

Exploring General Education Classroom Teachers' Balancing Act:
Navigating Myths, and Instruction for Multilingual Learners from a Meso-Level View

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Abstract

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This dissertation addresses a critical gap in the literature by examining how the organizational environment shapes the understanding of instruction and practice for multilingual learners (ML) among general education (GE) elementary classroom teachers. Building on inhabited institutionalism theory, the study investigates the interrelationship of individuals, myths, and organizational structures in influencing teachers' perspectives on ML instruction. Employing a qualitative comparative case study approach in one school setting, the research aims to shed light on the nuanced ways in which the organizational environment interacts and shapes teachers' instruction for MLs. By identifying conditions for change, the findings contribute to the broader discourse on equity practices for MLs in schools, offering insights for practitioners, policymakers, and future research endeavors.

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Chapter 1: Introduction

General education teachers (GE) face relatively new demands to support multilingual learners (ML) in GE classrooms. These demands represent a shift in the long-standing practice of serving ML students—linguistically and culturally sustaining teaching and differentiating instruction as a means of inclusion—in that previous approaches emphasized assimilation and differentiation that resulted in the structural separation of culturally and linguistically diverse students (Reeves, 2004). The new approaches are promising because they provide MLs with authentic and participatory educational opportunities and affirm plurality. Still, new approaches are likely hard to implement for a number of reasons including that they demand GE teachers depart from long-standing ways of working with these students in school settings that retain traditional structures that perpetuate inequality (Storm & Martin, 2016).

In the context of existing research, which highlights the imprint of environmental and institutional factors like collaborative school cultures on human action, sensemaking, and teachers' classroom practice (Bridwell-Mitchell & Sherer, 2016; Coburn, 2001; Everitt et al., 2022; Reyes, 2015), there remains a notable deficiency in studies that probe the underlying causes of disparities in teachers' behavior, particularly within the same institutional framework. This gap in the literature is even more pronounced in the context of MLs. The present study seeks to rectify this gap by examining the intricate processes through which teachers formulate and reshape their instructional ideals for MLs. The theory I employ builds upon previous theories and suggests that individuals' actions are not exclusively governed by their personal backgrounds and rational decision-making; rather, they are also shaped by social networks, external pressures, and personal agency.

Drawing on the idea that environmental and institutional factors play a substantial role in shaping teachers' classroom instruction, the principal objective of this research is to elucidate the intricate process through which teachers enact instructional practices for MLs. How do GE teachers navigate instructional shifts? What factors facilitate or impede their ability to make changes? How do teachers reconcile conflicting multiple myths, the often-unarticulated beliefs and ideals, of how instruction should operate are at play?

The research questions I present are focused on advancing educational support for MLs in schools and comprehending the processes that underlie this support, the outcomes it yields and the factors that shape teacher's practice. Therefore, my research questions ask:

1. In a school which intends to advance myths that are consistent in supporting MLs, what do schools do?
2. With what results? Which myths are evident in teachers' practice?
3. How do various conditions and interactions interact to influence teachers' practices in their school context?

My first research question emphasizes the pivotal role of schools in shaping the educational journeys and outcomes of MLs. A comprehensive grasp of the specific actions, policies, and practices that schools employ offers valuable insights into guiding principles that foster a more inclusive and supportive learning environment. This knowledge can serve as a catalyst for the dissemination of principles of practice across educational institutions, ultimately enhancing the overall educational achievements of MLs.

The second research question delves into a thorough comprehension of the results, facilitating the quantification of both the benefits and challenges associated with these endeavors. This, in turn, provides a foundation for evidence-based policy recommendations.

Furthermore, an exploration of the ideals that inform teachers' practices in a particular context allows for a deeper understanding of the ideological framework guiding their actions. Such insights can be instrumental in the development of professional development programs aimed at addressing any prevailing misconceptions or biases.

Lastly, the final research question, which center around conditions and social interactions, are instrumental in pinpointing areas where interventions are required. Additionally, they offer school administrators and policymakers invaluable data to inform decisions regarding resource allocation, teacher training, and structural adjustments geared towards improving the educational experiences of MLs.

In this study, I center my investigation on GE teachers' social interactions with colleagues as they discuss instructional practices. Research consistently underscores the importance of teachers' sensemaking and highlights the role of social interaction in shaping meaning (Binder, 2007; Coburn, 2001; Weick et al., 2005). Given that teacher learning and development are fundamentally social and discursive processes, focusing explicitly on teachers' interactions with colleagues holds the potential to illuminate how GE teachers enact effective instruction for MLs.

This study commences by delving into the existing literature on the guiding principles of practice that underpin support for MLs. This literature underscores the substantial shifts in practice that these principles entail for numerous classroom teachers. Subsequently, I explore the body of literature that examines the school conditions that facilitate teachers in altering their instructional practices when working with MLs. This body of work underscores that teachers' instructional context significantly shapes their teaching approaches. Additionally, I delve into the literature that explores the intricacies of cultural ideals that supply a theory of how schools

should operate and institutional complexity. Building on this foundation, I introduce a theoretical framework rooted in inhabited institutionalism, which holds promise in comprehending how teachers navigate the intricate landscape of multiple ideals when instructing MLs while considering the broader school environment.

Plans of the Dissertation

Concluding this introduction, I outline the research design that employs qualitative case study methodology to investigate how general education classroom teachers navigate the landscape of multiple ideals in ML instruction. I then outline my main findings in Chapter Five. In the final chapter, I conclude with implications for research and practice.

Drawing upon the framework of inhabited institutionalism theory, I argue that the establishment of equitable instructional practice for MLs across diverse grade-level contexts is intricately woven with the interplay of instructional resources, teacher identities, and collaborative approaches within schools. Inhabited Institutionalism theory emphasizes the dynamic interaction between individuals and institutional structures, asserting that individuals' interpretations and actions are both influenced by and contribute to the perpetuation or transformation of institutional norms and rationales. Unlike previous theorists who have relied on the “nested” approach, conceptualizing individuals within organizations and institutions, and predominantly focused on the individual, inhabited institutionalists propose that social interaction should be the objective of analysis, in conjunction with their environment. This perspective places a strong emphasis on the dynamic nature of social interactions, highlighting how individuals' agency and interpretations are crucial in shaping and reshaping institutional practices. While alternative theories, like Activity Theory, offer insights into human activities and interactions, they may not offer the same comprehensive analysis of institutional structures,

cultures, and the complexities of policy implementation within organizations. Consequently, for research inquiries focused on the influence of institutions on individual and collective behavior, the examination of institutional change, and the exploration of the effects of formal rules and norms, Inhabited Institutionalism is better equipped as it provides a more holistic framework for studying institutional and organizational behavior.

Within this framework, my argument gains depth as I assert that the formation of equitable instructional practices is not solely determined by external factors, but is also mediated by teachers' perceptions, experiences, and collaborative engagements. This theory thus bolsters the understanding that the development of instructional equity for multilingual learners is a complex interplay of both institutional dynamics and the agency of educators, as they navigate instructional resources, negotiate their identities, and adopt collaborative approaches within their respective grade-level contexts.

Chapter 2: Review of Prior Literature

To identify what research shows about how GE teachers are negotiating instruction for MLs and organization factors that seem most significant in supporting GE teachers to provide supportive instruction for MLs, I conducted a comprehensive review of empirical, peer-reviewed journal articles starting from 2004 to 2022. I chose this timeframe because, after the passing of the No Child *Left Behind* Act in 2001, MLs began to be increasingly mainstreamed into the GE classroom, increasing the likelihood there would be research on how GE teachers were providing instruction for MLs in classrooms. I searched for that literature using key terms including *language learners, English learners, emergent bilinguals, multilingual learners, linguistically minoritized students, culturally linguistically diverse learners, English as a second language learner, mainstream classrooms, general education classrooms, multilingual classroom, content classroom, mainstream teachers, instruction, instructional quality, instructional programs and instructional models, culturally and linguistically responsive teaching, linguistically responsive teaching, and culturally sustaining*. I utilized two educational databases: ERIC, EBSCO, and I also employed Google Scholar.

Principles of Practice for Multilingual Learners

In this section, I use the term 'principles of practice' to describe practices that research has associated with supporting MLs academic outcomes. However, it is not to narrowly define and subscribe to an approach to best support MLs. Given the diversity of multilingual learners, teachers, and the context of schools, determining which prescribed practices work best would be incomprehensive, and even reproduce systems of inequity and injustice (Philip et al., 2019). Thus, while I identify particular practices and approaches to instruction below, the term

‘principles of practice’ implies there is always more to consider when teaching, such as one’s own positionality.

Among the peer-reviewed studies that discussed instruction for MLs, researchers have associated MLs obtaining positive academic results such as accelerating content and language learning when GE teachers scaffold their instruction to ensure MLs access to grade-level content learning. Common scaffold approaches implemented by GE teachers included visuals, adapted text, explicit English language teaching, and modeling (Aguirre-Muñoz et al., 2009; Gross, 2020; Hoff, 2016; & Viesca et al., 2022). For example, a research study of an elementary school that integrated SIOP (Sheltered Instruction Observation Protocol), a popular framework that presents content concepts to MLs through strategies and techniques such as modifying written text and oral language, and providing clear and explicit instruction to make new information comprehensible to students, found positive outcomes. This study took place in an elementary school in Massachusetts, where the demographics of 502 students were low-income and 90% spoke Spanish as their first language. After three years of systemic implementation of SIOP model, the school’s state assessment scores went from 20 points below the state average to .2 points above the state average (Kareva & Echevarria, 2013).

Instructional approaches such as systemic functional linguistics (SLF) that deconstruct and make academic language explicit and discoverable also have shown positive outcomes for MLs (Aguirre-Munoz et al, 2009; Brisk et al., 2017). For example, in an investigation, GE English language arts teachers in three urban middle schools in California participated in a week-long professional development on the SFL framework. The goal was for teachers to understand specific language expectations of complex written tasks and provide teachers with linguistic tools for examining text that can support MLs (Aguirre-Muñoz et al., 2009). The study found

that even though there were some variations as to how teachers implemented functional grammar, most teachers were implementing explicit academic-language instruction to moderate-to-high levels of success.

Classroom instructional practices that incorporate students' home language have proven to support strong learning outcomes of MLs, as well as support their self-esteem and identification of their home language and culture (Legarreta-Marcaida, 1984; Viesca et al., 2019). For decades, second language acquisition scholars have emphasized home language provides comprehensible input for students receiving instruction in another language, and is integral to advancing students' academic, cognitive, and linguistic development in both languages (Cummins, 1991). After thirty-two years of large-scale, longitudinal research on bilingual programs, Thomas and Collier have made evident long-term bilingual instruction that focuses on the development of English as well as students' primary language to achieve and sustain grade level skills more quickly than instruction without home language (2017). Sustaining students' primary languages provide a benefit to MLs overall academic success such as achievement in literacy and other academic subjects. Although bilingual programs have conditions to use students' home languages favorably, nevertheless, GE teachers in English-medium classrooms have also incorporated students' home languages in their instruction. In a qualitative study of classroom teachers at eight schools that participated in professional development making their practice more multilingual, found across all the schools, multilingual and translanguaging pedagogy (Garcia & Angel, 2017) offered students the affordance to be more actively engaged and involved in their learning. GE teachers stated: "Students feel really strong and confident, and participated in taking risks all the time in English and also in reading and writing in Spanish", "student engagement increased", and "Students were able to understand

the content and move back and forth between languages”. Other instructional practices that build on students’ languages and are highlighted in the literature include the use of cognates, bilingual texts, and student-created bilingual texts (de Jong & Gao, 2019).

Building bridges between students’ funds of knowledge and classroom content is a key practice that GE teachers use that researchers have associated with enhancing students’ academic process, a principle of practice for MLs. The term “funds of knowledge” in education stem from Moll, Amanti, Neff, and Gonzalez’s 1992 study and refers to the historical accumulation of abilities, bodies of knowledge, assets, and cultural ways of interacting by students and their families and communities. Integrating students’ funds of knowledge helps to scaffold students’ understanding of academic material because it connects to their experiences, skills, and personal context. In the same way, knowing MLs’ linguistic backgrounds can enhance classroom instruction, so too does knowing MLs’ funds of knowledge. For instance, in a vignette from a qualitative study, a second-grade classroom teacher selected the text *Abeula’s Weave* (Linan-Thompson et al., 2018) that was culturally relevant to many of her African-American and Hispanic students. When teaching about the tradition of weaving tapestries, a student raised their hand to share that their mother has a tradition of weaving and always gets weaves in her hair. The teacher then explains the difference and similarities of the word ‘weave’, building a bridge between the student’s funds of knowledge and class discussion. By contrast, in a different classroom, a GE classroom teacher who asked students to give an example of bread from ‘wheat’ rejected a student’s response when she said ‘tortillas’. Here in this scenario, the teacher invalidated the child’s cultural experiences, and contribution, and ultimately missed an opportunity for learning (Linan-Thompson et al., 2018). Contrasting these vignettes makes clear GE teachers who build bridges between students’ funds of knowledge to academic content and

lessons support to enrich students' understanding and meet curricular goals. Enhanced knowledge and skills that reflect the linguistic and cultural characteristics of MLs are necessary to provide supportive instruction for MLs, yet unfortunately, GE teachers are not implementing these principles of practice for MLs as revealed by literature (de Jong & Naranjo, 2019; Hutchinson, 2013; Solano-Campos et al., 2020).

School Conditions that Shift Classroom Teachers' Instruction

The literature demonstrates organization conditions play a strong influence on teachers' practice and consequently student performance (Forrest et al., 2019; Gemmink et al., 2021; Jordan et al., 2018). I now discuss what larger institutional and organizational conditions support the type of instruction for MLs as described above.

GE classroom teachers that hold an affirming attitude and orientation towards MLs create an environment that supports MLs achievement. Teachers' attitudes, beliefs, and orientation towards MLs have proven to have a relationship with teacher practices when teaching MLs (Pettit, 2011). Yoon's (2008) study, which observed three middle school GE teachers and their approaches to working with MLs, found that teachers' instruction with MLs was based on their ability enacted intentional practices to include MLs in classroom activities, embrace their cultural differences, and help them sustain their culture. Comparatively, another GE classroom teacher who stated his beliefs as "I have never seen myself as an ESL teacher", in practice, rarely approached the MLs in his classroom unless they asked for help, seldom called on MLs to share their ideas, and consistently used American cultural references that disengaged the MLs from the lesson. Pettit's (2011) literature review of what knowledge has been established on teachers' beliefs about MLs, in relation to practice, found teachers' beliefs influence their classroom

behavior. Teachers with positive beliefs and attitudes are more likely to utilize culturally and linguistically responsive practices and be effective with MLs (Lubin et al., 2020).

When schools partner with external groups or individuals such as a local university, their relationships support GE classroom teachers' implementation of principles of practice for MLs. Partnerships outside of the school introduce alternative approaches to instructing MLs in an active learning setting. Many of the research studies in this literature review and field describing GE teachers who shifted instructional practices for MLs had intense individual partnerships with research communities usually from local universities or external professional development organizations. In fact, across multiple research studies, scholars implemented a long-term study of professional development on a specific approach with frequent access to facilitators for GE classroom teachers (Aguirre-Munoz et al., 2009; Brisk & Parra, 2018; Zhang, 2017). Zhang's (2017) research found GE classroom teachers were able to incorporate culturally and linguistically responsive teaching practices because of the long-term support they received from their principal, and colleagues, and with guidance from the university research team where they collaborated in lesson planning and debriefs after teaching. Similarly, Brisk and Parra (2017) conducted a research study on a long-term professional development partnership with the university and GE teachers on SFL and found GE teachers expressed their beliefs that SLF theory taught them approaches to teach MLs and teaching learning communities supported them to have high expectations of all their MLs. In sum, the literature suggests a key condition that supports principles of practice for MLs is learning opportunities that are ongoing and teachers are active and engaged in collaboration with colleagues.

Researchers have associated schools that provide opportunities for GE teachers to collaborate with ML coaches with concerted efforts to meet MLs' needs with the improved

instructional practice for MLs. For example, in one study, nineteen GE teachers received coaching on research-support strategies such as for MLs once a semester for three consecutive semesters and found by the end of the third semester, all teachers made gains in implementing strategies and demonstrated comfort in making modifications to the strategies and using them on a regular basis to support MLs (Penner-Williams & Worthen, 2010). Furthermore, longitudinal mixed-methods study researchers found that a GE teacher that received instructional coaching uniquely designed for low-income, multilingual, and multicultural students in an urban city had statistically significant pedagogical changes in GE teachers' pedagogy and practice compared to a GE teacher who did not receive coaching (Teemant, 2014). In these studies, since instructional coaching was grounded in social interactions and collaboration such as coaching conversations, and continuous cycles of reflection and action on implementing new instruction, it influenced teachers' attitudes, skill transfers, feelings of efficacy, and student learning (Knight, 2009). However, Teemant and Sherman (2022) state that "coaching could also be misused by educational leaders to enforce compliance with institutional goals in ways that restrict teacher creativity and autonomy in making decisions about how to teach content and students" (p. 183). For that reason, these scholars conclude coaches who facilitate professional learning with deep introspection through interrogation of thinking and practice in dialogue can result in actual change.

Teachers' ability to enact principles of practice is deeply affected by the organization's arrangement for interactions with colleagues. Organization contexts can either hamper or enable interactions among implementing agents about practice (Spillane et al., 2002). Spillane et al. (2002) state that 'Individuals do not make sense of their worlds in a vacuum; their sense-making is situated in particular "thought communities," including, but not limited to, professions,

nations, political parties, religions, and organizations' (p. 131). The process of sensemaking is highly socially mediated and as members interact over time, it influences their understanding. Previous research such as Coburn's (2001) study showed how social interactions during formal and informal networks and structures shaped teachers' construction and reconstruction of teaching reading. It spotlighted the significant and dynamic relationship between organizational environment and teacher practice. Hallet's (2010) case study of an elementary school showed when the new principal tried to reconcile ideas of accountability that differed from the teachers, turmoil occurred. The study found that "...had Kox ([the] principal) managed interaction and meaning, and had teachers interpreted things differently, the outcome would have been different" (p. 68). When teachers have opportunities to socially interact and deeply engage, they work out meanings and share their understandings which influence their understanding and drive their actions and organizational activities.

Research has been clear that school leaders can play a critical role in the organization of the school because its structures are often established by school leaders, and they create an environment and conditions in which teachers make sense and work as discussed above (Coburn, 2001; Diamond et al., 2004; Theoharis & O'Toole, 2011). The empirical literature has also been clear that school leaders who have an asset-based orientation towards MLs and knowledge of second language acquisition, use it to facilitate the implementation of English Language services so that teachers are able to work effectively with MLs (Theoharis & O'Toole, 2011). In their case study of two urban elementary schools, Theohari and O'Toole (2011) found student achievement, particularly MLs, at both schools, greatly improved because principals eliminated pullout services and adopted inclusive programs and practices such as co-teaching and English language support professional development for their staff. Furthermore, Elfer and Stritikus'

(2013) investigation of four school districts found leaders created systems of support for GE classroom teachers to work effectively with linguistically diverse students in various ways. As the local school and district leadership knew the needs of MLs, they organized themselves to provide holistic school programs supporting GE teachers and MLs by creating opportunities for collaborative work to address high-quality instruction for MLs. Their study found when school and district leaders place intentional support for the work and learning of teachers to address the needs of MLs, leaders can create environments that allow for high-quality instruction for MLs to be implemented.

The cases here demonstrate that shifting teaching practice requires more than teacher training or professional development. It suggests school context and school conditions are a significant influence on how teachers teach. Although we have emerging studies on what school conditions can support classroom teachers to shift their instructional practice from traditional practices towards supportive practices for MLs, the existing literature is limited in that it portrays schools operating from a singular logic and overlooks the reality that teachers receive multiple messages in their environment. The question remaining is what happens when there are multiple logics regarding instruction? To answer this question, I now turn to broader literature about how teachers engage when there are multiple logics in their organizational environment.

Teachers in Institutional Complexity

In this section, I review the broader literature on conditions that influence teaching practices like those I discussed earlier, but of studies that address multiple logics in the environment. Literature from the education organization field shows that teachers' instructional practices are situated within a complex system of macro and micro conditions that send teachers a variety of messages about instruction (Diehl, 2019). The presence of multiple, potentially

competing logics has well been documented, creating what is referred to as ‘institutional complexity’ (Besharov & Smith, 2014). Various factors such as the broader society, each leader’s institutional logics, local meaning which emerge from their professional commitments, personal interest, interactional decision-making (Binder, 2007), and internal and external environments all create multiple and potentially competing logics among teachers inside schools.

The multiplicity of logics in an organization can result in several outcomes. To name a few potential results, in some cases logics can be competing, coexisting, threatening the organization, or making the organization more innovative (Besharov & Smith, 2014). So what conditions shape how teachers reconcile tensions between logics?

Prior knowledge, background experiences, and professional identities are highly influential in shaping teachers' understanding of institutional logics (Bridwell-Mitchell & Sherer, 2016; Coburn, 2004; Spillane et al., 2002). Individuals make sense of new information through existing knowledge and beliefs. The importance of attention to individuals' cognitive schemata is iterated in Spillane’s (1998) study. In this case study of district leaders’ interpretations of a math reform that tried to shift teachers' ideas of teaching mathematics from rules and algorithms to concepts that undergird those math rules, district leaders’ enacted the math reform in a variety of ways depending on their understanding of the reform. It demonstrated that district leaders’ administrators received messages in their professional training to focus on observable teaching behaviors, rather than how disciplinary ideas develop in the classroom. Thus, since individuals tend to gravitate towards their prior knowledge and familiarity, district leaders’ implementation of the reform focused more on forms rather than epistemological functions of the math reform. Spillane et al. (2002) state, “The process of comprehension is an active process of interpretation that draws on the individual’s rich knowledge base of understanding, beliefs, and attitudes” (p.

391) which shows teachers' interpretations are highly influenced by prior knowledge and experiences. Although my proposed research study does not concern a formal policy created by policymakers, the shared link is shifting instructional practice in an environment of multiple messages.

Teachers' nature and structure of formal networks and informal alliances among teachers play a powerful role in which messages to pursue in their classroom (Coburn, 2001; Diehl, 2019; Spillane et al., 2002). Coburn's (2001) case study argues that teachers co-construct their understandings of instructional practice with their colleagues. Her study followed teachers in one elementary school who sought to improve their reading instruction and showed teachers received multiple messages on how to teach reading. This study is of particular interest because teachers were shifting from long-standing practices of teaching reading from "whole language" instruction towards a "balanced" approach, parallel to this study in which teachers are shifting from deep-rooted exclusionary to inclusionary practices. When teachers were presented with multiple messages about reading instruction, the study found that teachers' decisions about which messages to pursue in their classroom ultimately depended on the conversations and interactions they had with their colleagues in formal and informal settings.

Further, Coburn and Woulfin's (2016) qualitative study "Duet or duel: A portrait of two logics of reading instruction in an urban school district" examined how teachers negotiated two logics of reading instruction. Accountability First logic emphasized instruction in alignment with demands of state standards and testing to meet external goals, and Just Read logic provided opportunities for students to engage with the text in authentic ways. The case study found coaches played a pivotal role in shaping teachers' logic. Coaches were found to promote tighter

coupling between certain messages about reading and practices through their formal networks such as meeting with teachers individually and in grade-level teams.

Researchers also seem to suggest learning and implementation of certain instructional practices occur due in part to the alignment of resources in the education system. These resources include curriculum materials, tests, and professional development that lead to patterns of learning and implementation of specific practices (Coburn et al., 2016). Artifacts as listed prior, carry logics and ideas on how to instruct students and shape educators' understanding of instruction. Woulfin's (2016) study carefully examined artifacts related to district policy, the new reading program, coaches' work, a draft of the district's reading reform, posters books, and more to surface logics regarding reading instruction. As a result, the study revealed these artifacts informed and guided educators' enactment of the reading reform program.

In sum, scholars have used sensemaking to better understand teachers' implementation of practice and institutional processes (Bridwell-Mitchell & Sherer, 2017; Spillane, 2000). Certainly, sensemaking has been instrumental to understanding implementation, but its significant limitation lies in its exclusion of concentration of organization's environment. Only a few scholars such as Bridwell-Mitchell & Sherer (2017), Diehl (2019), and Hallet (2010) have been concerned with the interrelationship of actors, logics, and organizational structures.

Accordingly, "if multiple logics are available to teachers, then teachers may invoke logics in different ways" (Bridwell-Mitchell & Sherer, 2017, p. 226) as we see in the cases discussed above. From this, we know that navigating multiple logics is important to teachers making fundamental shifts in practice. Further, interactions with colleagues and collegial communities on instructional practice shape classroom teachers' interpretation and consequently implementation of their practice (Supovitz, 2002). But it still remains to be seen under what

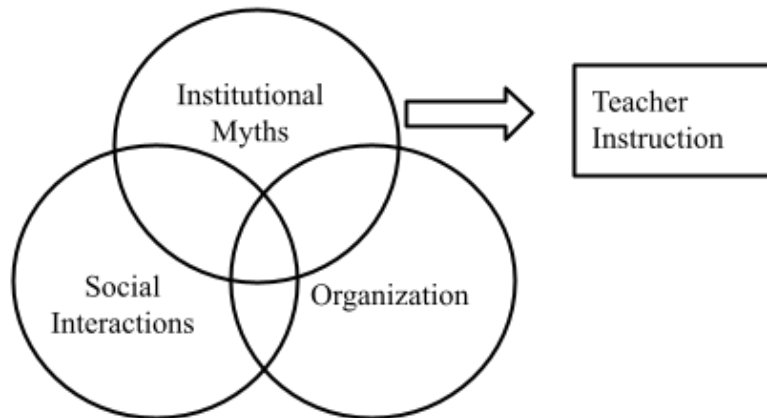
conditions, why, and how teachers make sense of instruction for MLs. When schools try to create conditions to foster logics to support MLs, what happens to teachers' logics and implementation of practice? Why do different outcomes arise? As shown in these studies, to understand why we see certain instructional practices for MLs, research that directly studies teachers' process of understanding, specifically the role of social interaction, will illuminate an understanding of the relationship between the school environment and the implementation of instructional practice for MLs.

Chapter 3: Conceptual Framework

Researchers have indicated that to gain insight as to how teachers make decisions to implement instructional practices, it is critical to understand how “institutional logics” or “institutional myths” influence teachers' understanding, actions, and interactions within organizations and among individuals (Diehl, 2019; Haedicke & Hallet, 2016). In this study, I diverge from the frequently employed term "logics" due to its tendency to be abstract, overgeneralized, or overly simplified in the organizational literature, often lacking the nuanced cultural context required to elucidate institutional effects (Hallet & Hawbaker, 2020). Instead, I employ the term "myths" to underscore the cultural, symbolic, and often unarticulated beliefs that exert influence on behavior. Literature suggests that teachers encounter a multitude of messages and myths within their environment. This study is concerned with ways teachers negotiate multiple myths regarding instructional practices for MLs.

To address this gap, I draw on inhabited institutional theory to develop a conceptual framework. Inhabited institutionalism suggests schools are not neutral - meaning they are not impartial spaces that do not carry meaning, but rather house meanings and shape the type of interactions teachers engage in. These social interactions shape teachers' meaning of instruction and influence their implementation of practice. It further suggests during these social interactions, teachers have agency and background knowledge that is used to make sense of and interpret messages. Schools are complex organizations and drawing on inhabited institutionalism answers how teachers negotiate the pressures of institutional myths and teachers' own local meanings to make instructional decisions. Figure 1 represents a visual of my conceptual framework and shows institutional myths, organization, and social interactions as “coupled configurations” (Hallet & Hawaker, 2020) that lead to their instruction.

Figure 1. Inhabited Institutionalism Theory Conceptual Framework



Institutional myths is defined as “socially constructed, historical patterns of cultural symbols and material practices, including assumptions, values, and beliefs, by which individuals and organizations provide meaning to their daily activity, organize time and space, and reproduce their lives and experience (Thornton & Ocasio, 2008). In other words, they are broader cultural beliefs and rules that structure the cognition of individuals and guide their decision-making field (Dorado, 2013). “Institutional myths” (sometimes used interchangeably as “institutional logics”) supply a “rational theory of how” organizations (schools) should operate (Hallet & Meanwell, 2016). Myths can have a strong influence on behavior, often guiding actions and decisions without conscious awareness. They can be powerful drivers of organizational culture and behavior.

Institutional myths are infused into schools through organized principles that furnish guidelines to actors about how to behave (Bridwell-Mitchell & Sherer, 2016; Hallet & Hawbaker, 2020). New institutionalist theorists such as DiMaggio and Powell (1991)

emphasized that macro-level forces like institutional myths script individuals' behavior. For example, some studies have shown the myths of accountability send messages to teachers to emphasize standardization in curriculum and student outcomes (Sherer & Spillane, 2011), while the myths of assimilation drive messages of strict English instruction as a key component of education and schooling in the U.S. (Schultz, 2016). Attention to these myths is critical because they shape the way teachers interpret and implement instruction at their local classroom level (Hallet, 2010; Spillane, 2000).

“The central premise of inhabited institutionalism holds that institutional myths and rationales are inhabited by people doing things together and that these interactions are important for organizations and the very myths and rationales that inform them” (Hallet & Hawbaker, 2020, p. 17). This means the meaning of institutional myths gets worked out in dialogue during social interactions. Institutional myths are critical to studying the phenomenon of teachers' navigating instruction for MLs because myths guide an individual's meaning and behavior and help to explain an organization's practices. Formal structures of schools such as rules, regulations, and procedures often perpetuate the myths of their institutional environment and shape the actions of individuals. Given that the aim of inhabited institutionalism is to "comprehend how macro, extra-local institutional pressures impact organizations as they are engaged by individuals in collaborative activities" (Cleckner & Hallet, 2022, p. 1495), this endeavor proposes that the data that reveals myths associated with ML instruction primarily emerges from social interactions among participants. However, it is also crucial to consider other data sources such as statewide standards and frameworks, district and school mission statements, district plans concerning ML instruction, school improvement plans, curriculum materials, professional development schedules, and agendas for staff meetings.

Inhabited institutionalism theory suggests individuals bring with them their prior knowledge and experiences, including beliefs and values, and use it to construct meaning when interpreting their environment. For example, a teacher may rely on their past experiences with practice within the institution and under its institutional mandates (Everitt, 2012). This helps to focus data collection on in-depth interviews to understand individuals' experiences, goals, and perspectives.

From the perspective of inhabited institutionalism, organizations are defined as a social setting for interactions where people and groups make sense of and interpret the meaning of institutions to get work done (Hallet & Hawbaker, 2020). In acknowledging that a study cannot focus on every element of an organization, this study focuses on mechanisms that are used to maintain, shift, or resist institutionalized myths. Empirical research has consistently demonstrated the dominant influence social interactions have on developing an individual's meaning. Thus, I purposefully focus on GE teachers' social interactions with colleagues during professional development, grade-level team meetings, and coaching sessions with the ML coach. I specifically chose these formal structures because they typically provide the most social interactions among teachers regarding instruction. At the same time, I look at informal 'check-in' conversations that occur before, in between, and after school where teachers tend to discuss their practices with colleagues.

Inhabited institutionalism defines social interactions as fundamentally relational, and they take place between two or more people (Hallet & Hawbaker, 2020, p. 8). Social interactions capture how meanings are constructed through interaction with others and modified through an interpretive process. Inhabited institutionalism "presupposes the people in organizations (1) act toward institutional mythologies based on the meanings they have to them. (2) The meanings of

mythologies are developed via social interactions, and (3) these meanings are modified through an interpretive process” (Cleckner & Hallet, 2022, p. 1496). In other words, inhabited institutionalism suggests meanings develop in and are modified through social interaction. These social interactions are not isolated but rather exist in relation to institutional myths and organizations. Therefore, while social interactions are the object of the analysis, they need to be understood in relation to local organizational constraints and broader institutional myths (Cleckner & Hallet, 2022). Inhabited institutionalism requires that we understand teachers, their social interactions, and communication with colleagues influence their sensemaking and decision-making regarding instruction (Coburn, 2001; DeRoche, 2013). When observing the social interactions listed above, I considered the degree to which teachers are actively engaged, the type of engagement, the frequency of learning opportunities, and the degree of support by leadership that provide and shape the interactions between teachers.

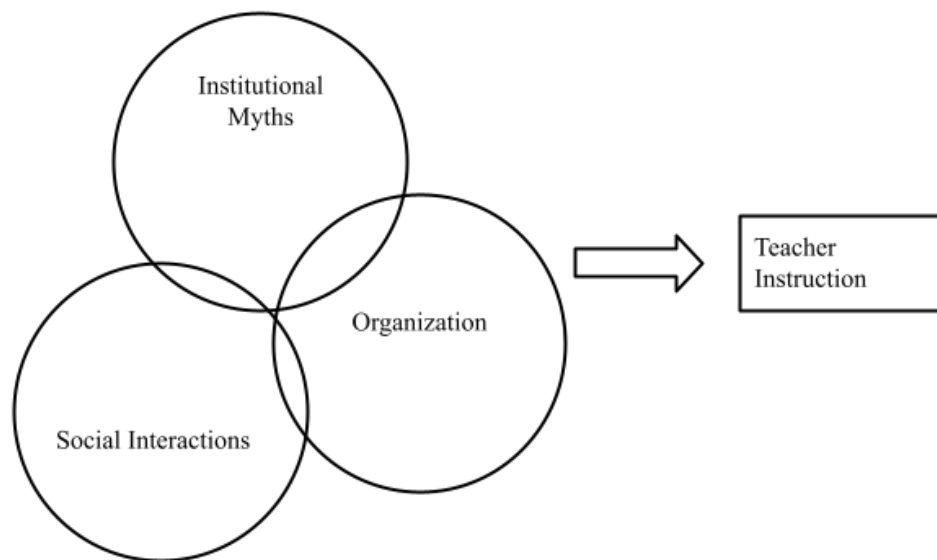
These interactions among actors can go far beyond a change in individual teacher instruction but also build collective beliefs that result in collective school-level practices and the potential to advance institutional efforts. That is to say, “...inherent dynamics opens possibilities and lines of action that do not exist in isolation” (Hallet, 2020, p. 8). Therefore, social interactions are not only responses to institutions, but also to shape institutions (Hallet & Hawbaker, 2020 p. 9). Thus, social interactions become an opportunity for change in teachers’ myths and thereby their instruction for MLs.

When these individual configurations— myths, organizations, and social interactions— interact, it means that teachers, who inhabit schools engage in social interactions within organizational spaces characterized by specific structures containing multiple myths, explain how meanings and implications of institutional myths get worked out in social interactions.

These interactions, in turn, lead to individuals' implementation actions (DeRoche, 2013). Put another way, examining the interaction of these configurations will make more known how myths about instructing MLs are constructed and implemented within a school setting. Figure 1 portrays "coupling configurations" through the imagery of linked spheres: institutional myths, organization, and social interactions. Coupled configurations involve the recursive relationship among institutions, interactions, and organizations. While previous theorists have relied on the "nested" approach---conceptualizing individuals as nested inside organizations which are nested inside institutions and have focused on the individual---, inhabited institutionalists propose social interaction to be the objective of analysis which is in conjunction with their environment. This is different from the previous nested approach because it demonstrates how myths, organization, and social interactions exert force on each other and also displays that individuals retain partial autonomy, a relationship the nested approach is limited in demonstrating. Partial autonomy is important because it provides room for creativity and change. While the unit of analysis is focused on interactions, the couplings display interactions retain partial autonomy and are bounded by individuals acting freely because they are connected to their organization. Individuals are both constrained and have room for creativity and change (Hallet & Hawbaker, 2020).

In sum, inhabited institutionalism studies the micro and macro linkages through its focus on the structure and agency of the organization. In its design, it is used to examine how political and cultural environments influence organizational life from the outside in, the local dynamics of meaning, and the inhabitants' collective interpretation (Haedicke & Hallet, 2016). It attends to the institutional environment and its forces, the meanings individuals have with those systems and the social structures and relationships that shape patterns of action.

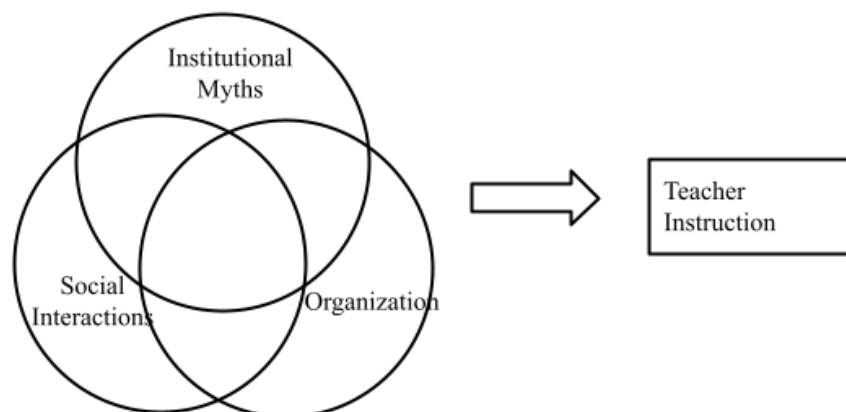
Figure 2. Loosely Coupled Configurations



Researchers describe these configurations in various ways. A common description of these configurations is called “loosely coupled” (Hallet & Hawbaker, 2020). Loose coupling has been defined as individual components interrelated, in some way, but at the same time retaining independence from each other (Hallet, 2010). It exhibits a lack of cohesion and integration between myths and practices. See Figure 2. Common characteristics of loose coupling include “1. Unclear, diverse or ambiguous organizational means and goals; 2. Low levels of coordination of employees’ productive activities; 3. Low levels of organizational control: high levels of employee autonomy. Low levels of managerial authority” (Ingersoll, 1993). For example, when a school in Ontario experienced policy pressures and demands of inclusion practice, the lack of resources for classroom teachers to implement inclusionary practices limited their ability and resulted in a range of inclusionary practices (DeRoche, 2013). In loosely coupled configurations, often there are inconsistencies between what actors say they do, and what they actually do. This

type of scenario of loose coupling sustains myth and ceremony as defined by Meyer and Rowan (1977).

Figure 3: Tightly Coupled Configurations

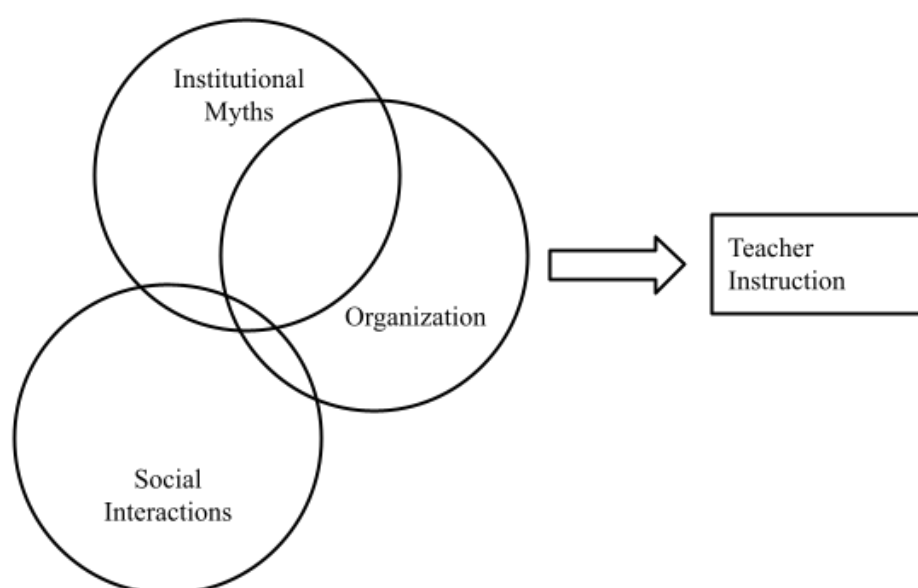


Configurations can also be described as “tightly coupled”, meaning configurations “may constrict (but not eliminate) the partial autonomy of interactions, but they also increase the amount of overlap across institutions, interactions, and the organization. This could be more conducive to change” (Hallet & Hawbaker, 2020, p. 24). When configurations exert strong “force” on each other, strongly influencing each other, it is considered a tightly coupled configuration and present a scenario where change is more likely to occur because of the increase of overlap across the myths, organization, and social interactions. For example, a school that defines an approach to teaching and has institutional mandates in place such as directed professional development and teacher evaluation is an illustration of tight coupling.

Moreover, even when configurations are tightly coupled, partial autonomy remains. Therefore, teachers could selectively interpret, prioritize, and blend the mandated rules and make their own (Aurini, 2011). Other outcomes of instruction could result in assimilation where teachers do not shift fundamental ideas about teaching and learning but teach in a way that aligns

with their pre-existing approaches and institutional myths and organization (Coburn, 2004). The extent to which the tightness or looseness of these configurations and the levels of intensity of opportunity to engage with myths can help to explain teachers' sensemaking process, their myths, and why their instructional practices may be similar and different from others.

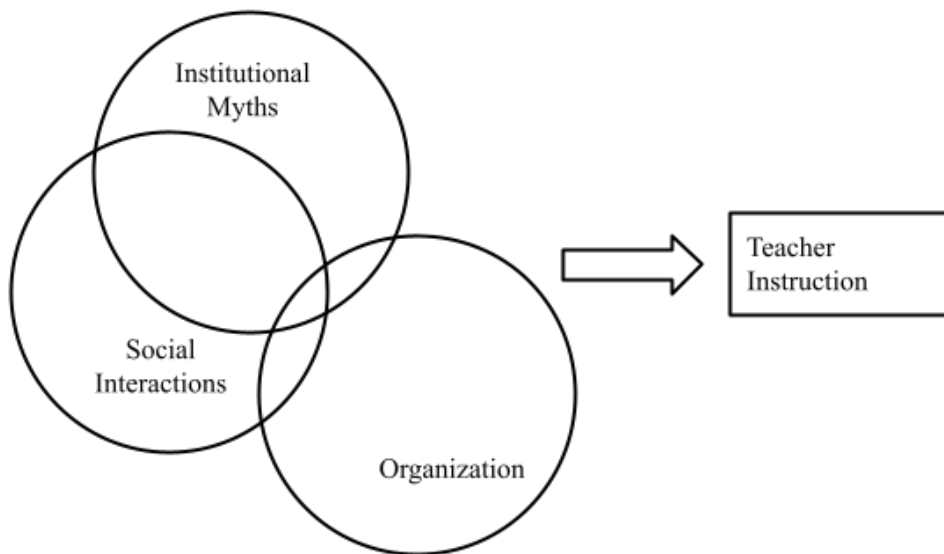
Figure 4: Institutional and Organizational Tight Coupling, Loosely Coupled Social Interactions



Coupling configuration can be complex given the variety of organizational structures and members' behavior. For instance, teachers may have a curriculum to employ to support MLs and organizational formal structures such as instructional coaches to support teachers in implementing it in their classrooms. It is possible that in teachers' grade-level team meetings that their colleagues share, they omit sections of the curriculum designed with MLs in mind. This presents a case of a configuration where institutional myths and organization are tightly coupled, but social interactions are not. See Figure 4. Within the school, some teachers' interactions with

this message are tightly bound to the messaging. However, the school did not provide any time for collaboration to implement this effort, nor resources. Thus, this case presents a tight coupling between myths and social interaction, and loose with the organization. See Figure 5.

Figure 5: Institutional and Social Interaction Tight Coupling, Loosely Organization



However, with limited research on how these myths, organizations, and social interactions interact and shape GE teachers' myths for instructing MLs, further research using inhabited institutionalism that explains the phenomenon or how the macro-structure of institutional myths work in complex institutional environments to influence teachers warranted.

Chapter 4: Research Design and Methodology

This section provides an overview of the research design and methodology employed to address the proposed research questions which are: (1) In a school which intends to advance myths that are consistent in supporting MLs, what do schools do? (2) With what results? Which myths are evident in teachers' practice? (3) How do various conditions and social interactions interact to influence teachers' practices in their school context? The description begins with an explanation of the chosen approach and rationale, followed by details about the research sample and data collection procedures. Subsequently, the analysis methods, positionality, and limitations are discussed.

Rationale for Qualitative Research

To investigate how GE teachers negotiate multiple myths for instructing MLs, a qualitative comparative case-study design was chosen to address the research questions. Since qualitative methods aim to work within the context of human experience and the ways in which meaning is made out of those experiences (Bhattacharya, 2017), a qualitative case-study approach is well suited to look complex nature of how local interactions in schools and the institutionalized meanings and patterns of organizations exert on each other to influence GE classroom teachers' meaning on instruction for MLs. Haedicke and Hallet's (2016) chapter on research strategies explains a challenge for inhabited institutionalism researchers is generating rigorous typologies of the sorts of responses that may occur or of the conditions under which one or another sort of response might prevail (p. 107). For this reason, I took a comparative case-study approach because it has greater potential for taking into account why teachers of the same organization react to institutional expectations in different ways (Haedicke & Hallet, 2016). My proposed research took place within a single school and examined teachers in two different grade

levels. Although qualitative research has been critiqued for being overly subjective and ungeneralizable, the findings that emerge could reveal patterns and help inform school practices and evaluate policies (Casanave, 2015).

Site Selection and Sample

The literature on teachers navigating institutional complexity suggests teachers' interactions with colleagues and collegial communities on instructional practice shape classroom teachers' interpretation and consequently implementation of their practice. Thus, the unit of my analysis was social interactions, and I observed teachers as they interacted with colleagues in a variety of organizational settings through an ethnographic approach.

Purposeful sampling was used for this qualitative study. This technique allows information-rich cases for the most effective use of limited resources, maximizing efficiency and validity to describe the phenomenon (Palinkas, 2015). Given my research questions aim to identify potential generalizable practices schools can implement to provide equitable instruction for MLs, it was most beneficial to select a school site and include participants that hold an orientation that views MLs' diverse cultural and linguistic backgrounds as assets and are trying to create school conditions to support GE teachers in shifting their instruction practice that supports MLs.

When I considered which school site would be well suited for studying this phenomenon of interest, my criteria started with looking at school districts that have a high population of MLs, an orientation that values MLs' home languages and cultures, recognized the specialized knowledge necessary to support MLs, and aimed to better serve MLs. I surveyed districts and schools in the local Puget Sound area of Washington because of my need to be able to visit frequently for data collection. Then through multiple conversations with the director of the

multilingual learner's department at Cedarville School District, I came to learn of an elementary school that had been trying to implement new approaches to support GE teachers and their increasing number of MLs in the school. Through communication with the district multilingual learner director and principal of the elementary school, they invited me to conduct this research project at Star Elementary School (the names of schools, teachers, and participants are all pseudonyms).

Star Elementary is in a medium-sized district, serving about 19,600 students. At Star, 51.9% of students are identified as "English Language Learners" and 53.4% receive free/reduced meals (OSPI, 2023). They provide a two-way Spanish dual language program starting from Kindergarten to fifth grade, as well as a traditional English-medium schooling experience. In speaking with the district's multilingual learner program director, during the year of the study, Star Elementary had begun to implement new organizational conditions to better support teachers to support all MLs in both general education classrooms and in their dual language classrooms.

Participants. When I received approval for this research project, I reached out and connected with the principal at Star Elementary. To recruit GE classroom teachers at Star, I used snowball sampling by asking the principal for recommendations of two different grade levels that would be interested in participating, who have the capacity to participate and are trying to support MLs. I thought there may be classroom teachers that have been working to shift their practice so I asked for recommendations of specific GE classroom teachers as well. My intent was to find at least four GE classroom educators, two in each grade level, within the same school that has similar experiences in their number of years of teaching, grades taught, and engagement with the school for a more meaningful comparison. From the principal's recommendations and

available teachers, I was able to identify two grade levels to focus on. I then presented the research study to both grade levels and asked if general education teachers, co-teachers, and MLL facilitators would be interested to participate. In first grade, all three GE teachers volunteered and I selected two GE teachers who were engaged with co-planning and co-teaching to ensure I could maximize social interaction observations. There were only two general education classroom teachers in third grade and both were interested. All two MLL facilitators and two co-teachers also agreed to participate.

Table 1. Summary of Participants and Roles

<u>Name</u>	<u>Role</u>
Riya	First Grade GE Teacher
Anika	First Grade GE Teacher
Erin	First Grade GE Teacher
Sofia	First Grade Dual Language Teacher
Aria	First Grade Co-Teacher
Priya	First Grade MLL Facilitator
Morgan	Third Grade GE Teacher
Selma	Third Grade GE Teacher
Jamie	Third Grade Dual Language Teacher
Esther	Third Grade Co-Teacher
Seti	Third Grade MLL Facilitator

Bhattacharya (2017) explains that qualitative researchers are in the business of understanding, striving for deep, rich, and thick contextual details, social structures, and discourses with which the participants identify and negotiate their experiences. To gather detailed data, researchers build relationships with participants and remain transparent about the value, beliefs, and assumptions with which researchers operate. This is echoed by Paris and Winn (2011) as they wrote about his sharing of self as a dynamic process that led the youth in his

research to share their selves in more genuine honest ways. To move towards a humanizing methodological stance, I shared my experiences as an educator and was transparent about my research goals in the initial stages and final stages of the project with my participants. To build a comfortable, working relationship that is reflective of reciprocity with each of my participants, I communicated with them regularly in person and email, consistently attended meetings, and demonstrated genuine interest in their experiences and perspectives. When appropriate, I offered resources and volunteered in their classrooms.

Data Collection

Ultimately, my goal was to collect data that demonstrates both institutional pressures and local interactions influence GE teachers' understanding and practice of instructional strategies for MLs. To achieve this goal, I employed ethnographic techniques which are essential to understanding human social behavior (Wolcott, 1997). This study focused on delving into the interaction of institutional effects by teachers, necessitating the use of 'thick descriptions' that capture the full complexity and depth of what is going on (Geertz, 1973; Holiday, 2015). To explore the phenomenon comprehensively, I employed a qualitative case-study approach, combining various data sources.

Observations. My main source of data came from observations of GE teachers in social interactions. Over the course of four months, I observed grade-level team meetings, co-planning sessions, instructional core meetings, and K/1 literacy meetings because the literature suggests these formal organizational structures were likely to elicit relevant social interactions regarding instruction for MLs. Additionally, I observed whole school meetings, as well as in-school and district professional development where participants were involved. The observation plan

evolved over time, including additional observations such as instructional core meetings, as I adjusted it to capture the most relevant interactions (Holiday, 2015).

During observations, I remained unobtrusive and took detailed field notes, focusing on conversations related to ML instruction. These notes included information on participants, their frequency of speaking, tone of voice, and non-verbal communication such as gestures, facial expressions, and eye contact. Additionally, contextual details were to be noted such as who led the meetings, who set the agenda, duration, and location. As much as possible, I recorded quotes and direct statements of participants. After each observation, I reflected on my observations, compiled research memos, and wrote summaries to guide later analysis (Casanave, 2015; Merriam & Tisdell, 2016). I also engaged in brief conversations with participants to verify and clarify the information gathered from the observations.

Throughout the four month data collection period, I made every effort to observe as many social interactions as possible. However, certain factors beyond my control, such as field trips, assemblies, IEP meetings, family school days, and occasional teacher cancellations, limited the number of observation opportunities available to me. Despite these constraints, I diligently recorded and analyzed the interactions I was able to observe.

Table 2: Table of Details of Observations

Type of Observation	Number of Observations	Duration of Time	Total Time Observed
1st Grade PLC	Session 1 Session 2 Session 3 Session 4	1 hour 15 minutes 30 minutes 40 minutes 40 minutes	185 minutes
1st Grade Co-Planning: Eve	Session 1 Session 2 Session 3 Session 4	1 hour 40 minutes 35 minutes 35 minutes	170 minutes

1st Grade Co-Planning: Dawn	Session 1 Session 2 Session 3	35 minutes 40 minutes 35 minutes	110 minutes
3rd Grade PLC	Session 1 Session 2 Session 3 Session 4 Session 5	45 minutes 45 minutes 45 minutes 1 hour 15 minutes 30 minutes	240 minutes
3rd Grade Co-Planning: Morgan	Session 1 Session 2 Session 3	17 minutes 15 minutes 20 minutes	52 minutes
3rd Grade Co-planning: Selma	Session 1	40 minutes	40 minutes
K/1 Literacy Planning	Session 1 Session 2 Session 3 Session 4 Session 5	1 hour 30 minutes 1 hour 1 hour 30 minutes 4 hours 1 hour 30 minutes	600 minutes
Building PD	Session 1 Session 2	1 hour 30 minutes 1 hour 30 minutes	180 minutes
Instructional Core	Session 1	1 hour	60 minutes
District Interdisciplinary Meeting	Day 1 Day 2	6 hours 6 hours	720 minutes
Shadow MLL facilitator	One Day	4 hours	240 minutes
First Grade Co-Teacher and MLL Facilitator	Session 1	1 hour	60 minutes
Total Time Observed			44 hours & 28 minutes

Interviews. Interviews played a vital role as a second mode of data collection, allowing for deeper insights into the participants' perspectives. A total of 14 interviews were conducted, encompassing GE teachers, co-teachers, MLL facilitators, the principal, and the district ML

director. The interviews were designed to support an understanding of how participants constructed meaning (Holstein & Gubrium, 2004). My conceptual framework suggests teachers' meaning-making is partially shaped by their personal background and current experiences. Therefore, at the beginning of the study, I conducted a round of interviews that were semi-structured with open-ended questions. This approach allowed for gathering rich narrative accounts of educators' identities, experiences, thoughts, classroom contexts, instructional practices, perspectives on the school environment, and understanding of instruction for MLs. The in-depth interviews lasted approximately 1-2 hours, providing ample time for participants to share their insights. All interviews were recorded and transcribed, ensuring accurate documentation of the rich data gathered.

To further comprehend the institutional messages about instruction for MLs, I conducted interviews with both the principal and the director of the multilingual language learner program. By engaging with these school administrators and central office actors, the study gained a more comprehensive understanding of the messages teachers received from their broader educational environment. These interviews added valuable context to the research findings and provided deeper insights into the complex dynamics influencing instructional practices for MLs.

Artifacts. Finally, throughout the time of data collection, I collected artifacts from the district and school to understand myths and messages regarding instruction for MLs. Such artifacts included district and school mission statements, scheduling calendars, school improvement plan, instructional resources, PD agendas, and curriculum guides. These artifacts were used during the data analysis process.

The three data sources – observations, in-depth interviews, and artifacts – allowed me to triangulate and work together to provide a more comprehensive understanding of my research

questions and enhance validity or credibility (Chapelle & Duff, 2003). As noted previously, although teachers came into contact with diverse messages from multiple sources (Coburn, 2001), I focused primarily on formal structures like grade-level PLCs and co-planning sessions because research has demonstrated teachers make sense of messages through social interactions where understanding is negotiated. Observations of social interactions in formal structures revealed the messages teachers receive from the school environment. The interviews provided insights into the GE classroom teachers' identities and backgrounds, and perspectives of the school to understand how these influenced their current understanding of practices.

For this research project, data was collected over a four-month period. During this period of collecting data, I consecutively attended grade-level PLCs and co-planning sessions to capture day-by-day and week-by-week interactions so that the data would reflect a comprehensive and accurate portrayal of the school, social interactions, and teacher decisions. This also benefited the relationship between participants and myself in that I as a researcher would not need to 'catch up' or ask to be 'filled in' in the way that intermittent data collection frequently causes. One limitation of having a shorter-term study was that it may not collect trends and changes over a sufficient length of time. However, due to the fact this research does not seek to measure changes caused by an intervention, but rather how current environmental conditions influence teachers' instruction, a thorough collection of data in four months is suitable for this research study.

Data Analysis

Since the process of analyzing qualitative data is not always separate from collecting data (Holiday, 2015), I began analyzing data throughout my data collection period. Coding simultaneously during data collection allowed me to start thinking about the existing data and generating strategies for collecting new, richer data (Miles et al., 2014). Central to my data

analysis were social interactions GE teachers have with colleagues about instruction for MLs. I transcribed each interview and typed up field notes after observing each social interaction. I started with open coding of observations and interviews, writing down in the margins repeated words of my participants, repeated themes, and unique instances (Merriam & Tisdell, 2016). I then identified smaller data subsets for my analysis that I called “moments”. These moments occurred during formal social interaction settings and focused on teachers’ discourses on how teachers were talking to each other about instruction for MLs and what resulted from participants' interactions. An inductive coding process using in vivo and descriptive coding was used.

After collecting all the data from interviews, observations, and artifacts, I continued using a deductive coding approach that drew from my conceptual framework and relevant and significant previous research. I coded based on the type of institutional myths teachers held. After having coded and identified emerging themes and summarized segments of my data, the next cycle of coding was used to reduce and consolidate the data and identify patterns that describe the relationships between emergent themes (Miles et al., 2014), and I looked for consistencies and inconsistencies in the ways individuals responded to institutional pressures. This coding cycle was an iterative and reflective process that pushed toward higher levels of interpretation of the meaning of the study.

Lastly, throughout the coding process, I composed multiple matrix displays to condense the data into an “at-a-glance” format for reflection, verification, conclusion drawing, and other analytic acts to help draw and confirm findings (Miles et al., 2014). Some examples of matrices included each participant's myths from interviews and observations, myths that existed at Star Elementary, a comparison of results regarding instruction between first and third-grade PLCs,

and artifacts that correlated with certain myths. This process supported data triangulation through its inclusion of observations, interviews, and artifact data. Throughout the data collection, such as before and after interviews and observations, I conducted member checks with the participants to ensure that the interpretations were reasonable consistent with their own perspectives.

Positionality

As a researcher, I recognize the importance of transparency and trustworthiness in my study (Barrkhuizen, 2015). My position has been shaped by my personal identity and experiences as a 1.5-generation Korean-American immigrant who attended U.S. K-12 public schools and was labeled an 'ESL' student. These experiences have influenced my perspective on the central phenomena of this study, which revolves around the linguistic and cultural assets of multilingual learners (MLs).

I approached this research with the belief that MLs have rich linguistic and cultural backgrounds, and I value the close relationship between languages and identities. In my view, schools and teachers should affirm and sustain students' cultural and linguistic identities through instructional practices. As a researcher, I hold commitments to adopting a critical stance, contributing to social justice, and challenging unequal power relations often prevalent in schools where English is the dominant language.

Throughout the study, I closely collaborated with GE elementary classroom teachers, co-teachers, and MLL facilitators as a non-participant observer and researcher. Despite sharing some commonalities as former teachers, I anticipated that my role might create hesitations among the participants, given my position as the district's ML department heritage language coordinator. To build reciprocal relationships and establish rapport, I engaged in a dialogic process, sharing my own experiences, interests, and research goals, while actively listening to the

meanings teachers attached to their experiences. This approach, influenced by Paris (2011), facilitated a collaborative sense-making of the data.

I was mindful of my formal position as the researcher and emphasized my role as an observer and learner throughout the research process. During interviews and discussions, I maintained a stance of inquiry, utilizing active listening stems, clarifying stems, non-judgmental responses, and probing stems (Aguilar, 2013). By adopting this approach, I aimed to create an open and non-threatening environment where participants could freely express their perspectives without feeling evaluated.

It is essential to note that my research draws from an organizational lens, focusing on how the school environment impacts instruction, rather than evaluating teachers' instructional practices. This distinction was conveyed to the participants to ensure they understood the research objectives and goals.

Limitations

Despite the rigorous efforts made in this study, several limitations should be acknowledged. One significant limitation lies in the limited number of observations conducted. While purposive sampling and careful site selection were employed, it was not feasible to be present for every social interaction and message exchange among participants. The dynamic nature of informal interactions posed a challenge, as many of the daily social exchanges of GE teachers with colleagues were spontaneous and not always observable. Additionally, some grade-level PLCs coincided, leading to missed opportunities for observation. However, to mitigate this limitation, I relied on other data collection methods, such as in-depth interviews, follow-up questions before and after observations, and email exchanges with participants. These

supplementary measures provided valuable insights and filled in gaps in the data resulting from missed observations.

Furthermore, it is essential to acknowledge that the generalizability of the study findings is limited to the specific conditions and context of the school setting where the research was conducted. The characteristics and dynamics of other educational institutions may differ, impacting the applicability of the study's claims to different contexts. Therefore, caution should be exercised when extending the research findings to other settings without careful consideration of the contextual factors at play.

Despite these limitations, the study's comprehensive approach, combining observations, interviews, and artifacts, provides valuable insights into the complex interactions and meanings surrounding instructional practices for multilingual learners within this particular school environment. These limitations also offer avenues for future research to explore similar phenomena in diverse educational settings, broadening the understanding of the broader implications for equitable language instruction and policy implementation.

Chapter 5: Findings

This research study examined how interactions with the organizational environment shapes teachers' decisions about instruction for multilingual learners. The findings highlight the impact of policies promoting school-wide collective responsibility for supporting MLs, myths that existed in Star Elementary, and the significance of designated collaboration time.

Finding 1: Approaches to Comprehensive Support for Multilingual Learners

One research question guiding this study was as follows: "In a school which intends to advance myths that are consistent in supporting MLs, what do schools do?" In my case study of Star Elementary, I found several such principled practices.

Clear Vision

While the larger district's vision statement was "to affirm and inspire each and every student to learn and thrive as creators of their future worlds", Star Elementary's vision was more specific in supporting multilingual learners. Within Star Elementary's state school improvement plan, an accountability plan that identifies three high-priority goals and provides actionable activities to ensure meeting its goals, the school explicitly recognized the bilingualism and racial diversity of their students as valuable assets. Their school plan included the elimination of institutional racism and emphasized affirming students' racial and linguistic identities. Furthermore, it was evident from professional development sessions, school team meetings, and interviews with teachers that school leaders consistently reinforced the message that all staff members are language teachers and multilingual facilitators. This stressed the collective accountability to support multilingual learners, and this fostered a school-wide culture of inclusivity, linguistic diversity, and collective responsibility where multilingual learners were valued and supported.

Multiple Positions to Support MLs

To ensure comprehensive support for multilingual learners, Star Elementary School created multiple positions to reinforce the missions of GE classroom teachers. Each classroom was partnered with a co-teacher whose role included collaborating with the classroom teacher through co-planning and co-teaching. In addition to a co-teacher, three dedicated MLL facilitators were assigned to grade levels to provide classroom teachers guidance, resources, and professional development focused on supporting multilingual learners. Taking into account the Spanish dual language strand, the school also employed specialized dual language co-teachers and dual MLL facilitators to support classroom teaching within the dual language program.

Collaboration Opportunities

Star Elementary School fostered collaboration opportunities through diverse structures. The MLL facilitators actively engaged in sharing expertise, supportive instructional practices, and resources with each other through designated weekly meetings, and shared office space. Additionally, the MLL team collaborated closely with the district ML facilitator leads and other MLL facilitators in the district on a monthly basis. The district also provided opportunities for MLL facilitators to attend professional development opportunities such as language development conferences, GLAD training, and joining interdisciplinary committees.

Grade-level teams collaborated weekly in their professional learning communities which also included their co-teachers and when available, their MLL facilitators. Grade-level teachers also engaged in weekly co-planning sessions with their co-teacher and occasionally MLL facilitator to ensure coordinated instruction.

Inclusivity and support for multilingual learners were embedded across all school teams at Star Elementary. Each team, including academic tertiary teams, special education, positive

behavioral intervention support, multi-tiered systems of support, family engagement, race equity and inclusion, and instructional core included a team member with a multilingual learner advocate. The instructional core team, comprising all co-teachers, MLL facilitators, counselors, and the instructional technology curriculum leader, met weekly to determine how grade-level teams should utilize their weekly 40-minute professional learning community.

Professional Learning Opportunities

While weekly grade-level professional learning community time is guaranteed in the teacher contract, when available, Star Elementary also provided school-wide professional development opportunities. These opportunities often included specific strategies and approaches for supporting multilingual learners. For example, I observed a professional development on Guided Language Acquisition by Design (GLAD) which focused on supporting multilingual learners. Other training sessions such as one led by speech-language pathologists demonstrated and included how technology can be utilized to support not only students with individualized education plans, but multilingual students as well.

Family Engagement

Star Elementary School values the active involvement of families in supporting multilingual learners. The school has an on-site Family Connection Center staffed by a district employee and a community member who works closely with families, especially multilingual learner families, to ensure access to resources and meet their basic needs. Furthermore, the MLL facilitators hosted monthly multilingual family community coffee gatherings. These gatherings provided a platform for families to ask questions about education in the United States, such as the differences in sheltered instruction and dual language programs. They discussed the gift of home languages, and families shared their dreams for their children. The school displayed

posters with encouraging messages about language diversity and home languages created by families, reflecting the collaboration between families and the school.

Summary

In summary, Star Elementary School employed a range of strategies to provide comprehensive support for multilingual learners. These initiatives encompassed a clearly defined vision established by the school leadership, the creation of specialized positions to cater to the needs of MLs, designated opportunities for collaboration among teachers, targeted professional development sessions, and active engagement with families.

Finding 2: Exploring the Multifaceted Myths Impacting Teachers' Instructional Practices

My second research question delved into the outcomes and the presence of various myths in teachers' practice. As outlined in the "Research Design and Methodology" section, the study brought to light a multitude of myths that shape teachers' instructional approaches within the educational landscape. Notably, the accountability myth emerged as a preeminent and influential force, overshadowing the impact of other myths. While acknowledging the dominance of the accountability myth, it remains imperative to explore the interplay of all these myths to gain a comprehensive understanding of their collective influence on teachers' decision-making and instructional strategies.

Accountability

Accountability myth emphasizes practices to ensure that schools, administrators, and teachers are held accountable for achieving desired outcomes and meeting established standards. In the context of my research and interactions with teachers, the accountability myth was particularly evident in relation to the following aspects.

Teachers' instructional practices were frequently determined by the demands to keep up

with the district's curriculum and assessment calendar. At the start of each academic year, the district uploads pacing calendars into a content-specific master OneNote, which is a Microsoft software mandatory for all teachers to access curriculum materials and document their professional learning community (PLC) activities. These calendars allocate a brief timeframe for unit and benchmark assessments. Furthermore, district leaders conduct weekly meetings with instructional leaders at school campuses to communicate information about forthcoming assessments. This ensures that school-based instructional leaders can confirm that all teachers are following the prescribed schedule. GE teachers expressed concerns about matching the standardized pace of the curriculum and ensuring that students were able to meet the established standards. For instance, in one of the earliest observations of the first-grade PLC, the principal joined the first-grade team and stated concerns with their grade level data. "There seems to be an outlier in 1st grade in making growth...really, this team, really looking at this data and as a team have the conversation, tier 1-what might not be working for these kids to help with math" and asked, "Do you have any questions? Is it possible to get on the same page (regarding instructional practice and pacing for math?)"

When instructional leaders such as principals were not there to send accountability messages, co-teachers often demonstrated accountability myths. As with most PLC meetings, teams discussed where in the unit their class was. During one first grade PLC, the following dialogue took place.

First Grade Co-Teacher: Can we talk about the math data? Unit 5 data? What did you guys notice?

First Grade Teacher: I haven't done it, I think we will do it next week.

First Grade Co-Teacher (in a concerned tone): A reminder unit 5 window closes in April...

First Grade Teacher (in a worried voice): I'm not done with it...are you all done (referring to the rest of the first-grade team)? When did you start unit 6? I'm almost done, one more lesson, so we're testing next week.

First Grade Co-Teacher (in a concerned tone): You're not testing Friday?

Later the first-grade teacher realized her week plans and said with a sigh of relief, "We're testing on Friday! Yes, Yay! I'm not that far!" This conversation seems to underscore the significance and pressures associated with meeting prescribed timelines and content coverage.

Accountability myth was also evident in teacher conversations. Teachers sought clarity on what was expected of both them and their students. In a first grade PLC, the team was discussing what next year's classrooms could look like with more of their classrooms becoming inclusionary classrooms. In inclusive classrooms, GE teachers and special education teachers work together to meet the needs of the students while in the general education classroom. Teachers asked questions such as "What kind of pressures are we looking at, with five or six students with Individualized Education Programs (IEPs) in our class? Are we talking about data for students with IEPs?" These questions reflected their awareness and apprehension to align their instruction and assessment with standardized expectations.

Assessments played a significant role in reinforcing the accountability myth within the school. Teachers expressed concerns about adequately preparing their students for standardized assessments and described how these assessments heavily influenced their instructional decisions. These concerns were particularly evident during third-grade PLC meetings, where

teachers were discussing what to teach between curriculum content and state testing content.

Anxiously one third grade teacher shared:

“This already stresses me because kids are going to be asking me what they're supposed to know. If I don't prepare my students...I need to get them ready for the math test. I tried to explain to them what they're going to be doing for the performance test (state test).”

The teachers recognized the importance of preparing students for these assessments and acknowledged that this factor significantly influenced their instructional choices.

Within the context of multilingual learners, accountability myths included a specific emphasis on English language proficiency. Teachers recognized the responsibility of supporting MLs in their English language development and acknowledged the need to prepare these students for their language assessments. This focus on English mastery was an important aspect of accountability myth within the observed social interactions and teacher interviews. In asking what the educational goal for multilingual learners is, one third grade teacher responded:

I feel like it's a space to be fluent (in English). And I feel like there's a lot of weight put on passing the WIDA (state language proficiency assessment), or just being able to be like, you know, like seeing progress with the WIDA out. So I feel like most of it's around this WIDA fluent in English.

This significance placed on achieving English fluency and meeting the standards set by the standardized assessments highlights how accountability myth drives teacher instruction.

Diversity and Inclusion

Diversity and inclusion myths provide principles to create a learning environment that values and embraces individual differences as strengths, promotes equity, and ensures equal opportunities for all students. Teachers who embrace diversity and inclusion myths at their

schools expressed a deep understanding of its value and impact. These teachers described diversity and inclusion myth as "the core of who Star is" and emphasized the belief that a common aspect of their students' identities "is unique and beautiful, with multiple languages". They recognized and celebrated the diversity within their student body, acknowledging the multiple languages and cultures present.

Teachers extended this myth beyond the classroom by actively engaging with students' families. They expressed the desire to educate and empower parents, emphasizing the importance of collaboration and teamwork. By providing parents with the knowledge and tools to support their child's learning at home, teachers aimed to create an inclusive partnership between the school and families. This approach highlighted the shared responsibility of promoting inclusivity and ensuring all students have the support they need to thrive.

Equitable Instruction

Equitable instruction myth ensures that students receive high-quality instruction tailored to meet their individual needs, allowing them to reach their full academic and social potential. Teachers who referenced this myth mentioned "access to content", constantly "adjusting our practices", "adapting a lot of the curriculum" and "shifting our instruction to serve multilingual learners". Teachers identified "the onus is on us" and made deliberate shifts in their instructional approaches to effectively support multilingual learners.

Teachers who adhere to equitable instruction myth also refer to employing culturally responsive teaching strategies. They recognized the importance of incorporating students' cultural and linguistic backgrounds, experiences, and perspectives into their instruction. They discussed GLAD (Guided Language Acquisition Design) strategies and considering the access points for each individual child, ensured that all students can actively engage in the learning

process. As one third grade co-teacher put it, “You just kind of have to think about what are the access points for each individual child.”

Collaboration

Collaboration myth describes intentional and structured teamwork to enhance student learning and achievement. It involves collaboration among teachers, administrators, support staff, and stakeholders to improve instructional practices, share resources, and address students' diverse needs. Two distinct interpretations to the myth collaboration were identified: collaboration as integrated and isolated collaboration systems.

Collaboration as Integrated System

Collaboration as an integrated system is best described as a balance between collaboration between GE teachers and co-teacher or MLL facilitators who were focused on co-planning, working with students on grade level content and working closely with administrators and data analysis. One MLL facilitator mentioned the importance of expanding their collaboration beyond language instruction to include phonics, academic awareness, and foundational skills.

“In the beginning, we (MLL facilitators) would always say, oh, no, I'm only a language teacher, so I'll only do the language. But then we are realizing that phonics, academic awareness, and foundational skills are very important. So we are trying to build both. We are trying to attend the PLCs so that we can understand where the teachers are coming from. They also see us as part of the PLC. So It's like a team.”

Attending grade-level PLCs helped all stakeholders understand the perspectives of other teachers, the content and curriculum at hand, and fostered a sense of teamwork and shared responsibility. Teachers who held collaboration as an integrated system planned lessons together

and co-taught grade-level content, bridging instructional practices to support content and language development.

Isolated Collaboration System

Collaboration within an isolated system can be characterized as the utilization of a pull-out model, where teachers opt for temporarily removing students from the regular classroom environment to offer specialized instruction. This instructional approach primarily concentrates on addressing foundational skills, particularly in areas like phonics and vocabulary, within the realm of literacy. Teachers interpreting collaboration through the lens of an isolated collaboration system perceive MLs as requiring assistance with remedial skills before accessing support in grade-level content. These educators emphasize the efficacy of their co-teaching partners in facilitating the withdrawal of ML students and delivering precise, targeted assistance. They acknowledged that while some may argue against pulling students out of class, the students themselves expressed a desire to join these pull-out sessions.

“My co-teacher has been amazing, because we know what we want, and she pulls those kids, and it's affected me. I hate to say, you know. People say, oh, kids shouldn't be pulled out. But first of all, they're begging people that they want to go with the co-teacher...they are coming back, and they're reading, because there's only so much time I can get to all the kids.”

Teachers who held collaboration as an isolated collaboration system pulled out MLs outside the classroom to work on remedial skills such as phonics using an alternative curriculum that did not align with what the classroom was working on.

Language Development

When addressing language development for multilingual learners, teachers at Star Elementary showcased two distinct myths: monolingual myth and multilingual myth. These myths matter because it dictated how teachers interacted with students, how teachers challenged students, and how teachers instructed MLs.

Monolingual Myth

Monolingual myth assumes that students have one dominant language, and any mixing of languages indicates confusion or language gaps. According to this myth, languages should be strictly separated to prevent confusion among students, and literacy instruction should only be provided in the target language (English in English-medium classrooms). Teachers who referred to monolingual myth emphasized the importance of immersing students in English, utilizing visual aids as a key strategy to support language development, and viewed students' home languages as potential hindrances. In an interview, one teacher shared her own background and stated,

“In fact, my first language, my mom said, was Arabic until the age of 3, so there was a lot of setback for me, and I didn't understand it till I was old enough to realize, like you know, when I was in the College of Education, that oh, this is why it was so hard for me with comprehension...She (mom) had like a very strong Southern dialect, so she wasn't, even speaking like proper academic English at home. So all these factors, just, you know, really played a role in my schooling, and I struggled. I struggled all through high school...so that really drives a lot of how I instruct students, how I teach my children, how I even like, relate to them every day.”

Later in a conversation with the MLL facilitator the same teacher shared about her student, “If I was a 4th grade teacher next year, I'd like that they speak Spanish, but I would

want her to speak more English. I mean I don't know, what do you think, because she only speaks it (English) at school." This quote reveals the teachers' personal experience reflections and how it has greatly influenced the way she approaches teaching. She seems to express the predominant use of English at school would be beneficial for her language learning.

Multilingual Myth

On the other hand, multilingual myth recognizes MLs as emerging bilinguals who possess linguistic resources across multiple languages. This myth acknowledges that developing bilinguals are expected to draw upon all their language abilities, challenging the traditional labels of "Spanish dominant" or "English dominant." Teachers following multilingual myths support metalinguistic awareness by explicitly teaching students how languages are similar and different while cultivating positive attitudes towards language diversity and the value of bilingualism. Teachers who embraced multilingual myth spoke about creating a comfortable classroom environment by welcoming students to use their home languages, acknowledging the students' extensive linguistic knowledge and resources, and emphasizing the importance of valuing and elevating their home languages.

Summary

In conclusion, the findings of this set in this study revealed that teachers at Star Elementary School operated within a complex web of myths that significantly impacted their instructional practices. Through participant observations and interviews, it became evident that teachers embodied myths of accountability, diversity and inclusion, equitable instruction, collaboration (both as integration and isolated collaboration systems), and language development (monolingual and multilingual). However, it is worth noting that these myths occasionally clashed with one another, creating challenges for teachers in reconciling conflicting approaches.

In the following chapter, I delve into a detailed examination of the conditions that influenced these conflicting myths and, consequently, the instructional practices adopted by the teachers. By understanding these factors, we can gain insights into the complexities of instructional decision-making and explore potential avenues for reconciling and aligning these myths to foster effective and inclusive teaching practices.

Finding 3: Influential Conditions and Social Interactions Shaping Teachers' Instructional Practices

The findings of the study revealed that a combination of several conditions and interactions played a role in influence teachers' practice. These conditions were explored in relation to the research question, "How do various conditions and interactions interact to influence teachers' practices in their school context?" The following factors emerged from the data analysis.

Co-Planning with Co-Teacher or MLL Facilitator

The findings of the study revealed that designated planning time with a co-teacher or MLL facilitator had a significant impact on teachers' practices, leading to either myths maintained, competing, or coexisting and applying innovative practices. As a finding, the study revealed that the ambiguity surrounding co-planning and co-teaching expectations, along with variations in the roles of co-teachers and MLL facilitators, resulted in different levels of practices among teachers in co-planning and co-teaching practices.

First Grade

In first-grade classrooms, co-planning sessions provided valuable opportunities for teachers to collaborate, and share ideas, resources, and expertise. Due to the leadership role of co-teachers in facilitating weekly grade-level PLCs, there was a clear line of communication

between the co-teacher and the first-grade teachers. This allowed the co-teacher to possess a comprehensive understanding of the curriculum roadmap and the specific content being taught by the general education teacher during their individual co-planning sessions. During co-planning, they at once began planning daily lessons for a specific content area, such as science or literacy, for the entire week. During these sessions, they shared formative assessments and anecdotal notes regarding students, discussed new ways to group students, and established co-teaching structures that would best meet the needs of the students for that week. The names of schools, teachers, and participants are all pseudonyms.

Table 3: Conversation Between First Grade Teacher Erin and First Grade Co-Teacher Aria

Participant	Dialogue	Myths
	Erin walks into the class	
Aria	Starts talking about data, shares analysis of students work and suggests focus on place value	Accountability
Erin	Shares what she noticed during small group and whole group instruction	Accountability
Aria	“Which makes me think, if she (student) is missing a precursor skill...going to do a pre-screener.”	Accountability
Erin	Shows one student’s test.	Accountability
Aria	Talks about change in scheduling to offer more opportunities to work in small groups with students.	Accountability
Erin	Suggests to put away the activity because they notice the same students in the group.	Accountability & Equitable Instruction
Erin	Agrees and suggests a different structure of co-teaching.	Accountability & Equitable Instruction
Erin	Discuss and identify how to meet this new group and focal students.	Accountability & Equitable Instruction
Aria	Discuss new groups, “Do you agree?”	Accountability & Equitable Instruction

Erin	“I do.” Then together talk about particular students and benefits through this instructional co-teaching model.	Accountability & Equitable Instruction
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In the instance above, upon Erin's return to her classroom after transporting her students off for a specialist class, Aria immediately engaged in a discussion with her first-grade co-teacher, Erin, regarding recent math data. They identified a new specific area of focus: place value. During their conversation, Erin shared her observations from whole and small group instruction, highlighting the specific needs of her students. Taking this into account, Aria suggested the importance of scheduling and providing additional opportunities for working in small groups to support these students to provide personalized support, increase ML engagement, and provide focused language practice to improve their oral language skills. Through collaboration, they mutually agreed upon and discussed students' specific strengths and needs as well as strategic partners and groups. This resulted in a shift in the classroom teacher's content focus, instructional structure, and practices. These co-planning sessions show how conversation started from accountability and later resulted in equitable instruction through co-teaching and including language development strategies.

In another first grade co-planning session, I observed a similar pattern. The conversation below is between first grade teacher Anika and first grade co-teacher Aria during their first co-planning session.

Table 4: Conversation Between First Grade Teacher Anika and First Grade Co-Teacher Aria

Participant	Dialogue	Myths
Aria	“What do you think?” (after presenting a co-teaching idea)	Equitable Instruction
Anika	“Ehh...some (students) may not be able to do it	Deficit

	independently.”	
Aria	“That's okay! If we can get 80%...rather than 100%. What about modified literacy centers? Oral observations with me, Venn diagram writing with compare and contrast with you. That group I can be putting together whatever, and another piece with you.”	Equitable Instruction
Anika	“Don't you want to do the whole group, and then some writing?”	Accountability
Aria	“We're still doing the whole group, but 2-3 times, but in small groups then they all get a chance to speak...you know (student) had a hard time realigning and we had to wait and redirect behavior.”	Equitable Instruction
Anika	“(Student) is like that no matter what. What's important is what seeds they have brought in.”	Deficit
Aria	“What's that GLAD strategy, where they look at pictures and leave a little note?”	Equitable Instruction
Anika	“When they write, I want them to write three points about those seeds.”	Accountability
Aria	“Okay we'll do 50/50, and identify and add languages. That way I can do authentic integration of word work and decoding.”	Accountability & Equitable Instruction

This conversation began with Aria presenting an idea to teach the science lesson. When Anika hesitated for students to do it independently, Aria offered the idea to conduct small group instruction so that a greater number of students would be able to do it independently. When Anika continued to hesitate, Aria explained small groups offer an opportunity for MLs to talk which supports their language development and comprehension of content. Aria also offers a GLAD strategy to support students' bringing in their background and activating their prior knowledge. This co-planning session showed how the co-teacher interrupted deficit myths such as holding low expectations of MLs and resulted in GE teachers changing their instructional structures to offer more support for students and instruction like integrating students' home languages.

Third Grade

In the context of third-grade classrooms, the approach to co-planning unfolded in a different direction. General education classroom teachers did not have a scheduled co-planning time with their co-teacher, but did have a weekly scheduled co-planning time with their MLL facilitator. When co-planning with their MLL facilitator, GE teachers shared the content area and topic the class would be covering during the MLL facilitator's scheduled time to come into their classrooms. These co-planning sessions involved general education teachers telling the MLL facilitator what the academic goals were.

Table 5: Conversation 1 Between Third Grade Teacher Mary and Third Grade MLL Facilitator Sierra

Participant	Dialogue	Myths
Mary	“We start on the 26th (state testing).”	Accountability
Sierra	“So is there anything I can do to help them?”	Accountability
Mary	“Reading a passage and writing.”	Accountability
Sierra	“Okay that’s what we’re doing.”	Accountability
Mary	“Reading, writing, reading, writing.”	Accountability
Sierra	“So we’ll keep going with that.”	Accountability

Table 6: Conversation 2 Between Third Grade Teacher Mary and Third Grade MLL Facilitator Sierra

Participant	Dialogue
Sierra	Shares updates on students of concern, student’s previous WIDA (state language assessment) scores, what they are working on during pull out groups
Mary	Shares STAR test results (early first grade and Late K skills), states to definitely focus on reading

These conversations between Mary the GE classroom teacher and Sierra the MLL facilitator highlights the general approach and outcome of collaboration in third grade co-planning. In most instances, the general education teacher maintained a whole group instruction approach focused on grade level content, while the MLL facilitator continued to pull out ML students to support them in remedial literacy skills. There were no instructional shifts observed during third grade co-planning for either the general education teacher or the MLL facilitator following their co-planning session, indicating a perpetuation of their existing understanding of supporting MLs which was collaboration and co-teaching as a segregation system.

Notably, the co-teacher in third grade held an official role as the "Learning Assistance Program (LAP) facilitator." This role primarily focused on supporting students in meeting grade-level literacy standards and addressing foundational literacy skills, such as phonemic awareness, phonics, and comprehension, through the use of an alternative curriculum. The third grade co-teacher and GE teachers did not have a designated co-planning time together and the co-teacher supported students using a remedial literacy curriculum. Consequently, the co-teacher and MLL facilitator both worked with third grade students outside the regular classroom setting, and their instruction was not based on the content taught in the classroom.

Degree of Engagement in Co-Planning

The study revealed that the attendance and consistency of team members within a collaborative teaching environment had a substantial impact on GE teachers' practice. Teachers emphasized the significance of having team members present and actively engaged in the collaborative process, as it contributed to improved communication, enhanced continuity, and supportive instruction for all students.

First Grade

When team members consistently attended collaborative meetings and actively participated in the planning and implementation of instructional strategies, teachers experienced greater synergy within the team and instructional improvement. This allowed for an exchange of ideas, sharing of practices, and the ability to collectively address the diverse needs of students, particularly multilingual learners. During a first-grade co-planning meeting, both the general education teacher and the co-teacher were celebrating the various types of writing genres they were able to do and the high level of students' engagement.

Table 7: Conversation Between First Grade Teacher Anika and First Grade Co-Teacher Aria

Participant	Dialogue
Aria	"We've done all 3 kinds of writing for plants."
Anika	"I know."
Aria	"Isn't that crazy, in the past we were limited. Now we're doing all three with every topic."
Anika	"That's the fun part of it."
Aria	"We've been more successful."
Anika	"It's totally co-planning, I credit co-planning." (Student name) said. "I love this, thank you" (referring to the lesson taught). I really do think it's the planning you and I have done that's made the difference."

Teachers in first grade highlighted that consistent attendance and engagement of team members fostered a sense of trust and reliability, as everyone shared the responsibility of supporting MLs and ensuring equitable instruction. First grade teachers and their co-teacher were consistent in weekly co-planning meeting for the full forty minutes allotted during the months of data collection. This continuity in team dynamics enabled teachers to build upon previous discussions and actions, leading to a more coherent and effective instructional approach such as

parallel teaching. At the end of the data collection when I conducted a member check with the team, each first-grade teacher attributed their success to the collaborative nature of their team.

Third Grade

In contrast, the study uncovered challenges arising from inconsistent attendance and limited participation of team members. Throughout the data collection period, there were instances where the third-grade MLL facilitator, who was responsible for co-planning with the general education teachers, canceled co-planning sessions four times due to personal reasons. Additionally, the classroom teacher canceled one session due to a training commitment. Prior to data collection, the MLL facilitator was also unable to co-plan for four months due to her obligations related to managing state language testing.

During their standard brief seventeen-minute co-planning session (compared to first grade teachers forty-minute co-planning sessions) between a third-grade GE teacher and the MLL facilitator, the GE teacher expressed concerns about the MLL facilitator's attendance. In one co-planning session the GE teacher asked questions such as, "Are you planning to come back normally?" and "Are you planning to come tomorrow?" The GE teacher also specifically inquired about the MLL facilitator's availability to support a specific student stating, "If you are going to come regularly." The absence of team members due to personal reasons and testing responsibilities disrupted communication flow and impeded the collaborative efforts.

One of the third-grade GE teachers remarked, "I guess when she's (MLL facilitator) not pulled into 500 other things, she is able to work with the students individually, and I have definitely seen the benefits and growth in my students." During the final stages of the study, when a member check was conducted with the team, third-grade teachers emphasized the

significance of consistent attendance and expressed frustration because they felt that the support for multilingual learners was not adequately shared by their assigned MLL facilitator.

These instances shed light on the detrimental impact of inconsistent attendance and limited participation within the team, underscoring the crucial need for ongoing collaboration and shared responsibilities to effectively support multilingual learners.

Composition of Teams

First Grade

As evidenced by the literature review, teachers tend to emulate instructional practices that are influenced by their individual backgrounds and experiences (Bridwell-Mitchell & Sherer, 2016; Coburn, 2004; Spillane et al., 2002). The findings of this study shed light on the influence of teachers' prior experiences on their instructional practices. The first-grade team consisted of four general education classroom teachers, one co-teacher, and one MLL facilitator. Apart from one teacher, all the members of the first-grade team personally identified as an MLL, and the non-MLL teacher had obtained an English Language Learner endorsement. During the interviews, first-grade teachers shared how their schooling or adult experiences as an MLL influenced their shared belief in supporting MLs in the classroom.

Table 8: First Grade Teachers Background and Experiences

Name	Position	MLL or Non-MLL	Endorsement	Quotes from Teacher Interviews
Riya	First Grade Teacher	MLL		“I’m a MLL myself. So teaching MLLs comes naturally to me, but definitely as I have someone who does not speak the same language as myself so that makes me really ponder about the things that I need to support (ML students).”

Sofia	Dual Language-First Grade Teacher	MLL	Dual Endorsed	<p>“And then that experience was like a lot of us didn't have, like our language seen as a strength. It was more like, well, you need to switch now, you speak Spanish but now for school you need to always speak English. I kind of come from that background, you know, we don't value your home language here, and it was just evident in everything with my parents, and with all parents in that school, because a lot of people were Latino in that area and speak Spanish. But back when I was smaller it was a lot harder to have professionals with books manage, especially in that area, because there was just everybody there was new and immigrants. So that's one thing that has kind of shaped my perspective. Working with ML Learners, how valuable it is to uphold both of their languages and or more, you know.”</p>
Anika	First Grade Teacher	MLL		<p>“You know, as an immigrant who moved here 25 years ago, and as a teacher who knows both the cultures. ...when I'm speaking to them in their language, I think they feel welcomed. And they actually feel they found one of their own. So I would go the extra mile and try to speak up something about the place that they (students) come from, so that they feel the connection and we can talk about things a little bit more easily, instead of just coming up.”</p>
Erin	First Grade Teacher	Non-MLL	ELL & SPED Endorsed	<p>“Because instead of oh, okay, I'm thinking about planning my lessons for the general population, and then I'll put this niche card at the end for my MLLs, like as a small group. It's like, no, now it's informing my entire instruction like, and how I am planning every lesson, how I'm thinking about every lesson I'm thinking about management. So it just really became a foundation for my teaching.”</p>

Aria	Co-Teacher	MLL	ELL & SPED Endorsed	“My brother went through the ESL program that was called at the time, and was told to only speak English at home, and it's not cool. And he lost his language. I also saw how his language development ended up being and how English was not strong, but he also didn't have anything else to fall back on. And that's been a really big event in my life, you know. I've seen it first hand, and I see the importance of retaining home language and elevating home language so that connections can be made in English, and you learn a new language.”
Priya	MLL Facilitator	MLL	ELL Endorsed	“I kind of connect with them (students) because I have that shame, and the flip side is, I was made to feel like You're not good enough (because English is a second language)...I would be called stupid. I would be called like you're not going to be successful. So those stayed with me, because I don't want, even for a second, to make my students feel that way, you know.”

From these interviews, it's apparent individual teachers' personal experiences and backgrounds exemplified their dedication and personal accountability in supporting multilingual learners. There is an innate sense of responsibility to support and leverage MLs cultural and linguistic assets into the classroom. In addition to these personal experiences, it is worth noting that Aria, the co-teacher of the first-grade team, was specifically hired by the district as a special education teacher with a purpose of identifying sustainable co-teaching models between general education and special education teachers. These individual and collective experiences appeared to contribute to collective responsibility to supporting MLs and resulted in teachers co-teaching together in the classroom.

Third Grade

The composition of the third-grade team consisted of three general education classroom teachers, one co-teacher, and one MLL facilitator. During interviews, the third-grade teachers were more frequent to highlight the role of the MLL facilitator in providing support for multilingual learners compared to the first-grade teachers. The quotes extracted from their interviews shed light on their individual backgrounds and the expectations they held regarding the MLL facilitators' ability to address the needs of their multilingual students.

Table 9: Third Grade Teachers Background and Experiences

Name	Position	MLL or Non-MLL	Endorsement	Quotes from Teacher Interviews
Morgan	Third Grade Teacher	Non-MLL		“There was a lot more support as far as the MLL (in the previous school district), what the MLL Facilitator did, because it was a daily thing where she took them for 30 min each day. They were getting a lot of that from her.”
Selma	Third Grade Teacher	MLL	ELL Endorsed	“There seems to be this idea going on that the MLL people support. Their job is not to be supporting kids in the classroom. They're there to support us (teachers), give us the support we need, but I feel like I don't agree with that, and I think a lot of us (teachers) didn't agree with that. When we were talking about it we were just like well, we thought, I guess our understanding is that MLL support means that you're in the classroom, and you're supporting the students during the instruction, or maybe in a small group.”
Jamie	Dual-Third Grade Teacher	MLL	Dual Endorsed	“Before teaching...I was in an ESL class when I came from Mexico...when you're coming into this country it's a struggle....so I am motivated to support my students that way and so I feel bad sometimes when I can't fully support

				everybody, and that's my frustration sometimes that I want to be able to help everybody. But I need support from other stuff, too....I think my frustration is time. And if I do work with co-teachers, or if I do work with MLL facilitators it's like communication and consistency. and mostly consistency...so for both working with you (the teacher) and co-planning or with students.”
Esther	Co-Teacher	MLL	ELL Endorsed	“I've always had a frustration with MLL facilitators. I think that's the other piece that has had an impact on me as a teacher is like I have a classroom full of ML students and I don't know exactly what support you're giving like to me...I also don't feel very successful when it comes to language because I think had someone been able to like kind of sit down with me and be like, hey, try this, and like really see that full cycle like. Let's try implementing, monitoring, and seeing, like measuring whether it's successful or not, I feel like that has never happened. And so and what I get I feel like it's just like a really spotty one off of like, oh, just try this. But there's not any connection to liking a specific student or a specific goal, and it's just like trying this strategy.”
Seti	MLL Facilitator	MLL	ELL Endorsed	“Yeah, no real messaging about how (to support MLs) but a lot of messaging about co-planning, co-teaching and working with lots of different people in the school.”

Based on the information gathered from these interviews, it appeared most of the third-grade teachers' previous experience led to a shared common perception that supporting MLs in their classrooms should primarily be the responsibility of the MLL facilitator. This team gave the

impression of a prevailing belief that MLL facilitators should directly engage with MLs to provide the necessary support.

The composition of the grade-level teams had an impact on instructional practices for MLs. In the first-grade team, teachers drew upon their personal experiences as MLs or with an ELL endorsement to inform their instructional approach. They shared a common belief in all teachers supporting students in grade-level content. On the other hand, the third-grade team placed a stronger emphasis on the role of the MLL facilitator in supporting MLs. The teachers recognized the MLL facilitator's role and relied on their assistance to meet the needs of their multilingual students. The MLL facilitator, who engaged in co-planning with GE teachers, favored a collaboration as pull-out model, and the third-grade team continued to adhere to previous approaches of supporting ML students outside the classroom, emphasizing remedial skills.

Grade Level PLCs

Professional learning communities served as vital arenas for the exploration and examination of prevalent myths within the school context. In these collaborative spaces, educators engaged in a multifaceted process that involved myth identification, deconstruction, and evaluation. In some cases, PLCs became powerful mechanism for professional growth and change. They enabled educators to collectively confront and reshape their practices, challenging ingrained beliefs and ultimately working towards more equitable and effective teaching strategies for benefit of their MLs. In other cases, PLCs failed to serve as catalysts for professional development and change. Consequently, educators continued to operate withing their existing paradigms, maintaining the status quo without significant reflection or growth.

First Grade

In the first PLC I observed, the principal joined the first grade PLC to discuss instruction and pacing for math.

Table 10: First Grade PLC 1 Dialogue 1

Participant	Dialogue	Myths
Principal	Ask GE teachers if they have questions. “Is it possible to get on the same page (regarding instruction and pacing for math)?”	Accountability
Anika	“Other than pacing, have you seen the data?”	Accountability
Principal	“Yes, there seems to be an outlier in 1st grade in making growth...really, this team, really looking at this data and as a team having the conversation, tier 1-what might not be working for these kids (focal kids) to help with math.”	Accountability
Anika	“What are our next steps on what Principal said Aria?”	Accountability
Aria (Co-Teacher)	States pacing, co-teaching, look at the growth data	Accountability
Anika	“Can I ask one more question? Are we exclusively looking at Star data?”	Accountability
Riya (GE Teacher)	“Great question, is that the only data point we are looking at?”	Accountability
Principal	“You haven’t input data so I can’t see it, but if you have it, look at the Star data, and look at interim assessment data, and look side by side, because you know your kids best.”	Accountability
Anika	“That's where my question comes from, Star test is very different.”	Accountability
Principal	“They might not show proficiency, but they should show growth. Some growth from the beginning does not need to be at a consistent level.”	Accountability
Aria	“Yes AND, I’m not a fan of Star...”	Accountability
Riya	“Yes! Me too!”	Accountability
Aria	“...but it's a great indicator of SBAC (state test), and right now we’re not in a great space.”	Accountability

Riya	“Next time we are looking at Star math?”	Accountability
Aria	“Yes and unit tests.”	Accountability

During the conversation with the principal, the focus was heavily on accountability pressures with an emphasis on standardizing pacing and instruction in math, as well as demonstrating more student growth based on standardized tests. As a result of this discussion, the first-grade team agreed to utilize the Star assessment, even though few of the general education teachers believed in its value. Following this conversation, the first grade PLC met with the assistant principal to determine the required student growth goals for the year. Their conversation evolved from accountability to encompass both accountability and equitable instruction.

Table 11: First Grade PLC 1 Dialogue 2

Participant	Dialogue	Myths
Assistant Principal	Explains student growth goals and the template the school is required to follow.	Accountability
Aria	“It sounds like to me, small students, focal students, addition and subtractions within 10 fluency.”	Accountability & Equitable Instruction
Riya	“Untimed.”	Accountability & Equitable Instruction
Aria	“With fluency, bc standard is 1-20 but with supports, 1-10 is fluency.”	Accountability
Erin	“I’m looking at (curriculum) because that can be consistent.”	Accountability
Aria	“Oh, like the district's extra math?”	Accountability
Aria	“Presents an idea on supporting, using ‘extra math’ that offers walking through how to solve.”	Accountability
Aria	“Intervention block in the morning.”	Accountability
Sofia	“I think the transition would be bad for them, these focal kids.”	Accountability & Equitable

		Instruction
Teachers	Teachers talk about scheduling logistics and co-teaching options	Accountability & Equitable Instruction
Aria	“So about 2 times a week?”	Accountability
	“So extra math, is it on clever (district’s website)?”	Accountability
Assistant Principal	“What does it look like to you to use these strategies?”	Accountability
Rnni	“Using cubes, counting on, color coded...”	Accountability & Equitable Instruction
Anika	“Number line, ten frames..”	Accountability & Equitable Instruction
Erin	“Flash cards as they are building their confidence.”	Accountability & Equitable Instruction
Anika	“Getting parents involved, partners in learning, it will be helpful...we’ve always done that, we’ve shared what we’re working on, and please work on this at home.”	
Erin	Brings out pink sprint book	Accountability
	PLC decides on supporting students during intervention block time when co-teacher pushes in to	Accountability & Equitable Instruction

In this group dialogue, the assistant principal inquires about the first grade teachers' annual student growth goal. Building on their earlier conversation with the principal, the first-grade teachers unanimously agree to focus on math. The discussion carries accountability pressures as teachers consider standards, assessments, and the district curriculum. However, when they delve into implementation, various teachers contribute ideas on what type of instruction would best support students, including the use of math manipulatives as scaffolds.

Despite considering curriculum options like sprint books that focus on “drill and kill”, the team ultimately decided on providing targeted instruction with scaffolds during the intervention

block time in collaboration with the co-teacher. This approach ensures that students do not miss grade-level curriculum during math time. The conversation demonstrates a balance between accountability measures and a focus on equitable instruction and support for students' learning needs.

In another PLC where the co-teacher led the team meeting as usual, one item on the agenda was to discuss inclusion structures for the school's next school year, meaning supporting students in the SPED program in general education classrooms. As Aria was coordinating observation times for grade level teachers to visit inclusionary classrooms so that teachers could more deeply consider what they need for growth and understanding for next year, another conversation arose.

Table 12: First Grade PLC 2 Dialogue 1

Participant	Dialogue	Myths
Anika	“What kind of pressures are we looking at, 5 and 6 students with IEPs, what's the expectation, are we talking about data for them also?”	Accountability
Aria	“Of course.”	Accountability
Anika	“How does that work out?”	Accountability
Aria	“Because their IEPs have, almost all students take testing but with accommodations.”	Accountability & Inclusionary
Anika	“My starting is 3 general education, and 2 classes are inclusion, how does that work out?.”	Accountability
Aria	“Two years on, one year off...and we might get to next year and may be different.”	Accountability & Inclusionary

As highlighted in the second findings section, accountability myths exert a significant influence at Star Elementary. The conversation provided as an example illustrates Anika's apprehension concerning her classroom's transition to becoming an inclusion classroom in the coming school year particularly with accountability pressures. In response, two other colleagues

promptly address her concerns by explaining how accountability is managed and how inclusionary practices will be effectively implemented. Consequently, Anika finds herself with little choice but to accept the need for planning for an inclusion classroom in the upcoming year. Subsequently, a few minutes later, members of the first-grade team once again demonstrate their commitment to equitable instruction, even in the face of apprehension.

Table 13: First Grade PLC 2 Dialogue 2

Participant	Dialogue	Myths
Anika	“How does co-teaching work then?”	Accountability
Aria	“If we can read that chapter, then we can be more specific about co-teaching. How I work with Erin is different from when I work with Riya, and you and I. We did the whole group together and each took groups, and in Erin’s class, Erin takes the lead and I go around and work with individual students, so it looks different. I teach 1 assist, in your class it’s partner teacher, and in yours it’s centers teaching. So read and think what works for me?”	Accountability & Equitable Instruction
Riya	“It really depends on what my students need.”	Equitable Instruction
Erin	“Yeah, being responsive at the moment.”	Equitable Instruction

Anika raises the question once more, expressing uncertainty about the implementation of inclusionary classrooms, this time in regard to co-teaching. Yet, the other three teachers on the team promptly respond, emphasizing equitable instruction in their answers. The conversation evolves into understanding that co-teaching can take diverse forms in classrooms, depending on the specific needs of the class and students. This dialogue illustrates how, in the face of accountability pressures, their social interactions disrupt the dominance of accountability and shift towards a focus on equitable instruction.

Third Grade

During one of the third-grade team's PLC meetings, they held an academic tertiary meeting, which involved various stakeholders such as GE teachers, MLL facilitators, instructional leaders, a SPED educator, and an administrator. The purpose of the meeting was to discuss the growth of specific students of concern. During this academic literacy meeting, stakeholders discussed the intervention and instructional support the student was currently receiving, what they noticed in regard to students growth, and each stakeholder involved with the student shared what they noticed when working with the student at hand. Then the instructional curriculum leader circled back to the GE teacher and asked what resources they need to continue supporting the student.

Table 14: Third Grade PLC 1 Dialogue 1

Participant	Dialogue	Myths
Instructional Curriculum Leader	“What's the data, what are the next goals, details of intervention, what resources do you need?”	Accountability
	During the discussion, the topic of Student A is introduced.	
Esther	“So he has been getting triple dipped?” (meaning receiving three separate intervention services)	Accountability
Morgan	“No, because Seti has had WIDA Testing.”	Accountability
Instructional Curriculum Leader	“What resources do you need, what can this team do to wrap around you?”	Accountability
Morgan	“Always can use extra passages.”	Accountability

Table 15: Third Grade PLC 1 Dialogue 2

Participant	Dialogue	Myths
	During the discussion, the topic of Student B is introduced.	

Selma	"...and also noticed I was concerned if she was able to pronounce, it's not entirely better, and maybe we want someone to observe, and if it's something about teeth developing."	Deficit
Esther	"Maybe I'll pull her, maybe give her additional Heggerty (phonemic awareness curriculum) and see if she grows in the next cycle, then we can start talking and see if we need to get consulted."	Accountability
Selma	Gives a look back at co-teacher	Accountability
Esther	"...or we can do a shorter cycle like 3 weeks."	Accountability
Selma	"Yeah, because it's getting later in the year."	Accountability

In the above excerpts, both conversations centered on continuing the same intervention for two different students, focusing on remedial skills with a specialist outside the classroom, despite the lack of academic growth. When discussing Student B, the GE teacher proposes having the student tested for special education, suggesting, "Maybe we want someone to observe." The co-teacher then recommended additional intervention and extending its duration to assess the need for special education testing, but the GE teachers reacted with disapproval. The co-teacher then proposed a shorter three-week intervention instead of six weeks. In this social interaction, we can see accountability myths continue to drive their decision.

Months later, two of the three third grade teachers meet during their PLC with their co-teacher to answer the question, "What do students need from now until the end of the year to be successful? How should we utilize our time to best serve student"? This PLC occurred close to their state test window.

Table 16: Third Grade PLC 2 Dialogue 1

Participant	Dialogue	Myths
Esther	"I feel like they're not completely comfortable with regrouping, next year is going to be really hard."	

Selma	“So what I gathered in the last week and half, Oh My Gosh, they have forgotten so much stuff, and I'm so worried. They are going to be like 30% of the percentile.”	Deficit
Esther	“That's why I'm like we can do these test prep questions, but should we really work on subtraction.”	Accountability & Deficit
Selma	“We can still do both, like I do subtraction in the morning, and then build these review questions. Because this is foundation stuff, they should already know.”	Accountability & Equitable Instruction
Esther	“I'm stuck in the tension of if these (test) questions can help kids, but some of these kids are missing foundational skills...like to me this goes all the way back. I don't know. I feel really frustrated this year because this is gone. We could keep going, like the clock, they're doing beautifully, but it matters later..and that's because of the gap in K/1. So where should we spend the time...”	Accountability & Equitable Instruction
Selma	“Where I am, this is a very helpless group. I think about (student) and (student). They won't even read it. They'll say, “I don't know what to do!”. What worries me is if you don't know the math, if I don't go through this stuff (pointing out each part of a question) they will literally shut down.”	Deficit
Esther	“That gets me thinking then, is it going to be worth our time to explicitly teach kids how to read and solve a problem? What I'm hearing from you is an SEL thing. I am a math learner, and the language, to break down the question, which is a whole another skill.”	Accountability & Equitable Instruction
Selma	“This already stresses me, because kids are asking me what they're supposed to know. If I don't prepare my students, I need to get them ready for the math test. I tried to explain to them what they're going to be doing for the performance (state) test.”	Accountability & Equitable Instruction
Esther	“I know, your class especially, I remember having conversations with teachers last year. That was the biggest goal: to address the learned helplessness. Before they try, they say I need help.”	Deficit
Selma	“I have no idea where to even start. 50% of the class can get it, and the other 50% won't.”	Deficit
Esther	“I hear you, and this intense level of ‘I don't understand and I need help’. I am thinking about the 9 days maybe we will talk as a grade level team about stations and centers. This group is going to work on place value, and this group multiplication.”	Accountability & Equitable Instruction

Selma	“They need math games. I want to play a roll and dice game with them. When we make tens and do foundational stuff. Just so you know, this is not my whole math lesson. I have to be able to challenge other kids who can burn through these questions, and the quarter of the class needs to be challenged.”	Accountability & Equitable Instruction
Esther	“I think this group has a lot of learned helplessness, but especially in Selma’s class, they literally will cry.”	Deficit
Esther	“My brain is already in next year, is that a consideration for next year? Maybe what’s still missing, we’ll keep teaching with the pacing, but kids continuous learning what’s been taught not in the unit.”	Accountability & Equitable Instruction
Selma	“Let it go, not the kids, but about good test scores, and work on foundation skills.”	Accountability & Equitable Instruction
Esther	“To summarize, we are going to look at centers to target reviews for what is needed. Start thinking about how to unpack and read questions that may be multistep problems.”	Accountability & Equitable Instruction

In this social interaction, GE teachers and the co-teacher are navigating tensions between prioritizing state standardized test results and the foundational skills they believe students need before advancing to fourth grade. The dialogues expose elements of deficit thinking concerning the students, instead of focusing on the instructional delivery method. The underlying myths shaping their discussion are accountability, deficit thinking, and equitable instruction. As a result, we observe third-grade teachers associating equitable instruction with remedial skills.

Instructional Core Team and Grade Level PLCs

As previously mentioned, Star Elementary has established a new team this school year known as the Instructional Core Team. This team was composed of administrators and teacher leaders, including co-teachers, MLL facilitators, and guidance counselors who possess expertise in instruction, reading, multilingual learners, and dual language. This collaborative team convenes on a weekly basis for one to two hours to analyze student data and discuss school-wide initiatives. Additionally, they play a key role in shaping the agenda for the grade-level

Professional Learning Communities (PLC), with the grade-level co-teacher assuming the role of leading these meetings. However, it was observed that the discussions within the grade-level PLCs primarily revolved around logistical matters, such as student report cards, field trip planning, school events, curriculum pacing for core subjects, professional training schedules, grade entry procedures, and budgeting. Consequently, this organizational structure caused a constraint during PLCs since teachers did not frequently discuss instructional practices to support MLs.

Summary

In summary, this study has provided valuable insights into the influential conditions that impact teachers' practices. By delving into the research question, "How do various conditions and interactions interact to influence teachers' practices in their school context?" several prominent factors have emerged from the data analysis, including the presence of designated co-planning sessions and PLCs, the level of engagement during co-planning, and the composition of teams. These findings contribute to a deeper understanding of the contextual factors that shape instructional outcomes.

Chapter 6: Discussion

Purpose of Research

The primary objective of this comparative case study was to respond to the research demand for investigating the interplay between macro pressures and micro proclivities within meso-interactions that shape teachers' everyday practices. What are the connections between individuals, their behaviors, and the contexts in which their behaviors take place? Previous researchers have noted environmental and institutional factors imprint and shape human action and sensemaking, and furthermore influence teachers' classroom practice (Handsman et al., 2022). Therefore, through inhabited institutionalism theory, the principal aim of my project was to adopt a dual perspective: "looking out" towards the broader educational environment to gain insights into the prevailing macro-cultural ideals that influence teachers' daily lives, and "looking in" to examine the practices and interactions within a specific school setting. This approach was aimed to enhance our understanding of the salient myths by observing how individuals navigate and interact within their organizational context. By combining these perspectives, the study sought to shed light on the complex interplay between broader cultural influences and localized organizational dynamics in shaping teachers' experiences and practices. Therefore my research questions asked:

1. In a school which intends to advance *myths* that are consistent in supporting MLs, what do schools do?
2. With what results? Which myths are evident in teachers' practice?
3. How do various conditions and interactions interact to influence teachers' practices in their school context?

Summary of Findings

During the 2023 school year, I observed Star Elementary taking various approaches to provide comprehensive support for MLs. These strategies encompassed a range of initiatives and policies aimed at creating inclusive and supporting learning environments for MLs. The school exhibited a clear vision and message that emphasized collective responsibility in supporting MLs. Multiple positions such as MLL facilitators and co-teachers were dedicated to ensure the needs of MLs were addressed. Collaboration opportunities, professional development, and family engagement initiatives further reinforced the school's commitment to support MLs and their families.

During my study, I analyzed interviews and closely examined the social interactions of both first grade and third grade teachers at Star Elementary. It became evident that teachers grappled with a multitude of myths which influenced their interactions and shaped their meaning in understanding their implementing instruction for MLs. These myths included accountability, diversity and inclusion, equitable instruction, collaboration as integrated and isolated collaboration systems, and language development as monolingual and multilingual. Teachers navigated these myths in their day-to-day interactions, making deliberate decisions that impacted their instructional practices for MLs. This study illustrated how teachers reproduced and revised institutional myths when instructing MLs.

Moreover, the study demonstrated a relationship between designated planning time with a co-teacher or MLL facilitator and GE teachers' instructional decisions. The study suggests that the degree and type of engagement among team members, and teachers' prior experiences were key factors influencing the dynamics of collaboration and in turn, their meaning and instructional practices for MLs.

Considering that teachers work within the confines of the same encompassing district and local school, one might reasonably anticipate a consistency in their instructional approaches. However, this study reveals variations in instructional methods among the teachers. Previous research has taken one of two approaches: some scholars have suggested that teachers' instructional choices stem from their personal inclinations and backgrounds (Coburn, 2001; Hallet, 2010), while others have identified a range of factors, including social norms, that impact their teaching practices (Johnson, 2018; Khong & Saito, 2013). However, teachers are not “institutional dupes” following automatic procedures of how tasks should be carried out, but rather real people with their own backgrounds in real contexts that navigate the conflicts between the school environment and their day-to-day practical experiences. There has been a scarcity of studies that delve into the underlying reasons for the observed discrepancies in teachers' behavior, particularly within the same institutional framework, and this is especially true in the context of MLs. This study addresses the existing gap by scrutinizing the intricate process through which teachers formulate and reshape their ideals concerning instruction for MLs.

To reveal how differing instructional outcomes occur, I used inhabited institutionalism to analyze social interactions as grade level teams deliberated instructional decisions for MLs. This theory advances that individual's actions are shaped not only by their personal backgrounds and rational decision-making but also by social networks, external pressures, and personal agency. I build on prior research that illustrates how individuals in social interactions shape meaning and collectively reproduce or revise prevailing institutional myths (Binder, 2007; Everitt, 2013; Hallet, 2010).

Teachers in both first and third grade classrooms at Star Elementary were keenly aware of the importance of providing support for MLs. They recognized the unique needs and

challenges that MLs face and understood the significance of creating an inclusive and supportive learning environment. Despite this shared understanding of supporting MLs, there were notable differences in the structural and material aspects of instruction between the first and third grade teams. These differences influenced how teachers in each grade level approached and addressed the instructional needs of MLs.

Tighter Coupling: Catalyst for Enhanced Collaboration

One of the pivotal conditions that emerged from the study was the degree of coupling within collaborative structures, particularly evident in scheduled co-planning sessions and team engagement levels. Tighter coupling, defined by the regular and structured interaction between co-teachers or facilitators and GE teachers, played a vital role in fostering collaboration, shaping the collaborative work environment to enhance the support for GE teachers and learning experiences for MLs.

Scheduled Co-Planning Sessions

In first-grade classrooms, where co-planning sessions were consistently scheduled and followed, the results were transformative. The co-teachers, through regular and structured collaborative planning, not only exchanged ideas and resources but also developed a profound understanding of each other's instructional approaches. The leadership role assumed by co-teachers in facilitating weekly grade-level PLCs established a clear line of communication between them and the first-grade teachers. This clarity in communication allowed for a comprehensive grasp of the curriculum roadmap and specific content, enabling the co-teachers to tailor their co-planning sessions to the unique needs of the students.

Moreover, the immediate application of the co-planning discussions to daily lesson plans for the entire week showcased the tangible benefits of tighter coupling. This dynamic, where

formative assessments, anecdotal notes, and student observations were seamlessly integrated into instructional strategies, exemplified a tightly coupled collaborative environment. The observed co-teaching structures, grounded in a shared understanding developed during these co-planning sessions, were key to meeting the diverse needs of students effectively.

Consistency in Team Engagement

The degree of engagement and consistency within the collaborative team emerged as a driving force behind instructional improvement. In first-grade collaborative meetings, where team members consistently attended and actively participated, a sense of synergy within the team was palpable. This consistency not only facilitated an exchange of ideas and practices but also contributed to the collective addressing of diverse student needs, with a specific emphasis on multilingual learners.

Celebratory moments during these meetings, such as the acknowledgment of successful writing lessons and high student engagement levels, reflected the positive outcomes of a tightly coupled collaborative environment. Teachers attributed these successes explicitly to the consistent attendance and engagement of team members, emphasizing the role of trust and reliability in supporting MLs and ensuring equitable instruction.

In contrast, the third-grade context, where co-planning was not scheduled between the GE teacher and the co-teacher, and brief co-planning with the MLL facilitator showcased a looser coupling. This looser coupling, coupled with a focus on pull-out models for remedial literacy skills, resulted in a perpetuation of existing instructional practices without observable shifts.

Therefore, my findings underscore the significance of tighter coupling in collaborative structures, not only as a means to exchange ideas but as a catalyst for instructional innovation,

enhanced communication, and a more equitable and supportive learning environment for all students.

Spotlight on Special Education Teacher: A Catalyst for Equitable Practices

Within the intricate framework of first-grade classrooms, a rich narrative unfolds, emphasizing the nuanced dynamics that intricately contributed to the evolution of equitable instructional practices for MLs. The partnership between GE classroom teachers and a devoted co-teacher emerged as a central force in the establishment that made teamwork and instructional support thrive. This collaborative ethos not only permeated the grade-level PLCs and co-planning sessions but extended its impact into classrooms. Within this cooperative structure, the co-teaching model, guided by a skilled co-teacher with steadfast commitment to inclusive ideals, served as more than a mechanism for sharing expertise; it cultivated a culture of shared responsibility among the teaching team.

In the midst of this intricate narrative, a noteworthy case comes to the forefront, shedding light on the transformative influence of a special education teacher. Anchored in a dedication to inclusive principles, this special education professional became a linchpin, fostering collaboration and cultivating a genuinely inclusive atmosphere. This case serves as a vivid illustration of how the synergy between GE classroom teachers and a devoted co-teacher, coupled with the distinctive contributions of a special education expert, collectively molded an environment where equity and inclusivity not only thrived but became foundational aspects of the classroom's educational landscape. By referencing Bagley and Tang's (2018) work, I acknowledge a parallel narrative, affirming that the distinctive work of special education professionals is inherently intertwined with the broader notion of teacher leadership, and this further builds our understanding of how collaborative efforts, especially when led by individuals

with inclusive ideals, contribute significantly to the development and implementation of equitable instructional practices for MLs.

An interesting phenomenon observed in this setting was the emergence of what can be termed "accountability myths." These myths, arising from social interactions among teachers, appeared to serve as a mechanism to align their practices with the expectations set by school leadership. This phenomenon highlighted the complex interplay between institutional demands and instructional innovation. GE teachers, however, displayed a distinct advantage in this regard, drawing upon a multifaceted toolkit that included not only co-teaching but also their personal convictions and values regarding equitable instruction for MLs.

The interplay of these factors transformed accountability from a restrictive concept to one that coexisted harmoniously with the pursuit of innovative instructional practices. The discussions among teachers evolved beyond the confines of mere accountability myths, embracing a broader vision of inclusive education. By leveraging the collaborative environment and their combined expertise, teachers were able to transcend traditional boundaries and move towards more creative and effective instructional methods.

In contrast, the dynamics within third-grade classrooms presented a starkly different scenario. GE teachers in these classrooms encountered the absence of dedicated co-planning time involving both the MLL facilitator and their grade-level co-teacher. Despite a significant portion of the teaching team possessing training and endorsements related to ELL, and with half of them being MLLs themselves, a prevailing sentiment of uncertainty emerged among third-grade teachers concerning how to instructionally support MLs.

Within this context, the teachers' reliance on the MLL facilitator for MLL support appeared to be a common trend. This reliance on a single individual for guidance potentially

stemmed from the absence of cohesive material resources and co-planning opportunities, thereby elevating the role of the facilitator as the primary source of assistance. Interestingly, remnants of what can be termed "accountability myths" continued to influence the discourse among third-grade teachers. These myths perpetuated the notion that supporting MLs entailed a process of "catching up" students to meet grade-level expectations, with the MLL facilitator assumed to shoulder the primary responsibility for this endeavor.

This dynamic led to a distinct approach to "equitable instruction" for MLs in the third-grade setting. Co-teaching models emerged as a key strategy, wherein a consistent small group of MLs engaged either with the MLL facilitator or the co-teacher outside the traditional classroom environment. This specialized focus on remedial content aimed to address the perceived gaps and facilitate the necessary progress for these students.

It is evident that the disparities in instructional approaches and perceptions between first and third-grade classrooms underscore the multifaceted nature of equitable instruction for MLs. While the first-grade scenario showcased a collaborative and resource-rich environment, third-grade classrooms struggled with limited resources, reliance on external expertise, and ingrained accountability myths. These findings emphasize the intricate interplay between material resources, teacher collaboration, pedagogical beliefs, and institutional expectations in shaping instructional strategies that cater to the diverse needs of Multilingual Learners at different grade levels.

In Hallet's (2010) work, "The Myth Incarnate," he observed that the process of recoupling—establishing tight connections where loose ones existed—introduced "turmoil" among teachers, fostering uncertainty and internal conflicts within the organization. However, this study reveals that the intersectionality of organizations, interactions, and individual actors

creates conditions conducive to fostering positive changes for equitable instruction for MLs. This underscores the essence of Hallet & Hawbaker's (2020) Goldilocks proposition: when coupling configurations are excessively tight, there's insufficient room for the creative interactions necessary for change. On the other hand, overly loose coupling diminishes mutual relevance across institutions, interactions, and organizations, leading to a decline in the drive for change.

Implications

Through a careful examination of the distinct social interactions observed between two different grade levels within the same elementary school, my intention is to offer a more comprehensive understanding of why myths manifest differently in terms of outcomes for MLs, even within an educational environment that espouses a strong commitment to supporting MLs. Employing a comparative approach, my study illuminates how professional social interactions serve as focal points where teachers' interpretations gain significance and influence the classroom environment, thus leading to either the replication or revision of institutional myths.

The implications stemming from this study, framed by the concept of inhabited institutionalism, hold substantial relevance for both educational practice and future research endeavors. The insights garnered from this research shed a revealing light on the intricate interplay between institutional myths, social interactions, and organizational frameworks that collectively shape instructional practices for MLs. By delving into the dynamic interrelationships among diverse myths, teachers' backgrounds, collaborative methodologies, and contextual factors, a profound comprehension emerges. This comprehension, in turn, carry important implications for classroom instruction and pedagogical approaches for MLs.

Stakeholders, including policymakers and administrative personnel stand to gain substantially from the adoption of a more nuanced comprehension of the impact of prevailing

myths on instructional decision-making. A careful examination of deeply ingrained narratives, particularly those surrounding accountability, within the educational environment provides stakeholders with nuanced perspectives on how these narratives are construed by individuals and subsequently shape the decision-making processes of educators. It is imperative to move beyond a reductionist perspective that attributes shifts in teachers' behavior solely to external pressures, such as the implementation of new policies. Recognition is due to the multifaceted nature of these behaviors, influenced by teachers' interpretations of external pressures, the cultural context of their respective educational institutions, and their individual agency within the school framework. Consequently, the incorporation of "street data" (Safir & Dugan, 2021) or qualitative research becomes indispensable, serving as a methodological cornerstone for capturing the intricacies inherent in real-life scenarios. The essence lies in leveraging observational data to intricately inform the development of policies that are not only contextually appropriate but also highly responsive. These research approaches serve to elucidate the underlying rationales governing the behaviors and attitudes of decision-makers. The identification and strategic addressing of these distinctive narratives not only contribute to a nuanced comprehension of the educational landscape but also pave the way for a concerted effort aimed at refining and optimizing strategic, equitable instructional approaches for MLs. This resolute approach is pivotal in cultivating a more equitable and inclusive educational system—one that authentically recognizes and respects the myriad realities inherent in diverse schools and communities.

Co-teachers and facilitators wield transformative influence beyond the confines of individual classrooms. Embracing this framework isn't just a practice; it's a call to action for GE teachers to wield a powerful tool, assessing the breadth of their agency and the profound ramifications of their actions. This approach boldly illustrates how individuals infuse institutions

with significance through dynamic interactions and skillful negotiations. As teachers actively engage with others, exchange experiences, and partake in collaborative reflection, they actively contribute to a collective sensemaking process capable of reshaping institutional narratives over time. This is not a passive endeavor; it's a dynamic force capable of reshaping not only individual instructional decisions but those of their peers. This ripple effect, cascading through educational practices, empowers educators to envision themselves as catalysts of change, ready to challenge and reshape entrenched norms. It prompts them to harness their interactions and experiences as catalysts for meaningful shifts in instructional practices, benefitting MLs and the broader educational community. No more bound by the constraints of the system, educators are formidable agents of substantial transformation, poised to instigate change on a scale that transcends the confines of the traditional educational landscape.

The insights garnered from this study carry profound implications for policy formulation at the school, district, and state level. A call to action emerges, emphasizing the pivotal role of social interactions within the educational environment, involving teachers, leaders, and various stakeholders—especially during designated collaboration time. The intricate web of school policies, time allocation, work models, and localized cultures and discourse necessitates a strategic intervention. Policymakers and district leaders are implored to institute structured and supportive co-planning sessions and PLCs that meticulously synchronize instructional decisions. This necessitates the establishment of explicit expectations and guidelines for co-planning and co-teaching models infused with ambitious instructional practices. Simultaneously, affording opportunities for focused social interactions becomes imperative to facilitate continuous communication, negotiating embedded meanings, fostering instructional coherence, and fortifying collaborative practices among educators. The imperative is evident: policymakers and

leaders should actively develop frameworks and allocate resources to strengthen the underpinnings of collaborative practices.

Because of the small size of my sample, it is difficult to make any conclusive statement about the generalizability of the findings to a larger population or draw definitive conclusions. However, future research endeavors can continue to explore the dynamics of these interactions and their influence on instructional practices. While not explicitly addressed in this study, an avenue for future research lies in the examination of power dynamics within schools. Researchers can delve into how power is distributed among various actors and how it influences the dynamics of social interaction and instructional decision-making. By doing so, schools can acknowledge and address power imbalances, ultimately creating a more inclusive and equitable learning environment.

Conclusion

As previously discussed, teachers are grappling with difficulties in addressing the academic, cultural, and linguistic needs of MLs. Nevertheless, this study presents a compelling case of a school that aimed to cultivate an environment to support teachers in supporting MLs. Within this context, a notable distinction emerged: while one grade level exhibited commendable success in delivering high-quality instruction for MLs, another level continued to struggle with outdated practices due to the prevailing social environment and interactions among their colleagues.

As a result of this project, the broader significance of this study lies in its contribution to the field of education and understanding how myths become adopted within schools. Firstly, the study extends our knowledge of the factors influencing instructional practices for MLs. By examining the myths and contextual factors at play, we gain a deeper understanding of how these

elements interact and shape teachers' instructional decisions. This knowledge is crucial for developing more impactful strategies and approaches to support MLs in diverse educational settings. Furthermore, this study emphasizes the agency of teachers in navigating institutional contexts and shaping instructional practices. It recognizes that teachers bring their own experiences, beliefs, and expertise into the classroom, which significantly impact their navigation of instructional decisions.

In conclusion, this study serves as an insight into the intricate landscape of educational transformation. It highlights the agency of educators in shaping instructional paradigms for MLs, showcasing the potent interplay between institutional myths, professional interactions, and school context to bring about pedagogical innovation. As we journey towards equitable and inclusive education, this research underscores that educators are not passive participants in the system; they are dynamic agents of change. By harnessing the power of collaborative dialogue, thoughtful reinterpretation of narratives, and a commitment to fostering meaningful learning environments, we stand ready to shift instructional practices, ultimately fostering a future where MLs can thrive.

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Appendix A: PARTICIPANT CONSENT FORM

General Education Classroom Teachers and Instruction for MLs

Investigator: Hanna Hong, Hanna3@uw.edu

Faculty Advisor: Manka Varghese, Mankav@uw.edu

Investigator's Statement

I am asking you to be in a research study that I am completing as part of my dissertation at the University of Washington. The purpose of this consent form is to give you all the information you will need to help you decide whether or not to be in the study. Please read the form carefully. You may ask questions about the purpose of the research, what I would ask you to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that needs to be clarified. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called “informed consent.” I will give you a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of this study is to understand how general education teachers are understanding instruction for multilingual learners in their classrooms. Further, the research seeks to understand how school conditions shape teachers understanding.

PROCEDURES

If you choose to be in this study, I would like to

Interviews- I, the researcher will interview you. The initial interview will take 45-60 minutes and include open-ended questions about your experiences teaching and working at your school

- ___ I do NOT give my permission for the researcher to audio/videotape my interviews.
 ___ I give permission for the researcher to re-contact me to clarify information.
 ___ I do NOT give permission for the researcher to re-contact me to clarify information.

 Signature of participant

 Printed Name

 Date

Copies to:
 Investigators' file
 Participant

Appendix B: Semi-Structured Interview Protocol

Intro	<ul style="list-style-type: none"> • Thank you • Share purpose • Consent form • Permission for recording • Ask any questions • Layout of questions
Participant's Background	<ul style="list-style-type: none"> • What is your current role at the school? • How many years have you been in this role? How many years have you been in this school? How many years have you been in this district? • What were you doing professionally immediately before this role? • How did you come to be a teacher/facilitator/principal/director? • Can you describe 1-2 experiences that have shaped your approach when working with MLs? What about those experiences made it significant? • Can you tell me about your experiences learning and using other languages? How do you think these experiences help you to understand your MLs? • Before you came to the district/school, how did your professional training tell you about instructing MLs? • How did this district/school tell you about instructing MLs? <ol style="list-style-type: none"> a. How did they communicate this (through documents, PDs,?)
Instruction	<ul style="list-style-type: none"> • When people discuss instructing MLs, they define that differently. What does that mean to you? • To what extent would you say you exercise what you consider instruction

	<p>for MLs?</p> <p>a. Could you provide 2-3 concrete examples of what that looks like in your classroom/leadership role?</p> <ul style="list-style-type: none"> ● What are 1-2 challenges in exercising this type of instruction when working with MLs? ● Where do you draw information from in regards to instructing MLs?
<p>School Environment & Social Interactions</p>	<ul style="list-style-type: none"> ● Can you tell me about the students in your class? What is your class composition? ● How would you describe the school's/district's educational program for MLs? ● I understand there is a shift or changes being made by the school to better support MLs. Could you tell me more about this? <ul style="list-style-type: none"> ○ From your perspective, what's been the history of instruction for MLs here? ● What teacher interactions take place at this school? Are there opportunities are there for teachers to interact with other colleagues about instruction for MLs? ● How would you describe the collegial work between staff? How do you see your role in collegial work? ● Could you share a story that you feel is typical of your experience working with colleagues? ● In what ways, if at all, is the school having a positive impact on ML education? Do any conflicts arise? ● Can you think of a time your instruction for MLs has changed? What influenced the shift in your practice?
<p>After</p>	<p>Is there anything else that you would like to share with me about teachers understanding instruction for MLs, the type of interaction teachers have with each other, or about the school? Do you have any questions for me?</p> <hr/> <p>As I shared, I'm interested in understanding school context and teachers' understanding of instruction for MLs. To confirm, would it be okay to observe the interactions you have with colleagues mentioned earlier?</p> <p>Thank you for your time and sharing your knowledge and experiences with me!</p>

Appendix C: Observation Protocol

Date/Time/Duration		
Setting		
Participants		
Type of social interaction		
Time	Observational Notes	Comments/ Speculations/ Questions
Post-Observation		
Summary		
Impressions/ Comments		
Questions		
Other Notes		

Appendix E: Myth Codes, Definitions, and Examples

Myth Code	Definition	Examples
Accountability	Emphasizes standardization in curriculum and student outcomes	“Is it possible to get on the same page (regarding pacing)?”
Diversity & Inclusion	Embrace individual differences as strengths, promotes equity, and ensures equal opportunities for all students	“...their IEPs have, almost all students take testing but with accommodations.”
Equitable Instruction	Students receive high-quality instruction tailored to meet student backgrounds ability-level and behavior needs	“It really depends on what my students need, yeah being responsive in the moment.”
Collaboration as Integrated System	working with co-teacher or MLL facilitator to co-teach	“The model is working well, and wondering shifting literacy too, like one teacher main whole group mini-lesson, after mini-lesson, you and I can split and support on our focal students, WIDA can come in.”
Isolated Collaboration System	working with co-teacher and MLL facilitator to teach separately	“My team (grade level team) will do the students, and the ML teacher will do the ML part.”
Monolingual Language Development	languages should be separated, and instruction should only provide in target language	“...what I say too, is mostly use English, expect recess, or social time in class.”
Multilingual Language Development	MLs possess linguistic resources across multiple languages, and support metalinguistic awareness	“...we can come up with a phrase and help them look it up in their own language.”
Deficit Thinking		“I think this group has a lot of learned helplessness, but especially in Selma’s class, they literally will cry.”