift her practice by allowing students to teach each other and be more responsible for their own learning, practices that develop student voice and student academic engagement. Ms. Y noted that the shifts in her practice supported positive student relationships, perseverance and problem solving because she allowed students to struggle more to synthesize their own answers. The intervention shifted Mr. W's instructional practice and transitioned some of his underlying beliefs and assumptions. In particular he increased the amount and type of culturally relevant practices in his classroom and it positively impacted the relationships and the engagement and achievement of the students.

Ms. Z expressed a desire to reengage with the professional learning model at Cherryland, and in particular to reunite with the group of teachers that participated. The intervention had healing aspects for Ms. Z particularly systematic reflection and meditation, which she called therapy. Mr. X wanted to see HipHop education in all classrooms in the school and suggested it would be a strong move to support culturally and linguistically responsive pedagogy. Ms. Y also expressed a desire for more of the materials from the intervention to be incorporated into professional learning with the staff and identified the need for time and space to support both individual and systematic reflection. The intervention positively impacted Ms. Y's use of critical literacy well past the end of the intervention. The intervention also positively impacted Mr. W's reflective practice and his relationship with students and shifted his practice to increase student voice and the creation of safe spaces that engage students and increase achievement. All of the teachers described their experience as either therapy, or therapeutic and expressed a desire to come together again as a group.

Juxtaposing the pre and post interviews sheds some light on some other impacts of the intervention as well as suggesting how some of the changes indicated by the survey may have occurred. Examining the pre and post observation data also suggests how the intervention impacted teacher practice.

Observation Impact Data Analysis

A lesson was observed after all of the interventions were finished to determine the state of the teachers instructional practice. Rubrics developed to measure Culturally Relevant Practices, Engagement, and Critical Literacy respectively were applied to help focus in on current areas of strength and areas of growth. Ms. Z increased two levels from pre observation to post observation on the culturally relevant practices rubric in the areas of cultural worldview, empathy, lesson delivery and openness, and one level in the areas of cultural self awareness, student learning, verbal communication, classroom environment, expectations, routine and procedure, and curiosity. Consistent with Ms. Z's self reporting, she has moved to the sustaining stage of the culturally relevant practices rubric in virtually every area in observing her class. Ms. Z increased one level from applying to innovating on all areas of the Engagement rubric. There was little evidence of critical literacy in the lesson and no movement on the rubric. There were some questions applied to the text that could be considered critical literacy however it was not a feature of the lesson. Consistent with the teacher's self report critical literacy was the most challenging aspect of this study to develop and has yet to significantly impact her instructional practice.

In contrast to the teacher's self report Mr. X who originally said he was unfamiliar with the term is in the Applying stage of the rubric in his knowledge of cultural self awareness, cultural worldview, verbal and non verbal communication, expectations, curiosity and openness. Notably he is in the implementing stage in terms of his knowledge of student learning, empathy, classroom

environment, routine and procedure, and lesson delivery. Consistent with Mr. X's self reporting he has moved to the sustaining stage of the Culturally Relevant Practices rubric in the majority of areas observed in his class. He increased two levels on the rubric in the areas of cultural self-awareness, cultural worldview, verbal and nonverbal communication, class environment, expectations, curiosity, and openness from applying to sustaining. He increased one level on student learning, classroom environment, routines and procedures, lesson delivery from implementing to sustaining. He had no change in the area of empathy remaining in the implementing stage. Mr. X moved from the exploring stage to the innovative stage in all areas of the engagement rubric an increase of two levels. There was little evidence of critical literacy in the lesson. Consistent with the teacher's self report critical literacy had the lowest impact on his instructional practice and there was no movement on the critical literacy rubric.

Ms. Y moved one level in the areas of cultural self-awareness, cultural worldview, student learning, class environment expectations, routines and procedures, lesson delivery, and openness from implementing to sustaining, and one level in the area of curiosity from applying to sustaining. There was no impact on empathy and verbal and non-verbal communication as she was at the sustaining level both pre and post intervention. As the most experienced teacher in the study the observation supports what she reported in her initial interview that she has more prior training in this area than the other teachers in the study. She is in the applying stage of all three elements of the Engagement rubric Academic English, Knowledge and Appreciation of linguistic and cultural diversity, and Effective intercultural communication. Ms. Y moved one level on all areas of the engagement rubric from applying to innovating. She also moved from emerging to innovating on all levels of the critical literacy rubric a shift of three levels on each item and the strongest growth on any rubric in the study. Her lesson exhibited dramatic shifts in her implementation of critical literacy.

Consistent with Mr. W's self reporting he has moved to the sustaining stage of the Culturally Relevant Practices rubric in the majority of areas observed in his class. Mr. W moved one level on the rubric in the areas of self-awareness, knowledge of cultural worldview frameworks, student learning, empathy, verbal and non-verbal communication, classroom environment, expectations, curiosity and openness. He moved two levels in the areas of routines and procedures and lesson delivery from applying to sustainable, consistent with changes in practice suggested by the interview data. His current practice again suggests a positive shift on the Engagement rubric moving from the emerging area to the applying stage in all areas. Applying the critical literacy rubric reveals significant growth from the pre observation, he moved from non-existent to exploring on the rubric in all areas.

Now I turn to an analysis of individual participants to explore the processes that might have resulted in the outcome data as well as to deepen our understanding of how they might work. Examining the process data generated from the series of professional learning sessions will help us understand which principles and processes might have led to the impact data and how they might work.

Learning Process Data

This section discusses the process data drawn from the professional learning activities and conducts an analysis of that data in order to explain how teachers may have been impacted by their experience. An outline of the intervention sequence crafted to change the practices of the four participating teachers in the areas of systematic reflection, awareness of student academic engagement, and critical literacy, frames the subsequent discussion regarding the main topics and activities, field notes, and reflective journals completed by participants during each session and comprises the bulk of the process data. This also includes an analysis of any shift in the use of culturally relevant materials and practices, language affirmation, or underlying beliefs and

assumptions and any corresponding increases in student academic engagement and achievement. Rubrics for all three indicators are detailed in Appendix 4.

The story of the process data is has two parts: (a) a review of each individual participant's experience with the intervention, and (b) an analysis of trends across individuals. For each participant I outline the main activities and intended outcomes of the intervention as well as the most important events in order to generate reliable process data on the way to more meaningful comparisons across individuals.

Ms. Z's Learning Process

The degree of change on most of the impact indicators was quite significant for Ms. Z, with the notable exception of critical literacy. Analyzing Ms. Z's process data helps us understand the stronger and weaker impacts of the study as well as important aspects unique to Ms. Z's case, so that we might draw some stronger conclusions regarding the efficacy of the intervention as a whole.

Systematic reflection. Ms. Z likened her personal reflective practice of physical exercise to a daily meditation and claimed it helped her be a better human in a journal reflection to open session one. Focusing on the role of empathy in teaching led her to the insight that empathy is "a transformative tool and has given...the ability to relate to others better...people who lack empathy...often create a close-minded approach to other people or situations in the world" (Ms. Z, observation, March 4, 2016). She realized that empathy makes it "particularly easy to relate to other's situations or experiences" (Ms. Z, observation, March 4, 2016), can interrupt bias, and for her is a key to entering a reflective space. Investigating systematic reflection, empathy, and bias helped Ms. Z reflect on her personal "relationship at home...dumb little arguments...because there is no time to check in" (Ms. Z, observation, March 4, 2016), and her professional life "we have to take...time to check the emotional states of our kids before we start the work we have to do...maybe we need...a community circle at home" (Ms. Z, observation, March 4, 2016) indicating how systematic reflection on bias and empathy might help teachers focus on their relationship's in general and in particular with students.

Synthesizing academic research on empathy helped Ms. Z identify other factors that negatively impact empathy like "when you are put on the spot to make a quick decision you are less likely to be empathetic towards anybody...We are forced to make quick decisions everyday in our class rooms" (Ms. Z, observation, March 4, 2016), further indicating how examining empathy helped Ms. Z. She observed that the time pressure teachers feel can create "drive by discipline" (Ms. Z, observation, March 4, 2016), and a relationship with students that features the assigning of consequences but little other student teacher interaction. She cited "emotional traumas" (Ms. Z, observation, March 4, 2016), connected to her childhood and her family's immigrant background, her bilingual identity, and work in graduate school as being key to the development of her personal empathy.

"In a nutshell, balancing self-care and teaching is challenging, and subsequently can lead us to be less empathetic" (Ms. Z, observation, March 4, 2016). After the first intervention Ms. Z wondered how to develop empathy in students. She also noted she might continue to develop empathy by improving her listening skills. Finally she noticed that it is difficult for her to express joy outwardly or share it with others a key empathy indicator.

Ms. Z co-created a working definition of systematic reflection with her colleagues by juxtaposing their experience with personal reflection and exploring how teacher's cultural and linguistic identity impacts their relationship's with students. She noted how working collectively with other teachers can support empathy and reflection even accounting for teachers' struggle with self-care. She suggested that when students reflect it can really inform teachers of their practice and create a family atmosphere in classrooms. She noted that "collaboration time is really helpful for reflection" (Ms. Z, journal, March 14, 2016).

Synthesizing research on systematic reflection and CRT helped Ms. Z. realize that her relationships with students are critical as both a topic of reflection and for supporting reflective practice. She noted that reflection supports teacher's awareness of self as well as an awareness of how others perceive teacher's cultural and linguistic identity. Research more tightly focused on the role of reflection seemed to support the development of Ms. Z's awareness of the importance of reflection in teaching. Ms. Z suggested that when teachers do not regularly reflect with other teachers their instructional practice can become "static and ...not connected to making meaning in the real world...it can negatively impact students and teachers desire to learn...losing part of their soul" (Ms. Z, observation, March 14, 2016), indicating a reason why systematic reflection might be an important mechanism for teachers to examine their relationships with students.

In a reflective journal at the end of the second session, Ms. Z identified a prior experience in graduate school as supporting her current examination of reflective practice, and her cultural and linguistic identity. She noted how awareness of cultural and linguistic identity supported her openness and empathy towards people different than her, indicating how systematic reflection on the effects of bias and cultural and linguistic identity might help teachers focus on their relationship's with students.

"My first language was Spanish...learned at home with my parents who spoke 'Mexican Spanish'... my family came from Chihuahua, Mexico...the northern part" (Ms. Z, journal, March 14, 2016), as a Latina born in the United States English became her dominant language "since eventually the school system pushed me in that direction" (Ms. Z, journal, March 14, 2016), later in life she learned to read and write Spanish not just speak it. This reflection supported a clearer definition of her self, beyond bilingualism, and a realization of how school may have impacted the development of her identity, indicating how the intervention helped Ms. Z develop awareness of her identity and her relationship with students.

Ms. Z was clear that recognition and valuation of her cultural and linguistic identity is critical in maintaining a connection to her authentic self and family as well as in strengthening and facilitating positive relationships with the majority of students she works with. She suggested that language, and in particular language affirmation, is perhaps as important as culture in this regard. "I see my linguistic identity as a huge asset. It guides me and connects me to the community I work in and the students I am teaching. It makes me feel grounded in my identity, which I am just realizing as I write this" (Ms. Z, observation, March 14, 2016) illustrating how the intervention impacted her ability to reflect on her identity.

Ms. Z cited the reflective journaling process as a key mechanism in supporting her reflection on cultural and linguistic identity and it's impact on how she interacts with students. Ms. Z started the third session with a reflective journal on how music impacts cultural and linguistic identity. She explored some of her own constructions around language and identity realizing that her perception of "Mexican Spanish" is complicated due to the hierarchical nature of regional and state dialects. She suggested that her identity impacts her positionality as a teacher and examined how biases other than language and culture might impact how teachers view and interact with student language and literacy.

Ms. Z reflected on music's effects on human emotion and cognition and how that relates to teacher's relationships with students and was challenged by the task of identifying a song key to her cultural and linguistic identity. Ms. Z observed that "all music is emotional period... at least the music I'm connected to" (Ms. Z, journal, March 22, 2016), and identified an important song to her called "On the Sea", indicating how reflecting on music and cultural and linguistic identity might help teachers practice systematic reflection.

Analyzing an article exploring linguistic bias helped Ms. Z note how class difference in particular may effect teachers' perception of student language and literacy and impact student

teacher relationships and instructional practices. Ms. Z realized that teaching children to code switch is an important practice and that teachers “need to check our biases, what are we doing and...trying?” (Ms. Z, observation, March 22, 2016). Systematic reflection on linguistic identity and Ms. Z’s experience with linguistic bias yielded a more nuanced description of her identity and surfaced negative emotions connected to her bilingual identity, perhaps making her realizations from prior sessions regarding the ways in which her linguistic identity empowers her more impactful. “My experiences with linguistic bias have been feeling inadequate in speaking my native language at times or feeling that I should not speak my slang or spanglish in front of certain people” (Ms. Z, observation, March 22, 2016).

Ms. Z shared an experience from the closing meditation to the third session and suggested meditation helped her focus on students that need the most help as well as areas of growth in her teaching practice. “In the meditation, I just had my struggling kids’ faces popping up over and over again” (Ms. Z, observation, March 22, 2016).

Studying and researching systematic reflection developed Ms. Z’s awareness and attentiveness towards student engagement and the fourth session explicitly made a pivot away from research toward implementation in practice. Ms. Z developed a deeper awareness of her students, some shifts in practice and a deeper consideration of the qualities of meaningful systematic reflection and relationships with students. Ms. Z felt the intervention impacted her ability to “gauge where...students are in their learning...to reflect on the spot about ways that I can shift my teaching” (Ms. Z, observation, April 8, 2016), indicating that systematic reflection shifted her instructional practice and positively impacted her awareness of student academic engagement prior to explicitly focusing on student academic engagement in the intervention.

Ms. Z provided insight into which aspects of student engagement the intervention impacted specifically indicating she was “more conscious of student voice” (Ms. Z, observation, April 8, 2016) and had “a stronger desire to build confidence and ownership in my student’s education” (Ms. Z, observation, April 8, 2016). She identified some optimal conditions like “being calm and clear headed” (Ms. Z, observation, April 8, 2016), as supportive of systematic reflection as well as some challenges to implementation. She noted she “can’t talk to anyone else that is not a teacher, even my significant other, he doesn’t get it.” (Ms. Z, observation, April 8, 2016).

Ms. Z analyzed research focusing on the connection between systematic reflection and teacher awareness of student engagement noticing “teachers having more presence in the classroom, becoming an observer/researcher...also seeing through the kids’ eyes... that can only happen through more interaction with them, not less” (Ms. Z, observation, April 8, 2016), indicating how focusing on systematic reflection might develop awareness of student academic engagement. She indicated that the intervention made her think about a “newcomer ELL student. I asked myself how many times have I actually had a conversation with him this year? I find myself always asking students to help him, translate, etc. but what about me” (Ms. Z, observation, April 8, 2016), demonstrating one way that developing systematic reflection prior to focusing on student academic engagement might support shifts in teacher practice and awareness of student academic engagement.

Student academic engagement. Ms. Z connected strongly with the shift in focus away from teacher practice towards how students receive instruction. The initial activity in the fifth session focused on shifting perspectives and impacted Ms. Z’s awareness of student engagement: “instead of looking at ourselves with systematic reflection we are looking at how kids receive our instruction” (Ms. Z, observation, April 15, 2016) indicating how systematic reflection might support awareness of student academic engagement. She noted initially that most teacher professional learning focuses on instructional practices, looking at the teacher, talking about the teacher, and that in systematic reflection the group has looked deeply at themselves as a way to start to look at students and examine how kids perceive and receive instruction. She planned how to shift her

practice, centered on student learning, developed a nuanced conception and awareness of student academic engagement and connected it to student achievement. She indicated her coaching session and the intervention helped with “focusing more on students...it was all coming from the article we read” (Ms. Z, observation, April 15, 2016) illustrating how academic research in the intervention impacted practice. Ms. Z detailed how the intervention might have shifted her practice, “I want ... to figure out ways...students...do more and I...do less” (Ms. Z, observation, April 15, 2016) and expressed a desire to no longer stand in the front of the room and teach indicating the intervention helped Ms. Z become more facilitative in her instruction.

Ms. Z also suggested that systematic reflection prior to a focus on student engagement helped her “want students to do their thing...build confidence in them...trust that they will get it done” (Ms. Z, observation April 15, 2016), indicating that the intervention positively impacted her perception of students and suggesting a way that systematic reflection supports awareness of student academic engagement. Systematic reflection on student academic engagement helped Ms. Z identify different layers of “classroom culture...some kids not willing...maybe...feeling unsafe to speak up or be a leader in a small group” (Ms. Z, observation, April 15, 2016), and supported a deeper analysis of her relationship with students and power dynamics.

Ms. Z shared that systematic reflection on student academic engagement helped her realize students need clearly identified roles in the classroom, indicating another shift in practice that may positively impact student academic engagement. She identified how systematic reflection helps develop a deep understanding of student academic engagement pointing out that student work should “speak for itself...to see what the kids can *really* do and what they have *really* learned” (Ms. Z, journal, April 15, 2016). Student ability to work independently and demonstrate their work, are important practices and indicators of student academic engagement that the intervention helped Ms. Z recognize.

Ms. Z noted that the quality of the relationship between teachers and students is critical for student academic engagement and that students need “a connection to what they are doing and a protective relationship with non parent adults” (Ms. Z, observation, April 15, 2016). Systematic reflection on teacher’s relationships with students supported Ms. Z’s awareness of student academic engagement and changes in her instructional practice.

She distinguished between “two kinds of engagement cognitive and behavioral...cognitive... the degree to which they are interested or curious about something... behavioral is how they are actually participating” (Ms. Z, observation, April 15, 2016), indicating how defining student academic engagement by synthesizing research helped Ms. Z develop awareness of the topic. She independently noticed that emotional engagement might be an important thing to consider along with cognitive and behavioral engagement.

She expressed some concern about judging teachers on a fixed hierarchical criterion “Students paying attention ... very often, for certain teachers that looks different ways, it says there could be a passive or a receptive way but there is a gray area, nobody really knows” (Ms. Z, observation, April 15, 2016). She realized that unless teachers focus intently on how students receive instruction it is challenging to discern whether they are being given adequate opportunities to learn and instruction that is sufficiently rigorous. Ms. Z indicated that analyzing academic research helped her develop a more nuanced understanding of student academic engagement by pointing out that “somewhat engaged students maybe doing good enough academic work but not reaching true academic potential...maybe doing everything required...but it doesn’t mean that we are challenging them or they are being challenged” (Ms. Z, observation, April 15, 2016). Ms. Z expressed some trepidation at analyzing teacher instructional practice in connection to student academic engagement prior to engaging in a video inquiry task and was able to overcome that concern by conceiving of it as a continuum rather than a hierarchy.

Ms. Z developed an awareness of how practices like critical media literacy, linguistic affirmation, total physical response, and think pair share lead to student academic engagement. Ms. Z recognized that “Focusing on student engagement... is a huge benefit. It doesn’t seem like rocket science...it’s been very eye-opening...thinking to myself duh, of course we need to focus on the kids” (Ms. Z, observation, April 15, 2016), realizing students can potentially provide the strongest feedback on her instructional practice. She questioned why student academic engagement “hadn’t been a focus since year one of teaching” (Ms. Z, observation, April 15, 2016) or any of her prior professional learning and called it a “a very revolutionary task” (Ms. Z, observation, April 15, 2016). She expressed “discomfort ...coming to the realization perhaps, that certain times when I felt...80% of students were engaged, the reality was very different” (Ms. Z, observation, April 15, 2016), indicating another way systematic reflection video inquiry, journaling, and meditation might develop awareness of student academic engagement.

Ms. Z indicated she met with her coach and was planning to focus their work on making significant changes to her instructional practice in order to focus more on student learning, as well as create more opportunities for independent learning, participation, and student voice suggesting some other ways the intervention might have impacted her practice.

A reflective journal focused on student disengagement to open the sixth session was especially challenging for Ms. Z, “it’s really difficult to think of a specific time ... the little I do remember of school were the times when I WAS engaged as opposed to not... I think I blocked out most of what I found un-stimulating” (Ms. Z, journal, April 22, 2016). She recalled “wondering, why are we learning this? Which speaks to ...feeling disconnected to the learning” (Ms. Z, journal, April 22, 2016).

Examining nonverbal and paraverbal communication helped her realize “that tone ... is an important component of paraverbal communication and how students receive instruction” (Ms. Z, observation, April 22, 2016), suggesting another way the intervention might support awareness of student academic engagement. Systematic reflection on disengagement helped Ms. Z realize that she felt most engaged as a student when she “could sense a real passion...the teacher cared and therefore I cared more as well” (Ms. Z, observation, April 22, 2016).

Comparing her initial reflection with her final reflection in the session revealed that it is possible that she was processing some things during the session, which led to lower participation and a deeper realization about her school experience. Reflective journaling, video inquiry, academic research and guided meditation focused on disengagement helped Ms. Z understand student academic engagement and identify a disengaging experience. “Now that I am writing...I remember a time in high school where I dropped French 3 because I found the teacher’s management style very militant and strict. She made us feel on edge even if we passed a pencil to another person” (Ms. Z, journal, April 22, 2016).

Ms. Z cited her language learning and multilingualism as a source of strength and pride, and wondered “how much management connects to student engagement... All I know is that if I felt like I could not be at ease in a classroom, my learning would not happen” (Ms. Z, journal, April 22, 2016), suggesting how teacher’s relationships with students and their management styles may impact student academic engagement.

She began the seventh session by sharing a reflective journal on her developing awareness of student academic engagement and making connections between teacher self-awareness, excitement about teaching content, teacher’s relationship with students and student academic engagement.

Reflective journaling helped Ms. Z learn that student academic engagement is very complex, that teachers notice what teachers do and how students respond and that the “first level is how self-aware is the teacher of their personal space of their professional and personal journey” (Ms. Z, journal, May 6, 2016), suggesting why systematic reflection might be important for developing

awareness of student academic engagement. She identified teacher self awareness as an important “first step of what impacts how [teachers] respond to kids or what they do with them. Second, how authentic is the connection of the teacher to what they are ...teaching?” (Ms. Z, journal, May 6, 2016), suggesting teacher self-awareness and content knowledge may be important factors in achieving student academic engagement. She identified teachers that “are super self-aware...authentically love and are connected to what they are doing...[that] have the capacity to actually connect with the student...see... how self aware is this child of the learning”(Ms. Z, journal, May 6, 2016), as being more effective with students illuminating the impact of developing teacher’s awareness of themselves and their relationships with students on student academic engagement. Ms. Z asserted that teacher recognition of individual student need is critical and that “the more self aware one is... the chances of student engagement are higher” (Ms. Z, journal, May 6, 2016).

Ms. Z suggested academic engagement “is all about relationships. If that doesn’t happen first how can you even see if a student is academically engaged, if they are not first engaged with the classroom environment itself or school period” (Ms. Z, observation, May 6, 2016) indicating specifically how systematic reflection on teacher’s relationships with students functions as a mechanism to develop awareness of student academic engagement. She identified systematic reflection on identity as an important mechanism for developing self awareness and knowledge of “students on multiple levels in order to engage them in first, a relationship...once those connections are built, we can then move onto thinking about how we academically engage kids” (Ms. Z, observation, May 6, 2016) suggesting how attending to teacher’s relationships with students might be an important pre-requisite to developing awareness of student academic engagement.

The video analysis in session seven helped Ms. Z further identify teacher moves that lead to student academic engagement and flesh out a conception of instructional pairing with her peers. Systematic reflection on student academic engagement increased Ms. Z’s awareness of specific conditions, actions, and practices that teachers use to achieve student academic engagement. Systematic reflection helped Ms. Z slow down some of the instructional exchanges between teachers and students and supported her ability to identify the moves teachers made in the video that lead to student academic engagement. She noted: language affirmation; attention to academic language; and the social construction of student voice in concert with clear questioning and paraphrasing, as practices from the video inquiry task that support student academic engagement.

Toward the end of the intervention Ms. Z clearly identified the reciprocity of enthusiasm in the teacher’s relationship with students as a key “necessary step to deeper engagement” (Ms. Z, observation, May 6, 2016). She connected enthusiasm and energy with an up tempo instructional pace, and identified pacing paired with affirmation and checking for understanding as important practices for student academic engagement.

She noted that multi media and multi modality instruction can support culturally relevant instruction and student academic engagement and in particular increase the frequency of student voice and participation after analyzing a video of a HipHop lesson. “The music is connecting the past to present music they are interested in so it’s just culturally relevant...who wouldn’t be engaged when you sing and dance with some drums and instruments” (Ms. Z, observation, May 6, 2016). Analyzing the HipHop lesson helped Ms. Z notice other qualities of academic engagement, “kids were moving things around and playing instruments and she was fine with it...she let them she didn’t reprimand them for grabbing an instrument” (Ms. Z, observation, May 6, 2016), and connected behavior management to student academic engagement, participation and voice. She pointed out that many of the moves the teacher made like starting the “the lesson with a circle... a circle in HipHop is called a cipher so this is our afternoon cipher” (Ms. Z, observation, May 6, 2016) were designed to support positive relationships with students.

“Her questions were much more about checking for understanding as opposed to the first teacher who was more building and pushing what she already said, this one was like ... where did HipHop start or who started it” (Ms. Z, observation, May 6, 2016). She noticed that teachers who take risks and provide space for their students to express themselves in culturally relevant ways like when “kids started rapping...She just gave the kids the beat... it is a very low affective filter, it’s music, it’s dancing, it’s instruments it goes back to her energy too, her approach to teaching that history and making it very hands on, not just sitting through a power point” (Ms. Z, observation, May 6, 2016) indicating how video inquiry into HipHop texts might support awareness of student academic engagement.

A final journal reflection in session seven demonstrated an awareness of her developing capacity to engage students and identified some specific areas of her practice that she intended to change in order to improve engagement. She identified: Total physical response, affirmation, and the teacher’s energy and enthusiasm as being important practices in achieving student academic engagement. She pointed out that the teacher in the video “rephrases, reframes student language, models academic language or requires a student to provide a more detailed answer using academic language” (Ms. Z, journal, May 6, 2016), indicating how video inquiry helped Ms. Z identify teacher moves that lead to student academic engagement. She expressed both trepidation and a desire to push through discomfort as well as some insights into how participants might construct their culminating lesson sequence.

Critical Literacy. Ms. Z’s initial reflective journal in the eighth session suggested an already developed conception of critical literacy and an awareness that it can be applied to elicit multiple perspectives, read for more depth and context, and analyze the purpose of a text. She also identified some foundational critical literacy questions. Ms. Z demonstrated a preliminary understanding of classroom applications recognizing critical literacy as a strategy “students can apply to any text they read...to consider...why an author would write a text and who he wrote it for” (Ms. Z, journal, May 13, 2016), and acknowledged feeling more confident about applying this strategy with older students than her current class.

She identified an obstacle to implementing critical literacy disclosing she is “often challenged with wondering how deep [we] can go with certain social justice topics with younger students” (Ms. Z, journal, May 13, 2016). Ms. Z cited concerns over how parents might respond to critical literacy, as well as comprehension levels of young students for complex vocabulary as other obstacles. She questioned “what words to use with the third graders about certain issues that are difficult race, culture... I’d never say ... marginalized, because they would be like what does that mean...how do I teach them that if I want to” (Ms. Z, journal, May 13, 2016). She realized her trepidation in implementing critical literacy was tied to feelings of authenticity as a teacher and authenticity in her instruction. Ms. Z suggested critical literacy may be an important strategy in supporting her students “to start asking questions about what they are reading as opposed to just reading and getting it on a literal level” (Ms. Z, journal, May 13, 2016), an important transition from learning to read towards reading to learn.

Systematic reflection on critical literacy helped Ms. Z push her practice by posing some questions: “most have...an immigrant parent and all of them know that experience very well or know the hardship people go through crossing the border...how do I teach them about it?...teach them... it’s not normal necessarily...normal to us but it’s fucked up people have a different idea of normal” (Ms. Z, observation, May 13, 2016). Ms. Z identified that “not knowing how to make difficult conversations empowering” (Ms. Z, observation, May 13, 2016), is another obstacle for her in implementing critical literacy.

Synthesizing research on critical literacy deepened Ms. Z’s understanding of the variety of critical literacy questions that teachers can pose students and it’s potential to develop counter stories.

She observed “everyone has a personal reality...you can zoom out and watch this video game of life and really what is your reality you see. It is one way and someone can see it another way” (Ms. Z, observation, May 13, 2016), illuminating how critical literacy might support the development of multiple perspectives.

She planned how to implement critical literacy effectively for the developmental age range of her students and made an interesting connection about how critical literacy might support CRP. She suggested she might juxtapose texts that are not culturally relevant and ask kids “look at this book these kids don’t look anything like you...why is that?...the comparing and contrasting of culturally relevant and non culturally relevant texts” (Ms. Z, journal, May 13, 2016) was a practice she indicated she would try as a result of the intervention.

She found the conception that writing is often used to maintain social order remarkable noting “Socrates was against the written word...it was an obstacle...the way things are written in part is to maintain a social order, negative stereotypes, and systematic injustices” (Ms. Z, journal, May 13, 2016), suggesting critical literacy might be an important way to examine power dynamics in society, to examine bias and deficit thinking, and to identify social justice topics. Despite her initial misgivings at the beginning of the session by the end she began to formulate a plan of how to implement critical literacy in her classroom as well as realizing it’s utility in developing counter narratives, examining power dynamics, implementing CRP and developing areas of focus for social justice. Ms. Z. had questions about frequency of implementation and planned to remind herself to ask critical literacy questions by posting them around the room.

Reflective journaling at the start of the ninth session helped Ms. Z clarify some “new understandings ... that critical literacy can be used with any type of text including those that are not necessarily written such as a YouTube video or an image...critical literacy is an approach and not so much about the actual text” (Ms. Z, journal, May 20, 2016), a critical learning from the prior session resulting in an expanded notion of texts and a broader view of critical literacy as more of an educational philosophy than a prescribed practice. She suggested she wanted to try critical literacy with art as an introductory lesson.

In May of 2016, toward the end of the interventions, Ms. Z noted the prior session (which occurred on May 13th) had inspired her to think more deeply about practical applications of critical literacy. “It’s...the type of questions you are asking students about a text... about the knowledge received from the analysis, which leads to action or something meaningful to their life... wondering what...ideas...students arrive at when asked critical literacy questions” (Ms. Z, journal, May 20, 2016), indicating how the intervention impacted teacher’s perceptions of critical literacy. Ms. Z connected critical literacy, student academic engagement, and social justice suggesting, “Critical Literacy can connect students to their learning and raise engagement. It can also allow them to take more ownership in their learning and apply it to their real life” (Ms. Z, observation, May 20, 2016).

After reviewing how to apply critical literacy to a children’s story “Click, Clack, Moo” she observed “if you ask students the right questions they are the ones that bring in the empowering things that you never really thought they could do” indicating how critical literacy might lead to changes in practice that support student academic engagement.

Applying critical literacy to a HipHop text Ms. Z cited a few lines from the song to support the conclusions she drew from the text “I Know You Got Soul ” by Eric B. & Rakim (1987) about how using HipHop music might support student academic engagement. She suggested “there’s a part where the lines overtake him in some kind of way, they also grab hold of people...they are so powerful that they are going to take over your soul” (Ms. Z, observation, May 20, 2016). She suggested “when he’s writing he’s trapped in between the lines, right before that he sinks into the paper like he was ink- this is a very special thing, not just that he’s the best, what it does to him and what it does to the people around, it’s like it awakens your soul” (Ms. Z, observation, May 20, 2016)

indicating one possible way HipHop in teacher professional learning might be healing for teachers and students. She related the author's message back to the classroom situation the group was reflecting on earlier in the session "saying anyone can do this if you give it a chance...whoever's out of hand he says...I'll give 'em handles ...like he's telling people ...don't worry, be open and grab on" (Ms. Z, observation, May 20, 2016), illustrating a way that critical literacy applied to HipHop texts might support student engagement and a positive relationship between teachers and students. In identifying whose voice might be missing from this particular text she identified that female voices are often not centered in popular HipHop texts, observing "there are way more male rappers than female rappers" (Ms. Z, observation, May 30, 2016).

She suggested that "systematic reflection... encourages more follow through in general" (Ms. Z, journal, May 27, 2016) indicating how it might help encourage her to implement new practices. She suggested that systematic reflection coupled with personal reflection might support more actual change in practice than individual reflection alone. Examining different kinds of reflective practice helped Ms. Z develop systematic reflection. Focusing on systematic reflection impacted her instructional practice and supported awareness of student academic engagement, "Studying systematic reflection...allowed me to realize how impactful it could be to my professional practices as a teacher...to focus on the students and not always just myself...to look outside first in order to inform my practice and then inside to make some internal changes" (Ms. Z, journal, May 27, 2016). She identified systematic reflection as instrumental in turning the lens away from teachers and towards students. Ms. Z identified systematic reflection on bias as a mechanism that changed her practice and aligned it more closely with the needs of students. "If you are able to notice engagement or non-engagement in your classroom, then you can begin to make better decisions about your practices" (Ms. Z, observation, May 27, 2016), indicating how systematic reflection on student academic engagement might function as a mechanism to shift instructional practices.

Ms. Z suggested there may be some connection between systematic reflection, awareness of student engagement, critical literacy and the use of HipHop texts. She highlighted how a cycle of systematic reflection and action that develops self-awareness in teachers coupled with awareness in student academic engagement was critically important to her teaching.

She noted that, "incorporating HipHop in the context of critical literacy just turns the light bulb on for many kids. It awakens them...the right critical questions...you have to be reflective and aware to know when your kids are awakened by what you're doing or...not. By awakening ourselves, we awaken our kids" (Ms. Z, observation, May 27, 2016), indicating how critical literacy applied to HipHop texts, systematic reflection, and awareness of cultural and linguistic identity might support student academic engagement.

Ms. Z demonstrated little change in her critical literacy practice but made a connection between critical literacy, culturally and linguistically responsive pedagogy and student academic engagement. She noted that empathizing with students and communicating how we feel supported the development of student empathy and a positive relationship between teachers and students. She identified a tension around her responsibility to manage student behavior and developing awareness of student engagement as well as noting the tension between research and practice stating "if our mind is on this research about student engagement how can we just control kids... it's so hard how can you turn your mind off to everything you know" (Ms. Z, observation, May 27, 2016) indicating how the intervention might shift teacher's underlying beliefs and assumptions about students.

Other impacts. In addition to the three cross-cutting themes of systematic reflection, student academic engagement, and critical literacy, Ms. Z emphasized some other interesting aspects of teaching and learning. For example, she noted that teaching requires a great deal of empathy and generates many experiences that make empathy extremely challenging, identifying care of teacher's physical, emotional, and psychological health and their exhausted state that won't let them "be as

empathetic ... which can lead to not being spiritually or emotionally as present as we normally would be” (Ms. Z, observation, March 4, 2016). She suggested teaching often requires teachers to sacrifice their self-care, making the development and practice of empathy particular challenging.

Ms. Z expressed the idea that reflection can be the difference between an educative and mis-educative experience for students. Ms. Z suggested meditation helped her focus on students that need the most help as well as areas of growth in her teaching practice. “In the meditation, I just had my struggling kids’ faces popping up over and over again” (Ms. Z, observation, March 22, 2016).

Ms. Z shared an observation on how disengagement with school at any age can have long lasting effects and connected a sense of urgency to being aware of student engagement levels. She identified “Kids...going to another place, being removed from the class for whatever reason ... unless someone intervenes ... it’s going to keep happening until they are just done with it and then that leads to ... done with school...pushed out of that space from the get go” (Ms. Z, observation, May 27, 2016). Systematic reflection shifted her instructional practice and positively impacted her awareness of student academic engagement prior to explicitly focusing on student academic engagement in the intervention. Ms. Z suggested that teacher energy might be a pre-requisite to academic engagement. Systematic reflection helped Ms. Z empathize with the tension a colleague felt regarding a difficult relationship he had with one of his students. She recognized a feeling of worry in her fellow colleague while identifying that maintaining a positive frame with students is a prerequisite for healing the relationship, illustrating intimately how systematic reflection on teacher student relationships is a mechanism for raising awareness about student academic engagement. Ms. Z suggested that both personal and systematic reflection are important and that a balance between the two was critical for teachers.

Mr. X’s Learning Process

Although the degree of change on many indicators was not as dramatic as those observed for Ms Z, analyzing Mr. X’s process data helps us understand the stronger and weaker impacts of the study, in comparison to other cases, as well as important aspects unique to Mr. X’s case, so that we might draw some stronger conclusions regarding the efficacy of the intervention as a whole.

Systematic reflection. Synthesizing the findings from the first four interventions provides insight into mechanisms that might support a shift in reflective practice. Exploring his personal reflective practice via an investigation of bias and empathy supported a realization that empathy and bias play an important role in teaching and learning and the realization the Mr. X did not often reflect on his teaching practice. Synthesizing academic research on empathy to co-construct a definition revealed a shared experience with empathy and the role it plays in teaching and learning amongst the participants coupled with a realization that Mr. X often failed to reflect upon his experience and how it affects relationships with students. The intervention helped him think about his own experience and how he may often “compartmentalize ...without taking into account...growing up...trying to come to terms with that has been really difficult...this exercise with empathy is beneficial for not only us but for the whole school and the world” (Mr. X, observation, March 4, 2016). Examining the concept of empathy and the neuroscience related to empathy developed the idea that empathy plays an important role in teaching and learning. Taking the empathy quiz supported the realization that Mr. X rarely reflected on how his personal experience impacts his relationship with students. He identified physical exercise as his main form of reflection.

Synthesizing academic research on systematic reflection and reflective practice helped Mr. X realize that prior to the intervention his reflection was informal and minimal and that collective reflection held the capacity to improve trust amongst teachers. Reflecting on bias related to race, language, gender, and class might support the development of empathy in teachers and help them

attend to their relationships with students. Journaling and meditation might both support the development of individual reflective practice while teacher collaboration time and engaging in reflection with other teachers may support the development of systematic reflection.

Working with the Courageous Conversations about race protocol to examine how race might impact empathy supported his realization that emotional intelligence was often lacking from his school experience and is not a regular feature of his professional learning experience. Practicing meditation and journaling as reflective practices might support a deeper reflection regarding how empathy impacts student teacher relationships, and what shifts in practice might increase empathy for students to support stronger relationships. Mr. X's final reflection reveals that his "personal pedagogical practice does not function without...empathy" (Mr. X, journal, March 4, 2016), indicating a deeper reflection regarding empathy. He continued to examine how empathy might affect student teacher relationships revealing that it can become "challenging ...because no matter how much I take into account the position of others, I cannot ever truly and fully know what other people are going through, or what experiences have shaped their lives" (Mr. X, journal, March 4, 2016). Mr. X observed that "different personalities and experiences collide ...classroom issues arise. As I reflect on...my own school experience, I realize...I used to believe ... I was a truly empathetic person, I have not taken the backgrounds of my students into account nearly enough"(Mr. X, journal, March 4, 2016). Mr. X suggested conducting home visits might help him gain empathy by developing his ability to see how his students live through their eyes. He also suggested working directly on his relationships by "having conversations with ... students...to gain a better understanding of their lives...what is normal for them" (Mr. X, observation, March 4, 2016) was a practice that might support empathy and indicated how systematic reflection on teacher's relationship with students can impact teacher practice. He asserted that he would not "be able to gain the level of empathy" (Mr. X, observation, March 4, 2016), he needed until he examined his "own experience through a sharp lens" (Mr. X, observation, March 4, 2016) indicating that investigating empathy might support the development of systematic reflection.

Mr. X noted the effect of meditation on his emotional state and agreed with Ms. Z that collaboration time with other teachers is important for reflection, "after meditation, I felt...relaxed...I see the benefits to it and I appreciated it" (Mr. X, journal, March 14, 2016). He identified writing himself a check off list and some suggestions as a reflective practice he used prior to the intervention. Constructing a definition of reflection from participants lived experience and research on reflective practice led to the insight that "you can't really reflect without others present and develop new ideas ... Having to express oneself to others...the experience has to be formulated in order to be communicated"(Mr. X, observation, March 14, 2016). He observed that teachers "have to be pushing and affirming other's ideas... together... I think I got it, but someone else comes along and says something that I hadn't thought of" (Mr. X, observation, March 14, 2016), suggesting how reflecting with other teachers might function as a mechanism to become more aware of his identity and impact his practice. He suggested that when teachers "are sharing ... they're able to grasp their own experience better, and when they're listening to others they are listening for things that they're also experiencing to a certain extent" (Mr. X, observation, March 14, 2016), indicating that systematic reflection might be important in creating a sense of coherence with teacher's prior professional learning.

Synthesizing research on reflection and culturally responsive teaching Mr. X pointed out that behavioral norms in non-dominant versus dominant cultures stood out as not "conducive to the dominant cultural norms of classrooms...we as teachers need to be reflecting on our own experiences and how they shape our understandings and teaching" (Mr. X, observation, March 14, 2016), indicating another way systematic reflection on cultural and linguistic identity might help teachers examine their relationships with students.

Examining how language is affirmed or rejected in schools and the impacts of linguistic bias helped Mr. X examine empathy and his relationships with students. In response to the observation of a colleague that it is especially hard for new teachers to share their struggles and beneficial for all teachers to share their struggles with each other he noted that reflecting with colleagues might not only be more effective but also be supportive of sustaining reflective practice.

Mr. X reflected on his “own personal cultural and linguistic identity...I find myself in a difficult space in terms of relating to some of the students... Originating from a privileged upbringing ... schools that I attended ... the way I was taught to carry myself ...there is a disconnect at times between myself and the students” (Mr. X, observation, March 14, 2016). He identified “the training, or the opportunities” (Mr. X, observation, March 14, 2016), as the biggest difference between his experience and that of his students, his catholic school elementary and secondary experience, and his long married professional parents were also very different from the experience of his students. Differences in food security and higher educational opportunity were other significant areas of difference between Mr. X and his students. He pointed out that “working in a school with young minds who have different experiences” (Mr. X, observation, March 14, 2016), than his own made him inadequately prepared for some situations. Mr. X noted the difference in life experience as affecting his behavior expectations and ability to understand how insecure students might feel outside of school.

Mr. X suggested that reflecting on the difference between his experience and identity and that of his students might help develop his empathy towards them. He noted “how prevalent the deficit mindset is within the American Public School system” (Mr. X, observation, March 14, 2016), and how CRP pushes teachers “to question our own practices around student achievement and ideas about environments in which students of certain backgrounds might be most successful” (Mr. X, observation, March 14, 2016), suggesting systematic reflection into bias and empathy might positively impact teacher student relationships and teacher’s ability to see through the lens of students. Through more and more interactions with students he “was able to form an understanding, and through reflection about my students, and what they see every day... able to reach a point on an empathy spectrum that is closer to my ideal position” (Mr. X, journal, March 14, 2016).

Reflecting on Linguicism may have helped Mr. X recognize some privilege, examine bias around language and class and understand how they intersect with his cultural and linguistic identity and how these things impact his empathy and relationship with students. Journaling and meditation supported his reflection in to his cultural and linguistic identity.

Sharing of journal reflections may have supported Mr. X in realizing that administrators can be effective reflective partners regarding student behavior. The process helped him unpack experiences that helped him understand bias. “When I first got to the classroom, expecting students to already have what I had, it was really hard for me to understand ... it came to me as a huge shock...didn’t understand why so many kids didn’t want to go on breaks ... many kids find a safety in school many of them have unfavorable conditions they have to go home to” (Mr. X, observation, March 22, 2016).

Examining how music is connected to emotions and cultural and linguistic identity helped Mr. X identify why he became an educator, “the one song that came to mind for me... that really stirs up emotion ... when I hear it, it’s a Kanye West song “Dreams Come True”... he talks about the dreams he has... growing up in the wrong part of town with the wrong skin color... that’s what made me want to go into teaching... to create equity” (Mr. X, observation, March 22, 2016).

Analyzing the lyrics to Tupac’s “Keep Ya Head Up”(1993) to explore how analyzing HipHop texts might support student’s ability to identify main idea and detail, evidence from the text, and justification by applying interactive writing to the analysis of HipHop lyrics helped Mr. X reflect

on his cultural and linguistic identity and develop awareness of student's cultural and linguistic identity. Mr. X quoted the first line in "Keep Ya Head Up" (Shakur, 1993) and related it to identity. "Some say the blacker the berry, the sweeter the juice, I say the darker the flesh then the deeper the roots" (Mr. X, observation, March 22, 2016).

Reflecting on Linguicism also helped Mr. X become more aware of his linguistic bias and how the practice of teaching situational appropriateness might help mitigate that bias. Identifying a personal experience with Linguicism helped Mr. X realize that he corrects "students time and time again on the ways that they speak... they just need to have that frame of reference of when it's ok to speak a certain way and what time it's not" (Mr. X, observation, March 22, 2016) suggesting the intervention helped him identify bias in his relationships with student's and shift towards a practice supportive of stronger student teacher relationships.

The guided meditation at the end of the session helped Mr. X identify the need to remain positive with struggling students, to work from a strength based framework rooted in students background to increase their academic achievement, and to recognize when to ask for help. Everyone that shared, identified their struggling students faces as being the main thing that surfaced during their meditation. Mr. X identified a struggling student's new found success with writing and some challenges in the student's home environment with his academic struggles as an example. Mr. X has a student who's "father was incarcerated...has a lot of things going on...the anxiety ...he experiences with his writing, his whole body just tenses up...he wants to be great at writing and everything else...sometimes it's really hard for him. He ... showed...effort today... it made me feel really good, his face came up...during meditation" (Mr. X, observation, March 22, 2016).

Reflective journaling in the intervention led to a change in Mr. X's reflective practice as he began using a reflective journal outside the parameters of the study to support his personal reflection. He identified his work on systematic reflection as what changed his practice and suggested "it has helped ... focus... and optimize time planning" (Mr. X, observation, April 8, 2016). Mr. X's shift in practice and the realization that prior professional learning experiences rarely focused on reflection suggest that systematic reflection might help shift teacher practice. Mr. X shared how he "took the time to think about all things I did well first ...write it down, and then...write about what I can improve, I've started to do this because of our meetings" (Mr. X, observation, April 8, 2016). He indicates that the intervention directly impacted his practice in the area of personal reflection. Mr. X suggested that involving students in the reflective process was also a critical change in his practice that was rooted in the intervention and a process that led to stronger student teacher relationships. . Consistent reflection in professional learning helped Mr. X explore unexamined bias and make shifts in his personal reflective practice.

Mr. X suggested that focusing on reflection created space to "consider... students, ways to support them academically and behaviorally... made attempts at meditation in my spare time, but...find it hard to focus with all of the millions" (Mr. X, observation, April 8, 2016). Mr. X's reflection on his relationship with students as well as how that relationship affects behavioral and academic engagement illuminates how systematic reflection might function as a mechanism to improve awareness of student academic engagement.

Systematic reflection may support the development of trust amongst groups of teachers, Mr. X emphasized how hard it can be to find people who are capable of understanding the unique circumstances of teaching and points out some gender bias that exists regarding teachers when he tries "to talk to friends about it, they're like well why are you even a primary teacher, you're a guy, why not choose a different profession" (Mr. X, observation, April 8, 2016).

Mr. X. claimed teachers are not "able to be solid in our practice if we don't go back and think about and consider our own backgrounds in relation to our student's, then we're bound to make assumptions about students and why the can or cannot learn" (Mr. X, observation, April 8,

2016). “I need time, and questions that allow me to dig deeper into the situation so that I can come up with effective solutions according to what is really going on” (Mr. X, observation, April 8, 2016), indicating time to process and strong reflective questions can support the development of systematic reflection. There may be an important connection between reflective practice and teachers’ ability to be present and aware of student academic engagement. Analyzing academic research investigating the connection between systematic reflection and awareness of student engagement helped make shifts in instructional practice towards being more responsive to student learning as well as increasing opportunities for students to engage in reflective practice with Mr. X.

Mr. X stated that systematic reflection functioned as a mechanism to support him in an emotionally challenged situation and that it was key to him implementing practices learned in the intervention in his classroom.

Student academic engagement. Applying systematic reflection to student academic engagement supported a shift in teacher focus away from themselves and what they do, towards students and how they respond to teacher moves and provided insights into Mr. X’s understanding of power dynamics in schools and between teachers and students. He struggled to shift his lens to his “students due to the power structure in the classroom...still striving to find a rhythm in my classroom in terms of management, and have a fear of sharing classroom power” (Mr. X, observation, April 8, 2016). He explored his fear of letting go of control and suggests students might “not be able to handle the expectations of staying focused on their tasks, and that the activities that I am ‘facilitating’ will appear to be mass chaos (Mr. X, observation, April 8, 2016). Mr. X’s fear is tied to “how others would view this chaotic classroom environment...that it would reflect negatively” (Mr. X, observation, April 8, 2016), suggesting another possible obstacle to awareness of student academic engagement.

Defining student academic engagement from academic research developed a nuanced understanding of the different levels of behavioral and cognitive engagement and how access to content impacts student academic engagement. Mr. X “defined student engagement and academic work as psychological investment and effort directed toward learning understanding or mastering the knowledge skills or crafts that academic work is intended to promote” (Mr. X, observation, April 8, 2016).

The group was resistant to conceiving of student academic engagement as a hierarchy lest they be negatively judged on their practice and instead constructed a definition that conceives of student academic engagement as a continuum that students move back and forth on during a lesson. Mr. X suggested that “it’s not black and white, there are levels of engagement...students can appear completely engaged in a task but might be doing it out of norms and rituals instead of being truly engaged or curious...You can be behaviorally engaged but not cognitively engaged. Some students don’t have the access they need to engage that’s what I’m seeing” (Mr. X, observation, April 8, 2016). Mr. X supported the group in thinking about student academic engagement as a continuum as opposed to a hierarchy.

Video inquiry into student academic engagement helped Mr. X realize that student’s responses to teacher moves is at the core of student academic engagement. He identified the way he corrects student language as a practice that he wanted to work on as a result. He discussed the nuances of student academic engagement “psychological and emotional investment, a feeling of belonging” (Mr. X, observation, April 8, 2016). Mr. X identified discourse training and the ability to debate in complete sentences as indicators of academic engagement suggesting the video inquiry task supported systematic reflection on student teacher relationships as well as awareness of student academic engagement and that academic language is an important indicator of academic engagement. Mr. X identified teacher moves like affirmation, appreciation of student engagement, and modeling academic language from the video that led to academic engagement.

Mr. X identified how he interacts with student language and was able to get ideas from the video inquiry about how to better affirm student language, he also realized that using informal language and vocabulary instruction can both be important strategies in creating student academic engagement an indication that video inquiry might help teachers engage in language development practices as well as understand deeper nuances of student academic engagement. Mr. X noted a “connection between Linguicism and student engagement” and suggested that the complexity of discourse and texts students were exposed to was different as well as student’s ability to respond. He identified the feedback frame “I love it, I would love it more if you did this” (Mr. X, observation, April 8, 2016), as a practice that was affirming of students. He highlighted the teachers use of Total Physical Response, and it’s positive impact on student’s engagement, indicating video inquiry into student academic engagement supported Mr. X’s ability to recognize the qualities of student academic engagement in students. Video inquiry demonstrating high levels of student academic engagement inspired Mr. X to change his practice. Mr. X suggested that if his students responded like the ones in the video he “would jump up and click heels if they were feeling what we are doing like that not just paying attention” (Mr. X, observation, April 8, 2016) indicating how video inquiry raised his awareness of student academic engagement.

Mr. X noticed the teacher attended to linguistic precision and that it supported student’s ability to articulate and interact with one another, suggesting how vocabulary instruction might impact student academic engagement. He noticed that students “knew how to go about defining answers...able to give at least that much to the class... It wasn’t enough for them to give a correct answer, they had to give a complete sentence and include the units for it to all to be correct and the other students prompted each other to do that” (Mr. X, observation, April 8, 2016). Mr. X identified activities in the intervention that impacted him in a reflective journal: “talks about student academic engagement help me... see that there are several different types of engagement. Slowing down my practice will provide a stronger idea of the different levels of engagement during my lessons, and how to cultivate stronger feelings of curiosity from my students” (Mr. X, observation, April 8, 2016). He suggested the intervention helped him spend “a good deal of time considering the level of access for... students, and how their levels of engagement would be affected if they were to have more access to each lesson” (Mr. X, observation, April 8, 2016) identifying a way in which systematic reflection might function as a mechanism for developing student academic engagement. Mr. X identified shifts in his instructional practice drawn from the intervention that might affect student academic engagement and expressed discomfort that it had not occurred to him before. He shared his reflection with the group and noticed that it was “probably the most truth... ever put into a journal entry. Ms. Z asked me in the beginning what was wrong. I was definitely dealing with a couple pieces...” (Mr. X, observation, April 8, 2016), suggesting that engaging with the intervention and interacting with other participants supported his emotional processing.

Writing a reflective journal and sharing it with colleagues focused on feeling disengaged with school revealed that all of the teachers involved in this study had negative experiences with schools and teachers that led to low levels of academic engagement and achievement. Mr. X identified disengaging instructional pedagogies that “stemmed from a typical traditional model of teaching to the middle without any...checking for understanding. I remember ...crying in the hallway” due to his low scores and inability to understand the teacher (Mr. X, observation, April 15, 2016). Mr. X characterized his experience as traumatic and connected this traumatic experience with a lifelong negative association with science indicating how the intervention might support teacher’s emotional processing and identification of beliefs and practices that are disengaging for students.

Mr. X identified a student who has difficulty picking up on paraverbal and nonverbal cues as being particularly challenging. Synthesizing research on academic engagement illuminated some possible connections between the quality of student and teacher relationships and student academic

engagement and helped Mr. X define “Student academic engagement ...the degree to which kids are connected with what’s happening in the classroom” (Mr. X, observation, April 15, 2016). Mr. X connected the group’s shared experience of having psychological investment with schooling squashed to systematic reflection on student academic engagement. He pointed out some nuances of engagement; “Psychological investment... there are levels of engagement, behavioral engagement doesn’t equal cognitive engagement. It is possible for students to appear on task, it’s a continuum, off task, oppositional or defiant, there is a continuum going to on task, participation, motivation, stimulation moving to academic engagement” (Mr. X, observation, April 15, 2016) indicating how the intervention impacts awareness of student academic engagement. Participants begin to co-construct what disengagement looks like, Mr. X indicated a student that “sits right there hiding in plain sight...a level of disengagement as well. There is a behavioral engagement but a lack of cognitive engagement, psychological disinvestment, exact opposite of being cognitively engaged with what someone is doing” (Mr. X, observation, April 15, 2016) indicating how examining disengagement helped Mr. X become more aware of student academic engagement.

Comparing and contrasting student academic engagement between a video of a culturally responsive lesson and a lesson that uses more standard pedagogies may support a deeper understanding of student academic engagement and the teachers qualities that are supportive of it’s development. Mr. X suggested students are more comfortable with their teacher “because their teacher was a general reflection of them...the kids knew she was a genuine person that they wanted to listen to” (Mr. X, observation, April 15, 2016), indicating another way student teacher relationships might impact student academic engagement.

Mr. X identified students engaging other students with academic content as a strong indicator of student academic engagement and highlighted the teacher’s willingness to make mistakes as being high leverage for student academic engagement. “She doesn’t necessarily always have the perfect vocabulary, you can see her stop and think...Students can see she is not a perfect human being, which makes students feel more comfortable sharing what they know or making a mistake” (Mr. X, observation, April 15, 2016), again indicating the impact of teacher student relationships on academic engagement. Mr. X found the level of student academic engagement “harder to gauge...than the other one in terms of student engagement...there was students everywhere they could lay on the carpet and be together. I couldn’t tell who was actually contributing and who was sitting back and trying to get lost in the shuffle” (Mr. X, observation, April 15, 2016).

A video inquiry of a second lesson that applied HipHop Pedagogy highlighted differences in the quality of student academic engagement in lessons that are culturally and linguistically responsive. Mr. X identified “call and response...movement...was key, students got a chance to actually participate...to hold the drum and play the drum with a beat, everything was relevant to their lives and she tied it back to their experiences and what their listening to musically...everything stems from 400 years ago in Africa” (Mr. X, observation, April 15, 2016), indicating other practices that might support academic engagement, and illustrating in particular how culturally and linguistically responsive pedagogy might impact student academic engagement. Mr. X noticed the teacher’s pacing, use of academic language, and her enthusiasm as qualities that also seem to support student academic engagement. He identified “something special about the quality of her engagement with her own work...academic engagement doesn’t always have to do with kids language. Kids may show us academic engagement with their bodies or other modalities. I’m still mad at my 6th grade science teacher Ms. Vanilla who could barely fit through the door” (Mr. X, observation, April 15, 2016) suggesting the inquiry task and focusing on disengagement strongly impacted his perception of student academic engagement.

Systematic reflection on student academic engagement and video inquiry inspired Mr. X to request that his colleagues share more of their struggles and challenges to support his learning. Participants noted high levels of engagement with the intervention and Mr. X used the opportunity to humanize the experience of teaching and learning, “it feels like it’s necessary sometimes to keep my sanity and keep myself aware that I am a human being in a classroom... that I don’t have to just produce, produce, produce...it’s the same for the students they can’t just sit...and produce...this is about our humanity” (Mr. X, observation, April 15, 2016). As an example of a way he recently made a shift in his instructional practice that he felt positively supported student engagement and humanizing practices in the classroom he shared a literacy lesson based on textual analysis of a HipHop song that he used in academic language development time.

Mr. X highlighted how systematic reflection on student academic engagement supported changes in his practice by helping him “consider the things that would get me...engaged if I were sitting through a lesson” (Mr. X, observation, April 15, 2016). He came up with the idea of “cutting up apples to introduce fractions...had every eye in the class... using ‘snack time’ as a means of explaining the concept of fractions of a whole, and beginning the discussion about equivalent fractions” (Mr. X, observation, April 15, 2016) indicating how the intervention might impact student academic engagement. He suggested the motivational power of a hands on lesson and a snack positively impacted student academic engagement as “students who had not volunteered information all year had their hands up, ready to share as the real world topics of fairness and equality were brought down to the level of an apple being cut into pieces so that everyone could share” (Mr. X, observation, April 15, 2016).

Applying systematic reflection to student academic engagement may develop the high levels of awareness in teachers necessary to recognize subtle nonverbal shifts in student cues, and support students in better recognizing teacher cues. Leveraging academic research to develop an understanding of academic engagement supports teachers’ understanding of the connections between student and teacher relationships and academic engagement. Mr. X identified “reading the articles, participating in conversations, and from viewing the film” (Mr. X, observation, April 22, 2016), as aspects of the intervention that impacted his awareness of student academic engagement and helped him realize “that curiosity is at the forefront of engagement” (Mr. X, observation, April 22, 2016).

Video inquiry can generate topics and scenarios for systematic reflection. Video inquiry in to student academic engagement promoted a high level of engagement with the intervention for Mr. X. He identified questioning as a teacher move that impacts curiosity and student academic engagement, “getting my students talking about their curiosities pulled the classroom out of a slight stupor. Students realized...they often...wondered about some of the same things...I noticed...students visually perked up and it appeared as if the students were paying closer attention than in other situations” (Mr. X, observation, April 22, 2016), providing evidence that his awareness of student academic engagement has been positively impacted by the intervention. Using video of lessons that demonstrate HipHop pedagogy supported Mr. X’s implementation of HipHop Pedagogy and texts to develop academic language. The intervention positively impacted Mr. X’s awareness of student engagement. Becoming more aware of student academic engagement can be an emotional process for teachers. Awareness of student academic engagement impacted Mr. X’s instructional practice as he planned to use student’s “curiosities... as connections for future lessons...if I tie student curiosities together with lesson content, I will have a stronger level of student engagement throughout” (Mr. X, observation, April 22, 2016).

Critical Literacy. Systematic reflection and analysis of academic literature focused on critical literacy helped teachers develop their understanding and practice of critical literacy. Systematic reflective practice helped Mr. X make a connection between critical literacy and student

academic engagement more closely examine his relationships with students, and create more positive perceptions of students via the development of multiple perspectives. Mr. X shared his initial perception of “critical literacy as a process of breaking down academic vocabulary piece by piece for a stronger understanding...diving deeper into the subject matter areas...asking students to apply the new terminology in classroom conversations, tasks, and assessments” (Mr. X, observation, May 13, 2016). He noted that literacy is an area where he attempted to apply HipHop “to provide my students with a musical aid to help them...navigate...difficult curriculum...a hip, visual explanation of a certain topic of study. ...to push critical literacy with my students in working on plot elements, spelling, grammar, and conventions” (Mr. X, observation, May 13, 2016). Mr. X clearly identified the process of systematic reflection as a support to deepen and change his professional practice and develop more positive frames regarding students and his instruction. He stated that systematic reflection functioned as a mechanism to support him in an emotionally challenged situation.

Mr. X focused most on the concept of positionality and the potential of critical literacy to support comprehension. Mr. X identified an impact of the intervention as a new insight about Critical Literacy defining it as “textual analysis, being able to understand text. It talks about positionality, gaps and silences, who’s missing or left out. Power and interest, which benefits, whose view is it, whose reality? It helps explore what is personal versus what is reality... if you could zoom out and watch this video game of life ...what really is reality” (Mr. X, observation, May 13, 2016).

Mr. X also noted that mental textual analysis was more important than writing and connected the practice of critical literacy to the complexity of texts that educators are likely to present to students. He connected critical literacy with systematic reflection and student academic engagement citing “the increasingly complex and powerful ways in which learners can learn to evaluate and interpret, and thus reflexively examine their own personal histories ...and encounter the structures of the social and material world around them” (Mr. X, observation, May 13, 2016). Mr. X asserts “there is a tie between critical literacy and education and it is a possible tool to achieve educational equity” (Mr. X, observation, May 13, 2016).

He recognized the low level of textual complexity with “mundane topics less heavy topics...watered down topics, that’s what we think kids need to support their understanding as opposed to texts other cultures are showing their students” (Mr. X, observation, May 13, 2016). Mr. X suggested other countries “show students every bit of material...beginning readers as part of learning to read, learn to invest their families, their games, their schooling...with a monumental and luminous quality” suggesting far reaching outcomes of critical literacy and student academic engagement. Mr. X observed that Critical Literacy covers a “distinctive body of curricular knowledge... across a broad range of current...subjects... knowledge of textual practices that have to do with reading, instructing, analyzing, evaluating, and interpreting... text...this is the most significant and portable knowledge learners can take from educational experiences” (Mr. X, observation, May 13, 2016), indicating how the intervention may have impacted his understanding of critical literacy.

Participants applied critical literacy to the children’s story Click Clack Moo in order to deepen their understanding of the concept and scaffold their practice. Mr. X accessed the text via the lens of positionality, suggesting there may be a narrative of struggle for the character generally perceived to be in a position of power. Mr. X suggested that critical literacy might play an important role outside of school as well and connects critical literacy to social justice. He observed that information presented in schools is presented as absolute truth, thus providing a compelling rationale to create a discourse of multiple perspectives and possibility. “We have to create a generation of children who can ask these questions and not just accept whatever it is that they are told, not only do we not question the written word much, kids have so much access to multimedia very few ever question what they see on a screen...it’s a struggle” (Mr. X, observation, May 20,

2016). Using children's stories to develop the practice of critical literacy helped deepen Mr. X's understanding of the concept.

Applying critical literacy to HipHop texts helped teachers use HipHop in the classroom and help them empathize with students. Mr. X shared that he has tried using HipHop to develop literacy in his classroom. He also shared resources to other HipHop texts he had found. Mr. X suggested that using HipHop texts supports student academic engagement and social emotional learning.

Mr. X applied critical Literacy to a HipHop text, the song "He Say She Say" by Lupe Fiasco (2006). Mr. X was familiar with the song and was surprised that applying a critical literacy framework to the lyrics deepened his understanding of the possible meanings of the song. Mr. X connected the experience expressed in the song to a student he was working with in his class demonstrating how critical literacy applied to HipHop texts might function as a mechanism to support systematic reflection on student academic engagement.

Critical literacy helped teachers provide multiple perspectives and construct counter narratives from those multiple perspectives. Mr. X contributed to providing multiple perspectives and cited evidence from the text by singing to support those narratives, suggesting other ways critical literacy applied to HipHop might support systematic reflection and student academic engagement. Engaging in systematic reflection on the academic engagement of a challenging student he was dealing with helped Mr. X slow his teaching and student learning down, build multiple perspectives and helped him arrive at his own solutions a process much more likely to impact teacher practice than receiving outside recommendations and another way the intervention may have impacted teacher practice.

Systematic reflection helped Mr. X develop more positive perceptions of the challenging student and his parents and changed his practice to meet his needs. Mr. X's narrative reflected the tension many teachers hold in reaching challenging students and still meeting the needs of the rest of the students. Mr. X began to explore alternative viewpoints and explanations and generated his own questions regarding the student's behavior.

Systematic reflection helped Mr. X moved from deficit views to more positive views about students, and helped him shift his instructional practice. Mr. X clearly articulated how systematic reflection functioned as a support to deepen his professional practice. He stated

Reasonable human beings know a good idea when they hear it...sometimes it's hard to put yourself in that frame of mind...I was able to take away ... a lot of great ideas and things I wasn't necessarily thinking about, so I'm going to put aside some...things in my mind, and really try to hear...people...take some notes and reflect on it later (Mr. X, observation, May 20, 2016).

After the systematic reflection on his student the teachers engaged in a critical literacy analysis of "I Know You Got Soul" by Eric B & Rakim (1987) and Mr. X began the analysis by responding to the questions: Who wrote the text? What do they want us to believe? He situated the song historically and contextually to support his analysis. "Rakim wrote it. He wants us to believe that he has soul...It ain't where you're from it's where you're at. Instead of all the east coast versus west coast stuff...He's the best" (Mr. X, observation, May 20, 2016). Mr. X provided some justification for his reasoning and suggested some voices that might be missing from the narrative. Mr. X shared a HipHop educational resource with colleagues stating, "if you are interested come talk to me and I'll show you how to use that. Can be used to teach Metaphors similes plot arcs" (Mr. X, observation, May 20, 2016) indicating how the intervention may have impacted teachers' practice. He identified a HipHop text and suggested that critical literacy might help students find the missing voice suggesting a way critical literacy might be applied to HipHop texts.

Mr. X reflected on the qualities of academic engagement he has noticed using HipHop, “kids rapping along ...moving and grooving to the beat, spelling words and vocabulary...There is a whole lot of conversation we can have...kicking myself for not having thought of this sooner” (Mr. X, observation, May 20, 2016), indicating another way the intervention might have impacted his practice. He then shared the song digitally with the other teachers and reiterated how engaging in systematic reflection with the group supported the development of a more positive frame. “Thank you everybody for your support and your words and I really am optimistic” (Mr. X, observation, May 20, 2016).

Mr. X noted critical literacy might transform the process of acculturation in schools for students of color and recognized it is a pedagogy that can be applied widely across the curriculum. Mr. X’s “initial understanding of critical literacy dealt with academic vocabulary and forging a deeper understandings that traversed disciplines and subject matters. After reading and observing, I now see that in many ways, critical literacy deals with point of view and...cultural influences” (Mr. X, observation, May 20, 2016), indicating how the intervention impacted Mr. X’s understanding of critical literacy. He described a lesson where he applied critical literacy to a story his students knew well that helped them recognize the “many voices... missing from the story” (Mr. X, observation, May 20, 2016), illustrating another way the intervention impacted his practice. Mr. X detailed how critical literacy helps develop multiple points of views by asking the critical literacy questions about voice and counter story and how students struggled to shift their perspective because they knew the story so well.

Critical literacy as a professional learning topic may support teachers’ recognition and understanding of power dynamics in school and society and develop awareness of student cues critical to managing behavior. Mr. X shared that the impact of the intervention on critical literacy for him was the understanding that “critical literacy, is inquiry...pushing student curiosity...asking them to question what it is that they are reading...starting to pay attention to the choices that authors are making, and what those choices say about the author and the perceived message” (Mr. X, observation, May 27, 2016). Mr. X connected critical literacy to student academic engagement and his plans for implementation consisted of “providing students with strong essential questions to focus on, and holding discussions that push beyond the boundaries of the text...to include author motivation, cultural differences, and differing points of view ... to bring about a stronger curiosity and improved engagement from students” (Mr. X, observation, May 27, 2016). Mr. X suggested critical literacy might function as a mechanism that “gives students a chance to own the information that they are working with through cultural connections and deepened curiosity” (Mr. X, observation, May 27, 2016).

Mr. X observed that critical literacy might be an important mechanism in social justice education. He noted how awareness of student cues is critical to managing behavior and ensuring that schools do not replicate the power dynamics of prisons. “Kids would come up to camp... that would have the most trouble in class conforming... would be...the kids that did the best in that setting and the teachers would be like wow. The kids would actually have a chance to be themselves” (Mr. X, observation, May 27, 2016), a realization brought about by the intervention and his prior experience as an outdoor education teacher. Mr. X suggested that “trying to give...students a chance to be themselves and not make school a prison atmosphere” is an important element for student academic engagement.

Mr. X noted the impacts of the intervention and the importance of balancing personal and systematic reflective practices, “it helped...become more intentional with my pedagogical choices... make goal-oriented decisions in my practice...students light up when they... hear familiar hip hop songs...students who rarely...volunteer information, vigorously raising their hands and wanting to share information” (Mr. X, observation, May 27, 2016), indicating that systematic reflection

supported the development of student academic engagement and shifts in instructional practice that include HipHop texts. He noted that utilizing HipHop texts as a site of inquiry supported student academic engagement as well as noting obstacles to implementation. Mr. X also had “issues...with using HipHop and Critical Literacy... the time commitment, along with managing high-energy situations while getting students to produce the desired results...I can see in my student’s body language, and demeanor in class, that there has been an improved level of understanding and ownership in the subject matter” (Mr. X, observation, May 27, 2016).

A balance of individual and systematic reflective practice was key to impacting Mr. X’s instructional practice. Meditation in teacher professional learning helped Mr. X understand how critical literacy may impact student academic engagement.

Other Impacts. Mr. X identified music, technology and multimedia as the main culturally relevant practices in his classroom, which constituted a wider array of practices than he identified prior to the intervention. The intervention supported his ability to engage in collaborative reflection with other teachers and built relational trust and a common language. Developing systematic reflection, awareness of student engagement, and critical literacy sequentially may help teacher use HipHop in the classroom to support their academic engagement and align content to areas of student interest. The impacts of the intervention may have affected teachers who did not participate in the study particularly in the area of lesson planning. Developing culturally and linguistically responsive teaching can support the affirmation and validation of students. Affirmation, validation and culturally and linguistically responsive pedagogy are important in creating student academic engagement are mechanisms that might positively impact student motivation. HipHop is an important tool in implementing culturally and linguistically responsive pedagogy.

Ms. Y’s Learning Process

The degree of change on some indicators was dramatic and others were more moderate as Ms. Y had less room to grow in some areas. Her process data helps us understand the stronger and weaker impacts of the study, in comparison to other cases, as well as important changes in practice not seen in Ms. Z’s or Mr. X’s case, which helps draw some stronger conclusions regarding the efficacy of the intervention as a whole.

Systematic reflection. At the beginning of the intervention Ms. Y opined: “it’s nice to know how different experiences have shaped our ideas of empathy...love that we started with this...last thing we ever talk about...love...we started with something personal. This is critical because we’re treated like robots and we’re not robots” (Ms. Y, observation, March 6, 2016). Socially constructing a definition of empathy and examining an article on the neuroscience of empathy: helped engage Ms. Y with the intervention; illustrated how it might function as a mechanism to build relational trust amongst teachers and supported the development of multiple perspectives on empathy. Ms. Y suggested examining bias and defining empathy might support teacher’s awareness of their relationships with students “showing empathy to young people...also... how I need them to have empathy for me too, you know? It’s reciprocal we’re a community here” (Ms. Y, observation, March 4, 2016). Ms. Y identified the “difficulty...when everybody has a melt-down” (Ms. Y, observation, March 4, 2016), of needing to intervene with some students but let others “deal with their problems amongst themselves” (Ms. Y, observation, March 4, 2016), suggesting the intervention helped teachers surface tensions in their work.

Systematic reflection helped Ms. Y create humanizing space, connect personal empathy with the larger societal context, and identify the understanding that different people require different things when they are emotional is important to empathy. Reflecting on empathy generated the realization that many assumptions about student teacher relationships that are rarely tested or examined. “There’s this feeling of: I don’t have to do this, it’s not...my job... also this assumption that I am being empathetic but really my students might not...feel that way...how do we know? It’s

hard to gauge... relationships with students. It would be really cool to give students surveys...to give us feedback about our empathy” (Ms. Y, observation, March 4, 2016). Academic research regarding empathy in teacher professional learning supported the development of systematic reflection and multiple perspectives in teachers. Ms. Y defined empathy as “walking into a room and sensing what is going on energetically/emotionally... speaking with someone and feeling their pain... putting myself into another’s shoes... not as automatic for me” (Ms. Y, observation, March 4, 2016). Ms. Y expressed curiosity about other people’s perspectives and suggested empathy supports the ability to accept other people.

Reflective journaling developed Ms. Y’s insight into her personal schema with empathy noting the ability to see multiple perspectives as both important and challenging in constructing relationships with others and citing research on empathy as helping her make sense of the idea. Research supported the development of a flexible conception of empathy. Teachers’ family and educational experience were other things that shaped their perceptions of empathy. Her “upbringing--living in fear of...father and having a mother who was often left to pick up the pieces of her own... and brother’s lives after interacting with him. Empathy started with mother... also moved every 3 years to a new state or country, and being the “new” kid... looked for empathy from others” (Ms. Y, journal March 4, 2016). Ms. Y suggested she had always been a sensitive person volunteering, raising funds for cancer and church and cited moving to South America and seeing the extreme poverty and wealth she “had never known existed, seeing starving children...living in filth yet with TV and stereos” (Ms. Y, observation, March 4, 2016) all helped develop empathy. She identified that the experiences important to the development of her empathy also taught her “education was they way out of it...that is why I became a teacher...and ended up here” (Ms. Y, observation, March 4, 2016). She cited Hitler and Stalin as boys that “had no one to hear them or help them through the abuse they suffered...horrible father, silent mother, no relative or teacher to reach out to them... it creates a psychopath” (Ms. Y, observation, March 4, 2016). She explored her professional ethic noting the “importance of service... being exposed to... the situations of others . . . that being ‘better than’ or ‘less than’ another human being has no place... to give when one can. Our lives and planet both depend upon cooperation and helping, rather than pushing away and judging” (Ms. Y, observation, March 4, 2016).

The experience yielded a nuanced description of a key tension “in teaching one must have a line empathy, absolutely... must ... hold empathy as well as push the student to struggle with the material to discover...but not so much frustration that they give up. It is a balance” (Ms. Y, observation, March 4, 2016). The tension between student well being, teacher self care and behavior management may negatively affect empathy, particularly over the long term. Compartmentalization may be an important coping skill for teachers. She suggested that when the class gets out of control she “can’t attend to the child who is feeling needy... unless it is a real emergency...empathy goes toward all the students...reminding them to calm down, take a breath, stop” (Ms. Y, observation, March 4, 2016), illuminating how empathy might impact behavior management and the relationships between teachers and students. Ms. Y identified that in first grade especially “the emotional drain can be severe... have to have boundaries with students...and families... turn it off after school... very challenging! Teachers... quit due to the emotional demands of the job. To develop... empathy I need to put myself in the other’s shoes rather than judge. Judging is just the quick fix” (Ms. Y, observation, March 4, 2016).

Co-constructing a definition of reflective practice and analyzing academic research on the subject energized teachers to focus on their instructional practice and become more aware of obstacles to reflective practice. Ms. Y shared that she abandoned reflective practice because of “time and pressure” (Ms. Y, observation, March 14, 2016). She identified informal individual reflection after school as practice and stated often “it isn’t thorough enough... it wakes me up at night...I

think about all of the things I could've done differently" (Ms. Y, observation, March 14, 2016), suggesting that investigating reflection helped reinvigorate her, apply reflection to her instructional practice and note some obstacles to reflection. Analyzing academic research helped Ms. Y connect the importance of systematic reflective practice and culturally responsive teaching. CRP is more "

collaborative and communal too, in the dominant culture it's independent learning... we are a family...it's no mystery who are...high readers and low readers...the high ones help the low ones and that's a good thing. Systematic reflection might help teachers...step out if it...observe what's happening instead of judge (Ms. Y, observation, March 14, 2016).

Using the Courageous Conversations about Race Protocol supported teacher's engagement in systematic reflection on implicit racial bias. Ms. Y. suggested that both systematic reflective practice and culturally responsive teaching might support the development of empathy and changes in instructional practice.

The group explored another research article on reflection and Ms. Y began to synthesize the meaning of reflection it "is making meaning and going into deeper connections instead of superficial ones...the nature of a reflective person...the process of reflecting on an experience...going from a disturbed state to creating harmony, it's a yearning for balance...the person needs to be curious, about...self and others' learning" (Ms. Y, observation, March 14, 2016) and suggests how developing systematic reflection might be supportive of teachers awareness of their relationships with students and academic engagement. "There's a whole scientific method behind it. You need time to reflect...an experienced teacher, versus a new teacher, veteran teachers might be able to notice things more" (Ms. Y, observation, March 14, 2016), and suggests that experience can also support reflection. Systematic reflection can be supportive for teachers who feel isolated or overwhelmed Ms. called the intervention "such a breath of fresh air" (Ms. Y, observation, March 14, 2016).

Meditation and reflective journaling on cultural and linguistic identity supported systematic reflection by helping teachers focus on prior experiences or important aspects of their identities. Ms. Y examined her cultural and linguistic identity while getting a "Masters in Applied Linguistics...be a Bilingual or ELD teacher had to undertake, precisely so that the personal baggage and undermining beliefs can be checked at the door of the classroom as much as possible" (Ms. Y, observation, March 14, 2016). She explained how she negotiates linguistic identity with students, "right off the bat ...I am not a native Spanish speaker...studied...extensively, but it's not quite the same...didn't start learning until... fourteen when we moved to Caracas... tell them how lucky they are to grow up being bilingual...helps to level the playing field a little bit...wow, I use a lot of idioms" (Ms. Y, observation, March 14, 2016), suggesting she has a positive association with bilingualism. She noted that she makes "mistakes in Spanish still, as they make them in English...helps to lower the affective filter...so students seem more at ease... and listen intently to hear a mistake" (Ms. Y, observation, March 14, 2016), highlighting how systematic reflection on cultural and linguistic identity might help teachers more closely examine their relationships with students.

Analyzing academic research connected the importance of systematic reflection and culturally responsive teaching for Ms. Y and led to the insight that both require a collective, a new understanding different from her earlier reflections regarding empathy and how it might impact her teaching practice.

Reflecting on the effect of music on cultural and linguistic identity helped Ms. Y explore nuances of her identity. "A really emotional song... about social justice ...that's why I became a teacher. For a cultural song, I have no idea, why is that?... I moved so much as a child, internationally, and all of the world music I grew up on was not necessarily my culture" (Ms. Y,

observation, March 22, 2016). After examining academic research into the effects of music on neuro-plasticity Ms. Y observed, “We now...know that dopamine increases attention and music increases the dopamine” (Ms. Y, observation, March 22, 2016) suggesting an application of academic research to practice.

Critically analyzing Tupac’s “Keep Ya Head Up” (1993) led the group to the realization that often there are multiple frames in most narratives. Using HipHop in teacher professional learning supported the development of multiple perspectives and shifts in instructional practices with students to develop multiple perspectives. Systematic reflection on implicit bias rooted in language impacted teaching and learning and reviewing academic research on Linguicism and implicit bias rooted in language helped Ms. Y understand the intersection of linguistic bias and class in schools.

Ms. Y cited research and pointed out how Linguicism often intersects with class using the example of a Palestinian immigrant taking a driving test, a skill that can be taught directly versus accessing academic content in schools, “being lower class, it is not much different from other countries, it’s the same dynamic here...the poor not having access versus the rich being educated” (Ms. Y, observation, March 22, 2016).

Ms. Y identified an experience with Linguicism and her time transferring between international and domestic schools “when I was learning Spanish in Venezuela, we learned differently so when I came to the US I was placed in lower level Spanish classes because of the Venezuelan dialect” (Ms. Y, observation, March 22, 2016).

Guided meditation and reflective journaling helped teachers reflect on their own experiences with linguistic bias in schools as both teachers and students as well deepen their understanding of their own cultural and linguistic identity. Her reflection coupled with her prior noticing regarding music and culture suggests the intervention supported her reflection on cultural and linguistic identity.

Ms. Y’s “cultural identity...is made up of...ancestral background (Polish and Irish) and... cultural/linguistic experiences” (Ms. Y, observation, March 22, 2016), suggesting how systematic reflection into linguistic identity can support more nuanced conceptions of self. Ms. Y celebrated Catholic holidays, Polish celebrities, and had polish food growing up but she related much more to Latino culture...Spanish...salsa... and...Latino music” (Ms. Y, observation, March 22, 2016).

Multilingual teachers may find it easier to be open, flexible, and show empathy and understanding for difference because they intimately understand struggling with language. Ms. Y experienced “culture shock in Caracas with a foreign language and culture, Europe in high school...and College” (Ms. Y, observation, March 22, 2016), things important in the formation of her cultural and linguistic identity and empathy. Ms. Y taught refugee students from Kenya, Bosnia, Russia, and Mexico, bilingually and with adults which helped her relate to students as well as having lived abroad in her high school years and learning another language. She stated her “identity is an amalgamation of these experiences” (Ms. Y, observation, March 22, 2016).

Systematic reflection and journaling focused on implicit bias helped Ms. Y shift her instructional practice and become more aware of underlying beliefs and assumptions. Ms. Y noted the intervention changed her practice and helped her let students “struggle a bit more... more partner time... I’m not...center staged, I feel calmer...more at peace” (Ms. Y, observation, April 8, 2016).

Participants shifted their focus from themselves to their students, and academic research focused on systematic reflection focused Ms. Y on the heightened awareness of students that it can bring. She suggested systematic reflection had a positive impact on her feelings in front of her students, “the part about presence, you know being present allows yourself to slow down, calm down, and see things more clearly so that learning can actually happen” (Ms. Y, observation, April 8,

2016). Socially constructing a definition of student engagement from the literature and analyzing a video introduced understanding and recognition of student academic engagement.

Regular systematic reflection with students impacted Ms. Y's instructional practice and awareness of underlying beliefs and assumptions. Inquiry and a focus on effective practice helped her shift deficit frames about students. Systematic reflection positively impacted student teacher relationships in the areas of empathy and patience and shifted instructional practices like giving students "the tools they need... the best preparation for the future... and let them struggle with the work before them....more wait time on my part, more partner time for kids to explain thinking around a solution/answer....more facilitation ... teaching for a shorter time" (Ms. Y, observation, April 8, 2016).

Participants engaged in a guided meditation regarding the days learning and wrote a reflective journal about their perceptions of student engagement. Ms. Y identified that reflection at regular intervals with students is the most optimal sort of reflection and noted a potential shift in practice related to meditation noting she "tried out some meditation in the class as well. Most kids...liked it...and wanted to do it again....a kid friendly meditation they...felt calmer afterwards" (Ms. Y, observation, April 8, 2016), suggesting the practice functioned as a mechanism to reduce stress and also created "a little more empathy with the mothers and where they are coming from" (Ms. Y, observation, April 8, 2016), indicating the intervention had a positive effect on her relationship with parents.

Student academic engagement. Journal reflection into academic engagement and co-creation of a definition via a synthesis of academic research supported a nuanced understanding of academic engagement that included both psychological and emotional aspects. A journal reflection yielded Ms. Y's conception of herself "as a facilitator" (Ms. Y, journal, April 15, 2016), suggesting that this role was effective with first graders. She outlined shifts in practice impacted by the intervention like "asking an essential question, having them delve into the text or their brains to figure out the answer" (Ms. Y, journal, April 15, 2016) suggesting a developing conception of student academic engagement. The intervention supported further shifts in instructional practice like a note taking strategy she learned in the intervention which she taught to students relating their success to "self control...a big part of it" (Ms. Y, journal, April 15, 2016). She suggested that the shifts in her practice helped "students start to see they have...a job" (Ms. Y, journal, April 15, 2016), a responsibility for their actions to the class "if not...the teacher intervenes...We are a democracy until we are an autocracy" (Ms. Y, journal, April 15, 2016), indicating how systematic reflection helped support Ms. Y's awareness of student academic engagement. She suggested that improved academic engagement would support student achievement.

Ms. Y suggested student's need to "feel a belonging. Engagement also depends on the time of day, hit the afternoon with first graders and it's like whooo" (Ms. Y, observation, April 15, 2016) indicating the developmental age of students may impact the range of academic engagement they display. Defining student academic engagement as a continuum and not hierarchical supported Ms. Y's understanding of the concept and made her more open to investigating student academic engagement.

Video inquiry helped Ms. Y develop a nuanced understanding of the qualities of academic engagement observing: "Paying attention, on task, students participating, raising hands, interacting with classmates motivation stimulation, be the thinkers...articulate these new ideas, it involves struggle. I wrote it down, what I know...what I saw, it's basically training them I agree or disagree" (Ms. Y, observation, April 15, 2016). Ms. Y cited pace and use of precise academic language as important teacher moves to support student academic engagement and noted less formal language with a more personal approach may support positive redirects and academic engagement. She also indicated an understanding of linguistic bias may support student academic engagement by helping

teachers expose their students to higher levels of text and discourse. Ms. Y pointed out the sentence frames that the teacher used consistently with the students and connected it to high expectations. The teacher in the video treated “kids from the beginning as if they will be attending university. I saw her teaching them how to think so they can express themselves and prepare them for their future” (Ms. Y, observation, April 15, 2016) suggesting the video inquiry helps Ms. Y understand student academic engagement. She also pointed out that nonverbal student cues may be a low inference indicator of student academic engagement, “they were sitting quietly or talking... looking at each other using their little hand signals. Total physical response... it is a real participation. They were engaged very highly engaged” (Ms. Y, observation, April 15, 2016). She also highlighted some emotional qualities of student engagement noting they were “excited to defend rationale and use precise language. They were explaining their thinking in complete sentences with academic language” (Ms. Y, observation, April 15, 2016). Ms. Y rated the engagement in the lesson as “a ten, they were all doing it. At the end...whoa so good...they used complete sentences, they disagreed, they explained their reasoning, they used academic terms ten, ten, and ten” (Ms. Y, observation, April 15, 2016) suggesting video inquiry helped her recognize the range of student academic engagement. Ms. Y’s journal reflection highlighted the use of research and the review of other teacher’s practice as supportive of creating shifts in her practice. The video inquiry “was great!... really liked watching the teacher... liked reading these articles and learning more about student engagement and learning how I can do it...a good reminder... to... be more positive with what I’m doing...put in more for my students that need extra help sometimes” (Ms. Y, journal, April 15, 2016), suggesting that analysis of academic research and video inquiry helped develop Ms. Y’s understanding of student academic engagement and be more aware of her relationship with students.

Reflective journaling followed by systematic reflection provided nuances and insights into Ms. Y’s identity illustrating how reflecting on disengagement functioned as a mechanism to surface teacher’s trauma. Ms. Y recounted a “traumatic experience...this lady was awful she was like a little dictator and she would stand in front and have us memorize theories and postulates...she would humiliate us if we got one word wrong...we would have to stand up in front of the class the next day until we got it all right, it was horrifying and I of course got F’s because I was a terrified child...she was just like my dad” (Ms. Y, journal, April 22, 2016).

Ms. Y described learning as emotional and recounted a vividly painful experience that clearly identified hurtful teaching practices related to power and oppression which made her want to disengage with school. Ms. Y talked about the emotional impacts of this kind of school experience remembering “shaking going into the class, and then worse got worse, every morning before school to memorize postulates and theorems with her...she swore in my face she called me a bitch. I was a very nice, very quiet child and I just started crying, it was horrid. She...called me a horrible student, and called my parents” (Ms. Y, observation, April 22, 2016), suggesting examining disengagement helps her empathize with and be more aware of students. The shaking, fear, avoidance, and uncontrollable weeping resulting from this kind of experience are possible indicators of trauma.

Practicing awareness of nonverbal cues may support awareness of student academic engagement, “We have to be hyper aware to pick up subtle nonverbal shifts. Ten percent of communication is verbal twenty percent is nonverbal, and seventy percent is paraverbal. Students must develop the ability to read teachers and teachers have to pay attention in professional learning it’s true isn’t it” (Ms. Y, observation, April 22, 2016).

Synthesizing academic research on student engagement and analyzing videos of teaching and learning helped Ms. Y connect student academic engagement directly to the experiences students have with teachers and better recognize cues students give when disengaged. “Students need to have a sense of feeling...belonging and participation...these are the two biggest factors of

student academic engagement as well as connection with adults around the school, not just any connection but a protective relationship with nonparents” (Ms. Y, observation, April 22, 2016). Ms. Y reflected on her own experience with students and suggested some students who appear disengaged seem to be learning and remembering what is presented in a lesson, she also pointed out examples of students who appear disengaged. Combining research with her practical experience provided some important observations regarding cues students give when they are “disengaged, students are oppositional. Head down, non verbal, low energy, visually depressed, slouching, sigh, yawn, look elsewhere, they look far away. They test you, the rules, norms, and boundaries. They become class clowns. I have a kid that goes Woooooo....they distract you” (Ms. Y, observation, April 22, 2016). “We have to be careful when we see these behaviors not to make an assumption, but these are the times we need to check for understanding” (Ms. Y, observation, April 22, 2016), indicating a way systematic reflection on disengagement supports awareness of student academic engagement. She also suggested ambiguity might be a passive form of disengagement. “Kids...look like they are paying attention, on task, alert, looking at the teacher, but they can’t tell you a thing...this drives me nuts. That was me...I was disengaged because it was so boring. Teachers would tell us to just sit there and be quiet” (Ms. Y, observation, April 22, 2016).

Comparing and contrasting two different videos on student academic engagement helped Ms. Y better recognize both verbal and nonverbal indicators of student academic engagement as well as specific student actions and responses to teacher moves. Ms. Y noticed the qualities of the teacher her warmth, the feeling of safety and trust she had with her students and student responses like “explaining their thinking, that was interesting...they were all doing it in their own way...using academic language...she didn’t frontload vocabulary I thought it was great they might not know the vocabulary but they know what it is...she contextualized” (Ms. Y, observation, April 22, 2016).

Video inquiry helped Ms. Y recognize it is possible to sustain student academic engagement for an entire lesson as well as recognize student cues for academic engagement. Ms. Y noted some verbal and nonverbal indicators of student academic engagement “leaning in... talking in high voices...quickly... small groups...strong level of participation” (Ms. Y, observation, April 22, 2016). She identified more concrete indicators as well and asserted the students were academically engaged “until the end...she started making the real world connection, ...students dug into the ideas in the lesson... The posters are a perfect example of the work they put in...methods they used ...they all produced a product” (Ms. Y, observation, April 22, 2016), indicating an impact on Ms. Y’s awareness of student academic engagement. She noted students who “used their own thoughts and language to discuss the ideas. Most...trying to explain their reasoning...did checks for understanding and built consensus with each other” (Ms. Y, observation, April 22, 2016), demonstrating a deepening understanding of student academic engagement cues.

Systematic reflection and video inquiry into how teaching pedagogies that incorporate HipHop affect student academic engagement can deepen teachers’ understanding of the concept and can help teachers begin to evaluate student academic engagement. Ms. Y exclaimed it was “excellent... a dialectic...they were respectful. They got to dance...good way of teaching history... interesting... kids make connections to what they knew, like T.I., ... Michael Jackson. Kids smiled and gestured, invited each other to answer... all reading... the negro spiritual over a beat, it was like singing” (Ms. Y, observation, April 22, 2016). She observed the HipHop lesson “was absolutely a demonstration of student academic engagement...kids answered questions about the meaning of lyrics...inferred that the north star meant that it was time to go and there was room for everyone... kids naturally make inferences without being asked... it is a sign of student academic engagement” (Ms. Y, observation, April 22, 2016). She suggested that multi modality instruction and the ability to suspend judgment are important aspects of student academic engagement.

Ms. Y pointed out that teachers who are engaged with their work are more likely to create high levels of academic engagement in students. “There’s something about our own... engagement with our work... Kids may show us... with their bodies or other modalities” (Ms. Y, observation, April 22, 2016), suggesting that research combined with video inquiry helped teachers develop a nuanced understanding of student academic engagement. She appreciated comparing and contrasting videos and suggested that due to wide variations in teaching styles it is good to see multiple different exemplars of student academic engagement to help make sense of the concept. Ms. Y noted “it’s a good thing this is so engaging since this is a Friday afternoon” (Ms. Y, observation, April 22, 2016), indicating the intervention was engaging for participants.

Ms. Y in a reflective journal cited a recent lesson that featured partner work, discussion, evidence from text, and that included “hands flying wildly to answer the questions... after they had discussed with their partners... students discussing their answers using the scientific terms discussed in the reading... looking in their books for evidence, pointing to different key words and passages” (Ms. Y, journal, April 22, 2016). She also discussed the quality of student work evidencing their engagement “drawing their hives, tracing hexagons to create a hive, labeling, coloring, adding information they thought relevant to their drawings, and drawing bees getting nectar from flowers and returning to the hive” (Ms. Y, journal, April 22, 2016). She identified student to student interactions that are indicators of student academic engagement observing they “shared materials... calmly... returned them without problems... happy to discuss the answers, relieved to have a helper to help them find the answer or... read... felt peaceful and energized. Some made fancy titles... colored carefully, and ... seemed relaxed” (Ms. Y, journal, April 22, 2016). Ms. Y connected her lesson on bees to environmental justice, discussing “how bees were very important for sustaining life, ... I could feel them thinking about what that means, not quite understanding... but wanting to... while others understood right away” (Ms. Y, journal, April 22, 2016).

Ms. Y reflected on her “students’ level of engagement... wildly waving hands... actively discussing with a partner the issue at hand... trying some new techniques for pairing students to liven up discussions... new tasks that required higher order thinking skills” (Ms. Y, observation, May 6, 2016), suggesting systematic reflection on academic engagement might shift instructional practice as well as develop awareness of the concept. Ms. Y detailed other comparing and contrasting practices like graphic organizers that resulted from the intervention citing grouping students “together and... identifying the differences step by step with them” (Ms. Y, observation, May 6, 2016). She pointed out how focusing on student academic engagement supported both the level of rigor she presented her students as well as her ability to adjust her lessons to meet student need.

Video inquiry helped Ms. Y develop the concept of instructional pairing and some practices that result in student academic engagement like when teachers ask students to provide evidence for their answers. Ms. Y focused on the sign language the teacher used as an important aspect of engaging students paired with questioning, “students pushed ... other students to use academic language... the kids took over... having fun... so confident” (Ms. Y, observation, May 6, 2016). She noted how the teacher’s questions helped “kids reflect on their own language” (Ms. Y, observation, May 6, 2016), suggesting another way the intervention impacted her awareness of student academic engagement. Ms. Y noted that the teacher in the video used bodily kinesthetic engagement as an important tool in transitioning students through the continuum of student academic engagement. She highlighted practices like “claps she mimicked, matched me, hand signals... her techniques those were all things that I felt were getting students’ attention, asking for their participation and asking them to engage. They were already familiar with the material and all her routines and procedures” (Ms. Y, observation, May 6, 2016).

Ms. Y pointed out that pacing might also play a crucial role in student academic engagement. “We are all fast, you have to be fast or else the kids aren’t engaged” (Ms. Y, observation, May 6,

2016), indicating another way video inquiry supported reflection on instructional practice. Ms. Y focused on the use of visual scaffolds, technology and music to contextualize learning and noticed how the structure and pace of her lesson supports student academic engagement. She identified teacher practices that are “very affirming...She gave an experience ...then she brought them back, then...it was like mini lesson do, mini lesson do... Fascinating pairing, information, vocabulary, movement, information vocabulary apply.... question, paraphrase, then add information” (Ms. Y, observation, May 6, 2016). Participants identified the use of HipHop vocabulary as engaging for students. Ms. Y connected student engagement with the opportunity for hands on practice paired with reflective questions. The teacher was “facilitating their learning. That was amazing...they could experiment right there. She was drawing on their intellectual curiosity, introducing things and asking them to reflect on it” (Ms. Y, observation, May 6, 2016).

Ms. Y suggested that when students respond to teachers’ questions with sign language that it is an instructional pairing that results in student academic engagement and noted the types of questions teachers ask plays an important role as well. Ms. Y also suggested a rapid instructional pace might also play a crucial role in student academic engagement. Ms. Y suggested hands on practice paired with reflective questions are important for developing student academic engagement.

Critical Literacy. Reflective journaling helped identify Ms. Y’s understanding of critical literacy, which she related to decoding, close reading, and other comprehension and decoding strategies she was familiar with that were coherent with her prior learning and experience. Synthesizing academic research to co-construct a definition of critical literacy helped Ms. Y develop a deeper understanding of critical literacy. She realized her original conception was limited and focused on how critical literacy might: clarify the relationship between language and power for teachers and students; be an effective strategy for teaching and achieving equity and social justice and ultimately social change, which illustrated how academic research might be a mechanism to support the understanding and implementation of critical literacy. “Basically it’s providing access to dominant language... at same the time understanding, building...our own language like we are doing here, deconstructing language and society, domination, who gains and who loses while teaching about equity and social justice ... sexism and racism ... so the question is how much do we want to bring out into the open” (Ms. Y, journal, May 13, 2016). Ms. Y suggested that more academic research should be informed by the experiences of practitioners “teachers and principals have to work out how to enact policies that academics and politicians come up with. Very rarely do academics and politicians...work it out” (Ms. Y, observation, May 13, 2016).

Ms. Y connected research on discourse acquisition to the group’s prior work on linguistic bias and deficit thinking and suggested it supported shifts in her instructional practice. Ms. Y offered that, sometimes “just exposure to language whether or not you believe kids can reproduce it is a critically important instructional act.” (Ms. Y, observation, May 13, 2016) clarifying how low expectations regarding the language children can access relates to Linguicism. She also suggested oral language is important for recognizing and valuing multiple cultural perspectives and that teachers play an important role in acculturation. Ms. Y observed the tension “between oral language and written language... write, write, write. Oral language is so important in valuing all the stories, there is no writing and reading without oral language...all the Buddhist wisdom was oral” (Ms.Y, observation, May 13). Ms. Y observed, “we are schools. Schools that abandon traditional...instruction in favor of critical literacy are trying to make...students agents of social change. It is...a set of habits and dispositions or a compulsion to skepticism. Critical literacy is...one of the most highly portable skills a student can have...learning how to question” (Ms. Y, observation, May 13, 2016). She suggested that it “can be depressing to teach these kinds of lessons” (Ms. Y, observation, May 13, 2016), identifying a possible obstacle to implementation.

Analyzing academic research on critical literacy supported Ms. Y's understanding of the concept and implementation in the classroom as well as an awareness of power dynamics in school and society. "They showed how language, discourse, and rhetoric did things to people, how it gives orders, persuades us, justifies and explains, it gives reasons and excuses, constructs reality, and it moves people against each other...language can create a climate of violence by linking ideologies of racism, patriarchy, capitalism, apartheid and militarism which all intertwine to manufacture people capable of violence and it's all based in language" (Ms. Y, observation, May 13, 2016).

Applying critical literacy to children's stories can also develop critical literacy and support teacher understanding regarding the intersection of language, power, privilege and social justice. Ms. Y indicated precisely how this part of the intervention supported systematic reflection on student academic engagement, "This story highlights questions of power and quid pro quo. In terms of multiple meanings... what if the cows couldn't type? Why was it important? Having that power of language...makes me looking at my relationship to students and why I'm getting them to learn...helps reflect on the teacher student relationship" (Ms. Y, observation, May 13, 2016).

Applying critical literacy to a HipHop text, the song "He Say She Say" by Lupe Fiasco (2006) helped Ms. Y develop both the understanding and practice of critical literacy and surface unexamined bias. Ms. Y connected her critical literacy analysis of the children's story to the social justice aspects of critical literacy she noted "the representative of power...when we work together to challenge power it is better than when we work alone...that is how we can change a situation" (Ms. Y, observation, May 13, 2016) demonstrating how the intervention helped Ms. Y understand critical literacy. Ms. Y actively analyzed the song and pointed out a common obstacle for some teachers in utilizing HipHop in the classroom. "I'm glad you have the words because I can't understand a work" (Ms. Y, observation, May 13, 2016).

Applying critical literacy to a wide range of texts may support reflection on teacher cultural and linguistic identity. Using HipHop texts to develop critical literacy helped Ms. Y understand who's voice is dominant and missing and help develop counter narratives illustrating how critical literacy analysis of a HipHop song helped develop the practice and understanding of critical literacy. Ms. Y detailed how critical literacy might support the practice of reflection.

Critical literacy, introduces issues of social justice...multiple perspectives, inclusive rather than...the standard exclusive white, male, healthy, straight and rich perspective...asks students to reflect (and teachers) on what goes on behind the scenes...the perspective of the author...what...he or she is asking us to believe (Ms. Y, observation, May 20, 2016).

Ms. Y applied critical literacy as a result of the intervention and focused on ways in which identifying a certain perspective in a story might connect students to their emotions. Participants applied a critical literacy analysis to another HipHop text and engaged in a guided meditation on their reflections on student academic engagement and critical literacy. Reflective journaling, systematic reflection, and guided meditation focused on critical literacy helped Ms. Y gain understanding of student academic engagement, practice reflection, and make shifts in her instructional practice. Ms. Y discussed how applying critical literacy in her classroom helped students identify perspective and helped students become more aware of their emotions.

Ms. Y shared several shifts in her instructional practice related to her work on critical literacy. The intervention had a direct impact on Ms. Y's instructional practice and made her aware of a relationship between empathy, critical literacy, social justice and awareness of identity. Systematic reflection on critical literacy helped Ms. Y develop multiple perspectives and become more aware of how students react to power and domination in classrooms and schools. Systematic reflection functioned as a mechanism to support awareness of student academic engagement by

helping teachers develop multiple perspectives regarding how students respond to instruction. Systematic reflection might support teachers in coming up with their own solutions and answers to challenges instead of looking externally. Ms. Y noticed that a result of systematic reflection was the ability of a colleague to “come up with his own answer so all we did was just listen and question” (Ms. Y, observation, May 20, 2016).

Reflective journaling systematic reflective practice and guided meditation can help teachers develop nuanced understandings of critical literacy and how it supports student academic engagement. “Critical literacy asks students to reflect on... learning, not only how this is relevant, this task at hand, but look at from whose perspective is this? What are they trying to get me to believe, and why? What happens if I believe it, and do I choose to believe this or not” (Ms. Y, journal, May 27, 2016), demonstrating how the intervention developed awareness of critical literacy. Ms. Y illustrated how critical literacy develops student academic engagement

Critical literacy, teaching kids to think for themselves, instead of being force fed. Questioning is the only way they will learn to survive...a world that wants them to believe... McDonalds, smoking, drinking, fighting, having lots of money, having every desire fulfilled, and killing people who make you angry is the way to go and that equals success (Ms. Y, journal, May 27, 2016).

The intervention impacted Ms. Y’s instructional practice and helped her make a connection between reflection awareness and student academic engagement. She suggested that systematic reflective practice supported the video inquiry and made more of an impact on her practice than the video inquiry alone would have. She particularly highlighted the connection between reflection, awareness, and student academic engagement as well as how developing a systematic reflective practice supported the video inquiry’s impact on her practice. “I’ve learned so much...more aware of my teaching when I am teaching... metacognition, is one outcome... as well as the systematic reflection. How is this reaching...students? How engaged are they?...have they learned...have they mastered it? Certainly...the videos ...gave me some valuable tools... used in my classroom” (Ms. Y, observation, May 27, 2016).

Ms. Y attempted to use HipHop in her classroom for the first time as a result of the intervention and it seemed to have a positive impact on her practice as well as student academic engagement. Total physical response for engagement along with music seemed to positively impact student academic engagement and achievement. “In terms of... implementation: I used HipHop tracks with my students, which they loved. Students learned the days of the week with one, the months...and counted by 5s, many while dancing. It’s something they kept asking to do because they liked it so much” (Ms. Y, observation, May 27, 2016)

She noted how utilizing total physical response for engagement along with music seemed to positively impact student academic engagement and achievement. These types of practices and others that develop empathy and social emotional awareness might be important in interrupting the school to prison pipeline. She pointed out how emotional regulation is a critical part of learning and is connected to the empathy necessary for strong student teacher relationships and perhaps for student success. “Do you see my face, how is my face...I’m trying to teach them how to read. What does my face say to you?... calm down now...learning...to adjust, if they can learn now they don’t have to learn later...a great gift...half the battle in life, learning how to adjust to new situations” (Ms. Y, observation, May 27, 2016).

Emotional regulation is a critical part of learning and is connected to the empathy necessary for strong student teacher relationships and perhaps for student success. Ms. Y tried critical literacy as a result of the intervention “this PD helped me... mix it up more which...resulted in students

engaging more...using hand signals I learned from a video...music...asking students to see the book from a different point of view...congealed the class...They work...better together and as a group...and seem to push each other and thrive” (Ms. Y, observation, May 27, 2016).

She indicated that meditation impacted her practice acknowledging she turns “the lights off and they rest...they are still used to being wild... they have to learn how to calm themselves down. Just regulate, they kind of disregulate, so part of my job is to teach them to calm down” (Ms. Y, observation, May 27, 2016). Ms. Y suggested that developing reflective practice in students also supports positive student teacher relationships and pointed out its roots in indigenous American social practices.

Having...kids reflect...know why they got sent out...make a picture, if they can't write... but reflect so then they can change... makes me think of what...Native American tribes did... just remove the people...they would have to reflect...if they were anti social they couldn't stay.. if they could change then they could (Ms. Y, observation, May 27, 2016).

Other findings. Ms. Y had a positive association with the intervention and identified the diversity of experiences as a general take away, noting meditation, the video inquiry tasks, the analysis of HipHop music, and the use of academic research as being positive experiences that impacted her practice or underlying beliefs. The combination of personal and systematic reflection was an important mechanism that supported a shift in her practice. Ms. Y cited the video inquiry tasks as having impacted her practice by increasing the use of bodily kinesthetic engagement strategies and HipHop in her classroom. The interventions supported a significant shift in her practice in relation to critical literacy and in her perception of students. Critical literacy is applicable across multiple developmental levels and can be an effective tool in early primary.

Mr. W's Learning Process

Mr. W showed change across all the indicators indicating the broadest impact in the intervention. His process data helps us understand the stronger and weaker impacts of the study, in comparison to other cases, as well as important changes in practice not seen in any of the other teachers. Mr. W's case helps draw some stronger conclusions regarding the efficacy of the intervention as a whole.

Systematic reflection. Mr. W identified respectful interaction as a core feature of empathy in a reflective journal to start the intervention. Synthesizing academic research on empathy and taking an empathy survey may help teachers identify their current level of empathy. He suggested that the level of empathy he feels for another person affects his underlying beliefs and decision-making. Mr. W identified and connected his cultural identity to his perceptions of empathy. He cited being raised “up as a Polynesian with strict family values” (Mr. W, observation, March 4, 2016) as a great influence on how he treats people. He identified “going through some tough times in...life and schooling, socially and emotionally” (Mr. W, observation, March 4, 2016), as helping shape his interaction with people, suggesting the activity might help teachers reflect on their relationships with students.

Reflecting on how racial bias can impact empathy may help teachers become more aware of their cultural and linguistic identity. Mr. W suggested his cultural identity was very important to his perception of empathy and cited interactions with other teachers and parents of different cultural backgrounds as particularly challenging to approach with empathy. He observed that it is “difficult to communicate with parents if we don't see eye to eye, especially with different backgrounds” (Mr. W, observation, March 4, 2016).

Guided meditation and reflective journaling focused on empathy may help lower the affective filter for teachers and support high levels of teacher engagement. Mr. W cited meditation as

the most impactful activity from the first intervention. He suggested it was interesting to find ways that could help him “become more empathetic such as being curious and asking questions/discussions, being in someone else’s shoes and volunteering. I also enjoyed the meditation piece, which actually helped calm people, refocus and keep us positive” (Mr. W, journal, March 4, 2016). The ability to view multiple perspectives supported the development of empathy. Reflecting on empathy via journaling and guided meditation may help shift practice and develop empathy. Mr. W expressed a desire to think of how his “actions would affect others, have conversations with people in positive ways, put myself in other people’s shoes and volunteering... Being an empathetic person is essential” (Mr. W, journal, March 4, 2016). Mr. W suggested that developing more empathy might be important for his personal development and that of the world.

Socially constructing a definition of reflection and reflective practice based in personal experience and synthesizing academic research on teacher reflective practice helped teachers understand and practice systematic reflection. Investigating reflection helped Mr. W notice how he applies reflection to his instructional practice and how it supports a positive instructional environment. He provided insight into his understanding of reflection early in the intervention suggesting he reflected “all the time, in the morning, during the lesson, etc. my reflection controls my day so that the learning environment in my room remains positive. It’s ongoing” (Mr. W, observation, March 14, 2016).

He cited some research that supported the idea that instructional differentiation is critical to culturally responsive teaching drawing a “distinction between multiculturalism and culturally responsive teaching, when...lesson planning...instruction can’t be a one size fits all” (Mr. W, observation, March 14, 2016). Mr. W asserted that, “you have to understand yourself first before you understand other people’s culture. Attitudes that are either open to learning or block it, attitudes that people bring in: whole heartedness, directness, open mindedness, hospitality in the ways we see things...responsibility” (Mr. W, observation, March 14, 2016), further suggesting how analyzing academic research functioned as a mechanism to develop Mr. W’s awareness of his cultural identity and reflect on his relationships with students. This process helped Mr. W develop multiple perspectives on cultural identities. Teachers’ knowledge of their own identity is critical to culturally responsive teaching and positive relationships with students. He expounded upon how his cultural and linguistic identity is intertwined with his identity as an educator.

I was born...Polynesian...the importance of family and caring for one another...shaped the way I grew up, the way I act... way I treat others. This also transferred...to my teaching career...how I treat...colleagues, especially the students. I am grateful...because I value my relationships first...which is why my relationships with people or students are mostly positive (Mr. W, observation, March 14, 2016).

Systematic reflection, synthesizing research, HipHop texts, journaling, and guided meditation on cultural and linguistic identity and empathy together developed awareness of multiple perspectives.

Reflective journaling, systematic reflection, HipHop texts, and guided meditation on music emotion and cultural and linguistic identity can help teachers develop a more nuanced understanding of their cultural and linguistic identity. Mr. W answered connected music with his cultural identity suggesting his Polynesian culture makes “it easier...to treat others with respect” (Mr. W, journal, March 22, 2016). The process helped him reflect on his relationship with students, he observed that he has “less problems with kids” (Mr. W, journal, March 22, 2016), because he always works on relationships first. He suggested that music allows him “to relax and connect because I miss home. Sometimes its reggae or instrumental or jazz, it really calms me down...my students...love Michael

Jackson” (Mr. W, journal, March 22, 2016) indicating how music might help teachers reflect on their identity and relationships with students.

Mr. W identified respect and relationships as core to his cultural identity by identifying music that was important to him. Mr. W is proud to have “grown up in a culture where family, respect, and responsibility were some of the most important elements...my culture...shaped the way I grew up and who I have become. My cultural music is the one thing I use to keep myself calm, relaxed, and feeling close to home” (Mr. W, observation, March 22, 2016), suggesting music might impact peoples emotions and help them become more aware of their cultural and linguistic identity. Mr. W identified music as being important to his culture and as an important mechanism for developing empathy for others. His bilingual identity and his native language allow him to communicate with people from his own culture, something he felt he could “never let go of... it keeps reminding me how to act and treat others.... I was raised... to respect other cultural languages and think of ... positive ways to communicate” (Mr. W, observation, March 22, 2016). Bilingual teacher identities may have positive impacts on teacher empathy.

Language can be both an asset and an obstacle to relationships. Mr. W suggested it was difficult to communicate with “some of the students... if Spanish is the only language they speak...it gets worse because I don’t speak Spanish and find myself struggling to find meaningful ways of communicating... translators are not available.... Sometimes other students... couldn’t fully translate...academic language” (Mr. W, observation, March 22, 2016).

Analyzing research on the neuroscience of music helped Mr. W recognize how music affects his emotions, “music pumps me up, it calms me down, it helps with my anxiety, so I use it as a form of therapy sometimes” (Mr. W, observation, March 22, 2016) and suggests that using music in teacher professional learning may have therapeutic aspects.

Analyzing research on culturally responsive literacy instruction helped Mr. W recognize the need to use students prior knowledge and differentiate instruction to support student engagement and achievement. He observed that teachers “need to look at the literacy knowledge that kids bring from home and work from there...towards progress... Instead of assuming...kids come in with no skills at all” (Mr. W, observation, March 22, 2016), indicating how analyzing research helped Mr. W value student’s funds of knowledge and surface deficit thinking. He suggested that “kids bring in their own understanding and knowledge of literacy...morning check-ins are a great opportunity to check in on language and correct their English as well” (Mr. W, observation, March 22, 2016). Cultural and linguistic awareness can help teachers avoid negative frames about students. In a journal reflection he connected cultural and linguistic awareness with avoiding negative frames about students and how it is an ongoing challenge of his practice, stating that teachers “need to understand what kids bring in to the classroom and how we can work from there to move them forward, not being negative just because they’re not reading or writing, its something I need to keep reminding myself everyday” (Mr. W, observation, March 22, 2016).

Systematic reflection, HipHop, reflective journaling and guided meditation on linguistic bias can support teacher awareness of cultural and linguistic identity. Mr. W suggested that it might be important for teachers to “slow down... to make sure that we’re paying attention to... learning. We expect kids to learn, but it’s not so easy for kids to learn” (Mr. W, journal, April 8, 2016), indicating that it might be important for teachers to slow down their thinking and teaching in order to adequately check for understanding and support student engagement.

Student academic engagement. A journal reflection on an exercise designed to shift participant’s focus away from themselves and what teachers do, towards students and how they respond to teacher moves can support the development of student academic engagement. The journal provided insights into Mr. W’s conception of himself as a teacher and his developing

conception of student academic engagement. Mr. W said “seeing students taking responsibility for their own learning...not me pushing it on them... it is great ...to hear students having conversations about the lesson... trying to find solutions to problems by themselves...frustrated at times, but with... peers helping... able to make progress and move forward” (Mr. W, journal, April 15, 2016) suggesting the intervention impacted his awareness of student academic engagement and his practice.

Socially constructing a definition of student academic engagement from experience and academic research and applying systematic reflection to the topic can support shifts in instructional practice and awareness of student academic engagement. Mr. W suggested that awareness of student academic engagement weakens “the mentality of the teacher being the only voice or a teacher-centered classroom” (Mr. W, observation, April 15, 2016), and “invites students to be involved in their own learning” (Mr. W, observation, April 15, 2016). He also indicated that it helped him “reflect on...teaching and recognize some of the best ways...students...learn the lessons” (Mr. W, observation, April 15, 2016).

Mr. W made a compelling case for the importance of the awareness of student academic engagement and connected it to student’s future success. “Focusing in on student’s educational experience, daily participation, feeling, sense of belonging, when students are academically engaged there is a greater likelihood they won’t drop out of high school, so we need to focus on those areas” (Mr. W, observation, April 15, 2016).

Building consensus on a definition of student academic engagement and conceiving of it as continuum and not hierarchical may lower the affective filter of teachers in learning about student academic engagement. Focusing on systematic reflection to support awareness of student academic engagement can help teachers shift instructional practices. Mr. W stated that the intervention had already helped him increase the amount of student dialogue in his class as well as focus on academic vocabulary. Video inquiry can help teachers recognize both qualities and levels of student academic engagement. He noticed that:

Instead of her teaching...she encouraged the kids to say it themselves...kids started raising their hands and added to whatever the... person said...kids are actually involved and participating in their own learning...She facilitated and pointed kids in the right direction ...She was using positive language... affirming. Praised kids for following classroom rules (Mr. W, observation, April 15, 2016).

Systematic reflection, synthesis of academic research, video inquiry, journal reflections, and guided meditation can help develop awareness of student academic engagement in teachers. He noted that the intervention had encouraged him to increase the amount of student dialogue in his class as well as focus on academic vocabulary. “One thing we are doing now and also have been doing in this PD is allowing the kids to have conversations with each other, turn and talk... and make sure they are using the academic vocabulary” (Mr. W, journal, April 15, 2016), suggesting the intervention shifted Mr.W’s instructional practice towards practices that are more academically engaging for students.

Exploring verbal, nonverbal, and paraverbal cues may support awareness of student academic engagement. Reflective journaling on the verbal, nonverbal, and emotional aspects of feeling disengaged revealed that all of the teachers involved in this study had negative experiences with schools and teachers that led to low levels of academic engagement and achievement. Mr. W vividly described painful experiences and clearly identified practices that were hurtful and made him want to disengage as a student, most notably teachers who stood “with a stick...you follow the beat

and memorize everything. If you didn't get it you would...put your fingers out...they would hit the tips of your finger with the stick or... hit your bottom...you would go home and...get hit again" (Mr. W, observation, April 22, 2016), a practice that made him want to disengage as a student.

Reflecting on disengagement can help teachers surface trauma and recognize power dynamics in schools. When students are disengaged it can have an emotional impact on teachers. He described what disengagement looks like based on his experience and the literature the group reviewed. . He described students as "oppositional, non verbal (head down) low energy, slouch, sigh, yawn, look elsewhere, talk, play, mess around, test teachers rules/norms/boundaries, clown around. They talk, they play, they start to piss you off, they start to test you" (Mr. W, observation, April 22, 2016).

Synthesizing academic research in conjunction with video inquiry into student academic engagement can help teachers describe nuances of student academic engagement. School culture and climate has a strong influence on teacher's level of engagement with their work. Reflective journaling, synthesizing academic research, video inquiry, HipHop texts, and guided meditation can develop awareness of student academic engagement. Mr. W suggested that integration of technology into instruction is a move that teachers can make to support student academic engagement. Participants wrote a reflection on their developing perceptions of student engagement and a lesson that they felt was particularly engaging. Mr. W demonstrated a deepening understanding of the concept and suggested pacing and the use of technology as instructional moves that support student engagement. "Students are... engaged when my lessons are short followed by... interesting or funny YouTube videos related to lessons...they will have quiet discussions while the video is playing, and give a lot of feedback after the videos" (Mr. W, observation, April 22, 2016). He applied the technique to a lesson on inferences, "the only complaint from the students was that I kept stopping and making them infer" (Mr. W, observation, April 22, 2016) indicating that the video inquiry tasks shifted his practice and awareness of student academic engagement.

Reflective journaling, systematic reflective practice, video analysis, and guided meditation can develop awareness of student academic engagement and shift instructional practice to improve it. "Student engagement is one area that is critical in academic success of an individual child" (Mr. W, journal, May 6, 2016). Mr. W pointed out that "we need to consider cultural factors... understand the different ethnic backgrounds ...reflect on our own teaching regarding student engagement...why the student is behaving this way...is not engaging" (Mr. W, journal, May 6, 2016), suggesting systematic reflection on culturally and linguistically responsive pedagogy and student academic engagement helped shift his practice and possibly his underlying beliefs or assumptions about students. Mr. W identified cultural factors, sensitivity to different ethnicities, uses of student's background knowledge and reflection on instructional practices as important moves teachers can make to improve student academic engagement. "Student engagement included paying attention, participating in academic conversations or hands-on content activities, being curious, asking questions... positive and negative attitudes on learning" (Mr. W, observation, May 6, 2016), indicating the intervention positively impacted his awareness of student academic engagement. He suggested that "we have to consider outside factors in why a student isn't engaging...other things that we need to understand and we need to be able to put ourselves in student's situations" (Mr. W, observation, May 6, 2016) indicating that teacher ability to understand their student's perspectives is critical for student academic engagement. He built upon the idea that incorporating student's background knowledge into instruction supports student academic engagement and outlined some practices he thinks engage students, "short videos, songs or other media...things they are interested in... incorporate them in our lessons...helps students engage in lessons and lower chances of undesirable classroom behavior" (Mr. W, observation May 6, 2016) indicating how culturally relevant practices might support student academic engagement.

Focusing teachers' attention on the moves they make that create student academic engagement can develop the conception of instructional pairing. Teachers rarely make a move in isolation, usually they pair one move with another move, "when...students gave their answer she questioned their logic...a student was explaining the shape and didn't mention the name...she followed up with the question of what is the shape called?" suggesting that asking students to provide evidence for their answers might be an important practice in supporting student academic engagement. Mr. W noticed the questions the teacher asked students to support them in justifying their reasoning, and the types of questions asked to support academic language development. He focused on the lesson objective the teacher shared as important for student academic engagement, "it's having students involved in their own learning instead of... teaching them the content, they are getting involved and learning all this knowledge from it. They are engaging in this real exploration" (Mr. W, observation, May 6, 2016) highlighting other important practices for student academic engagement.

Analyzing moves effective HipHop Ed teachers pair together to create student academic engagement can deepen awareness and support implementation. Mr. W identified the pace and equal power dynamics evident in the HipHop Ed lesson and "the way she transfers her energy to her students...the kids were responding back" (Mr. W, observation, May 6, 2016), as practices that supported student academic engagement. He also focused on the moves the teacher made to support academic vocabulary, "usually when we do vocabulary first kids get bored... she had them do it in the middle...then go back to it instead of doing all that singing and dancing at the end she did it in the middle" (Mr. W, observation, May 6, 2016) indicating another way teachers might shift their practice. Affirming student's contributions in class consistently is a practice that "allowed students to have more confidence in them selves and participate in discussions" (Mr. W, observation, May 6, 2016), that is another important move for student academic engagement.

Social construction of knowledge, energy, affirmations, and pacing are important structures and teacher qualities that supported student academic engagement. Pairing affirmations with questions, and affirmations with checks for understanding are practices that support student academic engagement. Pairing analysis of HipHop texts with vocabulary instruction supports student academic engagement. Mr. W identified pairing hands on practice and reflective questions as a practice that is supportive of student academic engagement "like the HipHop...video the kids discovered all these terms through their own discussion so they are actually involved in the process instead of... giving it to them feeding it to them" (Mr. W, observation, May 6, 2016)

Critical Literacy. Reflective journal, systematic reflective practice, synthesis of academic research, Critical HipHop Literacy and guided meditation can develop understanding and implementation of critical literacy. Mr. W related critical literacy to textual analysis and identifying the author's perspective in his opening journal. Socially constructing a definition of critical literacy led Mr. W to suggest Critical Literacy provides "the opportunity to analyze texts meaning, purpose and finding instructional strategies to encourage and assists students in the process... a chance for children to look at texts critically...to understand the author's point, being able to put themselves in the author's shoes and resonate with the point the author is making" (Mr. W, journal, May 13, 2016). Participants each reviewed a different piece of research to construct a definition of critical literacy and Mr. W observed that it is about "digging deeper into the purpose of text... Critical literacy is a term that covers a lot, critical literacy educators and students need to work towards building critical knowledge" (Mr. W, observation, May 13, 2016).

Applying critical literacy to both children's books and HipHop texts can impact teacher practice and increase implementation as well as understanding author's positionality. Applying critical literacy to the HipHop text the song "He Say, She Say" by Lupe Fiasco (2006) can help

teachers identify author's voice, reflect on student teacher relationships and construct counter narratives. Mr. W connected the text to his instructional practice and a challenge with "a student like that... most of the time he talks about them stealing stuff from the store, and the guardian is saying it's ok if nobody sees, they keep doing that...those conversations I give them advice. Most ...students take the advice" (Mr. W, observation, May 13, 2016) indicating another way that HipHop texts might function as a mechanism to support systematic reflection, awareness of student academic engagement and critical literacy.

Reflective journals, systematic reflection, synthesis of academic research, Critical HipHop Literacy and guided meditation can shift instruction to critical literacy practices and support student academic engagement. Mr. W observed that Critical Literacy helped examine how "race, class, gender, linguisticism, how those kinds of biases construct the relationships we have with what we teach, and our relationships with students. Supports our ability to view whether students are engaging academically or not engaging. Makes me wonder what the curricular choices I make say about me" (Mr. W, observation, May 13, 2016), indicating how the sequential nature of the intervention might lead to transitions in underlying beliefs and assumptions, shifts in instructional practice, and increases in culturally and linguistically responsive materials.

Systematic reflection on critical literacy might support the development of multiple perspectives. "Critical literacy helped my students see things differently from others people's perspective through reading and discussions...challenge other people's view and defend their own. They also know that not everyone is correct all the time and should offer evidence to support their statement or belief" (Mr. W, observation, May 13, 2016), suggesting the intervention supported a shift in practice towards critical literacy and indicating how critical literacy functions as a mechanism to support student academic engagement.

Mr. W applied it to reading and discourse and suggested critical literacy can teach students the ability to provide justification and evidence for their reasoning.

Applying a critical literacy analysis to the HipHop text "So Much Soul" by Eric B & Rakim (1987) helped Mr. W understand author's positionality and purpose. Mr. W identified Rakim as the author and "the soul master of rap...saying he owns the mic" (Mr. W, observation, May 20, 2016). He noted how challenging it can be to "find appropriate HipHop music for kids, because they look at words and try to find out what that figurative language means, so it's always hard to find ones with no cuss words" (Mr. W, observation, May 20, 2016).

Other findings. The intervention initiated the use of HipHop based educational practices in Mr. W's class, which was still in place six months after the intervention ended. Systematic implementation of culturally and linguistically responsive materials and practices particularly supported increases in academic engagement in students who did not routinely participate and helped support positive relationships between students. Structures like small cooperative learning groups created communal spaces for children that encouraged them to share and work through difficulty in learning, an important move for supporting student academic engagement. Structures and routines that equalize or minimize power dynamics in schools can create a feeling of shared space and give confidence to students and supports academic engagement. Mr. W suggested that reflecting on his relationships with students helped him become more aware of their learning needs, identify their strengths which increased their motivation and responsibility for their own learning. Systematic reflection on relationships with students can develop student academic engagement. The intervention led to increased use of HipHop in the classroom, application of critical literacy and supported the development of questioning techniques designed to strengthen student discourse techniques. Mr. W identified crafting essential questions as an important technique, a practice supportive of the common core. Mr. W increased the amount and type of culturally relevant

practices in his classroom and it impacted the relationships and the student academic engagement and achievement of the students. He stated that the intervention positively impacted his practice by helping him better understand his students, which made them feel safer. He suggested this had a positive impact on student engagement and achievement.

A combination of individual reflective practice and systematic practice has a greater impact on teacher's reflections on their relationships with students than either systematic reflective practice or individual reflective practice alone. When teachers reflect on their relationships with students it can support the development of student voice and the creation of safe spaces that academically engage students and increase achievement. Mr. W suggested that the intervention possibly impacted the practices of teachers who were not in the study via participant's collaboration with other staff.

Synthesis of Findings: Trends Across Teachers

All participants demonstrated shifts in practice and underlying beliefs during the course of the intervention particularly in the areas of systematic reflection and awareness of student engagement, observable shifts in practice related to critical literacy occurred in only half of participants. There were many results consistent with the research design, several compelling unanticipated results, and some important areas where the research design failed and had minimal impact. Comparing and contrasting the similarities and differences in the process data between the teachers in the study illuminates how differences in the outcome data may have occurred.

Systematic reflection. Socially constructing a definition of empathy and synthesizing academic research on the topic helped teachers examine the effects of bias on empathy and develop systematic reflection. Taking an empathy survey helped teachers identify their current levels of empathy. Reflecting on the personal experiences most important to the development of empathy supported increased awareness of cultural and linguistic identity and helped develop systematic reflection and more positive instructional environments. Ms. Z and Mr. X realized that empathy plays an important role in teaching and learning and can help teachers realize that bias can negatively impact empathy and reflection. Ms. Z and Mr. X both were better able to identify the frequency and quality of their reflection. Ms. Y and Mr. W suggested systematic reflection might support the development of multiple perspectives on empathy an ability that is both important and challenging in constructing relationships with others.

Ms. Z, Mr. X, and Ms. Y identified potential positive outcomes: Ms. Z suggested systematic reflection might positively impact student-teacher relationships and help teachers process compassion fatigue; Ms. Y suggested it might create humanizing spaces, help teachers test and examine their assumptions about their relationships with students, and realize that students also need to explore empathy.

Analyzing how empathy affects student teacher relationships supported: the identification of contextual challenges to the development of empathy; increased awareness of how teachers reflect; and shifts in teacher practice towards developing student empathy. Both Ms. Y and Ms. Z suggested empathy could be impacted by larger societal contexts and cultural identity. Applying systematic reflection to empathy helped Ms. Z and Mr. X realize how their personal experiences impact their relationships with students. Ms. Z cited bilingualism, childhood trauma, immigration, and pre service teacher learning as impacts on her empathy. Reflective journaling helped teachers identify their personal schema and the most important aspects of empathy as well as develop a more flexible conception of empathy and seemed most effective for Ms. Y and Mr. W in this regard.

Systematic reflection on bias, empathy, and cultural and linguistic identity helped Mr. W, Ms. Z, and Mr. X: attend to relationships with students and realize that few school experiences attend to empathy or emotional intelligence; develop an awareness of how schools negatively impact identity; develop empathy and openness towards others, and cultivate self-awareness and multiple perspectives, as well as recognize student's challenges and strengths. Mr. W identified systematic

reflection and music as important mechanisms in the development of empathy and the ability to view multiple perspectives. Reflective journaling changed Mr. X's reflective practice as he started using a journal outside of the intervention.

Defining systematic reflection helped all participants distinguishing between formal and informal reflection and personal and systematic reflection; helped teacher's identify their relationships with students as a critical topic of reflection; developed systematic reflection; cultivated self-awareness of identity and multiple perspectives. Socially constructing a definition of reflection from participants lived experience and academic research positively impacted all teachers: Mr. X realized that formal reflection with groups of other teachers might be more effective than informal reflection. Ms. Y focused on instructional practice and gained awareness of obstacles to systematic reflection. Mr. X asserted that reflective practice might increase the amount of emotional intelligence applied to the classroom. Analyzing academic research helped Ms. Y identify the importance of systematic reflection to culturally responsive teaching and helped Mr. X realize that there are differences in behavior norms between people from different cultural backgrounds.

Using the Courageous Conversations about Race protocol helped all participants engage in systematic reflection on implicit racial bias and examine how race might impact empathy: Ms. Y suggested that both systematic reflection and culturally responsive teaching support the development of empathy and changes in instructional practice; Mr. W suggested racial bias can negatively impact empathy and might help teachers become more aware of their cultural and linguistic identity; Both Mr. W and Ms. Z arrived at clearer more nuanced definitions of self.

Systematic reflection on implicit bias can help teachers make shifts in instructional practice and become more aware of underlying beliefs and assumptions. Systematic reflection positively impacted student teacher relationships in the areas of empathy, patience, and instructional practices. Systematic reflection on the relationship between teachers and students focused all of the teacher's instructional practice and improved planning, impacted practices related to behavior management and differentiation of instruction, and helped teachers include students in systematic reflection all moves to positively impact their relationship's with students. Regular reflective practice that involves students may be supportive of changes in instructional practice and awareness of underlying beliefs and assumptions. Inquiry and a focus on effective practice may help shift deficit frames about students. Systematic reflection heightened Ms. Y's awareness of students and had a positive impact on her feelings in front of her students and her relationships with parents. Participating in guided meditation may help teachers focus their attention on students that need the most help as well as identify areas of growth in their practice.

Reflective journaling, systematic reflection, synthesis of academic research, analysis of HipHop texts and guided meditation on linguistic identity and linguistic bias impacted all of the teachers in the study and helped them identify unexamined bias, develop systematic reflective practice, and develop positive counter narratives. Ms. Y developed a more nuanced understanding of her identity like Mr. W, and gained insight into the ways that student's languages and literacies, linguistic bias, and class bias affect empathy, teacher practice, and their relationships with students, like Ms. Z and Mr. X. Reflecting on linguistic identity and teacher's lived experience with linguistic bias helped Ms. Z surface deficit thinking about non standard English languages and non standard literacies, as well as develop counter narratives to those deficit frames along with Mr. X. Applying systematic reflection to implicit bias rooted in language impacted all of the teachers.

Systematic reflection on the effect of music may have a positive impact on student teacher relationships in the areas of empathy and patience as well as some shifts in instructional practice. Investigating music in general and HipHop in particular in the classroom in combination with an examination of linguistic bias helped teachers examine how linguistic bias impacts student teacher relationships.

Examining how language is affirmed or rejected in schools and the impacts of linguistic bias might deepen educator's empathy and improve their relationships with students. Use of student's home language and linguistic affirmation can be as important as culture in fostering positive student teacher relationships. HipHop as a text and focus of interrogation in teacher professional learning in combination with an examination of linguistic bias developed multiple perspectives and shifts towards instructional practices with students in all of teachers except Ms. Z. Critically analyzing Tupac's "Keep Ya Head Up"(1993) was supportive of developing the idea that most narratives contain multiple frames for all participants. Analyzing HipHop lyrics to support the development of main idea and detail, evidence from the text, and the justification of reasoning via the interactive writing process may have helped increase teacher's awareness of their cultural and linguistic identity and that of their students.

Exploring cultural and linguistic identity might support empathy and openness towards others, a clearer more nuanced definition of self, and an awareness of how schools negatively impact identity; and may improve teacher student relationships by shifting negative underlying beliefs regarding linguistic diversity to more positive perceptions and increasing the frequency of the practice of linguistic affirmation. Ms. Z suggested that analyzing how music is connected to human emotion and cognition may support its instructional use. Reflecting on cultural and linguistic identity with music, and how music is connected to emotion was a critical mechanism for Mr. W, Mr. X, and Ms. Z to explore their identities. Teacher cultural and linguistic identity has an impact on teacher practice. Language can be both an asset and an obstacle to relationships. Mr. W asserted that it is important to understand one's own cultural identity and that his identity impacts how he affirms students. Systematic reflection on Linguicism can help teachers become more aware of linguistic bias and how it impacts their relationships with students and realize how teaching situational appropriateness might help mitigate that bias an area particularly important to Mr. X. Mr. W asserted that instructional differentiation is critical to culturally responsive teaching.

Meditation and reflective journaling on cultural and linguistic identity may support its development by helping teachers focus on prior experiences that are important aspects of their identities. Guided meditation and reflective journaling may help teachers reflect on their own experiences with linguistic bias in schools as both teachers and students and deepen their understanding of their own cultural and linguistic identity. Awareness of student engagement and linguistic affirmation or rejection, can change instructional and behavioral management practices, and minimize the mismatch between schools and students.

Analyzing academic research investigating the connection between systematic reflection and awareness of student engagement helped: make shifts in instructional practice towards being more responsive to student learning; increase opportunities for student voice; increase student ownership of education; develop awareness of student academic engagement for all teachers in the study. It might be important for teachers to slow down their thinking and teaching in order to adequately check for understanding and support student engagement an idea important to Mr. W. Analyzing research on culturally responsive literacy instruction may help teachers recognize the need to use students prior knowledge and differentiate instruction to support student engagement and achievement. Cultural and linguistic awareness can help teachers avoid negative frames about students. Mr. W cited avoiding negative frames about students as an ongoing challenge of his practice.

Developing systematic reflection and applying it to student teacher relationships improved teacher's awareness of student engagement in general, and student academic engagement in particular, and helped teachers change their instructional practices to be more responsive to student learning, to increase student ownership of learning, and to center student voice aspects central to the experience of all of the teachers.

There may be an important connection between personal reflection and systematic reflection and teacher's ability to be present and aware of student academic engagement. Analyzing academic research investigating the connection between systematic reflection and awareness of student engagement helped change instructional practice towards being more responsive to student learning as well as increasing opportunities for students to engage in reflective practice for all teachers.

Student academic engagement. Focusing on the activities in the intervention and how they developed systematic reflection helps us, like the participants in the study, pivot our focus away from systematic reflection and teacher identity towards the mechanisms in sessions five, six, and seven of the intervention that perhaps led to the changes in impact data regarding student academic engagement. Cycles of systematic reflection and action that develops self-awareness in teachers coupled with awareness in student engagement may change teacher practice and improve student academic engagement.

Systematic reflection helped all of the teachers more clearly look at themselves in order to more clearly look at how students engage with instruction and supported changes in teacher's focus away from themselves and what teachers do, towards students and how they respond to teacher moves. The intervention changed the instructional practices of everyone in the study to practices that positively impact student academic engagement. Ms. Y began the study with a facilitative instructional practice and therefore didn't change to the same degree as the other teachers who all changed practice in this area. Socially constructing a definition of student academic engagement and academic research and applying systematic reflection to the topic supported shifts in instructional practice and awareness of student academic engagement for all participants.

Journal reflection into academic engagement and co-creation of a definition via a synthesis of academic research helped teacher's develop an understanding of academic engagement that includes both psychological and emotional aspects and an awareness of what practices positively affect students an impact most evident with the two women in the study.

Defining student academic engagement developed: nuanced conceptions of student academic engagement; an understanding that there exists a range of behavioral and cognitive indicators of student academic engagement; recognition that access to content impacts student academic engagement and was particularly impactful, although less so for Ms. Y.

Ms. Y helped the group identify and discuss the developmental age of students to understand the range of academic engagement they display. Exploring the distinction between cognitive and behavioral engagement helped all of the teachers develop awareness of student academic engagement overall. Mr. X was the only teacher that didn't express anxiety or sensitivity about examining student academic engagement. Conceiving of academic engagement as a continuum rather than a hierarchy helped lower teacher's affective filter, overcome anxiety around sharing their instructional practice, and overcome anxiety about participating. Mr. W asserted that awareness of student academic engagement is critical for student's future success.

Developing systematic reflection and applying it to student academic engagement helped all of the teachers in the study realize that most teacher professional learning focuses completely on teachers and their instructional practices and rarely considers students. Systematic reflection on student academic engagement particularly supported Mr. X's curiosity about students, and helped all participants look deeply at themselves and consider changes to instructional practice to affect student academic engagement. Systematic reflection functioned as a mechanism to shift the focus away from teachers and towards students and examine how kids perceive and receive instruction.

Systematic reflection applied to video inquiry was also an important mechanism for explicitly shifting teacher's focus away from themselves and their actions towards how students respond to the moves they make and supported understanding of student academic engagement, teacher identity, and shifts in instructional practice for all participants. Teachers identified student

independence with high expectations and exhibits of student learning as evidence students received instruction and were learning and indicators of academic engagement. The quality and nature of teacher student relationships directly impacts student academic engagement. Systematic reflection supported recognition of power dynamics between teachers and students in schools and their ability to take instructional risks. Mr. X stated that systematic reflection functioned as a mechanism to support him in an emotionally challenging situation and supported all of the teacher's emotional processing.

Focusing teachers intently on how students perceive and receive instruction and how they demonstrate what they are learning may support teacher awareness of instructional rigor and student's opportunity to learn. Video inquiry helped teachers develop awareness of student academic engagement and realize the ways in which students respond to teacher moves is central to the idea of student academic engagement. Mr. X reflected on his interactions with student language and gleaned ideas from videos about how to better affirm student language and also realized that using informal language and vocabulary instruction can both be important strategies in creating student academic engagement. Mr. W stated that the intervention helped him increase the amount of student dialogue in his class as well as focus on academic vocabulary. Ms. Y cited pace and use of academic language as important teacher moves to support student academic engagement. Less formal language with a more personal approach may support positive redirects and academic engagement.

An understanding of linguistic bias may support student academic engagement by helping teachers expose their students to higher levels of text and discourse. Participants identified sentence frames that support the development of complex language as indicative of higher expectations in teachers and nonverbal student cues as low inference indicators of student academic engagement. Student academic engagement has important emotional qualities.

Video inquiry demonstrated the kinds of student to student interactions around academic content that suggest student academic engagement and helped all of the teachers develop an understanding of the qualities and levels of student academic engagement, develop the idea that it is possible for student academic engagement to be sustained for an entire lesson, and deepened understanding of the continuum of student academic engagement for Mr. X and Ms. Y. Video inquiry may help teachers change language development practices and focus on student academic engagement.

Comparing and contrasting video of a lesson that incorporated HipHop with a more traditional lesson helped raise teacher's awareness and understanding of practices that might support student academic engagement and helped distinguish it from other types of engagement. Video analysis to gauge student academic engagement helped teachers identify emotional engagement as important to consider alongside cognitive and behavioral engagement.

Teacher discomfort and anxiety about implementing new instructional practices may be lessened by systematic reflection with other teachers. Systematic reflection on student academic engagement may help teachers develop an understanding of their students cultural context, better interpret behavior, and structure curriculum in order to be successful with students. Applying systematic reflection to student teacher interactions may slow down some of the instructional exchanges between teachers and students to allow deeper analysis of the moves teachers makes that lead to student academic engagement. Systematic reflection, synthesis of academic research, video inquiry, journal reflections, and guided meditation can help develop awareness of student academic engagement in teachers and may be supportive of shifts in teachers instructional practice.

Understanding student academic engagement may help teachers realize that students can provide the strongest feedback on teacher instructional practice and become more critical of professional learning in general. Teacher practice informed by academic research and video inquiry

might improve awareness of student engagement levels and shift practice to more consistently request student feedback.

Deconstructing human communication and examining the connections between empathy, bias, nonverbal, and paraverbal communication supported: teacher situational awareness and recognition of both verbal and nonverbal cues of student academic engagement as well as specific student actions and responses to teacher moves for all teachers particularly Mr. X and Ms. Y; the development of an affirming tone when dealing with students, empathy, and awareness of student academic engagement particularly for Ms. Z and Mr. W.

Reflecting on disengagement revealed that all of the teachers involved in this study had negative experiences with schools and teachers that led to low levels of academic engagement and achievement. Ms. Y described learning as an emotional process, recounted a vividly painful experience, described being sworn at, and identified hurtful practices related to power and oppression which made her want to disengage. She described shaking fear and avoidance, as well as uncontrollable weeping as results of this kind of experience and possible indicators of trauma. Mr. W vividly described painful experiences and clearly identified hurtful practices that made him want to disengage as a student, corporal punishment being the most notable. Illuminating how teacher tone can communicate rejection and affect student's emotional engagement helped Ms. Z develop an understanding of how rejection can lead to unmemorable mis-educative experiences and disengagement for students. Mr. X became acutely aware of the classism that characterized his school experience, as well as the severity of the emotional impact and risk tied to academic failure. He characterized his experience as traumatic and connected it with a lifelong negative association with science.

Constructing a definition of disengagement informed by both theory and practice may help teachers better recognize student academic engagement. Synthesizing academic research and analyzing videos of teaching and learning may help teachers connect student academic engagement directly to the experiences students have with teachers, better recognize cues students give when disengaged, and better describe student academic engagement. Leveraging academic research to develop an understanding of academic engagement supports teacher's understanding of the connections between student and teacher relationships and academic engagement.

Applying systematic reflection to student academic engagement may develop the high levels of awareness in teachers necessary to recognize subtle nonverbal shifts in student cues, and support students in better recognizing teacher cues. The intervention helped teachers identify and focus more clearly on student cues that indicate academic engagement. Ms. Y pointed out one student from the video and suggested some students who appear disengaged seem to be learning and remembering what is presented in a lesson. She also suggested ambiguity might be a passive form of disengagement. Focusing on the nuances of student teacher communication supported all of the teachers in more deeply reflecting upon their own school experiences, and how their demeanor, behavior, and management style affects student academic engagement. When students are disengaged it can have an emotional impact on teachers.

School culture and climate have a strong influence on teacher's level of engagement with their work and professional learning something expressed explicitly by all participants but less so by Mr. X. Ms. Y pointed out that teachers who are engaged with their work are more likely to create high levels of academic engagement in students. She connected teacher's engagement with their work to student academic engagement and pointed out that there are many aspects of academic engagement that have nothing to do with verbal participation.

Due to variations in teaching styles, allowing teachers to view multiple different exemplars of student academic engagement may help them make sense of the concept. All teachers expressed that they felt engaged by the intervention.

Teacher enthusiasm and risk taking may be essential to student academic engagement. Studying student academic engagement may increase teacher capacity to engage students and create more engaging instructional practices. Systematic reflection developed teacher awareness of student academic engagement and helped make connections between teacher self awareness, excitement about teaching content, and the authenticity of teacher relationships as well as changed practices to increase student academic engagement and improve relationships between teachers and students. Applying systematic reflection to student teacher interactions may slow down some of the instructional exchanges between teachers and students and allow a deeper analysis of the moves teachers makes that lead to student academic engagement.

Regular video analysis tasks helped all of the teachers in the study identify teacher moves that lead to student academic engagement and the specific conditions, actions, and practices necessary to achieve it. Contrasting more culturally relevant lessons with less culturally relevant lessons and comparing student academic engagement via video inquiry helped Ms. Z, Ms. Y and Mr. W developed a conception of instructional pairing and an awareness of which teacher moves and resulting student behaviors indicate student academic engagement. Analyzing moves effective HipHop Ed teachers pair together to create student academic engagement can deepen awareness and support implementation.

Teachers rarely make a move in isolation, they usually they pair one move with another move. All participants identified pairing: language affirmation and academic language; pairing social construction of student voice and paraphrasing with clear questioning; pairing affirmations with checks for understanding and questions; and pairing analysis of HipHop texts with vocabulary instruction as moves teachers make to achieve student academic engagement. Mr. W identified the quality of cultural sensitivity and pairing student's background knowledge and reflection on instructional practices as other important moves. Mr. X suggested pairing intentional mistakes with public correction and the quality of enthusiasm as leading to student academic engagement.

Mr. W and Ms. Y identified requiring evidence for student's answers, lesson objectives and question types to students justifying their reasoning, and pairing hands on practice and reflective questions as a practice that are also supportive of student academic engagement. All of the teachers except Mr. W identified Total Physical Response, a bodily kinesthetic checking for understanding strategy paired with affirmation as well as the teacher's energy and enthusiasm as important practices in achieving student academic engagement. Ms. Y suggested pairing teacher's questions with student sign language responses results in student academic engagement. Sign language, total physical response and other bodily kinesthetic engagement practices moved students along the continuum of student academic engagement.

Ms. Z, Ms. Y, and Mr. W identified reciprocity of enthusiasm between teacher and students, affirmation, and teacher energy as prerequisites to achieving student academic engagement. Video inquiry into lessons that incorporate HipHop pedagogy helped teachers recognize how visual scaffolds, technology, and music are important teacher moves that develop student academic engagement. Vocabulary development based in HipHop texts is engaging for students.

Other important practices that all teachers identified included up-tempo pacing, social construction of knowledge, energy, and affirmation; they felt these were important structures and teacher qualities that supported student academic engagement. HipHop, multi media, and multi modality instruction can support culturally relevant instruction and student academic engagement and increase the frequency of student voice and participation also important practices for all teachers in the intervention. Mr. W suggested that integration of technology into instruction is a move that teachers can make to support student academic engagement. Mr. W identified the equal power dynamics evident in the HipHop Ed lesson as being supportive of student academic

engagement and the moves the teacher made to support academic vocabulary. Teacher ability to understand student's perspectives impacts their awareness of student academic engagement.

Awareness of student academic engagement can support: positive behavior management strategies that are permissive of student exploration and movement; teacher moves designed to support positive relationships with students; instructional risk taking, and provide space for their students to express themselves in culturally relevant ways all moves that result in higher levels of student academic engagement.

Journal reflections, systematic reflection, video inquiry and guided meditation focused on student academic engagement can all help: develop awareness and shift instructional practice to improve it; teach with greater rigor; shift instructional practice in response to student need. Systematic reflection and video inquiry comparing and contrasting different qualities of student academic engagement between standard lessons and lessons that incorporate HipHop supported teacher implementation of HipHop Pedagogy, the use of HipHop texts in their classrooms to develop academic language, deepened teacher's understanding of the concept and helped teachers begin to evaluate student academic engagement.

Reflective journaling, synthesizing academic research, video inquiry, HipHop texts, and guided meditation can develop awareness of student academic engagement and may together develop a deeper understanding of student academic engagement than video inquiry alone. The intervention positively impacted all of the teacher's awareness of student engagement and immediately impacted instructional practice.

Critical Literacy. The last three interventions sought to impact the practice of critical literacy; the mechanisms that impacted it are outlined below. Teacher concerns regarding the developmental appropriateness of social justice topics and parent perception were obstacles to implementing critical literacy with Ms. Z and Mr. X. Teacher difficulty in implementing critical literacy may be tied to feelings of authenticity as a teacher and authenticity of instruction. Systematic reflection and analysis of academic literature focused on critical literacy helped teachers develop their understanding and practice of critical literacy. Systematic reflection helped teachers make a connection between critical literacy and student academic engagement; more closely examine their relationships with students; and create more positive perceptions of students via the development of multiple perspectives. Mr. X clearly identified systematic reflection as a mechanism that deepened and changed his professional practice and helped him develop more positive frames regarding students and his instruction. Reflective journaling helped Ms. Y identify her understanding of critical literacy which featured decoding, close reading, and other comprehension and decoding strategies coherent with her prior learning and experience. Mr. W related critical literacy to textual analysis and identifying the author's perspective.

The conception that writing is often used to maintain social order supported changes in teacher literacy practices towards counter narratives, examining power dynamics, implementing CRP and developing areas of focus for social justice. Critical literacy may be an important strategy in supporting students in the transition from learning to read towards reading to learn something evident in Ms. Y's practice and conceptually important to Ms. Z.

Socially constructing a definition of critical literacy from a synthesis of academic research was helpful in developing all of the teacher's understanding of the concept and had the most impact on Mr. W and Ms. Y. Critical literacy helped Ms. Z and Mr. X find new ways to find the main perspective in a text, construct multiple perspectives, develop counter narratives, and cite evidence from the text. Mr. X focused most on: positionality; critical literacy's potential to support comprehension; the importance of mental textual analysis over writing, and the complexity of texts that educators are likely to present to students. Mr. X suggested critical literacy might transform the process of acculturation in schools for students of color and recognized that it can be applied widely

across the curriculum, he suggested that critical literacy might be an important mechanism in social justice education. Mr. W realized critical literacy's potential to reveal deeper meanings of text and build critical knowledge. Ms. Z accessed a wider variety of critical literacy questions that teachers can pose students and developed counter stories by investigating whose voice is missing from a text.

Ms. Y focused on critical literacy's ability to: clarify the relationship between language and power for teachers and students; be an effective strategy for teaching and achieving equity and social justice and ultimately social change. Research on discourse acquisition: activated prior work on linguistic bias and deficit thinking; helped Ms. Y identify oral language as an important mechanism for recognizing and valuing multiple cultural perspectives; identify the important role of teachers in acculturation. Ms. Y cited critical literacy as a mechanism that changed her instructional practice, and suggested that more academic research should be informed by the experiences of practitioners.

Analyzing HipHop texts to develop critical literacy practices and support systematic reflection on teacher's relationships with students may support: the development of critical literacy; recognition of main idea and detail; the ability to cite evidence from the text and increase student academic engagement. Identifying themes in HipHop music that relate to the experiences of students in the classroom may scaffold student academic engagement and positive student teacher relationships. A critical literacy analysis of "I Know You Got Soul" by Eric. B & Rakim (1987) supported the idea that HipHop can support a liberatory or spiritual awakening for all of the teachers except Ms. Y. Analyzing HipHop texts also supported the understanding of metaphors and similes, vocabulary development, spelling, plot arc, point of view, juxtaposition of third and first person as a literary device, and positivity. Applying a critical literacy analysis to HipHop texts helped Mr. W understand author's positionality and purpose. Mr. W and Ms. Z both cited finding resources suitable for kids as an obstacle to using HipHop in the classroom. Critical literacy helped Ms. Z identify female voices as not centered in popular HipHop texts a reality, which may be another barrier for teachers in using HipHop in the classroom. Age and developmentally appropriate HipHop resources supported teacher's use of HipHop in the classroom.

Applying critical literacy to both children's books and HipHop texts impacted Ms. Y and Mr. W's practice, increased implementation, and developed their understanding of author's positionality and the intersection of language, power, privilege and social justice.

Using HipHop texts to develop critical literacy helped all of teachers except Ms. Z: identify the dominant and missing narrative; see multiple perspectives; develop counter narratives; increase their use of HipHop in the classroom and empathy for students. Mr. X shared HipHop education resources with other teachers, tried using HipHop to develop literacy in his classroom, and suggested that using HipHop supports student academic engagement and social emotional learning. Mr. W suggested focusing on critical literacy helped him identify author's voice, reflect on student teacher relationships, and construct counter narratives. Applying critical literacy to HipHop developed both the understanding and practice of critical literacy and surface unexamined bias in teachers.

Using children's stories to develop the practice of critical literacy also helped all of the teachers deepen understanding of the concept particularly Mr. X. Critical literacy may: help students surface what social justice issues and topics they are ready to deal with; is a comprehension strategy that preserves the joy of listening a story; can support multi-layered textual analysis; result in an expanded notion of what constitutes texts; positively affect student engagement and social justice education. Teachers developed broad views of critical literacy as more of an educational philosophy than a prescribed practice.

Modeling critical literacy for teachers support changes in practice and overcame worries regarding developmental appropriateness. Applying critical literacy to a wide range of texts may support reflection on teacher cultural and linguistic identity. Critical literacy helped: Ms. Y's students

identify perspective and become more aware of their emotions; impact her instructional practice; and illuminated the relationship between empathy, critical literacy, social justice, and awareness of identity. Critical literacy surprisingly helped Mr. X deepen his understanding of a HipHop text he was already familiar with; Mr. W applied it to reading and discourse and suggested critical literacy can teach students the ability to provide justification and evidence for their reasoning. Systematic reflection on critical literacy can help teachers: develop multiple perspectives; become more aware of how students react to power and domination in classrooms and schools; functions as a mechanism to support awareness of student academic engagement and might support teachers in coming up with their own solutions and answers to challenges instead of looking externally.

Reflective journaling, systematic reflection, and guided meditation focused on critical literacy helped Ms. Y, Mr. W., and Mr. X gain a nuanced understanding of student academic engagement, practice reflection, support the development of multiple perspectives and make shifts in their instructional practice to implement critical literacy. Critical literacy might also support social justice and be important for student resilience. Reflective journals, systematic reflection, synthesis of academic research, Critical Literacy and HipHop, and guided meditation helped teachers recognize how language: influences society; is a primary mechanism of social influence; is a site of intersectionality; and helped Ms. Y and Mr. W develop an understanding of the concept, shift instruction to critical literacy practices and support student academic engagement. Critical literacy helped Ms. Z better understand CRP examine power dynamics in society, examine bias and deficit thinking, and identify social justice topics for further study and action.

Other findings. Most of the findings in the areas of systematic reflective practice, student academic engagement and critical literacy were consistent with the research design and methodology and have been discussed at length above. There were a number of findings of significant importance that were unintended and may provide questions that are critical for future study in teacher professional learning in general but teacher professional learning in culturally and linguistically responsive pedagogy and HipHop education in particular. Many of the findings in this section are related to activities that were intended to develop systematic reflection, which overall seems to have been effective, and also yielded intriguing aspects of teacher professional learning that are not often considered or investigated. They are clustered into findings that may impact teacher empathy, teacher identity, teacher trauma, guided meditation, teacher professional learning, and unpredicted findings in systematic reflection, student academic engagement, and critical literacy.

Teacher Empathy. The intervention started with an exploration of empathy and bias to support the development of systematic reflection a process that surfaced some unanticipated teacher views regarding the role and importance of empathy in teaching. Guided by Ms. Y the group of teachers agreed that authentic empathy requires reciprocity amongst teachers and students. Understanding that emotional people may require different things was an aspect of empathy that was supportive of changing teacher practice. Developing teacher and student empathy can support more positive relationships between teachers and students.

Teachers examined bias regarding race, culture, class, and language to develop systematic reflection, this process seemed to support the three bilingual teachers change their practice and shift their underlying assumptions as all three demonstrated increases in empathy on pre and post measures. Bilingual teachers intimately understand what it is like to struggle with language and therefore may find it easier to be open and flexible and show empathy and understanding for difference, a core experience for Ms. Z, Ms. Y, and Mr. W, and a finding consistent with the impact data. Mr. X the only monolingual teacher happened not to change on the empathy measure in the impact data, although reflecting on linguistic bias did change his practice in other ways. Bilingual teachers may be more positively impacted than monolingual teachers by reflecting on linguistic bias because their bilingual identity may make it easier to build empathy. Exploring teacher's cultural and

linguistic identity positively impacted their empathy. The tension between student well being, teacher self care and behavior management and the stress of teaching negatively affects empathy and causes teachers to neglect self-care a barrier to developing and practicing empathy over the long term. Emotional regulation is a critical part of learning and is connected to the empathy necessary for strong student teacher relationships and perhaps for student success.

Teacher identity. Exploring cultural and linguistic identity supported: empathy and openness towards others; a clearer more nuanced definition of self; an awareness of how schools negatively impact identity, and may improve teacher student relationships by shifting negative underlying beliefs regarding linguistic diversity to more positive perceptions and increasing the frequency of the practice of linguistic affirmation and situational appropriateness.

Identifying personal reflection, examining empathy and how to develop it, exploring cultural, racial, and linguistic bias, and reflecting on the personal experiences most important in developing empathy increased awareness of cultural and linguistic identity and surfaced trauma that teachers have experienced in all participants. Ms. Z became able to more clearly articulate her association with her cultural and linguistic identity. Mr. X, Ms. Y, and Mr. W became more aware of how schools negatively impacted identity.

Teacher trauma. Examining disengagement: surfaced trauma in teachers related to their experience as students and teachers; helped develop insights in to ways that schools both trigger student's prior trauma and create new traumas for students; and supported teacher's emotional processing and identification of beliefs and practices that are disengaging for students particularly for Mr. X, Mr. W and Ms. Y.

Compartmentalization may be an important coping skill for teachers. Ms. Z felt systematic reflection might positively impact student-teacher relationships and help teachers process compassion fatigue; Ms. Y felt systematic reflection can be supportive for teachers who feel isolated or overwhelmed. Systematic reflection focusing on bias, empathy, and cultural and linguistic identity helped Ms. Z view her bilingual identity in a more positive fashion. Systematic reflection helped Mr. X view administrators as effective reflective partners regarding student behavior. The topic of student academic engagement may cause anxiety or be sensitive for some teachers. Conceiving of academic engagement as a continuum rather than a hierarchy can help teachers overcome some anxiety around sharing their instructional practice. Systematic reflection applied to teacher's real life contexts might support the development of multiple perspectives and recognition of why students disengage with instruction that lacks empathy, as well as more authentically surface challenges other teachers have. Managing frustration and maintaining a positive frame with students is a prerequisite for healing relationships. Systematic reflection functioned as a mechanism to support Mr. X in an emotionally challenging situation.

Meditation. Meditation and collaboration with other teachers can help develop systematic reflective practice. Guided meditation helped both Ms. Z and Mr. X identify the need to remain positive with struggling students, to work from a strength based framework rooted in students background to increase their academic achievement, and to recognize when to ask for help. Guided meditation might support the sustenance of positive frames and empathy for students in teachers. Meditation in teacher professional learning can help participants understand how critical literacy may impact student academic engagement. Guided meditation and reflective journaling focused on empathy helped lower the affective filter of all teachers, supported high levels of teacher engagement, developed individual and systematic reflection, and developed empathy in all participants. Meditation and journaling also raised teacher's awareness of how empathy impacts student teacher relationships, and what shifts in practice might increase empathy for students to support stronger relationships. Participating in guided meditation may help teachers focus their

attention on students that need the most help as well as identify areas of growth in their practice. Consistent systematic reflection in professional learning might help teachers explore unexamined bias and make shifts in their personal reflective practice.

Teacher Professional Learning. Systematic reflection coupled with individual reflection might support more actual change in practice than individual reflection alone or systematic reflection alone. Examining different kinds of reflective practice may support the development of reflective practice in general and systematic reflection in particular. Reflecting upon bias may support shifts in instructional practice and awareness of student academic engagement. Systematic reflection may impact instructional practice and support awareness of student engagement particularly by supporting teachers in pivoting their awareness away from teachers towards students. Developing awareness of student academic engagement may support a sense of urgency regarding the potential effects of disengagement with school at any age. Applying research to practice to develop awareness of student engagement may support shifts in behavior management strategies and more positive teacher student relationships. Sequentially developing systematic reflection and awareness of student engagement along with critical literacy applied to HipHop texts can increase student academic engagement. Developing the practice of critical literacy in teachers may support the development of culturally and linguistically responsive pedagogy and student academic engagement. Video inquiry can generate topics and scenarios for systematic reflection. Teachers must attend to their relationships with students before achieving student academic engagement. Creating the relational trust to explore sensitive topics helped develop awareness of student academic engagement. Video inquiry in to student academic engagement may promote high levels of teacher engagement with professional learning. Ms. Y suggested that systematic reflective practice supported the video inquiry and made more of an impact on her practice than the video inquiry alone would have. She noted how utilizing total physical response for engagement along with music seemed to positively impact student academic engagement and achievement. These types of practices and others that develop empathy and social emotional awareness might be important in interrupting the school to prison pipeline.

Unpredicted findings. Ms. Z observed that teacher reflective practice can be the difference between educative and mis-educative experiences for students and that personal reflection alone can be stagnating and cause instruction to become disconnected from the real world thereby negatively impacting students. Systematic reflection may support the development of trust amongst groups of teachers. Ms. Y suggested that developing systematic reflection in students also supports positive student teacher relationships and identified its Native American roots. Time to process and strong reflective questions can support the development of systematic reflection. Ms. Y and Mr. W attempted to use HipHop for the first time as a result of their experience in the intervention and it had a positive impact on their practice as well as student academic engagement.

Conclusion

Fully analyzing each individual case and then comparing and contrasting all of the process data seems to suggest that specific activities in the intervention impacted the outcome data in ways predicted by the research design and had some other potentially important unpredicted outcomes. All of the participants were impacted by the focus on systematic reflection and student academic engagement and only half of the participants seemed to be impacted by critical literacy.

Participants felt slightly more encouraged to seek information from colleagues after the intervention than before an outcome directly attributable to systematic reflection. Teachers questioned their teaching methods more strongly after the intervention particularly due to their work on systematic reflection and student academic engagement, and to a lesser extent critical literacy. Small increases on materials used and topics teachers covered seem more related to student

academic engagement, critical literacy, the video inquiry tasks and the exploration of HipHop pedagogy. Student academic engagement, video inquiry and HipHop pedagogy had somewhat stronger effects on teaching methods and the kinds of work students were assigned after the intervention in comparison to prior experiences. Participating in the intervention had a somewhat stronger impact on teachers developing their practice over time and spending time reflecting on their practice and seems to have been most affected by the work on systematic reflection, reflective journaling and meditation.

Sequential professional learning focused on systematic reflection and awareness of student engagement helped all the teachers in the study pay closer attention to classroom practices and all four agreed strongly that the intervention made them do so, a change in every participant and a stronger effect of the intervention. Half of the participants indicated they were more likely to pay attention to classroom practices pointed out by an administrator. All participants agreed that the intervention gave them useful feedback on their teaching due to systematic reflective practice, student academic engagement, and to the coaching and observation around critical literacy some participants received. All participants also agreed the intervention gave them sufficient time to think about and try new things, a finding very different from prior experience due to systematic reflective practice, student academic engagement, and to the coaching and observation around critical literacy some participants received. The activities focused on developing systematic reflection via an investigation of bias, student academic engagement, culturally and linguistically responsive teaching, HipHop pedagogy, and critical literacy helped all teachers question their beliefs and assumptions about what methods work best with students more deeply than prior learning.

The intervention improved teacher perceptions of the schools efforts to close the achievement gap a finding related to systematic reflection and student academic engagement. The intervention most strongly impacted the types of questions participants asked and their understanding of the differences of student need findings also related strongly to systematic reflection on bias and empathy and video inquiry into student academic engagement. The intervention also had strong positive impacts on teacher's use of ideas from staff development; systematic reflection, student academic engagement and the use of HipHop texts are practices that led to this outcome and to a lesser extent critical literacy. Another strong impact of the intervention was an increase in the perception of whether the school emphasized culturally relevant materials a change most closely related to the use of HipHop and the focus on critical literacy in the intervention. Systematic reflection and student academic engagement strongly impacted teachers understanding of how their teaching impacts students. Systematic reflection on implicit bias seemed to have the strongest effect of any activity in the intervention creating a big shift in whether teacher's examined cultural bias in professional learning.

The other findings are clustered into findings that may impact teacher empathy, teacher identity, teacher trauma, guided meditation, teacher professional learning, and unpredicted findings in systematic reflection, student academic engagement, and critical literacy.

Exploring empathy and bias surfaced the importance of empathy needing to be reciprocal between students and teachers as well as differentiated approaches to managing the behavior of emotional people. The research design intended for systematic reflection on empathy and implicit bias to provide a strong foundation for the development of teacher awareness of student academic engagement but the activities related to systematic reflection also supported the development of relational trust amongst the teachers. Although the duration of the activities and studies were intended to positively impact teacher practice and underlying beliefs and assumptions, participants in particular identified the amount of time they had to process and strong reflective questions as being supportive of the development of systematic reflective practice. Coaching teachers might lead to changes in instructional practice that increase the focus on student learning, as well as create more

opportunities for independent learning, participation, and student voice, and also led to changes in critical literacy. The research methodology broke down severely in this area as only two of the teachers received the coaching and observation planned for in the research methodology.

The lack of coaching and observation may have contributed to the weaker impact of critical literacy as both teachers who received coaching shifted their practice in this area, and both teachers who did not receive coaching had almost no impact on their practice. This is consistent with my research design but the significance of not having coach was surprising.

I hoped focusing on empathy would support the development of systematic reflective practice and did not have high hopes for being able to develop it during the intervention as I thought it would require more time than the intervention allowed. Examining bias regarding race, culture, class, and language, supported the three multilingual teachers change their practice and shift their underlying assumptions as all three demonstrated increases in empathy on pre and post measures. Developing teacher and student empathy can support more positive relationships between teachers and students. I also did not approach this study attempting to find anything regarding differentiated effects on multilingual or monolingual teachers. However the data suggests that bilingual teachers may find it easier to be open, flexible, and show empathy and understanding for difference because they intimately understand what it is like to struggle with language. Bilingual teachers may be more positively impacted than monolingual teachers by reflecting on linguistic bias because their bilingual identity may make it easier to build empathy.

I only intended to examine cultural and linguistic identity to develop systematic reflective practice however looking at bias supported outcomes in the areas of cultural and linguistic identity, empathy, and helped surface trauma in teachers. Identifying personal reflective practices, examining empathy and how to develop it, exploring cultural, racial, and linguistic bias, and reflecting on the personal experiences most important in developing empathy increased awareness of cultural and linguistic identity and surfaced trauma that teachers have experienced in all participants. Exploring cultural and linguistic identity might support empathy and openness towards others, a clearer more nuanced definition of self, and an awareness of how schools negatively impact identity; and may improve teacher student relationships by shifting negative underlying beliefs regarding linguistic diversity to more positive perceptions and increasing the frequency of the practice of linguistic affirmation and situational appropriateness.

Examining disengagement surfaced trauma in teachers related to their experience as students and teachers, helped develop insights in to ways that schools both trigger student's prior trauma and create new traumas for students, and supported teacher's emotional processing and identification of beliefs and practices that are disengaging for students. The tension between student well being, teacher self care and behavior management may negatively affect empathy, particularly over the long term. Compartmentalization may be an important coping skill for teachers. Systematic reflection functioned as a mechanism to support teachers in emotionally challenging situations, positively impacted student-teacher relationships, and might help teachers process compassion fatigue; Systematic reflection can be supportive for teachers who feel isolated or overwhelmed and can help teachers view their identities in more positive ways. Systematic reflective practice applied to teacher's real life contexts might support the development of multiple perspectives and recognition of why students disengage with instruction that lacks empathy, as well as more authentically surface challenges other teachers have. Managing frustration and maintaining a positive frame with students is a prerequisite for healing relationships. Developing awareness of student academic engagement may support a sense of urgency regarding the potential effects of disengagement with school at any age. The topic of student academic engagement may cause anxiety or be sensitive for some teachers. Conceiving of academic engagement as a continuum rather than a hierarchy can help teachers overcome some anxiety around sharing their instructional practice. Applying research to practice to

develop awareness of student engagement may support shifts in behavior management strategies and more positive teacher student relationships.

Systematic reflection coupled with individual reflection might support more actual change in practice than individual reflection alone or systematic reflection alone. This was a very important and unexpected finding as I thought the development of systematic reflective practice was the most important thing to do going in to the study. Examining different kinds of reflective practice may support the development of reflective practice in general and systematic reflective practice in particular. Systematic reflective practice may impact instructional practice and support awareness of student engagement particularly by supporting teachers in pivoting their awareness away from teachers towards students. Reflecting upon bias may support shifts in instructional practice and awareness of student academic engagement. Sequentially developing systematic reflective practice and awareness of student engagement along with critical literacy applied to HipHop texts can increase student academic engagement. Cycles of systematic reflection and action that develops self-awareness in teachers coupled with awareness in student engagement may change teacher practice and improve student academic engagement. Developing the practice of critical literacy in teachers may support the development of culturally and linguistically responsive pedagogy and student academic engagement. Video inquiry can generate topics and scenarios for systematic reflection. A balance of individual and systematic reflective practice may be key to impacting instructional practice

Meditation and collaboration with other teachers can help develop systematic reflective practice. Guided meditation helped teachers identify the need to remain positive with struggling students, to work from a strength based framework rooted in students background to increase their academic achievement, and to recognize when to ask for help. Guided meditation might support the sustenance of positive frames and empathy for students in teachers. Meditation in teacher professional learning can help participants understand how critical literacy may impact student academic engagement.

All participants: showed changes in perception of professional learning pre-interview to post interview; implemented new learning from the intervention in their instructional practice; identified the experience as both differentiated and challenging; and demonstrated shifts in their instructional practice. Teachers need to surface and process secondary trauma resulting from their school experience as both students and professionals. Teacher professional learning can potentially be more effective if it purposefully helps teachers surface and process trauma as a regular part of teacher professional learning. Teachers maybe more likely to engage with professional learning that helps them surface and process trauma.

It is interesting to note that in the year the intervention took place the school made the single biggest jump in achievement from CST (the old state test) to CAASPP (the new state test), and that teachers at the site of the study voted to allocate site funds to purchase a license for a HipHop educational curriculum called Flocabulary as well as a contract with the Niroga institute to do school wide meditation all realities difficult to tie directly to the intervention but noteworthy because they developed after the intervention took place.

CHAPTER FIVE

REFLECTIONS: SUMMARY, DISCUSSION, AND IMPLICATIONS

The Context for this Study

The achievement of culturally and linguistically diverse students and the urgent need to address their cultural needs are a big problem in the American education system (Brown-Jeffey & Cooper, 2011; Li, 2011). Schools reify: social inequities, unequal power dynamics, and oppositional stances to students (Gibson, 1997). Negative perceptions of student learning capacity (Landsman & Lewis, 2006), lower expectations (Ladson-Billings, 1994, Thompson 2004), lack of sensitivity to cultural needs (Irvine, 1990), bias and prejudice towards interaction and discourse (Li, 2011), and belief students should conform to school culture (Sleeter, 1992), are all mechanisms that reify unequal societal power relationships in schools for culturally and linguistically diverse students (Gibson, 1997), devalue their identities (Gibson, 1997; Nieto, 1999; Brown-Jeffey & Cooper, 2011; Li, 2011), and sustain and support a mismatch between home and school culture (Ladson-Billings, 1995; Skrla & Scheurich, 2001; Rogers-Sirin, 2008, Li, 2011). All of these factors combine to create schools that have subtractive and reductive views about students. Students act oppositional to schools (Ogbu, 1992; Gibson, 1997) in response to the ways in which schools acculturate students via power, oppression, and oppositional stances to students language and culture which supports and sustains a cultural and linguistic mismatch between schools and students, and reduced student engagement and achievement (Gibson, 1997, Noguera 2008).

The effects of race and Racism in America shape teachers': socialization, personal frames of reference, and perception of and interaction with culturally and linguistically diverse students regardless of teacher racial or ethnic background. Unexamined teacher bias and prejudice towards student's cultures and languages lead to: deficit thinking, lower expectations, and lack of sensitivity to the cultural needs of students. Bias, prejudice, deficit thinking, and low expectations negatively impact teacher's ability to meet student's needs and leads to a perception that they are incapable of learning, and should conform to school culture. The local needs assessment revealed that many UBUS teachers often reject student language and rarely affirm or analyze the differences between academic language and student language; still have deficit views about students and rarely think about their underlying beliefs and assumptions; believe that students should conform to school culture, and use literacy strategies attached to a scripted curriculum.

Teacher's underlying beliefs shaped by bias, deficit thinking, low expectations and perceptions of student learning are made visible by the belief that students should conform to schools, rejection of student language, lack of reflection on instructional practice, lack of culturally relevant content and materials, and the use of scripted literacy strategies to teach comprehension. Teachers that reject student language reify the unequal power relationship between teachers and students a problem of practice found in both theoretical and empirical literature (Hollie, 2001; Purcell- Gates, 2008, Gandara & Contreras 2009), which creates a classroom culture of opposition and conflict. Very few school personnel (mostly teachers and principals) reflect on their practices in a structured or systemic way (Rychly & Graves, 2012; Camburn, 2012; Larivee, 2008), making it difficult to change instructional practice. Many teachers use scripted literacy practices and content from the state adopted curriculum, which rarely includes critical comprehension strategies or culturally and linguistically relevant material (Gandara & Contreras, 2009; Reeves, 2010; Guccione, 2011). Teacher rejection of student language, little reflection on practice, and minimal use of culturally relevant materials or critical comprehension strategies were all problems of practice present in UBUS

Teachers who examine biases and assumptions about the abilities, interactions, and discourse

patterns of students can improve their perceptions of and develop high expectations for students and families (Ladson-Billings, 1995; Delpit, 1995; Gay, 2000; Morrison et. al., 2008; Brown-Jeffey & Cooper, 2011), improve cultural sensitivity, meet the needs of students, and believe schools should conform to students (Sleeter, 1992; Ladson-Billings, 1995; Gay, 2000; Morrison et. al., 2008).

Teachers that practice reflection, engagement, and critical literacy equalize power relationships between teachers and students, encourage discourse patterns and interactions that support and sustain a cultural linguistic match between school culture and the home languages and cultures of students and can improve student engagement and academic achievement (Banks et al., 2000; Gay, 2000; Li, 2011; Morrison et. al., 2008).

Teachers that practice systematic reflection on: their relationships with students; literacy content; and the way student's think about literacy; are more likely to change their practices and improve their perceptions of students. Teachers that include culturally and linguistically relevant curriculum and affirm student language can increase student engagement. Teachers that utilize critical literacy with culturally and linguistically relevant texts are more likely to understand how students think and improve student achievement. The practices of reflection, student academic engagement, and critical literacy all support and encourage examination of the relationships between teachers, students, and literacy practices and the use of culturally relevant curriculum which can increase teacher's expectations for student achievement and reduce deficit thinking and the mismatch between schools and students. An intervention that creates the transitions in underlying beliefs and assumptions and changes in technical practice outlined above can align teaching with students, and improve student engagement and achievement with school.

Systematic reflection on teacher's relationships with students and instruction, awareness of student academic engagement and linguistic affirmation or rejection, critical literacy and culturally relevant materials are far more desirable teacher practices than those that predominated class room instruction in UBUS prior to the intervention.

CRT within a Structural Racism framework and insights from the literature on CRP and teacher professional learning describe and explain the complex context of education in America that results in teacher deficit thinking, low expectations, mismatch between schools and students, and to identify desirable teacher practices. Racism's effects on American institutions and teachers' underlying assumptions about students and their home cultures are the contextual elements most critical for understanding the cultural mismatch between schools and students cultures and how this mismatch negatively affects student achievement and engagement (Sleeter; 1992; Ladson-Billings, 1994; Pang & Sablan, 1995; Thompson, 2004). A synthesis of the literature on CRP and professional development based on local need suggests that a professional learning intervention focused on a systemic reflection, engagement, and critical literacy with the appropriate form and duration, may be effective in changing from current to desired practices and might break the cycle of occurrence and recurrence of cultural mismatch between school and students. Simply put until teachers begin to think about and explore how their own personal frames of reference and underlying assumptions have been shaped by the history of Race and Racism in America it is virtually impossible for them to be aware of student academic engagement, linguistic affirmation or rejection, or to view student academic engagement as important.

The critical features necessary for successful professional development on CRP are: the form of a teacher work group oriented to reforming instruction and improving student achievement; a duration of at least three months and a minimum of 20 contact hours; the support, encouragement, and collective participation of a group of teachers from the same school, opportunities for active teacher learning and improved knowledge about literacy, student thinking, and diversity (Li, 2011; Borko 2004, Little, 2006; Desimone et. al. 2009); and a specific focus on developing the practices of reflection (Morrison et. al., 2008; Brown-Jeffey & Cooper, 2011; Rychly & Graves 2012),

engagement (Morrison et. al., 2008; Gandara & Contreras, 2009; Jablon & Wilkinson, 2006), and critical literacy (Freire, 1970; McLaughlin & DeVogd, 2004; Freebody & Frieberg, 2011). Utilizing literacy as the content focus is coherent with teacher's prior learning and goals, and is aligned with standards and assessments (Li, 2011). Changing teacher instructional practice requires professional learning that challenges teacher's beliefs and practices, and provides tools and strategies that resolve cognitive dissonance and problems of practice in ways that meet the needs of teachers (Greenleaf & Schoenbach, 2004; Loucks-Horsley & Matsumoto, 1999; in Greenleaf et. al. 2010). Changing existing teacher practices to more desirable practices requires examining the relationships between teachers and literacy, students and teachers, and students and literacy respectively in order to challenge teacher beliefs and practices and provide them with tools and strategies that meet their pragmatic needs to resolve cognitive dissonance and problems of practice. A pre-existing culture of inquiry focused on collaboration and public teaching to increase student achievement at the school is a necessary prerequisite and strong motivation for even subconsciously fearful, defensive, teachers resistant to change to engage in this kind of work.

Systematic Reflection is imperative for orienting teachers towards being supportive of professional development on CRP. Systematic reflection on the relationships between students and teachers supports transitions in teachers underlying beliefs about students from negative to positive, and examination of their personal beliefs and biases in order to account for and mitigate deficit thinking and low expectations. Awareness of student academic engagement supports: changes in teacher practice; instructional improvement for diverse students; differentiated instruction, validation and affirmation of student language and culture as formal curriculum; a refusal to accept failure; the ability to recognize and respect student's cultural backgrounds, and can be fostered specifically by reflecting on literacy practices. Critical literacy helps teachers examine the relationship between students and literacy, provides insights in to student thinking, and supports increased student achievement. Professional development focused on developing reflection, critical literacy, counter storytelling, engagement, and linguistic awareness can change teacher instructional practice and support a transition in their underlying beliefs and cultural competence (Irvine, 1990; Garcia & Guerra, 2004; Rogers-Sirin, 2007; Rogers-Sirin & Sirin, 2009). This research sought to develop an intervention that sustainably improves the perceptions and expectations of a critical mass of teachers about students and improves their practice and ability to implement CRP and critical literacy, which in turn more closely aligns school with home culture, increases student engagement, and improves student achievement.

The intervention. Sequential cycles of professional development, observation, feedback, and coaching that develop a systemic practice of reflection on teacher's cultural/linguistic identity and their instruction by focusing on the relationships between teachers and students can increase teacher skill and understanding of student diversity and allow for transitions in their underlying beliefs. Developing teacher awareness of student engagement and language affirmation by examining the relationship between teachers and literacy deepened and activated teacher subject matter knowledge and supported changes in instructional practice. Critical literacy helped teachers examine the relationship between students and literacy developed teacher knowledge of student thinking, and supported improved student achievement.

My intervention design mandated that participants were from the same school and/or grade level so this participant action design study had no sample in the strict sense of the term, selecting a site where the problem of practice is evident is akin to purposeful sampling in classic qualitative research. Anyone relevant and willing at the site where the problem of practice was evident and the intervention took place became the sample. This study intended to focus on a group of eight teachers at two Urban Bay Unified Schools (UBUS). UBUS had a large population of culturally and linguistically diverse students and indicators of low student engagement and achievement. There was

no training on CRP prior to the intervention. Ninety-seven percent of the students were Latino, African American, Native American, Pacific Islander and/or English learners based on the demographic data available from the district, the majority demonstrate low academic performance and had not reached federally mandated measures of competence in English language arts or on State assessments over the past decade prior to the intervention.

The intervention centered on teachers formed as study groups focused on inquiry into improving student achievement by deepening their understanding and implementation of reflection, engagement, and critical literacy. The minimum requirement for participation was being a full time credentialed classroom teacher at the schools. The researcher was a principal of one of the schools and supported the work of the teachers in developing the practices of reflection, engagement, and critical literacy. The group of teachers from the other school that agreed to participate in the study backed out prior to beginning citing the time commitment as too much for the spring semester of the school year. Participants engaged in ten professional development sessions lasting two hours each, which were supposed to have been followed by a classroom observation and a one-hour coaching session, spanning a period of four months. An intervention teacher at my school who was a third year graduate student at another UC agreed to be a research partner, and an instructional coach at my school also agreed to be a research partner in order to account for ethical issues related to the treatment of human subjects. The intervention teacher and I lead the professional development at my school site and she did the observation and coaching in order to improve the reliability and validity of this study and help to reduce confirmation bias.

Participants expressed interest and committed to attend and participate in all professional development, observation, and coaching sessions. This study intended to create a prototype for an iterative design study. Participants met biweekly, and were compensated. My role as Principal was a participant, designer, and agent for change and transition. Participant action design research expects this sort of researcher positionality and recognizes teachers as the most important actors in the intervention. Teachers are the agents of change and implementation in the classroom, and were so in this study.

As a practitioner researcher I worked as a change agent on teacher practices, and as a transition agent on teacher underlying beliefs and cultural competence. I believe we have a moral obligation to support changes and transitions in teacher practice, underlying beliefs, cultural competence, and the development of classrooms culturally relevant and responsive to students in order to support student academic engagement and achievement.

Attending to bias. Major questions of confirmation and social bias potentially skewed my results but were somewhat counter-balanced by the trust the researchers had with participants. Since my research partner had no evaluative authority and she conducted the classroom observations of the teachers this hopefully also reduced confirmation bias. The relational trust inherent in our relationships may have allowed us to ask participants sensitive questions about their current teaching practices, underlying beliefs, and cultural competence that others could not, as well as receive more open and honest answers. Collaboration with research partners, reflection, evaluation, interviews, and peer debriefing also helped control for bias and ensure rigor. Systematic Reflection was an essential practice for recognizing and accounting for bias. As the primary design developer, evaluator, and supervisor of some participants, my participation could have affected the study and its outcomes. Limiting myself in data collection was an attempt to ensure that the data is free bias. Despite these limitations I believe participants were open and honest with researchers as we often made group agreements of our understandings that were also evident from observation and interview data.

The anonymous surveys were designed to provide baseline data closer to the actual responses of participants than what they might espouse when their identity is known. Triangulation,

with multiple observations and interviews was an attempt to verify and corroborate participant's actual practice with what they say and seems to have supported the validity and reliability of the findings.

Summary of methods

This study is a participant action design study fundamentally organized as an ethnographic analysis of the lived experience of four teachers and their instructor (who was me, the author of this dissertation) as they engaged in a semester-long intervention to probe the depths of CRP in order to better understand how they might employ elements of popular culture (e.g., HipHop) and principles of relevance and engagement to create more appealing instructional spaces and activities in their classroom. The major tools used to document the journey were observation of and interviews with the four participating teachers, but these were complemented by regular reflective essays written by the teachers and a more formal pre-post survey of their beliefs, practices and attitudes regarding their pedagogy and the promise of CRP-inspired approaches that emerged during the intervention.

Interviews. At the very outset and the very end of the intervention I interviewed all teachers in depth. The purpose of the interviews was to provide baseline and outcome data regarding teacher's perceptions of professional learning and their practices; thus the interview protocol (see Appendix 8 for the entire protocol) focused on teachers general perceptions of professional learning, professional learning about CRP, and implementation of strategies from professional learning, with prompts like: What kinds of culturally relevant practices do you use in your classroom?

Observations. If the interviews were intended to document transitions in beliefs and attitudes, the observations focused on any changes that might emerge in the teachers' classroom practices and activities.

Reflections. Journal reflections at the beginning and the end of most sessions along with group discussion and debriefs of both the journaling process and guided meditation provided rich process data for the experiences of teachers during the intervention.

Formal Survey. A survey instrument was adapted from valid and reliable sources.

Rubrics. A culturally relevant practices rubric was developed from CHKS and BTSA tools also valid and reliable instruments. The critical literacy rubric and student engagement rubric were synthesized from the literature by the researcher. Rubrics were used to measure teacher's instructional practices during the pre and post observations of the teachers. Observations, field notes, memos, and the participants writings collected during the ten sessions of the intervention comprised the bulk of the process data.

Summary of Findings

The impact data demonstrated slight changes in teachers reporting that they had the opportunity to work on aspects of teaching they are trying to improve, trying new things, student assessment, and student grouping. Moderate changes in seeking information from colleagues, questioning their teaching methods, materials used, and topics covered. Slightly stronger but still moderate effects were found on teaching methods used and the work assigned to students. After the intervention teachers perception of the school improved in appreciation of student diversity and respect for diverse cultural beliefs, developed aspects of teaching over time and reflected on the effects of their instructional practice. The impact data indicated the intervention had strong effects in helping teachers pay closer attention to classroom practices, improving their perceptions of principal's instructional feedback, providing feedback on their instruction, time to think about, evaluate and try new ideas, and helped them question their beliefs and assumptions about students. Teachers also improved their perception of the school in regards to its efforts to close the achievement gap and emphasize culturally relevant materials. All participants demonstrated changes in practice in the areas of systematic reflection and awareness of student engagement and transitions

in their underlying beliefs during the course of the intervention towards more positive views of students. Observable shifts in practice related to critical literacy occurred in only half of participants. This intervention helped teachers to: align their instruction to the culture and language of students; increase teacher subject matter knowledge; change instructional practice; believe schools should conform to students, and help increase student academic engagement and achievement. There were many results consistent with the research design, several compelling unanticipated results, and some important areas where the research design failed and had minimal impact.

Systematic reflection. Investigating how bias affects empathy by defining it, exploring the topic in academic research and taking a survey on empathy helped teachers identify their current levels of empathy and reflective practice as well as develop systematic reflection. Identifying experiences most important in developing teacher's personal empathy supported increased awareness of cultural and linguistic identity, and helped develop systematic reflection and more positive instructional environments. Analysis of the impact of empathy on student teacher relationships supported the identification of contextual challenges to its development and shifts in teacher practice. Systematic reflection on empathy helped teachers realize how their personal experiences impact their relationships with students. Participants suggested teacher empathy could be impacted by: larger societal contexts, their cultural identity, bilingualism, childhood trauma, immigration, and pre service teacher learning. They also identified the stress of teaching, which causes teachers to neglect self-care as barriers to developing and practicing empathy. Reflective journaling helped teachers identify their personal schema with empathy, identify the aspects of empathy most important to them, and develop a more flexible conception of empathy.

Systematic reflection can help teachers: realize bias negatively impacts empathy and reflective practice; understand empathy plays an important role in teaching and learning; develop multiple perspectives on empathy important to relationships with others; process compassion fatigue; create humanizing spaces; help teachers test and examine their assumptions about their relationships with students; and realize that students also need to explore empathy. Systematic reflection positively impacted teacher's relationships with students as reported by teachers in interviews and surveys and evident in observations.

Guided meditation and reflective journaling focused on empathy helped: lower the affective filter of all teachers; supported high levels of teacher engagement; developed individual and systematic reflective practice; and developed empathy in all participants. Meditation and journaling also raised teacher's awareness of how empathy impacts student teacher relationships, and what shifts in practice might increase empathy for students to support stronger relationships. Participating in guided meditation helped teachers focus their attention on students that need the most help as well as identify areas of growth in their practice.

Systematic reflection focused on bias, empathy, and cultural and linguistic identity helped teachers: attend to relationships with students and realize that few school experiences attend to empathy or emotional intelligence; developed an awareness of how schools negatively impact identity; develop empathy and openness towards others, and cultivate self-awareness and multiple perspectives, as well as recognize student's challenges and strengths. Systematic reflection and music in teacher professional learning were mechanisms that developed empathy. Consistent reflection in professional learning might help teachers explore unexamined bias and make shifts in their personal reflective practice. Reflective journaling in the intervention supported the development of reflective journaling in teacher's practice outside of the intervention.

Defining systematic reflection helped all participants: distinguish between formal and informal reflection and personal and systematic reflection; identify their relationships with students as a critical topic of reflection; develop systematic reflection; cultivate self-awareness of identity and

multiple perspectives. Socially constructing a definition of reflection from participants lived experience and academic research positively impacted all teachers helping them: realize that formal reflection with groups of other teachers may be more effective than informal reflection; focus on instructional practice and become more aware of obstacles to reflective practice; understand teacher reflective practice can be the difference between an educative and mis-educative experience for students; realize informal individual reflection can stagnate teacher instructional practice and negatively impact students. Synthesizing academic research on systematic reflection might increase the amount of emotional intelligence applied to the classroom, help teachers identify the importance of systematic reflection to culturally responsive teaching, and realize that there are differences in behavior norms between people from different cultural backgrounds.

Using the Courageous Conversations about Race protocol helped all participants engage in systematic reflection on implicit racial bias and examined how race might impact empathy. Teachers suggested systematic reflection and culturally responsive teaching: might support the development of empathy and changes in instructional practice; and might help teachers become more aware of their cultural and linguistic identity and arrive at clearer more nuanced definitions of themselves. All teachers agreed that racial bias could negatively impact empathy;

Systematic reflection on implicit bias helped teachers make shifts in instructional practice and become more aware of underlying beliefs and assumptions. Systematic reflection may have a positive impact on student teacher relationships in the areas of empathy and patience as well as some shifts in instructional practices. Systematic reflection on the relationship between teacher's and students focused all of the teacher's instructional practice and improved planning, impacted practices related to behavior management and differentiation of instruction, and helped teachers include students in systematic reflection all moves to positively impact their relationship's with students. A regular reflective practice like the one developed by the intervention that involves students may be supportive of changes in instructional practice and awareness of underlying beliefs and assumptions. Inquiry and the focus on effective practice in the intervention may have helped shift deficit frames about students. Teachers developed a heightened awareness of students from systematic reflection and suggested it had a positive impact on their feelings about students and relationships with parents.

Examining Linguicism helped teachers develop more nuanced understandings of: their identities; student's languages and literacies; how linguistic bias and class bias affect empathy; teacher practice, and their relationships with students. Reflecting on linguistic identity and teacher's lived experience with linguistic bias helped teachers surface deficit thinking about non standard English languages and non standard literacies, as well as develop counter narratives to those deficit frames.

Systematic reflection on music supported positive student teacher relationships in the areas of empathy and patience and helped change instructional practice. Examining how linguistic bias impacts the use of music in general and HipHop in particular in schools may help teachers examine how linguistic bias impacts student teacher relationships. Examining how language is affirmed or rejected in schools and the impacts of linguistic bias might deepen educator's empathy and improve their relationships with students. Teachers observed that the use of student's home language and linguistic affirmation can be as important as culture in fostering positive student teacher relationships.

Systematic reflection on linguistic bias coupled with the critical analysis of Tupac's "Keep Ya Head Up"(1993) developed multiple perspectives in teachers, shifts towards culturally relevant instructional practices with students. Analyzing HipHop lyrics to support the development of main idea and detail, evidence from the text, and the justification of reasoning via the interactive writing process may have helped increase teacher's awareness of their cultural and linguistic identity and that of their students. Exploring cultural and linguistic identity might: support empathy and openness

towards others; a clearer more nuanced definition of self; support an awareness of how schools negatively impact identity; and improve teacher student relationships by transitioning negative beliefs about linguistic diversity to more positive ones and increasing the practice of linguistic affirmation.

Analyzing how music is connected to human emotion and cognition supported its instructional use. Reflecting on cultural and linguistic identity with music was an important mechanism for developing awareness and understanding of teacher's cultural and linguistic identity, and impacted teacher practice. Teachers must understand their own cultural identity in order to understand its impact on their relationships with students. Participants observed language could be both an asset and an obstacle to relationships. Systematic reflection on Linguicism helped teachers become more aware of linguistic bias and realize that situational appropriateness and differentiated instruction are critical to culturally responsive teaching and might mitigate bias.

Meditation and reflective journaling on cultural and linguistic identity may support its development by helping teachers: focus on experiences important to their identities; reflect on their own experiences with linguistic bias in schools as both teachers and students; deepen their understanding of their own cultural and linguistic identity. Awareness of student engagement and linguistic affirmation or rejection, can change instructional and behavioral management practices, and minimize the mismatch between schools and students. Reflective journaling, systematic reflection, synthesis of academic research, analysis of HipHop texts and guided meditation on linguistic identity and linguistic bias impacted all of the teachers in the study and helped them identify unexamined bias, develop systematic reflection and develop positive counter narratives.

Analyzing academic research investigating the connection between systematic reflection and awareness of student engagement helped: make shifts in instructional practice towards being more responsive to student learning; increase opportunities for student voice; increase student ownership of education; and developed awareness of student academic engagement for all teachers in the study. Teachers suggested slowing down teaching and teacher thinking in order to adequately check for understanding is important for student academic engagement. Analyzing research on culturally responsive literacy instruction helped teachers recognize that using students prior knowledge and differentiation of instruction support student engagement and achievement. Developing cultural and linguistic awareness can help teachers avoid negative frames about students.

Developing systematic reflection and applying it to student teacher relationships can improve teacher awareness of student engagement in general, and student academic engagement in particular as well as help teachers shifts towards an instructional practice that is more responsive to student learning, that increases student ownership of learning, and centers student voice. There may be an important connection between systematic reflection and teacher's ability to be present and aware of student academic engagement. Analyzing academic research investigating the connection between systematic reflection and awareness of student engagement helped make shifts in instructional practice towards being more responsive to student learning as well as increasing opportunities for students to engage in reflective practice. The qualities of teacher systematic reflection mirror qualities of student interaction that lead to student academic engagement.

Student academic engagement. Systematic reflection helped teachers focus on student academic engagement by explicitly calling attention to how students engage with instruction and supported shifts in teacher's focus away from themselves and what teachers do, towards students and how they respond to teacher moves. All four teachers explicitly mentioned this outcome in their interview and reflections, even suggesting that socially constructing a definition of student academic engagement from academic research and applying systematic reflection to the topic supported (a) several shifts in instructional practice and awareness of student academic engagement for all participants; (b) understanding of academic engagement that includes both psychological and emotional aspects and an awareness of what practices positively affect students; (c) an understanding

that there may be a range of behavioral and cognitive student indicators of student academic engagement related to age; and (d) an understanding of how access to content impacts student academic engagement.

Exploring the distinction between cognitive and behavioral engagement helped all of the teachers develop awareness of student academic engagement overall. The topic of student academic engagement may cause anxiety or be sensitive for some teachers. Conceiving of academic engagement as a continuum rather than a hierarchy can help lower teacher's affective filter, overcome anxiety around sharing their instructional practice, and may help develop an understanding of the concept. Awareness of student academic engagement is critical for student success.

Systematic reflection on student academic engagement helped all of the teachers in the study realize that most teacher professional learning focuses completely on looking at and talking about teachers and their instructional practices and rarely considers the student. Systematic reflection on student academic engagement developed teacher's curiosity about students and helped all participants consider how shifts in instructional practice might affect student academic engagement. Furthermore, systematic reflection on student academic engagement helped teachers look deeply at themselves in order to shift the focus away from the teacher and towards students and examine how kids perceive and receive instruction. Systematic reflection and video inquiry supported understanding of student academic engagement and teacher identity as well as shifts in instructional practice for all participants. Connecting student independence with high expectations and exhibits of student work may were methods teachers suggested for understanding how students are receiving instruction and demonstrating learning. In group discussions and reflective journals teachers noted that the quality and nature of teacher student relationships directly impacts student academic engagement. Systematic reflection on Critical Literacy supported teacher's recognition of power dynamics between teachers and students in schools, as well as their ability to take instructional risks. Systematic reflection on student academic engagement functioned as a mechanism to support teachers in emotionally challenging situations and supported teacher's emotional processing evident in discussions and reflective journals, as well as post interviews.

Focusing teachers intently on how students perceive and receive instruction and how they demonstrate learning may support teacher's awareness of instructional rigor and student's opportunity to learn a result of focusing on student academic engagement. Video inquiry helped teachers realize the ways in which students respond to teacher's moves is central to the idea of student academic engagement and developed their understanding of the concept. Video inquiry into student academic engagement helped teachers: notice how they interact with student language; learn how to affirm student language; increase student dialogue; and recognize pace, informal language, vocabulary instruction, and academic English instruction as important teacher moves that support student academic engagement. Understanding linguistic bias may support student academic engagement by helping teachers expose their students to higher levels of text and discourse. Participants identified sentence frames that support the development of complex language as evidence connected to higher expectations in teachers.

Teachers suggested that nonverbal student cues may be low inference indicators of student academic engagement, and that it has important emotional qualities. Video inquiry: helped teachers engage in language development practices as well as understand deeper nuances of student academic engagement, helped all of the teachers develop an understanding of the qualities and levels of student academic engagement, created a nuanced understandings of the continuum of student academic engagement, demonstrated examples of the kinds of student-to-student academic interactions that suggest student academic engagement, and developed the idea it is possible for student academic engagement to be evident for an entire lesson.

Comparing and contrasting a HipHop education lesson with a standard lesson developed teacher awareness and understanding of what practices might support student academic engagement and helped distinguish it from other types of engagement. Deeply analyzing student academic engagement helped teachers identify emotional engagement as important to consider along with cognitive and behavioral engagement.

Systematic reflection on student academic engagement may help teachers develop an understanding of their student's cultural context so that they can better interpret behavior and structure curriculum in order to be successful with students evident in discussion, journals, and interviews. Applying systematic reflection to student teacher interactions may slow down some of the instructional exchanges between teachers and students to allow deeper analysis of the moves that teachers makes that lead to student academic engagement a finding from teacher's discussions about systematic reflection and the video inquiry tasks.

Systematic reflection, synthesis of academic research, video inquiry, journal reflections, and guided meditation can help develop awareness of student academic engagement in teachers and may be supportive of shifts in teachers instructional practice something clear in pre and post observations that teachers attributed to the intervention. Understanding student academic engagement helped teachers realize that students can provide the strongest feedback on their practice and helped them become more critical of professional learning. Combining research practice via video inquiry may improve awareness of student engagement levels and shift practice to more consistently request student feedback.

Deconstructing human communication and an examination of the connections between empathy, bias, nonverbal, and paraverbal communication and cues supported: teacher situational awareness and recognition of both verbal and nonverbal indicators of student academic engagement as well as specific student actions and responses to teacher moves for all teachers particularly: the development of an affirming tone when dealing with students, empathy, and awareness of student academic engagement.

Reflecting on disengagement revealed that all of the teachers involved in this study had negative experiences with schools and teachers that led to low levels of academic engagement and achievement. Examining disengagement surfaced trauma in teachers related to their experience as students and teachers, helped develop insights in to ways that schools both trigger student's prior trauma and create new traumas for students, and supported teacher's emotional processing and identification of beliefs and practices that are disengaging for students. Teachers described learning as an emotional process and recounted vividly painful experiences that clearly identified hurtful practices related to power and oppression and made them want to disengage. Teachers described shaking, fear, avoidance, uncontrollable weeping, corporal punishment, rejection, academic failure, emotional disengagement, negative associations with subject matter, academic disengagement, and mis-educative experiences as results of their experiences with schools and teachers, which they all identified as trauma.

The intervention helped teachers, identify and focus on student cues that indicate academic engagement, and practice awareness of nonverbal cues that indicate academic engagement or disengagement. Synthesizing academic research in conjunction with video inquiry into student academic engagement can help teachers: describe nuances of student academic engagement; connect student academic engagement directly to the experiences students have with teachers, and better recognize cues students give when disengaged. Participants observed that some students who appear disengaged still learn and remember what is presented in a lesson, and student ambiguity might be a passive form of disengagement. Focusing on teacher student communication may support teachers in more deeply reflecting upon their own school experiences, and how their demeanor, behavior, and management style effects student academic engagement. Participants suggested that there are

many aspects of academic engagement that have nothing to do with verbal participation and that when students are disengaged it can have an emotional impact on teachers.

Systematic reflection on student academic engagement helped develop higher levels of teacher situational awareness. Leveraging academic research to develop an understanding of academic engagement supported teacher's understanding of the connections between student and teacher relationships and academic engagement. Constructing a definition of disengagement informed by both theory and practice may help teachers better recognize student academic engagement.

Allowing teachers to view multiple different exemplars of student academic engagement helped them make sense of the concept. Teachers observed that: school culture and climate has a strong influence on teacher's level of engagement with their work; highly engaged teachers are more likely to reach high levels of student academic engagement; teacher enthusiasm and risk taking may be essential to student academic engagement. Video inquiry promoted high levels of teacher engagement with the intervention evident in discussions and journal reflections. Studying student academic engagement may create more engaging instructional practices and increase teacher capacity to engage students. All teachers were engaged by the intervention.

Applying systematic reflection to student academic engagement: developed awareness of student academic engagement; made connections between teacher self awareness, excitement about teaching content, and the authenticity of teacher relationships with students; shifted practices; increased student academic engagement, and improved relationships between teachers and students. Teachers must attend to their relationships with students before reaching student academic engagement. Creating the relational trust to explore sensitive topics helped develop awareness of student academic engagement. Applying systematic reflection to video of student teacher interactions slowed down some of the instructional exchanges between teachers and students and allowed a deeper analysis of the moves teachers make that lead to student academic engagement.

Regular video analysis helped all participants identify teacher moves that lead to student academic engagement and the specific conditions, actions, and practices necessary to achieve it. Contrasting more culturally relevant lessons with less culturally relevant lessons and comparing student academic engagement via video inquiry helped teachers develop a conception of instructional pairing and an awareness of which teacher moves and student responses indicate student academic engagement. Analyzing moves effective HipHop Education teachers pair together to create student academic engagement can deepen awareness and support implementation.

Teachers paired instructional moves together to achieve student academic engagement an idea generated from the video inquiry and observed in classrooms after the study. Reciprocity of enthusiasm between teachers and students, affirmation, and teacher energy are all prerequisites to achieving student academic engagement identified by participants in the study. Video inquiry into lessons that incorporate HipHop pedagogy can help teachers recognize how visual scaffolds, technology, and music are important teacher moves that develop student academic engagement. Social construction of knowledge, energy, affirmations, and pacing are important structures and teacher qualities participants identified that supported student academic engagement. HipHop, multi media, and multi modality instruction can support culturally relevant instruction and student academic engagement and increase the frequency of student voice and participation, all important practices for teachers in the intervention in achieving student academic engagement and evident in post observations. Integration of technology into instruction and equal power dynamics between teachers and students are moves that teachers can make to support student academic engagement also identified by participants in the study.

Student academic engagement, participation and voice can support positive behavior management strategies that are permissive of student exploration and movement something teachers

noticed from the video inquiry. Teacher moves designed to support positive relationships with students developed student academic engagement evident in post observations. Participants also identified teachers who take risks and provide space for their students to express themselves in culturally relevant ways, and teacher's ability to understand student's perspectives as having impacts on their awareness of student academic engagement.

Journal reflections, systematic reflection, video inquiry and guided meditation focused on student academic engagement can all help: develop awareness and shift instructional practice to improve it; teach with greater rigor; and shift instructional practice in response to student need evident in both the process and impact data. Systematic reflection and video inquiry into lessons that incorporate HipHop demonstrated different qualities of student academic engagement than standard lessons and supported teachers in implementing HipHop Pedagogy and using HipHop texts in their classrooms to develop academic language; it also deepened teacher's understanding of the concept and helped teachers begin to evaluate student academic engagement. Reflective journaling, synthesizing academic research, video inquiry, HipHop texts, and guided meditation can develop awareness of student academic engagement and may together develop a deeper understanding of student academic engagement than video inquiry alone. The intervention positively impacted all of the teacher's awareness of student engagement and immediately impacted instructional practice both evident in interview and observation data and suggested strongly by the survey data.

Critical literacy. The intervention surfaced obstacles to implementing critical literacy tied to feelings of authenticity as a teacher and authenticity of instruction. Systematic reflection and analysis of academic literature focused on critical literacy helped teachers develop their understanding and practice of critical literacy. Systematic reflection helped teachers make a connection between critical literacy and student academic engagement and more closely examine their relationships with students.

Systematic reflection on critical literacy helped: teachers deepen and change professional practice; develop more positive frames regarding students and instruction; identify their initial understandings of critical literacy; support changes in teacher's literacy practices; develop counter narratives; help teachers examine power dynamics, encourage implementation of CRP and develop areas of focus for social justice. Critical literacy may be an important strategy in supporting students in the transition from learning to read towards reading to learn.

Socially constructing a definition of critical literacy from a synthesis of academic research helped teachers: apply critical literacy; develop comprehension; and increase the textual complexity they present to students. Teachers suggested critical literacy might transform the process of acculturation in schools for students of color, can be applied widely across the curriculum, and is an important mechanism in social justice education. The intervention broadened teacher's perceptions of critical literacy and clarified the relationship between language and power in schools. Teachers suggested critical literacy is a strategy for achieving equity, social justice, and ultimately social change.

Academic research on critical literacy supported shifts in instructional practice. Analyzing academic research on critical literacy supported: teacher's understanding of the concept; implementation; awareness of power dynamics in school and society; and awareness of student cues critical to student academic engagement. Teachers suggested more academic research should be informed by the experiences of practitioners.

Developing critical literacy practices using HipHop and applying systematic reflection to student academic engagement with HipHop lessons supported the development of critical literacy and increased student academic engagement. Identifying themes in HipHop music that relate to the experiences of students helped scaffold student academic engagement and positive student teacher relationships. Teachers observed that using HipHop in schools can be a liberatory, spiritual

awakening. Critical Literacy applied to HipHop texts supported a variety of other academic standards and developed positivity in teachers evident in interviews and observations. The intervention also surfaced some challenges to using HipHop. Providing teachers age and developmentally appropriate HipHop resources helped teachers implement HipHop education. Applying critical literacy to both children's books and HipHop texts can impact teacher practice and increase implementation and understanding of critical literacy and HipHop education, and help develop empathy for students. Teachers shared HipHop resources with each other and suggested that using HipHop texts supports student academic engagement and social emotional learning. Critical literacy applied to HipHop texts helped teachers in the intervention use HipHop in the classroom for the first time, develop both the understanding and practice of critical literacy, and surface unexamined bias.

Using children's stories helped develop the practice of critical literacy: deepened teacher's understanding of the concept; surfaced social justice issues and topics; supported it's implementation as a comprehension strategy; resulted in an expanded notion of what constitutes text; and a broader view of critical literacy as an educational philosophy that can impact student engagement and social justice education not a prescribed practice. Modeling critical literacy for teachers helped support changes in practice and overcome worries regarding appropriateness. Journal reflections and group discussions suggested applying critical literacy to a wide range of texts may support reflection on teacher cultural and linguistic identity.

Systematic reflection on critical literacy shifted teacher practice and helped students identify perspective and become aware of their emotions. The intervention made teachers aware of the relationship between empathy, critical literacy, social justice, and identity. Critical literacy helped deepen teacher's understanding of HipHop texts. Critical literacy can teach students the ability to provide justification and evidence for their reasoning. Systematic reflection on critical literacy helped teachers: develop multiple perspectives; become more aware of how students react to power and domination in classrooms and schools; and might help teachers internally come up with their own solutions and answers to challenges instead of looking externally. Critical literacy functioned as a mechanism to support awareness of student academic engagement.

Reflective journaling, systematic reflection, and guided meditation focused on critical literacy helped teachers understand student academic engagement, practice reflection, support the development of multiple perspectives and make shifts in their instructional practice to implement critical literacy. Critical literacy might be important for student resilience. The intervention helped teachers recognize how language: influences society; is a primary mechanism of social influence; is a site of intersectionality; and helped teachers understand critical literacy, shift instruction to critical literacy practices and supported student academic engagement. Critical literacy helped teachers implement CRP, examine power dynamics in society, examine bias and deficit thinking, and identify social justice topics for further study and action.

Other findings. There were unintended findings that may be significant and may provide critical questions for future study in teacher professional learning in general and culturally and linguistically responsive pedagogy and HipHop education in particular. Many findings were related to systematic reflection and yielded intriguing aspects of teacher professional learning not often considered or investigated. They are clustered into findings that may impact teacher empathy, teacher identity, teacher trauma, meditation, teacher professional learning, and unpredicted findings in systematic reflection, student academic engagement, and critical literacy.

Teacher empathy. Exploring empathy and bias developed systematic reflection and surfaced some unanticipated teacher views regarding the role and importance of empathy in teaching. Teachers agreed that authentic empathy requires reciprocity between teachers and students and the

understanding that emotional people may require different things ideas important in changing their practice. Examining implicit bias helped the bilingual teachers change their practice and shift their underlying assumptions as they demonstrated increases in empathy when they were observed. The intervention helped teachers recognize empathy is reciprocal between teachers and students, and that developing empathy in students supports more positive relationships. The intervention may have been more effective for bilingual teachers. The only monolingual teacher didn't change on the empathy measure. Bilingual teachers may find it easier to be open, flexible, and show empathy and understanding for difference because they intimately understand what it is like to struggle with language. Emotional regulation is a critical part of learning and is connected to the empathy, necessary for strong student teacher relationships and perhaps for student success. Practices that develop empathy and social emotional awareness might be important in interrupting the school to prison pipeline

Teacher identity. Exploring cultural and linguistic identity might support: empathy and openness towards others; awareness of how schools negatively impact identity; and may improve teacher student relationships by transitioning negative underlying beliefs to more positive ones and increasing the frequency of linguistic affirmation. The intervention helped teachers more clearly articulate their association with their cultural and linguistic identity. Systematic reflection on bias, empathy, and cultural and linguistic identity helped teachers view their bilingual identities in a more positive fashion.

Teacher Trauma. Activities that surfaced trauma in participants included: identifying personal reflection; examining empathy development; exploring cultural, racial, and linguistic bias; and reflecting on the personal experiences most important to developing empathy. Examining disengagement surfaced trauma in teachers related to their experiences as students and teachers, helped develop insights in to how schools trigger student's prior trauma and create new traumas, supported teacher's emotional processing and identification of beliefs and practices that are disengaging for students. The tension between student well being, teacher self care and behavior management may negatively affect empathy, particularly over the long term. Compartmentalization may be an important coping skill for teachers. Teachers observed that managing frustration and maintaining a positive frame with students is a prerequisite for healing relationships. Systematic reflection might positively impact student-teacher relationships and help teacher's process compassion fatigue and trauma. Systematic reflection can be supportive for teachers who feel isolated or overwhelmed and helped teachers view administrators as effective reflective partners regarding student behavior. Teachers discomfort and anxiety about implementing new instructional practices may be lessened by systematic reflection. The topic of student academic engagement may cause anxiety or be sensitive for some teachers. Conceiving of academic engagement as a continuum rather than a hierarchy can help teachers overcome some anxiety around sharing their instructional practice.

Meditation. Meditation and collaboration with other teachers can help develop systematic reflection. Guided meditation helped teachers identify the need to remain positive with struggling students, work from a strength based frame rooted in students background to increase their academic achievement, and to recognize when to ask for help. Guided meditation might support the sustenance of positive frames and empathy for students in teachers. Meditation in teacher professional learning helped participants access the content, transition underlying beliefs and assumptions, change instructional practices, and surface and process trauma. All teachers referred to guided meditation and their experience with the intervention as either "therapeutic" or "therapy".

Teacher learning. Systematic reflection supported the development of trust amongst the teachers. Time to process and strong reflective questions can support the development of systematic

reflection. Coaching teachers might lead to changes in instructional practice that increase the focus on student learning, as well as create more opportunities for independent learning, participation, and student voice. Systematic reflection coupled with individual reflection might support more actual change in practice than individual reflection alone or systematic reflection alone. Examining different kinds of reflective practice may support the development of reflective practice in general and systematic reflection in particular. A balance of individual and systematic reflection may be key to impacting instructional practice.

Systematic reflection supported video inquiry in to student academic engagement and made more of an impact on teacher practice than video inquiry alone. Video inquiry can generate topics and scenarios for systematic reflection. Systematic reflection on bias impacted instructional practice and supported awareness of student academic engagement by helping teachers pivot their awareness away from teachers towards students. Developing awareness of student academic engagement may support a sense of urgency regarding the potential effects of disengagement with school at any age. Applying research to practice to develop awareness of student engagement may support shifts in behavior management strategies and more positive teacher student relationships.

Sequentially developing systematic reflection and awareness of student engagement along with critical literacy applied to HipHop texts can increase student academic engagement. Cycles of systematic reflection and action that develop self-awareness in teachers coupled with awareness of student engagement may change teacher practice and improve student academic engagement. Developing the practice of critical literacy in teachers may support the development of culturally and linguistically responsive pedagogy and student academic engagement. Teachers observed that vocabulary development based in HipHop texts is engaging for students.

Unpredicted findings. Teachers suggested that developing reflective practice in students also supports positive student teacher relationships. Systematic reflection on teacher's real life contexts supported the development of multiple perspectives, recognition of why students disengage with instruction that lacks empathy, and authentically surfaced challenges other teachers have.

Meeting the Design Challenge and Research Design

This research developed an intervention aimed to sustainably improve the perceptions and expectations of a group of teachers about students and improve their practice and ability to implement CRP and critical literacy and more closely align their instruction with the home culture of students, increase student engagement, and improve student achievement. It was challenging to create an intervention that would help teachers explore their personal frames of reference and underlying assumptions, raise awareness of student academic engagement and linguistic affirmation, and help teachers perceive them as important. Teachers used standardized curriculum and literacy strategies, and lacked awareness regarding their underlying beliefs about students or how to engage them, practices that made this design challenging. It was also challenging to shift teacher's practice to examine their underlying beliefs and engage students. The challenge was to design an intervention that developed teacher awareness of student engagement and linguistic affirmation or rejection, increased the use of critical literacy and culturally relevant materials, and increased systematic reflection. The intervention was largely successful in meeting the design challenge and strongly impacted teacher awareness of student academic engagement and instructional practices to achieve it, linguistic affirmation, use of culturally relevant materials particularly HipHop, and systematic reflection and to a lesser extent impacted the use of critical literacy. The intervention also improved teacher's perceptions about and expectations for students and more closely aligned their instruction with student's home culture.

Meeting the research design proved far more challenging than imagined. UBUS demonstrated an incredible amount of support for the research and agreed to compensate teachers

for participating, a welcome but unexpected development that greatly facilitated the study and makes it harder to replicate. That being said the mixed method nature of the design, the calibration of meaning during the intervention with participants and the anonymous pre and post survey combined with the relational trust the researcher as principal had with participants helped mitigate any major issues of bias. The intervention largely failed to meet the intended research design by not having adequate levels of coaching and observation and by not having two schools. Despite the aforementioned major setbacks we largely met the other requirements of the research design in terms of form and duration and we had the support, encouragement, and collective participation of a group of teachers from the same school, opportunities for active teacher learning and improved knowledge about literacy, student thinking, and diversity which may explain the relative success of the intervention and the differentiated outcome of participants in implementing critical literacy. The two teachers who did not receive coaching were the two teachers who did not shift their critical literacy practices in post observations. After data collection occurred this kind of study was deemed exempt for the purposes of the ethical treatment of human subjects, this exemption would've allowed the practitioner researcher to conduct observations and coach participants something that might have further biased the study but most likely would've improved results and made data collection more feasible. Practitioner research should be exempt from review when the activities of a study replicate the normal day to day activities of participants, it is normal for principals to lead professional development, observe teachers, and provide coaching and feedback, allowing practitioner research like this may also improve the relationships between participants as was the case in this study. Teachers commented that it was rare to have a principal be vulnerable in professional learning and that it was some of the most effective professional learning they had experienced, comments that came after the opening series on systematic reflection. In terms of design research, the intervention and materials are structured in such a way, that other researchers might easily replicate them.

Re-Examining the Theory of Action and Change

My theory of action was that professional learning and development followed by coaching and observation would lead to shifts in teacher practice and a sequential cycle of professional development on the practice of reflection, engagement, and critical literacy would lead to increased use of critical literacy, improved perception of students on the part of teachers, and closer alignment between students and school, which would lead to improved student engagement and achievement. These practices implemented consistently in the classroom were intended to support long-term transitions and changes in critical consciousness and cultural competence in teachers and students distally. The theory of action seems to have been mostly effective in the intended areas although the coaching and observation between sessions didn't occur as intended suggesting this aspect may be more important to developing critical literacy than to systematic reflection and student academic engagement. The theory of change may also explain the relative success of the theory of action and was less impacted by the breakdown in research design.

The theory of change was perhaps more effective than the theory of action or than initially imagined as systematic reflection on teacher student relationships seemed to help all participants examine their bias and underlying assumption about students and supported their awareness of student academic engagement. Systematic reflection on academic engagement and critical literacy shifted instructional practice and helped develop the belief that school should change to meet the needs of students which created a closer alignment between school culture and the cultures and languages of students, and improved student engagement and academic achievement. The initial goals of the theory of change were perhaps limited as the findings far exceeded expected outcomes

and revealed many unexpected results as well. It is both my theory of action and theory of change that are most impacted by both the breakdowns in the study as well as the unexpected findings.

The greatest aspiration of the researcher for guided meditation was to help develop systematic reflection, however this aspect of the theory of change and action became far more important than originally imagined. Guided meditation along with systematic reflection was cited by participants as two practices that helped them process trauma and that were characterized as therapeutic, although not intended to function in this way this finding also requires a compelling shift in my theory of action and change. Findings from the study suggest that teacher trauma manifested in the form of stress or compassion fatigue may have as much of an impact on teacher personal frames of reference and deficit thinking about students as implicit racial, linguistic, or cultural bias which leads me to add surfacing and processing trauma not just implicit bias as a critical part of my theory of action and theory of change. Intentionally including practices that help teachers process trauma like guided meditation may be critically important for effective professional learning on CRP and for effective professional learning in general.

Study Limitations

The study suffered from many limitations including challenges with the research design. Although three teachers from a second school all initially agreed to participate all backed out when presented with the intervention calendar citing the need to prepare for state testing, leaving only one school and immediately failing the intended design of the study. Participant action design research at two schools maybe overly ambitious for practitioner researchers and maybe better suited for research in their immediate contexts. In addition to participants the research partners that were going to do the observation and coaching found it difficult to meet the requirements of the research design. One coach dropped out of the study early, and the other was able to provide intermittent coaching and observation to only two of the teachers, as a result the designer had to conduct pre and post observations and two of the participants didn't receive any coaching. Thus one of the key mechanisms to avoid bias in this study was weakened. Compensation and the positionality of the researcher potentially created a strong confirmation bias for participants.

It was a small study with only four teachers, making any findings difficult to generalize. Other requirements of the design like teachers oriented into inquiry groups in a healthy school culture, and willingness to participate also make the study more challenging to replicate as does the compensation participants received. Data collection and safeguards against confirmation bias also suffered from challenges with the research design. The last part of the study was also impacted by time. Because the intervention started several weeks later in the spring than originally intended the last intervention occurred two weeks prior to the end of the school year leaving participants limited time to implement critical literacy. All of these limitations are possible to overcome.

Implications for Practice

I have made a case that the implications of this study are profoundly important given the current outcomes of the American educational system for Black, Latino and ELL students and their projected population growth. This big problem and the problems of practice that support it namely deficit thinking, low expectations, lack of reflection and use of scripted literacy strategies that are not culturally and linguistic responsive were evident in both the literature and my needs assessment of (UBUS) suggesting they are indeed relevant problems of practice for study and change. Writing in the aftermath of a presidential election that has surfaced issues of bias and deficit thinking about wide swathes of the American public, but particularly Black, Latino and immigrant families who are English Language learners, has brought the problems of practice that the research suggests contribute to the wider problem of student academic engagement and achievement to the forefront of many people's conscious and our national dialogue and perhaps makes this type of intervention

that much more important today and in the future. In fact I would argue that issues of equitable access to education and opportunity must become central to the efforts of educators in America if we have any chance to continue the advancement of the historic levels of diversity, scientific advancement, economic progress and global responsibility we currently enjoy as well as realize a pluralistic and democratic society. Teacher professional learning that examines underlying biases and deficit thinking about students and families, and that develops critical questions, counter narratives, and affirms and validates students from marginalized communities has taken on sudden and critical importance just to ensure that schools are safe havens for students and their families. The weeks following the election have been marked by open acts of bigotry and hostility some directly from teachers towards students and numerous cases of students to other students, as well as prejudiced graffiti appearing at all levels of public education across the country. The campaign promises of the president elect may not come to fruition in terms of dramatic changes to public education, social services, free speech, environmental protections and immigration, but they have already served to make a big problem and the problems of practice this intervention seeks to change tremendously more important and relevant in a matter of days following the election, and if they come to pass may elevate the implications of this study to even further importance.

The bias and deficit thinking that for much of the past twenty years has been lying below the surface in our society and in our schools is now on the surface for many people to see making systematic reflection on bias and empathy, awareness of student academic engagement, student affirmation, and critical literacy and counter story telling incredibly important devices for maintaining an educated populace that is informed enough to participate in democratic processes and to advocate for both social and environmental justice. Education in our country is in such crisis that arguably this type of intervention might be an important professional learning experience for educators and significantly impact student learning and achievement over the next few years. Education must provide safe spaces for all students and families whose rights and wellbeing have been openly threatened and must give them the tools to advocate for themselves. Systematic reflection, awareness of student academic engagement, culturally and linguistically responsive pedagogies and materials, and critical literacy are practices that may help teachers outside of this study improve their perceptions of students and align their practices more closely to the needs, languages and cultures of students.

The findings around teacher trauma and the need for processing trauma also may be critically important areas for further research and suggest a new and important field of study in teacher professional learning, these findings dramatically transformed my theory of action and change. This study made it apparent that teacher trauma, often manifested in the form of compassion fatigue or secondary trauma is as much a contributor to deficit thinking, low expectations and negative frames of reference about students as Racism in America. Both privilege and trauma are obstacles to effective teacher professional learning and negatively impact the ability to self reflect, therefore attending to teacher trauma may be key to creating effective professional learning. Although I was unaware of the research as it was published after my data collection began Sean Ginwright (2015) suggested a framework for “Hope and Healing” that generally calls for this type of intervention. Using Ginwright’s framework and this intervention as a blueprint might lead to future research that could have transformative implications for teacher professional learning and distally the American education system. Travis et. al. (2016) suggest that professional learning from the field of social work can inform the creation of safe spaces and stronger relational trust in teacher professional learning and that teachers must be able to heal during professional learning in order to create healing spaces and strong relational trust for students. It might be helpful to frame the lack of opportunity for Black, Latino and English language learner students created by the current dynamics in American public schools, and it’s effects on teachers as a public health crisis in order to access

new revenue streams and ensure that effective professional learning models from health care and social work begin to inform teacher professional learning and help process trauma, and that best practices from teacher professional learning also inform professional learning in social work. “Social Workers in the Schoolhouse” (Travis et. al., 2016) may be an important area of further research and study, particularly in the areas of trauma informed teaching and professional learning. Furthermore Travis (2015) in the *Healing Power of HipHop* suggests that HipHop itself as a topic of research, practice, and interrogation in schools has healing effects that can help teachers and students process trauma (Travis, 2015). Other research by Sule & Inkster (2014) suggest that HipHop and psychology can help practitioners understand patient trauma and help young people consider and understand their own vulnerability, resilience and life choices in a culturally relevant and accessible manner (Sule & Inkster, 2014), findings parallel to some of the impacts on teachers revealed by this study and an implication that further research on the topic might be important. HipHop may also assist in developing a positive self image, resiliency and the ability to overcome challenges (Sule & Inkster, 2014). Hadley & Yancy (2012) investigate other healing aspects of HipHop in their book *Therapeutic Uses of Rap and HipHop* germane to psychotherapy, music therapy, socially and therapeutically relevant themes to focus therapy, and as a tool to engage at risk youth with therapy. One needs to look no further than the recent success of *Hamilton: An American Musical* (Miranda, 2015) to understand how HipHop is impacting multiple disciplines. The healing, educational, and inspirational powers of HipHop have important implications for further research in teacher professional learning, student academic engagement and achievement.

The findings suggest that the intervention was more effective for the teachers who participated in the study than other professional learning experiences and that specific activities in the intervention impacted the outcome data in ways predicted by the research design suggesting participant action design research in general and this intervention in particular might be worthy of further study particularly in the areas of systematic reflection and student academic engagement.

Systematic reflection might help engage teachers with professional learning, develop relational trust and support collaboration an implication perhaps important to the research on professional learning communities. The potential of systematic reflection to both surface and help process teacher stress, trauma, secondary trauma, and compassion fatigue and the importance of including these types of experiences in professional learning cannot be overstated. Indeed insuring that teacher professional learning regularly includes features that help teachers process trauma may be critical in creating more effective teacher professional learning and clearly had a strong although unintended impact in this study.

Systematic reflection and student academic engagement help teachers reflect on their instructional practice an important step in shifting instructional practice. Video inquiry into student academic engagement, critical literacy, and the exploration of HipHop pedagogy may help teachers increase the use of culturally relevant materials and topics. Video inquiry into HipHop pedagogy had somewhat stronger effects on teaching methods and the kinds of work students were assigned suggesting it might be an interesting area for further exploration. Guided meditation, reflective journaling, and systematic reflection may help teachers increase the amount of time they spend reflecting on their practice and may help make long term changes to their practice.

Sequential professional learning focused on systematic reflection and awareness of student engagement can help teachers pay closer attention to classroom practices, provide them useful feedback on their teaching, improve relationships between principals and teachers, and improve teacher’s perception of school’s efforts to close the opportunity gap.

Paying attention to the form and duration of the intervention in designing effective professional learning is another implication supportive of the knowledge base but particularly important to giving teachers enough time to try new practices and experiment. A large body of

research including this study suggests that in order to be effective formal teacher professional learning should have at least twenty contact hours, over three months and consist of inquiry oriented teachers focused on improving achievement. This may also have important implications for schools and districts if they can find the funding or create labor agreements to accommodate this type of professional learning it might be far more effective in shifting teacher practice than most current outcomes. Adding reflective journaling, guided meditation, and systematic reflection to the optimal form of professional learning is probably not warranted by this study alone, however further iterations of this study, or studies like it may well demonstrate that systematic reflection and meditation are important aspects of effective teacher professional, at the very least they are very promising areas of further research.

Using HipHop in teacher professional learning might help schools emphasize culturally relevant materials and use HipHop in the classroom, as well as surface and process trauma. Systematic reflection on empathy and implicit bias provided an important foundation for the development of teacher awareness of student academic engagement but the activities related to systematic reflection also supported the development of relational trust amongst the teachers. Giving teachers time to process and asking them strong reflective questions may develop systematic reflection. Coaching teachers might lead to changes in instructional practice that increase the focus on student learning, as well as create more opportunities for independent learning, participation, and student voice.

Examining cultural and linguistic identity to develop systematic reflection and looking at bias supported outcomes in the areas of cultural and linguistic identity, empathy, and helped surface trauma in teachers. Identifying personal reflective practices, examining empathy and how to develop it, exploring cultural, racial, and linguistic bias, and reflecting on the personal experiences most important in developing empathy increased awareness of cultural and linguistic identity and surfaced trauma that teachers have experienced in all participants. Exploring cultural and linguistic identity might support empathy and openness towards others, a clearer more nuanced definition of self, and an awareness of how schools negatively impact identity; and may improve teacher student relationships by shifting negative underlying beliefs regarding linguistic diversity to more positive perceptions and increasing linguistic affirmation.

The tension between student well being, teacher self care and behavior management may negatively affect empathy, particularly over the long term. Compartmentalization may be an important coping skill for teachers. Systematic reflection functioned as a mechanism to support teachers in emotionally challenging situations, positively impacted student-teacher relationships, and might help teachers process compassion fatigue; Systematic reflection can be supportive for teachers who feel isolated or overwhelmed and can help teachers view their identities in more positive ways. Systematic reflection applied to teacher's real life contexts might support the development of multiple perspectives and recognition of why students disengage with instruction that lacks empathy, as well as more authentically surface challenges other teachers have. Managing frustration and maintaining a positive frame with students is a prerequisite for healing relationships. Developing awareness of student academic engagement may support a sense of urgency regarding the potential effects of disengagement with school at any age. The topic of student academic engagement may cause anxiety or be sensitive for some teachers. Conceiving of academic engagement as a continuum rather than a hierarchy can help teachers overcome some anxiety around sharing their instructional practice. Applying research to practice to develop awareness of student engagement may support shifts in behavior management strategies and more positive teacher student relationships.

A balance of individual and systematic reflection might support more actual change in practice than individual reflection alone or systematic reflection alone. This was a very important and unexpected finding as I thought the development of systematic reflection was the most

important thing to do going in to the study, thus it is likely that it is the combination of individual reflection and systematic reflection that is most important in teacher professional learning not systematic reflection alone. Designing teacher professional learning that develops personal and systematic reflection may be more effective than learning that doesn't include reflection, or systematic reflection alone an important implication for research on teacher professional learning. Examining different kinds of reflective practice may support the development of reflective practice in general and systematic reflection in particular. Systematic reflection may impact instructional practice and support awareness of student academic engagement particularly by supporting teachers in pivoting their awareness away from teachers towards students. Reflecting upon bias may support shifts in instructional practice and awareness of student academic engagement another important but unlooked for implication. Sequentially developing systematic reflection and awareness of student engagement along with critical literacy applied to HipHop texts can increase student academic engagement. Cycles of systematic reflection and action that develops self-awareness in teachers coupled with awareness of student engagement may change teacher practice and improve student academic engagement. Developing the practice of critical literacy in teachers may support the development of culturally and linguistically responsive pedagogy and student academic engagement. Video inquiry can generate topics and scenarios for systematic reflection.

Meditation and collaboration with other teachers can help develop systematic reflection. Guided meditation helped teachers identify the need to remain positive with struggling students, use student's funds of knowledge to increase their academic achievement, and to recognize when to ask for help. Guided meditation might support the sustenance of positive frames and empathy for students in teachers. Meditation in teacher professional learning can help participants understand how systematic reflection and critical literacy may impact student academic engagement.

Teachers need to surface and process secondary trauma resulting from their school experience as both students and professionals. Teachers may be more likely to engage with professional learning that helps them surface and process trauma via systematic reflection and guided meditation. Teacher professional learning can potentially be more effective if it purposefully helps teachers surface and process trauma as a regular part of teacher professional learning via guided meditation a compelling area for future research and study. Systematic reflection, guided meditation and HipHop as topics and features of teacher professional learning are all promising practices for helping teachers process and surface trauma and are compelling topics for further research and study and the development of healing pedagogies for teacher professional learning.

Further Iterations

Further iterations of this study should reflect modifications in the theory of action suggested by the findings, particularly the explicit inclusion and examination of trauma along with unexamined bias and how it affects empathy as well as the intentional surfacing and processing of trauma. In addition further iterations of this intervention would benefit from Principals being able to observe and coach participants during data collection as well securing research partners that can fully commit to the duration of the intervention, ideally future iterations would take place at multiple schools. Practitioner researchers must know and be encouraged to seek help in securing research partners by graduate schools of education. Multiple sites of study and ongoing coaching and observation of all participants would potentially result in stronger impacts, particularly in the area of critical literacy.

Although the conditions necessary for success of the intervention are challenging to replicate in other settings, particularly ensuring that there is a positive school climate and inquiry focused groups of teachers investigating how to improve student achievement willing to participate, and compensation available, they are not impossible. Further iterations of this study are possible by following the sequence of activities and topics layed out in this study, and are potentially important

to the knowledge base on teacher professional learning, CRP, and HipHop education.

Lastly further iterations of this intervention should be conducted in the fall semester or early in the spring semester to ensure that all participants have enough time to implement and to ensure that teachers and coaches are comfortably able to arrange observation and coaching sessions.

Conclusion

The big problem and problems of practice identified in this study have grown in importance and urgency since the beginning of this study as the needs of culturally and linguistically diverse students and their achievement is under more obvious attack today than it has been in decades. The intervention helped teachers recognize that schools reify social inequities, unequal power dynamics, and oppositional stances towards culturally and linguistically diverse students and generally result in subtractive and reductive experiences for students. The intervention improved teacher perceptions of the learning capacity of students, surfaced teacher bias and prejudice towards student interaction and discourse and helped teachers believe that schools should conform to the needs of students, value student identities, create a closer match between schools and students, and improved expectations and teacher empathy for students. The intervention also positively impacted awareness of student academic engagement the use of linguistic affirmation and seems to have had a positive effect on student achievement although that was beyond the scope of the study and is anecdotal.

The effects of race and trauma shape teachers: socialization, personal frames of reference, and perception of and interaction with culturally and linguistically diverse students regardless of teacher racial or ethnic background. Surfacing and processing trauma and examining bias towards student's cultures and languages led to more positive frames about students, higher expectations and sensitivity to their cultural needs.

The intervention positively impacted the problems of practice in UBUS as teachers more often affirmed student language, developed positive frames about students and families, examined their underlying beliefs and assumptions, increased the use of culturally relevant materials and HipHop, and to a lesser extent the use of critical literacy. Teachers also were more likely to believe that schools should meet the needs of students after the intervention. Developing systematic reflection, awareness of academic engagement, and critical literacy sequentially, shifted teacher's instructional practice and helped transition their underlying beliefs and assumptions from deficit to positive.

Systematic reflection helped build relational trust, engage teachers with the professional learning, be supportive of the intervention, and mitigate deficit thinking and low expectations. Systematic reflection helped teachers shift their focus away from what teachers do towards how students receive instruction supporting the awareness of student academic engagement. Developing awareness of student academic engagement in the context of literacy practices supported: changes in teacher practice; instructional improvement for diverse students; differentiated instruction, validation and affirmation of student language and culture; a refusal to accept failure; and the ability to recognize and respect student's cultural backgrounds. Systematic reflection and video inquiry seem to be important mechanisms for improving awareness of student academic engagement. Critical literacy helped teachers examine the relationship between students and literacy, provided insights in to student thinking, and supported shifts in instructional practice. The intervention as a whole changed teacher instructional practice and supported a transition in their underlying beliefs and cultural competence. The intervention improved teacher's perceptions and expectations about students and improved their practice and ability to implement CRP, particularly HipHop in the classroom and critical literacy, which aligned school more closely with home culture, increased student engagement, and potentially improved student achievement. Attending to the learning needs of teachers by using systematic reflection, as a foundation for other changes in practice is also

potentially important to the research on teacher professional learning. Although there were significant challenges with the research design the intervention still seemed to accomplish most of what it intended to accomplish. Furthermore the use of Systematic Reflection, HipHop, and guided meditation yielded perhaps the most compelling findings regarding trauma and its effect on teacher professional learning, as well as practices that might help teachers process trauma and is an exciting and arguably critically important area for further research and practice on teacher professional learning. I humbly submit that this study affirmed some important aspects of teacher professional learning drawn from the literature particularly in the areas of form, duration, and orientation, and also suggests some compelling areas for further research and study across several domains of academia including but not limited to professional learning communities, teacher professional learning, CRP, HipHop education, and design studies. This intervention demonstrates that participant action design studies might also be an important research methodology for investigating and creating teacher professional learning. I believe this study has made some small but valuable contributions to the fields of culturally relevant pedagogy, teacher professional learning and HipHop education. I hope this study can motivate researchers to conduct future research in these areas, and perhaps even conduct other iterations of this intervention particularly on integrating healing practices into teacher professional learning to help them process trauma and applications of meditation and HipHop to do so. Education is one of the only social service professions that has no requirements in pre-service, in-service, licensing or credentialing requirements to help process trauma, this may be one reason the profession is struggling as a whole. Teachers hold as much vicarious trauma as any other social service field and expecting teachers to hold decades worth of trauma with no help and support is a ludicrous and inhumane proposition. In the face of recent societal changes it is more important than ever that both research and practice create healing experiences for teachers, safe, affirming spaces for students, and develop student's ability to critically question and take action for environmental and social justice.

REFERENCES

- Achinstein, B., Ogawa, R., (2006) (In)Fidelity: What the Resistance of New Teachers Reveals about Professional Principles and Prescriptive Educational Policies, *Harvard Educational Review*, 76 (1) 30-63
- Alim, H.S. (2007): Critical Hip-Hop Language Pedagogies: Combat, Consciousness, and the Cultural Politics of Communication, *Journal of Language, Identity & Education*, 6: 2, 161-176
- Anderson, T. & J. Shattuck (2012). Design-based Research. A Decade of Progress in Education Research? *Educational Researcher* 41(1), 16-18.
- Au, K., & Jordan, C. (1981). Teaching reasoning to Hawaiian children: Finding a culturally appropriate solution. In H. Trueba, G. Guthrie, & K. Au. (Eds.), *Culture and the bilingual classroom: Studies in classroom ethnography* (pp. 139-152). Rowley, MA: Newbury House.
- Banilower, E., Heck, D., & Weiss, I. (2005). Can professional development make the vision of the standards a reality? The impact of the National Science Foundations Local Systemic Change Through Teacher Enhancement Initiative. *Journal of Research in Science Teaching*, 44(3), 375–395.
- Banks, James, Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., McDonald, M. (2005). Teaching diverse learners. In L. Darling-Hammond (Ed.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 232-274). San Francisco: Jossey-Bass.
- Bell, D.A. (1995). "Who's afraid of critical race theory". *University of Illinois Law Review*: 899
- Betsinger, A., García, S. B., & Guerra, P. (2001). Addressing teachers' beliefs about diverse students through staff development. *Journal of Staff Development*, 22(2), 24-27.
- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher* 33(8) 3-15
- Brannick, T., & Coghlan, D. (2007). In defense of being “native”: The case for insider academic research. *Organizational research methods*, 10(1), 59-74.
- Bridges, W. (1986). Managing organizational transitions. *Organizational dynamics*, 15(1), 24-33.
- Brown-Jeffery, S., & Cooper, J. (2011). Toward a conceptual framework of Culturally Relevant Pedagogy. *Teacher Education Quarterly*, 38(1), 65-84.
- Bryk, A.S., & Schneider, B. (2003) Trust in Schools: A core resource for school reform. *Educational Leadership*. 60 (6) 40-45.
- Camburn, E. (2014). The Relative Importance of Work With Teacher Leaders in Promoting Instructional Change: An Exploratory Study. *AERA*. Paper from American Educational Research Association.
- Cazden, C., & Legget, E. (1981). Culturally relevant education: Recommendations for achieving Lau remedies. In H. Trueba, G. Guthrie & K. Au. (Eds.), *Culture and the bilingual classroom: Studies in classroom ethnography* (pp. 69-86). Rowley, MA: Newbury House.
- Cobb, P., Confrey, J., Lehrer, R., & Schauble, L. (2003). Design experiments in educational research. *Educational researcher*, 32(1), 9-13.
- Cochran-Smith, M. 1997. “Knowledge, Skills, and Experiences for Teaching Culturally Diverse Learners: A Perspective for Practicing Teachers.” In *Critical Knowledge for Diverse Teachers and Learners*, ed. J. J. Irvine, 27–88. Washington, D.C. AACTE
- Cohen, D. K. (1990). A revolution in one classroom: The case of Mrs. Oublier. *Educational Evaluation and Policy Analysis*, 12(3), 311–329
- Cohen, D. K., & Hill, H. C. (2001). *Learning policy: When state education reform works*. New Haven, CT: Yale University Press.
- Correnti, R. & Rowan, B. (2007). Opening up the black box: Literacy instruction in schools

- participating in three comprehensive school reform programs. *American Educational Research Journal*, 44, 298-338.
- Crenshaw, K., & Peller, G. (1995). *Critical race theory: the key writings that formed the movement*. The New Press
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Sage.
- Decuir, J., & Dixson, A. (2004) So when it comes out, they aren't that surprised that it is there?": Using Critical Race Theory as a tool of analysis of race and racism in Education. *Educational Researcher*, 33 (5), 26-31
- Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-298.
- Delpit, L. D. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- Delgado, R. & Stefancic, J. (1993). "Critical Race Theory: An Annotated Bibliography". *Virginia Law Review* 79 (2): 461–516
- Delgado, R., & Stefancic, J. (2011). *Critical Race Theory: An Introduction*. NYU Press.
- Desimone, L., Porter, M., Andrew C., Garet, M.S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24(2), 81-112.
- Desimone, Laura M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- Dewey, J. (1910). How we think Boston. *MA: DC Heath*.
- Dillon, D., O'Brien, D., Sato, M., & Kelly, C. (2011) Professional development and teacher education for reading instruction. In M. Kamil, P. D. Pearson, E. Birr Moje & P. Afflerbach (Eds.), *Handbook of Reading Research* (Vol. 4). New York, NY: Routledge.
- Douglas, B., Lewis, C. W., Douglas, A., Scott, M. E., & Garrison-Wade, D. (2008). The impact of white Teachers on the academic achievement of Black students: An exploratory qualitative analysis. *Educational Foundations*, 22(1), 47-62.
- Dixson, A.D., & Rousseau, C.K (2006). *Critical race theory in education: All God's children got a song*. New York: Routledge.
- Eaker, R., DuFour, R. & DuFour, R. (2002). Getting started: Reculturing schools to become professional learning communities. Bloomington, in: *National Education Service*.
- Eddata. (2011, September 12). *District reports*. Retrieved from http://www.eddata.k12.ca.us/App_Resx/EdDataClassic/fsTwoPanel.aspx?
- Elmore, R. (2004). *School reform from the inside out: Policy, performance, and practice*. Cambridge, MA: Harvard Education Pres.
- Eric, B., & Rakim, (1987). "I Know You Got Soul." *Album: Paid in Full*.
- Erikson, Erik H. (1993) [1950]. *Childhood and Society*. New York, NY: W. W. Norton & Company.
- Erickson, F., & Mohatt, C. (1982). Cultural organization and participation structures in two classrooms of Indian students. In G. Spindler (Ed.), *Doing the ethnography of schooling* (pp. 131-174). New York: Holt, Rineholt, & Winston.
- Feinberg, W., & Soltis, J. (2004). *School and society*. New York: Teachers College Press.
- Fiasco, L. (2006). He Say She Say. *Album: Food & Liquor. Atlantic*.
- Foster, M. (1997). *Black Teachers on Teaching*. New York: New Press.
- Freebody, P., & Freiberg, J., (2011). The teaching and learning of critical literacy: Beyond the "show of wisdom" In M. Kamil, P. D. Pearson, E. Birr Moje & P. Afflerbach

- (Eds.), *Handbook of Reading Research* (Vol. 4). New York, NY: Routledge.
- Freire, P. (1970). *Pedagogy of the Oppressed*, trans. Myra Bergman Ramos. New York: Continuum.
- Fuhrman, S.H., & Elmore, R.F. (2004). *Redesigning Accountability Systems for Education*, 3-14. New York: Teachers College Press.
- Gandara, P. C., & Contreras, F. (2009). *The Latino education crisis: the consequences of failed social policies*. Cambridge, Mass.: Harvard University Press.
- Garcia, S.B., & Guerra, P. L. (2004) Deconstructing Deficit Thinking: Working with educators to create more equitable learning environments. *Education and Urban Society* February 2004, 36, 150-168
- Garet, M. S., Porter, A. C., Desimone, L. M., Birman, B., & Yoon, K. S. (2001). What makes professional development effective? Analysis of a national sample of teachers. *American Educational Research Journal*, 38(3), 915–945.
- Gay, G. (1994). *The essence of learning*. Bloomington, In: Kappa Delta Pi.
- Gay, G. (2000) *Culturally relevant teaching: Theory research, and practice*. New York: Teachers College Press.
- Gibson, M. (1997). Complicating the Immigrant/Involuntary Minority Typology *Anthropology & Education Quarterly* 28(3): 431-454.
- Ginwright, S. (2015). *Hope and healing in urban education: How urban activists and teachers are reclaiming matters of the heart*. Routledge.
- Goodenough, W. H. (1980). *Culture, Language and Society*. Menlo Park, CA: Benjamin/Cummings Publishing.
- Grant-Thomas, A., & Powell, J. (2006). Toward a structural racism framework. *Poverty & Race*, 15(6), 3-6.
- Greenleaf, C.L., Litman, C., Hanson, T.L, Rosen, R., Boscardin, C.K., Herman, J., Snider, S.A., Madden, S., Jones, B. (2010). Integrating literacy and science in Biology teaching and learning impacts of reading apprenticeship professional development. *American Educational Research Journal* 20 (10) pp. 1–71
- Grossman, P., & Wineburg, S. (2000). What makes teacher community different from a gathering of teachers. Occasional Paper. Center for the Study of Teaching and Policy. University of Washington, Seattle (pp. 6-48).
- Guccione, L. (2011). The tale of two schools: Making room for relation within scripted programs. *Schools: Studies In Education*, 8(2), 252-264
- Hadley, S., & Yancy, G. (Eds.). (2012). *Therapeutic uses of rap and hip-hop*. Routledge.
- Hargreaves, A. (1991). Contrived collegiality. In: Blase, J. (ed). *The Politics of Life in Schools*. Thousand Oaks, CA: Sage Publications; chapter 3 (pp. 46-72).
- Harris, Angela P. (1994). "Foreword: The Jurisprudence of Reconstruction". *California Law Review* 82 (4): 741ff.
- Hernández Sheets, R. (2003). Competency vs. good intentions: Diversity ideologies and teacher potential. *Qualitative Studies in Education*, 16(1), 111-120.
- Hinde, E. R., & Perry, N. (September, 2007). Elementary teachers' application of Jean Piaget's theories of cognitive development during social studies curriculum debates in Arizona [Electronic version]. *Elementary School Journal*, 108(1), 63-79.
- Hanley, M. S., & Noblit, G. W. (2009). Cultural responsiveness, racial identity and academic success: A review of literature. *Pittsburgh, PA: The Heinz Endowments*.
- Hollie, S. (2001). Acknowledging the Language of African American Students: Instructional strategies. *The English Journal*, 90 (4), 54-59
- Howard, G. (2006). *We can't teach what we don't know: White teachers, multiracial schools*

- (2nd ed). New York: Teachers College Press.
- Howard, T. E. (2008). Who really cares? The disenfranchisement of African American males in preK-12 schools: A critical race theory perspective. *Teachers College Record*, 110(5), 954-985.
- Huberman, A. M., & Miles, M. B. (1994). *Data management and analysis methods*.
- Irvine, J. J. (1990). *Black students and school failure: Personnel, practices, and prescriptions*. Westport, CT: Greenwood.
- Irvine, J. J. (2001). The critical elements of culturally responsive pedagogy: A synthesis of the research. In J. J. Irvine, Armento, J. B. Causey, V. E., Jones, J. C., Frasher, R. S., & Weinburgh, M. H. (Eds.), *Culturally responsive teaching: Lesson planning for elementary and middle grades*. New York: McGraw-Hill.
- Irvine, J. J., (2010) Culturally Relevant Pedagogy. *Education Digest*, 75 57-61
- Jablon, J. R., & Wilkinson, M. (2006). Using engagement strategies to facilitate children's learning and success. *YC Young Children*, 12-16.
- Jensen, A. R. (1969). How much can we boost IQ and scholastic achievement? *Harvard Educational Review*, 19, 1-123.
- Jones, C. (2002). Teachers' perceptions of African American principals' leadership in urban schools. *Peabody Journal of Education*, 77(1), 7-34.
- Jones, J. M. (1997). *Prejudice and Racism* (2nd ed.). New York: McGraw-Hill.
- Jordan, C. (1985). Translating culture: From ethnographic information to educational program. *Anthropology and Education Quarterly*, 16, 105-123.
- Kennedy, M. M. (1998). Form and substance in in-service teacher education (Research Monograph No. 13). Arlington, VA: National Science Foundation.
- Kogan, Maurice (1987) The Plowden Report Twenty Years On. *Oxford Review of Education* 13 (1)
- Kruse, S.D., Louis, K.S. & Bryk, A.S. (1995). An emerging framework for analyzing school-based professional community. In K.S. Louis, S. Kruse & Associates (eds). *Professionalism and community: Perspectives on reforming urban schools*. Long Oaks, CA: Corwin.
- Ladson-Billings, G. (1992). Culturally relevant teaching: The key to making multicultural education work. In C. A. Grant (Ed.), *Research and multicultural education* (pp. 106-121). London, UK: Falmer Press.
- Ladson-Billings, G (1994) *The Dreamkeepers: Successful teaching for African-American students*. San Francisco: Jossey-Bass.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3) 159-165.
- Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7-24.
- Ladson-Billings, G. (2001). *Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms*. The Jossey-Bass Education Series. Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104.
- Ladson-Billings, G., & Tate, W. F. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47-68
- Landsman, J., & Lewis, C. W. (2006). *White teachers, diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism*. Stylus Publishing, LLC.
- Larribee, B. (2008) Development of a tool to assess teachers' level of reflective practice, Reflective Practice: *International and Multidisciplinary Perspectives*, 9:3, 341-360,
- Lawrence, S., & Tatum, B.D. (1997) Teachers in Transition: The impact of Antiracist

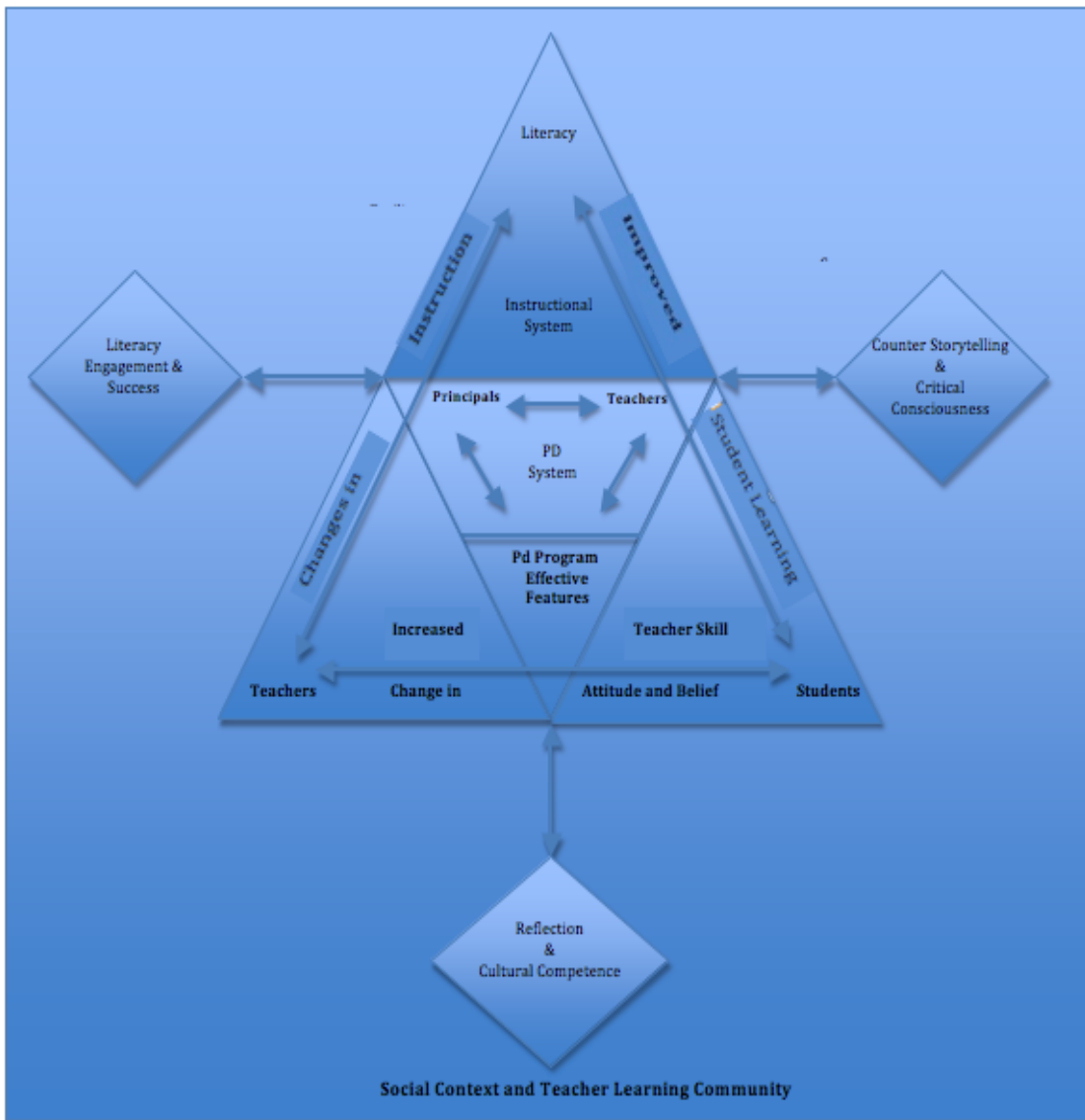
- Professional Development on Classroom Practice. *Teachers College Record* 99 (1) 168-178
- Li, G. (2011). The role of culture in literacy learning and teaching. In M. Kamil, P. D. Pearson, E. Birr Moje & P. Afflerbach (Eds.), *Handbook of Reading Research* (Vol. 4). New York, NY: Routledge.
- Liethwood et al., (2004). *How Leadership Influences Student Learning*. Wallace NY, NY
- Little, J.W. (1990). The persistence of privacy: autonomy and initiative in teachers' professional relations. *Teachers College Record*, 91 (4), pp. 509-536.
- Little, J. W. (2006). Professional community and professional development in the learning-centered school. Washington D.C.: National Education Association
- Macias, J. (1987). The hidden curriculum of Papago teachers: American Indian strategies for mitigating cultural discontinuity in early schooling. In G. Spindler & L. Spindler (Eds.), *Interpretive ethnography at home and abroad* (pp. 363-80). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (Vol. 41). Sage.
- McKenzie, K. B., Scheurich, J.J., (2004) Equity traps: A useful construct for preparing principals to lead schools that are successful with racially diverse students. *Educational Administration Quarterly* 40(5) 601-632
- McLaughlin, M., & DeVoogd, G. L. (2005). Critical Literacy: Enhancing Students' Comprehension of Text. *Education Review/ / Reseñas Educativas*.
- McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence-based inquiry.
- Merriam-Webster. (n.d.). Retrieved from [http://www.merriam-webster.com/dictionary/frame of reference](http://www.merriam-webster.com/dictionary/frame%20of%20reference)
- Merton, Robert K. (1968-08-01). *Social Theory and Social Structure* (1968 enlarged ed.). New York, NY, US: Free Press.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Milner, H. R. (2008). Critical race theory and interest convergence as analytic tools in teacher education policies and practices. *Journal of Teacher Education*, 59(4), 332-346.
- Mintrop, H. (2012). Bridging accountability obligations, professional values and (perceived) student needs with integrity. *Journal of Educational Administration*, 50(5), 695-726.
- Miranda, L. M. (2015). Hamilton: An American Musical.
- Mohatt, G., & Erickson, F (1981). Cultural differences in teaching styles in an Odawa school: A sociolinguistics approach. In H. Trueba, G. Guthrie, & K. Au. (Eds.), *Culture and the bilingual classroom: Studies in classroom ethnography* (pp. 105-119). Rowley, MA: Newbury House.
- Moll, L. C. (1992). Bilingual classroom studies and community analysis. *Educational Researcher*, 21(2), 20-24.
- Moll, L. C., Amanti, C., & Neff, D. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31, 132-141.
- Morrison, K.A.; Robbins H.H.; Rose, D.G. (2008) Operationalizing Culturally Relevant Pedagogy: a synthesis of classroom based research. *Equity & Excellence in Education*. 41 (4) 433-452.
- Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College Press.
- Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education* (4th ed.). New York: Longman.
- Noguera, P. (2008). Creating Schools where Race Does Not Predict Achievement: The Role and Significance of Race in the Racial Achievement Gap. *Journal of Negro Education*, 77(2), 90-103

- Oakes, J., Wells, A. S., Jones, M., & Datnow, A. (1997). Detracking: The social construction of ability, cultural politics, and resistance to reform. *Teachers College Record*, 98(3), 482-510.
- Ogbu, J. (1992). Understanding diversity and learning. *Educational Research*, 21(8), 5-14.
- Pang, V. O., & Sablan, V. (1995). Teacher efficacy: Do teachers believe they can be effective with African American students? Paper presented at the *Annual Meeting of the American Educational Research Association*, San Francisco, CA, April.
- Parsons (1975), *Social Systems and The Evolution of Action Theory: The Present Status of "Structural-Functional" Theory in Sociology*. New York: The Free Press
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. SAGE Publications, inc.
- Plous, S. (1993). *The psychology of judgment and decision making*. McGraw-Hill Book Company.
- Pohan, C. A. (1999, November). Who's minding the classroom? What teachers believe may send shock waves. Paper presented at the 9th *Annual International Conference for the National Association for Multicultural Education*, San Diego, CA.
- Purcell-Gates, V. (2002). ... As soon as she opened her mouth!": Issues of language, literacy, and power. In Delpit (2005): *The skin that we speak: Thoughts on language and culture in the classroom*, 121-141.
- Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. Sage.
- Reeves, J. (2010). Teacher learning by script. *Language Teaching Research*, 14(3), 241-258
- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *The Teachers College Record*, 104(4), 842-866.
- Rogers-Sirin, L. (2008). Approaches to multicultural training for professionals: A guide to choosing an appropriate program. *Professional Psychology: Research and Practice*, 39(3), 313-319.
- Rogers-Sirin, L., & Sirin, S. (2009). Cultural competence as an ethical requirement: Introducing a new educational model. *Journal of Diversity in Higher Education*, 2(1), 19-29.
- Rychly, L. & Graves, E. (2012): Teacher Characteristics for Culturally Responsive Pedagogy, *Multicultural Perspectives*, 14:1, 44-49
- Schifter, D., & Fosnot, C. T. (1993). *Reconstructing mathematics education: Stories of teachers meeting the challenges of reform*. New York: Teachers College Press.
- Shakur, T. (1993). Keep ya head up. *On Strictly*, 4.
- Sheets, R. H. (1995). From remedial to gifted: Effects of culturally centered pedagogy. *Theory into Practice*, 34(3), 186-193.
- Skrla, L., & Scheurich, J.J., (2001) Displacing Deficit Thinking in School District Leadership. *Education and Urban Society*. 33(3) 235-239
- Sleeter, C. E. (1992). Reconstructing schools for multicultural education. *Journal of Teacher Education*, 43(2), 141-148.
- Sleeter, C.E. (2011) An agenda to strengthen Culturally Relevant Pedagogy. *English Teaching: Practice and Critique* 10 (2) 7-23
- Smith, T. M., Desimone, L. M., Zeidner, T., Dunn, A. C., Bhatt, M., & Romyantseva, N. (2007). Inquiry-oriented instruction in science: Who teachers that way? *Educational Evaluation and Policy Analysis*, 9(29), 169-199.
- Solorzano, D., & Yosso, T. (2000). Towards a critical race theory of Chicano and education. In C. Tejada, C. Martinez, & Z. Leonardo (Eds.), *Charting new terrains in Chicana(o)/Latina(o) education* (pp. 35-66). Cresskill, NJ: Hampton Press
- Sule, A., & Inkster, B. (2014). A hip-hop state of mind. *The Lancet. Psychiatry*, 1(7), 494.
- Talbert, J. & McLaughlin, M. (1994). Teacher professionalism in local school contexts. *American Journal of Education*, 102 (February), pp. 123-153.

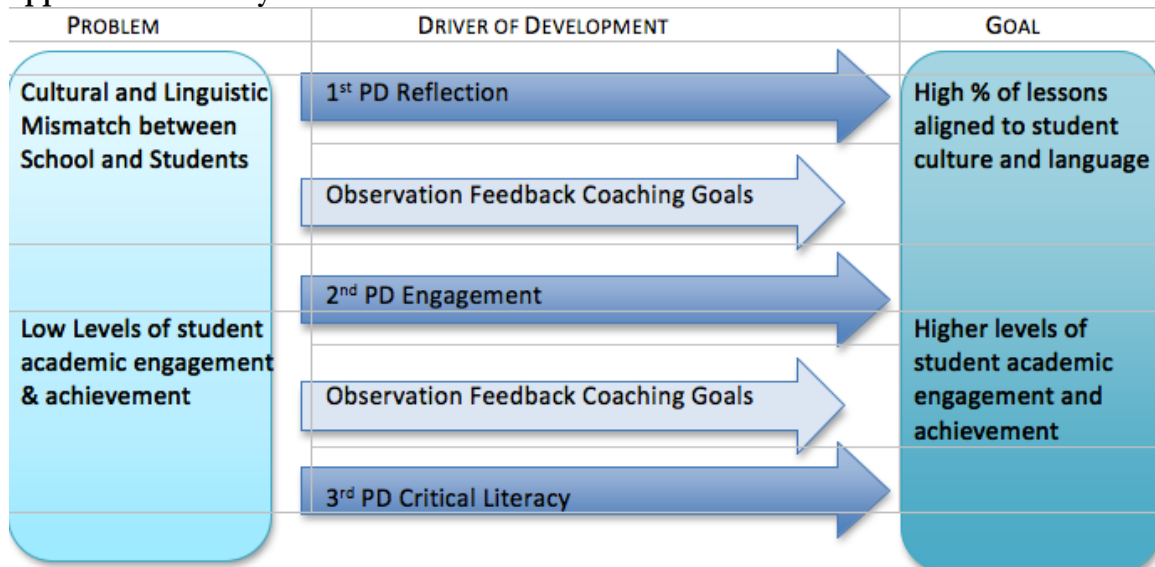
- Tatum, B. D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review*, 62(1) 1-24.
- Tatum, B. D. (1997). *“Why are all the Black kids sitting together in the cafeteria?” And other conversations about race*. New York: Basic Books.
- Thompson, G. (2004). *Through ebony eyes: What teachers need to know but are afraid to ask about African American students*. San Francisco: Jossey-Bass.
- Travis Jr, R. (2015). *The Healing Power of Hip Hop*. ABC-CLIO.
- Travis Jr, R., Childs, J.C., Garcia, I. (2017). Social workers in the schoolhouse. (Unpublished Paper). Texas State University, San Marcos.
- Valencia, R. R., & Solórzano, D. G. (1997). Contemporary deficit thinking. *The evolution of deficit thinking: Educational thought and practice*, 160-210.
- Valencia, R., Valenzuela, A., Sloan, K., & Foley, D. E. (2001). Let’s treat the cause, not the symptoms: Equity and accountability in Texas revisited. *Phi Delta Kappan*, 83, 321-326.
- Van den Akker, J. (1999). Principles and methods of development research. In *Design approaches and tools in education and training* (pp. 1-14). Springer Netherlands.
- Vogt, L., Jordan, C., &Tharp, R. (1987) Explaining school failure, producing school success: Two cases. *Anthropology and Education Quarterly*, 18, 276-286.
- Weinreich, P. (1986a). The operationalisation of identity theory in racial and ethnic relations, in J.Rex and D.Mason (eds). *Theories of Race and Ethnic Relations*. Cambridge: Cambridge University Press.
- WestEd. (2015). *California Health Kids Survey*. Retrieved January 29th 2015.
- Yin, R. K. (2009). Case study research: design and methods. essential guide to qualitative methods in organizational research. fourth.

Appendix 1. Conceptual Framework

Conceptual Framework for Effective Professional Learning and Development on Culturally Relevant Pedagogy



Appendix 2. Theory of Action



Appendix 3. Professional Development Session Agendas

Community Agreements/Norms 15 – 16
 1. Stay focused, engaged, & listen respectfully
 2. Share the Mic. Speak Your Truth.
 3. Assume Positive Intent
 4. Offer solution oriented suggestions.

**UBUS Elementary School
 Professional Development #1:**
 Hip Hop Scholastics: (MIs or) Match Study

Meeting Roles
 Facilitator: Mr. Garcia
 Timekeeper:
 Note Taker:
 Process Observer:

Meeting Outcomes/Learning Target

1. Participants will understand overview of study 2. Participants will reflect on how empathy supports teaching 3. Participants will study ways to develop empathy
 4. Participants will reflect on how bias can effect empathy

Time and Length	Topic	Presenter(s)	Processes Used	Outcomes
3:15 pm 5 minutes	Introduction/ Review Agenda	Itoco Garcia	Whole Group	<ul style="list-style-type: none"> Review agenda, clearly understand PD objectives and expected outcomes, meeting roles will be selected.
3:20 pm 15 minutes	Exploring Empathy	Farima Pour-Khorshid	Concentric Circles	<ul style="list-style-type: none"> Participants will explore their personal definition and experience with empathy. Guiding Questions: How does empathy support your teaching? In what ways do you demonstrate empathy in your teaching? Have you found empathy to be helpful professionally and in your life?
3:35 pm 45 minutes	Developing Empathy	Itoco Garcia	Jigsaw	<ul style="list-style-type: none"> Participants will compare and contrast their personal definitions with the definition of empathy in the article and jigsaw the article. Participants will take an empathy
4:20 pm 10 minutes	Courageous Conversation	Itoco Garcia	Compass	<ul style="list-style-type: none"> Participants will review and understand the 4 agreements of courageous conversation and review the courageous conversation compass
4:30 pm 20 minutes	Empathy & Bias	Itoco Garcia	Silent reading	<ul style="list-style-type: none"> Participants will examine one way bias might effect empathy
4:50 pm 10 minutes	Reflection	Itoco Garcia	Guided Meditation	<ul style="list-style-type: none"> Participants will via a silent meditation reflect on their experience in the PD session focusing particularly on any new learning or discomfort
5:00 10 minutes	Journals	Farima Pour-Khorshid	Quick write	<ul style="list-style-type: none"> Participants will write a reflection on their experiences with empathy including the experiences that most greatly influenced the development of empathy
5:10 5 minutes	Next steps	Farima Pour-Khorshid	Whole Group	<ul style="list-style-type: none"> Participants will review next steps and intersession work and expectations

Community Agreements/Norms 15 – 16
 1. Stay focused, engaged, & listen respectfully
 2. Share the Mic. Speak Your Truth.
 3. Assume Positive Intent
 4. Offer solution oriented suggestions.

**UBUS Elementary School
 Professional Development #2:**
 Hip Hop Scholastics: (MIs or) Match Study

Meeting Roles
 Facilitator: Mr. Garcia
 Timekeeper:
 Note Taker:
 Process Observer:

Meeting Outcomes/Learning Target

1. Understand and define Systemic Reflective Practice 2. Utilizing HipHop as a scaffold for Reflective Practice 3. Reflect on cultural and linguistic identity
 4. Review and understand academic literature on Reflective Practice

Time and Length	Topic	Presenter(s)	Processes Used	Outcomes
4:30 pm 5 minutes	Introduction/ Review Agenda	Itoco Garcia	Whole Group	<ul style="list-style-type: none"> Review agenda, clearly understand PD objectives and expected outcomes, meeting roles will be selected.
4:35 pm 15 minutes	Reflection	Farima Pour-Khorshid	Concentric Circles	<ul style="list-style-type: none"> Participants will explore their personal definition and experience with reflection and reflective practice. Guiding Questions: How often do you reflect on your teaching? In what ways do you reflect on your teaching? What if any reflective practice have you found to be helpful professionally and in your life?
4:50 pm 45 minutes	Systemic Reflective Practice	Itoco Garcia	Gallery Walk/Jigsaw	<ul style="list-style-type: none"> Participants will define systemic reflective practice and juxtapose it with informal reflection. Participants will jigsaw academic articles on reflective practice and create a working definition of systematic reflective practice
5:35 pm 10 minutes	Courageous Conversation	Itoco Garcia	Compass	<ul style="list-style-type: none"> Participants will review and understand the 4 agreements courageous conversation and review the courageous conversation compass
5:45 pm 20 minutes	HipHop and Reflection	Itoco Garcia	Whole Group	<ul style="list-style-type: none"> Participants will be introduced to using HipHop in the classroom as a tool to support their own and student's reflection on their cultural and linguistic identity
6:05 pm 10 minutes	Reflection	Itoco Garcia	Guided Meditation	<ul style="list-style-type: none"> Participants will via a silent meditation reflect on their experience in the PD session focusing particularly on any new learning or discomfort
6:15 10 minutes	Journals	Farima Pour-Khorshid	Quick write	<ul style="list-style-type: none"> Participants will write a reflection on their cultural and linguistic identity, including the experiences that most greatly influenced their formation
6:25 5 minutes	Next steps	Farima Pour-Khorshid	Whole Group	<ul style="list-style-type: none"> Participants will review next steps and intersession work and expectations

<p align="center"><u>Community Agreements/Norms 15-16</u></p> <ol style="list-style-type: none"> Stay focused, engaged, & listen respectfully Share the Mic. Speak Your Truth. Assume Positive Intent Offer solution oriented suggestions.
--

UBUS Elementary School
Professional Development #3:
Hip Hop Scholastics: (Mis or) Match Study

<p align="center"><u>Meeting Roles</u></p> <p>Facilitator: Mr. Garcia/ Ms. Farima Timekeeper: Note Taker: Process Observer:</p>
--

Meeting Outcomes/Learning Target

- Deepen systemic reflective practice on cultural and linguistic identity
- Deepen understanding of how to Utilize HipHop as a scaffold for cultural/linguistic identity
- Deepen understanding of how ling
- Review and understand academic literature on Reflective Practice

Time and Length	Topic	Presenter(s)	Processes Used	Outcomes
3:15 pm 5 minutes	Introduction/ Review Agenda	Itoco Garcia	Whole Group	<ul style="list-style-type: none"> Review agenda, clearly understand PD objectives and expected outcomes, meeting roles will be selected.
3:20 pm 20 minutes	Reflection	Farima Pour-Khorshid	TPS	<ul style="list-style-type: none"> Participants will share their journal writing from last session regarding their cultural and linguistic identity with a partner and those that feel comfortable will share with the whole group.
3:40 pm 25 minutes	Music Culture Language & Identity	Itoco Garcia	Concentric Circle	<ul style="list-style-type: none"> Participants will identify a song that enabled them to connect deeply with their emotions. Participants will identify a song that allows them to connect with their cultural/linguistic identity through music. Participants will identify an event where they felt their culture or language was either validated and affirmed, or denied and rejected at school. Participants will jigsaw articles on music and neuroplasticity, identify salient quotes from the articles, synthesize a statement about effects of Music Culture Language & Identity
4:05 pm 20 minutes	HipHop and Linguistic Identity	Itoco Garcia	Whole Group	<ul style="list-style-type: none"> Participants will deepen their practice using HipHop in the classroom as a tool to support their own and student's reflection on their cultural and linguistic identity.
4:25 pm 25 minutes	Linguicism	Itoco Garcia	Jigsaw	<ul style="list-style-type: none"> Participants will jigsaw Victoria-Purcell article on Linguicism and perceptions of student language in schools
4:50pm 10 minutes	Reflection	Itoco Garcia	Guided Meditation	<ul style="list-style-type: none"> Participants will via a silent meditation reflect on their experience in the PD session focusing particularly on any new learning or discomfort
5:00 10 minutes	Journals	Farima Pour-Khorshid	Quick write	<ul style="list-style-type: none"> Participants will write a reflection on their cultural & linguistic identity, including any experiences with Linguicism
5:10 5 minutes	Next steps	Farima Pour-Khorshid	Whole Group	<ul style="list-style-type: none"> Participants will review next steps and intercession work and expectations

<p align="center"><u>Community Agreements/Norms 15-16</u></p> <ol style="list-style-type: none"> Stay focused, engaged, & listen respectfully Share the Mic. Speak Your Truth. Assume Positive Intent Offer solution oriented suggestions.
--

UBUS Elementary School
Professional Development #4:
Hip Hop Scholastics: (Mis or) Match Study

<p align="center"><u>Meeting Roles</u></p> <p>Facilitator: Mr. Garcia/ Ms. Farima Timekeeper: Note Taker: Process Observer:</p>
--

Meeting Outcomes/Learning Target

- Connect reflective practice to teaching practice
- Identify opportunities for reflection
- Identify topics for reflection
- Review and understand academic literature on reflection and student engagement

Time and Length	Topic	Presenter(s)	Processes Used	Outcomes
3:15 pm 5 minutes	Introduction/ Review Agenda	Itoco Garcia	Whole Group	<ul style="list-style-type: none"> Review agenda, clearly understand PD objectives and expected outcomes, meeting roles will be selected.
3:20 pm 15 minutes	Reflection	Farima Pour-Khorshid	Think Ink Share	<ul style="list-style-type: none"> In journals participants will write about how their work on reflective practice has impacted their teaching practice
3:35 pm 30 minutes	When Where and What	Itoco Garcia	Venn Diagram	<ul style="list-style-type: none"> Participants will brainstorm when reflection is most supportive of teacher practice, where a systematic reflective practice take place, and what topics are most useful to reflect upon.
4:05 pm 30 minutes	Reflection & Engagement	Farima Pour-Khorshid	Jigsaw	<ul style="list-style-type: none"> Participants will analyze an article on reflection and understand it's connection to student engagement
4:35pm 20 minutes	Reflection & Practice	Itoco Garcia	Guided Meditation	<ul style="list-style-type: none"> Participants will via a silent meditation reflect on their experience in the PD session focusing particularly on any new learning or discomfort.
4:55 15 minutes	Journals	Farima Pour-Khorshid	Quickwrite	<ul style="list-style-type: none"> Participants will write a reflection on how empathy, cultural and linguistic identity, Linguicism, and awareness of student engagement might effect instructional practice
5:10 5 minutes	Next steps	Farima Pour-Khorshid	Whole Group	<ul style="list-style-type: none"> Participants will review next steps and intercession work and expectations

<p align="center"><u>Community Agreements/Norms 15-16</u></p> <ol style="list-style-type: none"> 1. Stay focused, engaged, & listen respectfully 2. Share the Mic. Speak Your Truth. 3. Assume Positive Intent 4. Offer solution oriented suggestions.
--

UBUS Elementary School
Professional Development #5:
Hip Hop Scholastics: (MIs or) Match Study

<p align="center"><u>Meeting Roles</u></p> <p>Facilitator: Mr. Garcia/ Ms. Farina Timekeeper: Note Taker: Process Observer:</p>
--

Meeting Outcomes/Learning Target

1. Define student engagement 2. Introduce teacher situational awareness 3. Establish video analysis protocol 4. Review and understand academic literature on student engagement 5. Compare and contrast student engagement in a standard lesson and a culturally relevant and responsive lesson 6. Shift focus to student reaction

Time and Length	Topic	Presenter(s)	Processes Used	Outcomes
3:15 pm 5 minutes	Introduction/ Review Agenda	Itoco Garcia	Whole Group	Review agenda, clearly understand PD objectives and expected outcomes, meeting roles will be selected.
3:20 pm 5 minutes	From Selfies to Students	Itoco Garcia	Shift the Lens	Participants will understand how to shift our focus to how students experience our lessons
3:25 pm 10 minutes	Reflection	Itoco Garcia	Think Ink Share	In journals participants will reflect on their experience of shifting the lens
3:35 pm 30 minutes	Defining Student Academic Engagement	Itoco Garcia	3 Levels & a Jigsaw	Participants will create a working definition of student academic engagement
4:05pm 50 minutes	Student Academic Engagement	Itoco Garcia	Video analysis	Participants will analyze a video to introduce understanding and recognition of student academic engagement.
4:55 15 minutes	Reflection	Itoco Garcia	Guided Meditation/ ejournal	Participants will reflect upon their perceptions of student engagement and any new learning from today's session.
5:10 5 minutes	Next steps	Farima Pour-Khorshid	Whole Group	Participants will review next steps and intersession work and expectations

<p align="center"><u>Community Agreements/Norms 15-16</u></p> <ol style="list-style-type: none"> 1. Stay focused, engaged, & listen respectfully 2. Share the Mic. Speak Your Truth. 3. Assume Positive Intent 4. Offer solution oriented suggestions.
--

UBUS Elementary School
Professional Development #6:
Hip Hop Scholastics: (MIs or) Match Study

<p align="center"><u>Meeting Roles</u></p> <p>Facilitator: Mr. Garcia/ Ms. Farina Timekeeper: Note Taker: Process Observer:</p>
--

Meeting Outcomes/Learning Target

1. Increase teacher situational awareness of student engagement 2. Deepen understanding of how to Utilize HipHop as a scaffold for student engagement 3. Deepen understanding of how culturally and linguistically relevant materials engage students 4. Review and understand academic literature on student engagement

Time and Length	Topic	Presenter(s)	Processes Used	Outcomes
3:15 pm 5 minutes	Introduction/ Review Agenda	Itoco Garcia	Whole Group	Review agenda, clearly understand PD objectives and expected outcomes, meeting roles will be selected.
3:20 pm 7 minutes	Ice Breaker	Farima Pour-Khorshid	Follow the Leader	Participants will become aware of the attention required to pick up on nonverbal cues and debrief activity
3:27 pm 15 minutes	Reflection	Itoco Garcia	Think Ink Share	In journals participants will write about an experience when they felt disengaged, describe the verbal, nonverbal, and emotional aspects of their experience.
3:42 pm 33 minutes	Engagement	Itoco Garcia	Venn Diagram	Participants will brainstorm the qualities of student engagement, disengagement, and ambiguity
4:15 pm 20 minutes	Student Academic Engagement	Itoco Garcia	Video analysis	Participants will analyze a video to establish and understanding and recognition of student academic engagement.
4:35pm 20 minutes	HipHop Engagement	Itoco Garcia	Guided Meditation	Participants will analyze a video of a lesson of a teacher implementing HipHop Based Education for student engagement cues.
4:55 15 minutes	Journals	Farima Pour-Khorshid	Quickwrite	Participants will write a reflection on their perceptions of student academic engagement and on a lesson when they felt students were particularly engaged
5:10 5 minutes	Next steps	Farima Pour-Khorshid	Whole Group	Participants will review next steps and intersession work and expectations

Community Agreements/Norms 15-16

1. Stay focused, engaged, & listen respectfully
2. Share the Mic. Speak Your Truth.
3. Assume Positive Intent
4. Offer solution oriented suggestions.

UBUS Elementary School
Professional Development #7:

Hip Hop Scholastics: (Mis or) Match Study

Meeting Roles

Facilitator: Mr. Garcia/ Ms. Farima
Timekeeper:
Note Taker:
Process Observer:

Meeting Outcomes/Learning Target

1. Move Teacher awareness of student engagement from theory to practice 2. Move teacher ability of how to Utilize HipHop as a scaffold for student engagement from theory to practice 3. Move teacher ability to implement CRRP from theory to practice engage students 4. Create action research plan w lesson study tool

Time and Length	Topic	Presenter(s)	Processes Used	Outcomes
3:15 pm 5 minutes	Introduction/ Review Agenda	Itoco Garcia	Whole Group	Review agenda, clearly understand PD objectives and expected outcomes, meeting roles will be selected- Review topics covered in prior workshops
3:20 pm 15 minutes	Reflection	Farima Pour-Khorshid	Think Ink Share	In journals participants will write about what they have learned regarding awareness of student engagement and share how they have or are thinking about putting it into practice.
3:35 pm 25 minutes	Instructional Moves for Engagement	Farima Pour-Khorshid	Video Analysis	Participants will analyze video to identify what instructional moves teachers make that prompt students to pay attention, participate, or engage academically
4:00 pm 25 minutes	Instructional Moves for HipHop Engagement	Itoco Garcia	Video analysis	Participants will analyze video to compare and contrast what instructional moves teachers using HipHop based education make that prompt students to pay attention, participate, or engage academically
4:25 35 minutes	Action Research Plan	Itoco Garcia	Cycle of Inquiry	Participants will begin crafting an action research plan of what instructional moves they will make to put their knowledge of student engagement into practice.
5:00 10 minutes	Reflection	Itoco Garcia	Guided Meditation	Participants will reflect upon their perceptions of student engagement and any new learning from today's session.
5:10 5 minutes	Next steps	Farima Pour-Khorshid	Whole Group	Participants will review next steps and intersession work and expectations

Community Agreements/Norms 15-16

1. Stay focused, engaged, & listen respectfully
2. Share the Mic. Speak Your Truth.
3. Assume Positive Intent
4. Offer solution oriented suggestions.

UBUS Elementary School
Professional Development #8:

Hip Hop Scholastics: (Mis or) Match Study

Meeting Roles

Facilitator: Mr. Garcia/ Ms. Farima
Timekeeper:
Note Taker:
Process Observer:

Meeting Outcomes/Learning Target

1. Develop critical literacy as a practice 2. Develop teacher ability to Utilize HipHop as a scaffold for critical literacy 3. Develop teacher ability to implement CRRP with HipHop in the classroom

Time and Length	Topic	Presenter(s)	Processes Used	Outcomes
3:15 pm 5 minutes	Introduction/ Review Agenda	Itoco Garcia	Whole Group	Review agenda, clearly understand PD objectives and expected outcomes, meeting roles will be selected- Review topics covered in prior workshops
3:20 pm 15 minutes	Reflection	Farima Pour-Khorshid	Think Ink Share	In journals participants will write about what they think critical literacy is and their experience with it in the class room
3:35 pm 50 minutes	Critical Literacy	Farima Pour-Khorshid	Jig Saw	Participants will deepen their understanding of the concept and practice of critical literacy
4:25 pm 35 minutes	Critical Literacy & HipHop	Itoco Garcia	Interactive Writing	Participants will apply practice critical literacy using a HipHop text
5:00 10 minutes	Reflection	Itoco Garcia	Guided Meditation	Participants will reflect upon their perceptions of student engagement and any new learning from today's session.
5:10 5 minutes	Next steps	Farima Pour-Khorshid	Whole Group	Participants will review next steps and intersession work and expectations

- Community Agreements/Norms 15-16
1. Stay focused, engaged, & listen respectfully
 2. Share the Mic. Speak Your Truth.
 3. Assume Positive Intent
 4. Offer solution oriented suggestions.

**UBUS Elementary School
Professional Development #9:**

Hip Hop Scholastics: (MIs or) Match Study

Meeting Roles
Facilitator: Mr. Garcia/ Ms. Farima
Timekeeper:
Note Taker:
Process Observer:

Meeting Outcomes/Learning Target

1. Deepen critical literacy as a practice 2. Deepen teacher ability to Utilize HipHop as a scaffold for critical literacy 3. Deepen teacher ability to Implement CRRP with HipHop in the classroom

Time and Length	Topic	Presenter(s)	Processes Used	Outcomes
3:15 pm 5 minutes	Introduction/ Review Agenda	Itoco Garcia	Whole Group	Review agenda, clearly understand PD objectives and expected outcomes, meeting roles will be selected- Review topics covered in prior workshops
3:20 pm 15 minutes	Reflection	Farima Pour-Khorshid	Think Ink Share	In journals participants will write about any new perceptions of critical literacy and how they might use it, or have attempted to use it in the classroom, and it's effects on student engagement
3:35 pm 50 minutes	Student Engagement & Critical Literacy	Farima Pour-Khorshid	Systematic Reflective Practice	Participants will apply learning by identifying a student/concept that they would like support around.
4:25pm 35 minutes	Critical Literacy & HipHop	Itoco Garcia	Song Analysis	Participants will review a HipHop critical literacy lesson
5:00 10 minutes	Reflection	Itoco Garcia	Guided Meditation	Participants will reflect upon their perceptions of student engagement and any new learning from today's session.
5:10 5 minutes	Next steps	Farima Pour-Khorshid	Whole Group	Participants will review next steps and intersession work and expectations

- Community Agreements/Norms 15-16
1. Stay focused, engaged, & listen respectfully
 2. Share the Mic. Speak Your Truth.
 3. Assume Positive Intent
 4. Offer solution oriented suggestions.

**UBUS Elementary School
Professional Development #10:**

Hip Hop Scholastics: (MIs or) Match Study

Meeting Roles
Facilitator: Mr. Garcia/ Ms. Farima
Timekeeper:
Note Taker:
Process Observer:

Meeting Outcomes/Learning Target

1. Move critical literacy from theory to practice 2. Move teacher ability to Utilize HipHop as a scaffold for critical literacy from theory to practice 3. Move teacher ability to Implement CRRP with HipHop in the classroom from theory to practice utilizing lesson study tool.

Time and Length	Topic	Presenter(s)	Processes Used	Outcomes
3:15 pm 5 minutes	Introduction/ Review Agenda	Itoco Garcia	Whole Group	Review agenda, clearly understand PD objectives and expected outcomes, meeting roles will be selected- Review topics covered in prior workshops
3:20 pm 15 minutes	Reflection	Farima Pour-Khorshid	Think Ink Share	In journals participants will write about their perceptions of critical literacy their plans for implementation and it's effects on student engagement
3:35 pm 25 minutes	Critical Literacy & HipHop	Farima Pour-Khorshid	Systematic Reflection	Participants will engage in a systematic reflection on HipHop & critical literacy for student engagement to support thinking on action
4:00pm 60 minutes	Lesson Planning	Itoco Garcia	Lesson Study	Participants will codesign a critical literacy lesson study series.
5:00 10 minutes	Reflection/Journal	Itoco Garcia	Guided Meditation	Participants will reflect upon their perceptions of student engagement and any new learning from today's session.
5:10 5 minutes	Next steps	Farima Pour-Khorshid	Whole Group	Participants will review next steps and intersession work and expectations

Appendix 4. Three Phases of study

<i>Phase 1 February – March</i>	<i>Who</i>	<i>When</i>
Develop Shared Framework for Reflective Practice & understanding and practice of culturally relevant common core instruction	Participants	2/27-3/6- 3/20-4/3
<i>Phase 2 March – April</i>	<i>Who</i>	<i>When</i>
Develop awareness of student academic engagement & Deepen Reflective Practice and understanding of culturally relevant common core instruction	Participants	4/17-4/24-5/1
<i>Phase 3 April – May</i>	<i>Who</i>	<i>When</i>
Develop understanding and practice of critical literacy & deepen systemic reflective practice and awareness of student engagement <i>implement culturally relevant common core instruction</i>	Participants	5/8 -5/22-6/5

Appendix 5. Data collection strategies

Strategy	Baseline Data	Process Data	Outcome Data	Totals
Interviews	1 open-ended interview with teacher participants	10 structured interviews after each professional development session	1 structured interview after all professional development interview, observation, coaching sessions completed	12 interviews of each participant
Observations	1 observation including photos and map of classroom of teachers before the intervention begins on instructional practices	1 classroom observations after each professional development session of each teacher on instructional practices	1 observation including photos and map of classroom of teachers after the intervention on instructional practices	12 observations of each participant
Surveys	1 pre-survey of all teachers		1 post survey of all teachers	2 surveys
Document Analysis	Lessons , Student work samples, Student assessment data, and assessments prior to intervention	Teacher reflection logs. Reflections tools, and artifacts, Lesson plans, Student work samples, PD Evaluation/Feedback And other artifacts created in the intervention. E-mails and other one-on-one exchanges with participants between meetings.	Lesson plans Student work samples, assessment data after intervention Overall Evaluation/Feedback questionnaire after intervention Rubrics	10 groups of feedback and diagnostic documents
Design Development		Audio/video of professional development sessions. Field notes/researcher journal Audio/transcripts of interviews	Audio Evaluation forms	59 audio recordings

Appendix 6. Survey on Reflective practice

Survey of Teacher Learning Experience and Practice**1. My professional learning experiences provide...****me many opportunities to work on aspects of my teaching that I am trying to improve**

Strongly Disagree

Disagree

Agree

Strongly Agree

2. My professional learning experiences provide ...**me with useful feedback about my teaching**

Strongly Disagree

Disagree

Agree

Strongly Agree

3. My professional learning experiences provide..**me with enough time to think carefully about, try, and evaluate new ideas**

Strongly Disagree

Disagree

Agree

Strongly Agree

4. My professional learning experiences ...**made me pay closer attention to particular things I was doing in the classroom**

Strongly Disagree

Disagree

Agree

Strongly Agree

5. My professional learning experience ...**has led me to seek out additional information from other teachers, an instructional leader (e.g. coach), or some other source**

Strongly Disagree

Disagree

Agree

Strongly Agree

6. My professional learning experience...**has led me to try new things in the classroom**

Strongly Disagree

Disagree

Agree

Strongly Agree

7. My professional learning experience...**has led me to make changes in my teaching**

Strongly Disagree

Disagree

Agree

Strongly Agree

8. My professional learning experiences...**made me question the teaching methods I use**

Strongly Disagree

Disagree

Agree

Strongly Agree

Survey of Teacher Learning Experience and Practice

* 11. This school year how much did you do each of the following

	Never	Rarely	Sometimes	Often	Extremely Often
Develop an aspect of your teaching over an extended period of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply information from an instructional leader (e.g. coach, mentor) in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try new ideas from staff development in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try to better understand how different teaching practices were impacting your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid closer attention to things you were doing in the classroom after hearing about them in staff development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid closer attention to things you were doing in the classroom after hearing about them from an instructional leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought out additional information about topics covered in staff development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to solve problems that arose in the classroom by experimenting with new practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflected on how well different teaching practices were working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey of Teacher Learning Experience and Practice

12. Your School...

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
emphasizes using instructional materials that reflect the culture or ethnicity of its students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has staff examine their own cultural biases through professional development or other processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
considers closing the racial/ethnic achievement gap a high priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fosters an appreciation of student diversity and respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
emphasizes showing respect for all students' cultural beliefs and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 7. Professional Learning Post Survey

Professional Learning Post Survey

1. The culturally relevant common core professional development provided me many opportunities to work on aspects of my teaching that I am trying to improve

Strongly Disagree Disagree Agree Strongly Agree

2. The culturally relevant common core professional development provided.... me with useful feedback about my teaching

Strongly Disagree Disagree Agree Strongly Agree

3. The culturally relevant common core professional development provided... me with enough time to think carefully about, try, and evaluate new ideas

Strongly Disagree Disagree Agree Strongly Agree

4. The culturally relevant common core professional development ... made me pay closer attention to particular things I was doing in the classroom

Strongly Disagree Disagree Agree Strongly Agree

5. The culturally relevant common core professional development... has led me to seek out additional information from other teachers, an instructional leader (e.g. coach), or some other source

Strongly Disagree Disagree Agree Strongly Agree

6. The culturally relevant common core professional development... has led me to try new things in the classroom

Strongly Disagree Disagree Agree Strongly Agree

7. The culturally relevant common core professional development... has led me to make changes in my teaching

Strongly Disagree Disagree Agree Strongly Agree

8. The culturally relevant common core professional development... made me question the teaching methods I use

Strongly Disagree Disagree Agree Strongly Agree

Professional Learning Post Survey

9. The culturally relevant common core professional development... made me question my beliefs and assumptions about which teaching methods work best with students

Strongly Disagree Disagree Agree Strongly Agree

***10. Please indicate how much you changed the following aspects of your reading/language arts or English teaching this year:**

	Not at all	2	3	4	5	6	A great deal
Student Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching methods you use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The kinds of work you have students do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The kinds of questions you ask students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your understanding of the needs of individual students in your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Learning Post Survey

*** 11. This school year how much did you do each of the following**

	Never	Rarely	Sometimes	Often	Extremely Often
Develop an aspect of your teaching over an extended period of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply information from an instructional leader (e.g. coach, mentor) in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try new ideas from staff development in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try to better understand how different teaching practices were impacting your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid closer attention to things you were doing in the classroom after hearing about them in staff development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid closer attention to things you were doing in the classroom after hearing about them from an instructional leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought out additional information about topics covered in staff development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to solve problems that arose in the classroom by experimenting with new practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflected on how well different teaching practices were working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Learning Post Survey

12. Your School...

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
emphasizes using instructional materials that reflect the culture or ethnicity of its students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has staff examine their own cultural biases through professional development or other processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
considers closing the racial/ethnic achievement gap a high priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fosters an appreciation of student diversity and respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
emphasizes showing respect for all students' cultural beliefs and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 8. Interview protocol

Interview Protocol: Teacher experiences and perceptions of professional development

What perceptions and experiences do teachers at _____ Elementary have of the effectiveness of professional learning and development in general and on Culturally Relevant Pedagogy in particular? What do teachers believe about implementation of culturally relevant strategies and their ability to improve student engagement and achievement by making instruction more relevant and responsive to the home culture and language of students?

Time of Interview:

Date:

Place:

Interviewer: Interviewee:

Position of interviewee:

This study employs a participant action design methodology, and uses a combination of interviews, observations (possibly video records of practice), and surveys to assist in developing an understanding of how teachers perceive the effectiveness of professional learning in general, their experience with Culturally Relevant Pedagogy, and what they believe about the ability of Culturally Relevant Pedagogy to improve student engagement and achievement and create a closer match between home and school culture.

Describe your experience with professional development in general and specifically with Culturally Relevant Pedagogy?

Who was facilitating those experiences?

Has it all been district sponsored professional development?

What kind of culturally relevant practices do you feel like you use in your classroom?

How are you feeling about the trainings you've received?

How do you feel about implementing the strategies?

What has happened since you participated in the training?

What has been the impact on teachers of the training?

What did you think the impact of the training has been on all of the teachers in the school?

What larger ramifications if any exist from this training?

What do you think about the effects of Culturally Relevant Pedagogy?

What do you think the effect of these strategies is on student engagement and achievement if any?

Who else might I talk to regarding teacher's perceptions of professional learning?

Is there anybody else that you might recommend that you think might be open to talking to me about this?

Well thank so much for letting me come to interview you, and like I said I'll keep everything confidential.

Appendix 9. Culturally Relevant Practices Rubric

Culturally Relevant Practices rubric

	Emerging	Applying	Implementing	Sustaining	Score/Level
Knowledge Cultural self-awareness	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	
Knowledge Knowledge of cultural worldview frameworks	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	
Knowledge of Student Learning	Shows minimal awareness of student interests No observable differentiation No observable student to student or student to teacher interaction. Learning unconnected to student cultural experience and background	Rarely connects instruction to student interests Rarely Differentiates instruction based on student need Infrequent evidence of procedures for teacher to student and student to student interaction Student learning rarely connected to cultural experience and background	Occasionally connects instruction to student interests Occasionally Differentiates instruction Occasional student to student, teacher student interactions Student learning occasionally connected to cultural experience and background	Consistently Connects instruction to student interests Differentiates instruction based on student need Consistent evidence of procedures for teacher to student and student to student interaction Student learning connected to cultural experience and background	
Skills Empathy	Views the experience of others but does so through own cultural worldview.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive	
				manner that recognizes the feelings of another cultural group.	
Skills Verbal and nonverbal communication	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	
Skills Class Environment	No observable modeling or promotion of fairness equity and respect. Seating arranged in rows for direct instruction Homogenous student groupings Harassment ignored by teacher Student contributions are discouraged no recognition of student achievement	Modeling and promotion of fairness equity and respect is infrequent Seating is arranged to discourage student communication but allows for independent work Student groupings are homogenous and flexible Harassment is infrequently noticed by teacher Student contribute minimally little recognition of student achievement	Teacher usually promotes fairness equity and respect. Seating supports cooperative work Student groupings are heterogenous with little flexibility Harassment is usually noticed and stopped by teacher Students contribute regularly and achievement is recognized regularly	Teacher models and promotes fairness equity and respect Seating arranged for independent and small cooperative learning groups Student groupings are multi ethnic and linguistic Harassment is stopped by teachers Student achievement and contributions are encouraged supported and recognized	
Skills Expectations	Teacher does not communicate learning goals Students not expected to access challenging diverse curriculum. No social construction of	Teacher communicates partial or unclear learning goals Some Students expected to access challenging curriculum with little diversity	Teacher communicates learning goals All students expected to access challenging curriculum with little diversity Students frequently asked	Teacher communicates learning goals checks for understanding Students expected to access challenging diverse curriculum Students are asked to self	

	Emerging	Applying	Implementing	Sustaining	Score/Level
	knowledge or reflection no established or maintained standards for student behavior. Little, ineffective, or inequitable teacher response to inappropriate behavior	Students infrequently asked to socially construct knowledge. Teacher communicates standards for student behavior	socially construct knowledge and infrequently self reflect Teacher communicates establishes and often maintains standards for student behavior	reflect and socially construct knowledge Teacher establishes maintains and communicates standards for student behavior Teacher response to inappropriate behavior is equitable	
Skills: Routines and Procedures	No observable agenda or objectives Transition often unmanaged Teacher provides no observable supports for students to finish activities	General agenda no objectives Transitions infrequently managed Teacher provides few supports to few students to finish activities	Daily agenda unclear objectives Transitions are usually managed Teacher provides supports for most students to finish activities	Daily Schedules and routines support student learning (agendas, lesson objectives, rules) Teacher facilitates routines and procedures Teacher provides supports for students to finish activities.	
Lesson Delivery	Time for activities inappropriate or insufficient for student need Little opportunity for independent or collaborative learning Off task behavior unmanaged	Time for activities sufficiently planned, little regard for student need Opportunity for independent learning little collaborative learning Off task student behavior is redirected ineffectively	Time for activities sufficiently plan w regard to student need little adjustment Opportunity for independent learning some collaborative learning Off task student behavior is redirected with loss of instructional time	Time for activities adjusted based on student need Opportunity for independent and collaborative learning Off task student behavior is redirected to maximize instructional time	
Attitudes Curiosity	States minimal interest in learning more about other cultures.	Asks simple or surface questions about other cultures.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	
Attitudes Openness	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.	
	own judgment.	different others, and is aware of own judgment and expresses a willingness to change.			

Appendix 10. Observation protocol

Observation Date:

Location:

Event:

Start Time:

Description of location, seating arrangement diagram:		
Time	Dialogue, verbalizations, side conversations	Body language, actions, events

Appendix 11. Engagement Rubric

	Emerging	Exploring	Applying	Innovating	Score/Level
Academic English	No attempt to use Culturally Relevant Literature No use of contrastive analysis No use of student learning strengths No use of personal thesaurus or dictionary Rejects and excludes student culture and language	Inconsistent or infrequent use of culturally relevant literature Inconsistent or infrequent use of contrastive analysis Inconsistent or infrequent use of student strengths Inconsistent or infrequent use of personal thesaurus or dictionary Inconsistent or infrequent validation or affirmation of student's home language	Uses culturally relevant literature Uses contrastive analysis inconsistently or infrequently Uses student strengths inconsistently or infrequently Personal thesaurus or dictionary used inconsistently or infrequently Student's home language validated and affirmed inconsistently or infrequently	Consistent and Frequent use of culturally relevant literature Consistent and Frequent contrastive analysis Consistent and Frequent use of student strengths Consistent and Frequent use of personal thesaurus or dictionary Consistent and Frequent affirmation and validation of student's home language	
Knowledge and Appreciation of Linguistic and Cultural Diversity	No awareness or appreciation of student's home language and culture in the context of general social and historical concepts No awareness or appreciation of languages and cultures in the context of school, the community, city, state, and nation No recognition of the linguistic features of student's home language No awareness or appreciation of diverse languages and cultures from around the world	Inconsistent or infrequent awareness or appreciation of student's home language and culture in the context of general social and historical concepts Inconsistent or infrequent appreciation of languages and cultures in the context of school, the community, city, state, and nation Inconsistent or Infrequent recognition of the linguistic features of student's home language Inconsistent or Infrequent awareness or appreciation of diverse languages and cultures from around the world	Awareness and appreciation of student's home language and culture in the context of general social and historical concepts Awareness and appreciation of languages and cultures in the context of school, the community, city, state, and nation Recognition of the linguistic features of student's home language Awareness and appreciation of diverse languages and cultures from around the world	Consistent and frequent awareness and appreciation of student's home language and culture in the context of general social and historical concepts Consistent and frequent awareness and appreciation of languages and cultures in the context of school, the community, city, state, and nation Consistent and frequent recognition of the linguistic features of student's home language Consistent and frequent awareness and appreciation of diverse languages and cultures from around the world	
Effective Intercultural communication	No comparing or contrasting of the linguistic differences between home language and standard English No recognition of the language requirements of different situations	Inconsistent or Infrequent comparing or contrasting of the linguistic differences between home language and standard English Inconsistent or Infrequent recognition of the language requirements of different situations	Comparing or contrasting of the linguistic differences between home language and standard English Recognition of the language requirements of different situations	Consistent and frequent comparing and contrasting of the linguistic differences between home language and standard English Consistent and frequent recognition of the language requirements of different situations	

Appendix 12. Critical literacy rubric

	Emerging	Exploring	Applying	Innovating	Score/Level
Author and Positionality Who wrote the text?	Teacher infrequently asks critical literacy question: Who wrote the text? Is unable to generate any further discussion or hypothesis about who the author is.	Teacher asks critical literacy question: Who wrote the text? Poses limited follow up questions to create hypothesis for author's positionality/ fails to use in text sources (inside cover, back cover, title page, bio etc.) to provide other information regarding author.	Teacher frequently asks critical literacy question: Who wrote the book? Poses deep follow up questions to create hypothesis for author's positionality. Uses in text sources (bio, inside cover, back cover, title page, etc.) to provide extra information regarding author	Teacher frequently asks critical literacy question: Who wrote the book? Poses deep follow up questions to create hypothesis for author's positionality. Uses in text and out of text sources (bio, inside cover, back cover, title page, etc.) to provide extra information regarding author. Uses extra information to create portrait of authors socio, cultural, linguistic, and political positionality	
Author's motivation What do they want us to believe?	Teacher infrequently asks critical literacy question: What does the author want us to believe? Is unable to generate any discussion regarding author's motivation for creating text	Teacher asks critical literacy question: What does the author want us to believe. Generates limited discussion regarding author's motivation for creating text	Teacher frequently asks critical literacy question: What does the author want us to believe. Generates deep discussion regarding author's motivation to create text	Teacher frequently asks critical literacy question : What does the author want us to believe. Generates deep discussion regarding author's motivation to create text that account for socio, cultural, linguistic, and political motivations	
Inclusion/Exclusion Who's voice is missing?	Teacher infrequently asks critical literacy question: Who's voice is missing from the story Unable to identify who's perspective is included in the story and who's perspective is missing.	Teacher asks critical literacy question: Who's voice is missing from the story? Identifies main perspective and missing perspective.	Teacher frequently asks critical literacy question: Who's voice is missing from the story? Identifies main perspective, and missing perspective, as well multiple other perspectives both missing and present	Teacher frequently asks critical literacy question: Who's voice is missing from the story? Identifies main perspective, and missing perspective, as well multiple other perspectives both missing and present and connects perspectives to corresponding socio, cultural, linguistic and	
Counter Storytelling What would the story be like from the missing perspective?	Teacher infrequently asks critical literacy question: What would the story be like from the missing perspective? Unable to model or scaffold creation of story from missing perspective	Teacher asks critical literacy question: What would the story be like from the missing perspective? Models or scaffolds creation of one possible story from missing perspective	Teacher frequently asks critical literacy question: What would the story be like from the missing perspective? Models or scaffolds creation of multiple possible stories from missing perspective	Teacher frequently asks critical literacy question: What would the story be like from the missing perspective? Models or scaffolds creation of multiple possible stories from missing perspective and connects stories to socio, cultural, linguistic and political realities	