Varied achievement within student groupings positively impacts student achievement (Hnushek, Klin, Markman, and Rivkin, 2003).

How do the current educational practices in your setting reflect this research?

Students who are isolated the most in ability groupings often are the furthest behind (Hnushek, Klin, Markman, Rivkin, 2003).

How do the current educational practices in your setting reflect this research?

… students having difficulty at school, including students from homes with lower incomes, learn more when they learn in heterogeneous rather than in homogenous ability groups (Oakes, 1985 and Yonezawa, Wells, and Serna, 2002).

How do the current educational practices in your setting reflect this research?

Heterogeneous classrooms have high expectations, a faster pace of instruction, peer models of effective learning, and challenging curricula (Leithwood, Louis, Andserson, and Wahlstrom, 2004).

How do the current educational practices in your setting reflect this research?

Though research shows all students benefit with heterogeneous classrooms, educators continue to segregate students by ability (Leithwood, Louis, Andserson, and Wahlstrom, 2004 and Oakes, 2008).

How do the current educational practices in your setting reflect this research?

Education practices need an effect size above .40 to have an impact on student learning. The effect size of the practice of ability grouping is .14 (Hattie, 2016).

How do the current educational practices in your setting reflect this research?

NEA supports the elimination of ability grouping. NEA believes that the use of discriminatory academic tracking based on economic status, ethnicity, race, or gender must be eliminated in all public school settings (NEA Resolutions B-16, 1998 and 2005).

How do the current educational practices in your setting reflect this position?

Students with mild cognitive disabilities and learning disabilities – reading and math in inclusive vs. segregated settings. No additional gains in segregated settings (Cole, 2004).

How do the current educational practices in your setting reflect this research?

Meta-analysis - 2000-2005 – Proportionally Represented Students with Disabilities throughout the day. Academic achievement – 8 studies, 5 - more positive achievement gains for inclusive settings, 3 neutral or no benefit in segregated settings (Lindsay, 2007).

How do the current educational practices in your setting reflect this research?

When students with disabilities are integrated throughout the day, they gain greater social competence, more time with peers, less time alone (Cole and Meyer, 1991).

How do the current educational practices in your setting reflect this research?

When students with disabilities are proportionally represented throughout the day, they have larger social networks, substantial social benefits, more interactions with peers (Fryxwell and Kennedy, 1995; Kennedy, Shulka, and Fryxell, 1997).

How do the current educational practices in your setting reflect this research?

When students with mild disabilities are proportionally represented throughout the day, they develop enhanced social competence and improved behavior more than in segregated classes (Baker, Wang, and Walberg, 1994; Cole and Meyer, 1991; McLeskey, Waldron, and Pacchiano, 1993; Saint-Laurent and Lessard, 1991).

How do the current educational practices in your setting reflect this research?

Students with significant intellectual disabilities experience higher levels of interaction with peers when proportionally represented in all settings than students with significant intellectual disabilities in separate classrooms (Hunt, Soto, Maier, and Doering, 2003; Katz and Mirenda, 2002; Westling and Fox, 2009).

How do the current educational practices in your setting reflect this research?

When students with significant intellectual disabilities are proportionally represented in all settings, friendships and social interactions expand in school and carry over to after-school contexts (Fryxell and Kennedy, 1995; Hall, 1994; Hunt et al., 1994; McDonnell, Hardman, Hightower, and Kiefer-O-Donnell, 1991; Ryndak et. al., 1995; Salisbury, Paombaro, and Hollowood, 1993; Staub, Schwartz, Gallucci, and Peck, 1994).

How do the current educational practices in your setting reflect this research?

74 studies of students with disabilities proportionally represented in all settings, they have more positive academic learning (Baker, 1994; Carlberb and Kavale, 1980; Cole, 2004; Cole, Waldron, and Majd, 2004; Downing, Spencer, and Cavallaro, 2004; Hall and Wolfe, 2003; Katz and Mirenda, 2002; Wang and Baker, 1986).

How do the current educational practices in your setting reflect this research?

When students with disabilities are proportionally represented in all settings, they receive higher grades, and achieve higher scores on standardized tests than students with disabilities placed in separate classrooms (Rea, Mclaughlin, and Walther-Thomas, 2002).

How do the current educational practices in your setting reflect this research?

When students with disabilities are proportionally represented in all settings, they achieve more IEP goals (Brinker and Thorpe, 1984; Hunt, Goetz, and Anderson, 1986; Westling and Fox, 2009).

How do the current educational practices in your setting reflect this research?

When students with mild disabilities are proportionally represented throughout the day, they make better achievement gains (Banerji and Daily, 1995; Cole, 2004; Deno, Maruyama, Espin, and Cohen, 1990; Fishbaugh and Gum, 1994; Jenkins, Jewell, Leicester, O'Connor, Jenkins, and Troutner, 1994; National Center for Educational Restructuring and Inclusion, 1995).

How do the current educational practices in your setting reflect this research?

When students with learning disabilities are proportionally represented in all settings, they make greater reading and math gains (Waldron and McLeskey, 1998).

How do the current educational practices in your setting reflect this research?

When students with intellectual disabilities are proportionally represented in all settings, they make greater academic gains than in segregated settings (Freeman and Alkin, 2000).

How do the current educational practices in your setting reflect this research?

In a meta-analysis of 26 studies of students with disabilities proportionally represented in all settings and the impact on students without disabilities, Elementary – high school; across disability labels; 12 studies showed neither negative or positive impact (neutral), 4 students showed positive impact, no studies negative impact on students without disabilities (Kalambouka et al., 2007).

How do the current educational practices in your setting reflect this research?

When students with disabilities were proportionally represented across all settings, engaged time for students without disabilities was not diminished (Hollowood, Salisbury, Rainforth, and Palombaro, 1995; McIntosh, Vaugh, Schumm, Haager, and Lee, 1993; Peck, Carlson, and Helmstetter, 1992; Pugach and Wesson, 1995).

How do the current educational practices in your setting reflect this research?

When students with disabilities are proportionally represented in all settings, there is no evidence that academic progress is impeded for students without disabilities, and in some cases academic progress increases (Fishbaugh and Gum, 1994; Hunt, Staub, Alwell, and Goetz, 1994; Odom, Deklyen, and Jenkins, 1984; Saint-Laurent, Glasson, Royer, Simard, and Pierard, 1998; Scruggs and Mastropieri, 1994; Sharpe, York, and Knight, 1994; Wang and Birch, 1984).

How do the current educational practices in your setting reflect this research?

When students with disabilities are proportionally represented throughout the day, students without disabilities have higher achievement than in classrooms without students with disabilities (Cole, 2004; Huber, 2001).

How do the educational current practices in your setting reflect this research?

In a meta-analysis of 26 studies of students with disabilities proportionally represented in all settings and the impact on students without disabilities, Elementary – high school; across disability labels; 12 studies showed neither negative or positive impact (neutral), 4 students showed positive impact, no studies negative impact on students without disabilities (Kalambouka et al., 2007).

How do the current educational practices in your setting reflect this research?

Education practices need an effect size above .40 to have an impact on student learning. The effect size of the practice of no labeling is .61 (Hattie, 2016).

How do the current educational practices in your setting reflect this research?

When students with intellectual disabilities are proportionally represented in all settings, the problem solving skills of students without disabilities increases (Biklen, Corrigan, and Quick, 1989; Salisbury, Palombaro, and Hollowood, 1993).

How do the current educational practices in your setting reflect this research?

Students without disabilities view their involvement with peers with disabilities positively (Altman and Lewis, 1990; Helmstetter, Peck, and Giangreco, 1994; McLeskey, 1993; Pugach and Wesson, 1995; Stainback, Stainback, Moravec, and Jackson, 1992).

How do the current educational practices in your setting reflect this research?

When students with disabilities are proportionally represented in all settings, the self-esteem and behaviors of students without disabilities improve (Staub, Spaulding, Peck, Galluci, and Schwartz, 1996).

How do the current educational practices in your setting reflect this research?

When students with significant intellectual disabilities were proportionally represented throughout the day, students without disabilities " … showed an increased acceptance, understanding and tolerance of individual differences. Children in non-inclusive schools were more likely to engage in stereotyping and to hold more negative perceptions of diversity and of students with disabilities" (Ruijs and Peetsma, 2009; Nakken and Pijil, 2002).

How do the current educational practices in your setting reflect this research?

In schools where students with disabilities are not proportionally represented across settings, students without disabilities were more likely to engage in stereotyping and to hold more negative perceptions of diversity and of students with disabilities (Ruijs and Peetsma, 2009; Nakken and Pijil, 2002).

How do the current educational practices in your setting reflect this research?

In schools where students with disabilities are proportionally represented across settings, students without disabilities have an increased appreciation of and understanding of diversity (Fisher, Pumpian, and Sax, 1998; Helmstetter, et al., 1994; Peck et al., 1992; Scruggs and Mastropieri, 1994).

How do the current educational practices in your setting reflect this research?

"The common finding across these studies is that a system of sorting and separating students based on academic level is neither necessary nor particularly helpful for supporting gifted and high-achieving students" (Potter, 2019).

How do the current educational practices in your setting reflect this research?

The de-tracking research was reviewed at the high school and elementary levels, and found that across more than a dozen studies across more than 40 years, that the practice of sorting students based on perceived academic ability into different classes, harms the students assigned to lower levels. At the same time, students labeled as gifted are not harmed by de-tracking, or what we call "leveling up", where all students are provided a rigorous curriculum and learning experience in proportionally represented classrooms (Burris, Wiley, Welner, and Murphy, 2008).

How do the current educational practices in your setting reflect this research?

Burris, et al. (2008) conducted research on a high school that offered the International Baccalaureate program to all students. Students previously labeled as gifted continued to excel, and the number of students and "the overall proportion of students scoring at the highest levels on exams increased" (cited in Potter and Burris, 2019).

How do the current educational practices in your setting reflect this research?

Bui, Craig, and Imberman (2014) studied 14,000 fifth graders in a large urban district. They studied students who had barely made the cut-off into the separate gifted and talented school, and students who had barely failed to make an achievement score cut-off and who remained in the regular school. They learned that after a year and a half, there were no differences in achievement between students attending the segregated gifted school and those attending the regular schools.

How do the current educational practices in your setting reflect this research?

Students labeled as gifted who are homogeneously grouped also have limited opportunities to learn across differences. Some studies suggest that such groupings increase student test anxiety, lower self-esteem as students are in an environment that increases comparison among students, and can negatively impact raw course grades and class rankings (Bui, Craig, & Imberman, 2011; Ireson, Haliam & Plewis, 2010; Preckel, Gotz & Frenzel, 2010; Zeidner & Schleyer, 1999).

How do the current educational practices in your setting reflect this research?

Boaler's (2019) review of the research suggests that "separating 'gifted' students has not led to better achievement." In a Stanford study that Boaler conducted, university students reflected on how being labeled "gifted" in their K-12 education impacted them. Boaler also interviewed elementary students who attended a school without such labels, and where all students were viewed as smart and capable, and learned that learning is ongoing and our brains are expansive.

How do the current educational practices in your setting reflect this research?

The National Center for Research on Gifted Education conducted a 2019 study of gifted education across 3 states and including 2,000 students. They learned that "third-grade students in gifted programs were not making significant learning gains in comparison with their peers in general education... [and that] pull-out programs or self-contained classrooms [for students labeled as gifted], were, on average, not helping to boost academic achievement" (cited in Potter and Burris, 2019).

How do the current educational practices in your setting reflect this research?

"...identification for gifted programs is a problem, but fixing the entrance criteria for a system still based on separating children into differently tracked classrooms is not enough to promote equity. This very practice of separation is not supported by research" (Potter and Burris, 2019).

How do the current educational practices in your setting reflect this research?

When students labeled gifted are placed in ability segregated classrooms, some of these students have lower self-concept and more test anxiety (Bui, Craig, and Imberman, 2011; Ireson, Haliam, and Plewis, 2010; Preckel, Gotz, and Frenzel, 2010; Zeidner and Schleyer, 1999).

How do the current educational practices in your setting reflect this research?

When students labeled gifted are placed in ability segregated classrooms, raw course grades and students' relative rankings amongst his or her peers as measured by grades fall substantially (Bui, Craig, and Imberman, 2011).

How do the current educational practices in your setting reflect this research?

Students labeled ELL learn more academic English and make greater achievement gains in classrooms with peers who are English speakers (Brisk, 2006; Scanlan and Lopez, 2013; Thomas and Collier, 2002; Theoharis and O'Toole, 2011).

How do the current educational practices in your setting reflect this research?

When students labeled ELL are proportionally represented across all settings, they experience:
-Peer models of English
-Higher teacher expectations
-Teacher models English
-Higher level of discussion/discourse

-Students labeled ELL become bilingual language role models for students English is primary language (Brisk, 2006; Scanlan and Lopez, 2013; Thomas and Collier, 2002; Theoharis and O'Toole, 2011).

How do the current educational practices in your setting reflect this research?

When students labeled ELL are placed in “Sheltered” courses and other tracking – they experience:
- Poor achievement
- Lower expectations
- Less opportunity to advance English skills
- Impossible to get out of these courses to advance to higher level courses (Kanno and Kangas, 2014).

How do the current educational practices in your setting reflect this research?

Across ten years of Equity Audit data, in around 100 schools, across elementary, middle, high school levels, students of color, students from families with low incomes, and students labeled ELL are over-represented in RtI. African American students are more over-represented in RtI than any other group.

How do the current educational practices in your setting reflect this research?

“A study of 400 teachers in schools [with lower incomes] found that those who rejected a deficit view of their students were happier with their jobs” (Gorski, 2013, p. 50, Phi Delta Kappan, *96*(1), 49-52).

How do the current educational practices in your setting reflect this research?

Students proportionally represented in all settings, “ … promotes learning outcomes, better prepares students for increasingly diverse workforce and society, and better prepares them as professionals” (American Educational Research Association, 2016).

How do the current educational practices in your setting reflect this research?

“Student body diversity fosters improvements in students’ cognitive skills, including critical thinking and problem-solving, because students’ experience with individuals different from themselves, as well as to the novel ideas and situations that such experience brings, challenges their thinking and leads to cognitive growth” (American Educational Research Association, 2016).

How do the current educational practices in your setting reflect this research?

A national RtI study, 13 states, 146 schools, 20,000 students, 1st grade RtI – Tier 1, 2, 3 “For those students just below the school-determined eligibility cut point in Grade 1, assignment to receive reading interventions did not improve reading outcomes; it produced negative impacts” (Balu, Zhu, Doolittle, Schiller, Jenkins, and Gersten, 2015, p. 1).

How do the current educational practices in your setting reflect this research?

Education practices need an effect size above .40 to have an impact on student learning. The effect size of the practice of no labeling is .61 (Hattie, 2016).

How do the current educational practices in your setting reflect this research?

"Any strategy will be ineffective if I believe poverty is a marker of intellectual deficiency (Robinson, 2007). So I need to check my own biases even as I enact these strategies [that are effective for students from low income homes]." (Gorski, 2013, p. 50, Phi Delta Kappan, 96(1), 49-52).

How do the current educational practices in your setting reflect this research?

"According to Lee and Burkam (2003), students labeled "at-risk" who attend schools that combine rigorous curricula with learner-centered teaching achieve at higher levels and are less likely to drop out than their peers who experience lower-order instruction. (Gorski, 2013, p. 50, Phi Delta Kappan, 96(1), 49-52).

How do the current educational practices in your setting reflect this research?

"Like everyone else, [youth from families with lower incomes] learn best at schools in which pedagogy is driven by high academic expectations for all students — where standards aren't lowered based on socioeconomic status (Ramalho, Garza, and Merchant, 2010), and in classrooms where they have access to dialogic, inquiry-driven, collaborative pedagogies" (Georges, 2009; Wenglinsky, 2002; Gorski, 2013, p. 50; Phi Delta Kappan, 96(1), 49-52).

How do the current educational practices in your setting reflect this research?

"Enhance family involvement. Make sure opportunities for family involvement are accessible to parents and guardians who are likely to work multiple jobs, including evening jobs, who may not have access to paid leave, who may struggle to afford child care, and who may rely on public transportation. Start by providing transportation and on-site child care" (Amatea and West-Olatunji, 2007; Van Galen, 2007, as cited in Gorski, 2013, p. 50, Phi Delta Kappan, 96(1), 49-52).

How do the current educational practices in your setting reflect this research?

"Incorporate arts into instruction. Among the most instructionally illogical responses to the test score obsession is the elimination of arts programs — most commonly in [with lower incomes] — to carve out additional time for reading, writing, and math. Exposure to art, theater, and music education bolsters learning, engagement, and retention for all students and especially for youth [whose families have lower incomes], whose families generally can't afford music lessons or art camp" (Catterall, Chapleau, and Iwanaga, 1999; Pogrow, 2006, as cited in Gorski, 2013, p. 50, Phi Delta Kappan, 96(1), 49-52).

How do the current educational practices in your setting reflect this research?

"[Students with low incomes] also are losing access to recess and physical education. The lack of recreational facilities and green space in poor communities, costs associated with recreational sports, and work and family obligations, often means that recess or P.E. is the only opportunity for [youth whose families have lower incomes] to exercise. Students who are physically fit fare better in school, and childhood physical fitness is an indicator of how healthy a person will be as an adult (Fahlman, Hall, and Lock, 2006). Anything you can do to incorporate movement into learning [and access to sports] will help mitigate these disparities" (cited in Gorski, 2013, p. 50, Phi Delta Kappan, 96(1), 49-52).

How do the current educational practices in your setting reflect this research?

"Focus intently on student and family strengths. Having high expectations is not pretention. When teachers adopt a deficit view of students, performance declines. The opposite happens when teachers focus on student strengths (Haberman, 1995; Johns, Schmader, and Martens, 2005)(cited in (Gorski, 2013, p. 50-51, Phi Delta Kappan, 96(1), 49-52).

How do the current educational practices in your setting reflect this research?

"Analyze materials for class bias. Poor families often are depicted in stereotypical ways in picture books and other learning materials (Jones, 2008). A variety of useful tools exist to help us uncover these sorts of biases, such as the checklist of the National Association for the Teaching of English Working Party on Social Class and English Teaching (1982). Engage students in an analysis of the biases you uncover. And please retire that obnoxious picture of the "hobo" from your vocabulary wall" (Gorski, 2013, p. 51, Phi Delta Kappan, 96(1), 49-52).

How do the current educational practices in your setting reflect this research?

"Promote literacy enjoyment. According to Mary Kellett, `If we ... acknowledge that literacy proficiency can be a route out of poverty ... the most powerful strategy is to ... promote reading enjoyment. This is likely to make the biggest impact on literacy proficiency' (2009, p. 399). This means literacy instruction should not focus solely on mechanics and should avoid practices that give students negative associations with literacy, such as forcing them to perform literacy skills publicly. (Gorski, 2013, p. 51, Phi Delta Kappan, 96(1), 49-52).

How do the current educational practices in your setting reflect this research?

Reach out to families early and often. Many parents and guardians with low-incomes experienced school as a hostile environment when they were students (Gorski,2012). [Parent hesitancy to engage] is not necessarily ambivalence about school. It might reflect reasonable distrust for the system we represent. It might be about long work hours or a lack of access to a telephone. Be persistent. Build trust . . . by nurturing positive relationships . . facilitating ongoing communication rather than reaching out only when something is wrong, creating an equitable classroom environment across all dimensions of diversity . . . validate concerns about inequalities that are raised by families with low-incomes (Hamovitch, 1996; Gorski, 2013, p. 51, Phi Delta Kappan, 96(1), 49-52).

How do the current educational practices in your setting reflect this research?

"Dress Humbly: [Students with low incomes] have reported one of their biggest challenges being their teachers aligning with their wealthier peers (Brann-Barrett, 2010)" (Gorski, 2013).

How do the current educational practices in your setting reflect this research?

Students from Homes with Low Incomes Stereotype: Bad Parents
Research has continued to show that parents with low-incomes care just as much about their children, and work just has hard—or harder— to advocate for their children, as wealthier parents (Gorski, 2013).

How do the current educational practices in your setting reflect this research?

A stereotype of students about families with low incomes and their families is that they are lazy. "A vast majority of poor people do work (CDF, 2008). According to the Economic Policy Institute (2002), poor working adults *spend more hours working per week on average* than their wealthier counterparts." (Gorski, 2013).

How do the current educational practices in your setting disrupt this stereotype?

A stereotype of low income families is that they do not value education. "[Parents with low-incomes] have the exact same attitudes about education as [parents who are wealthy]" (Compton-Lilly, 2003; Lareau and Horvat, 1999; Li, 2010; Leichter, 1978; Varenne and McDermott, 1986) (cited in Gorski, 2013).

How do the current educational practices in your setting work against this stereotype?

A stereotype of families who have low incomes, is that they experience more substance abuse than families who do not have low incomes. "Alcohol abuse is far more prevalent among wealthy people than poor people (Galea, Ahern, Tracy, and Vlahov, 2007; Humensky, 2010). And drug use equally distributed across poor, middle class, and wealthy communities (Saxe, Kadushin, Tighe, Rindskopf, and Beveridge, 2001, as cited in Gorski, 2013).

How do the current educational practices in your setting work against this stereotype?

A stereotype of families who have low incomes is that they commit more crime. "Poor people do not commit *more crime* than wealthy people— they only commit *more visible crime* (Dunaway et al, 2000). Furthermore, white collar crime results in much greater economic (and life) losses than so-called "violent" crime" (Gorski, 2013).

How do the current educational practices in your setting work against this stereotype?

A stereotype of students from families with low incomes is that they are *Language-Deficient* "Linguists have known for decades that all varieties of English (such as "Black English vernacular" or Appalachian varieties) are equally complex in structure and grammar (Gee, 2004; Hess, 1974; Miller, Cho, and Bracey, 2005; Terry et al., 2010, as cited in Gorski, 2013).

How do the current educational practices in your setting work against this stereotype? (Are students from homes with lower incomes over-represented in speech/language labeling?)

Research shows that school anti-harassment/anti-bullying policies that do not specifically include students who are lesbian, gay, bisexual, or transgender, do not protect these students from harassment and bullying (Gay, Lesbian and Straight Education Network (GLSEN.org), 2013).

How do the current educational practices in your setting reflect this research?

In some states, students hear anti-LGBTQIA+ language from school staff. “34% of LGBTQIA+ students surveyed regularly heard school staff make negative remarks about someone’s gender expression and 20% regularly heard staff make homophobic remarks” (Gay, Lesbian, and Straight Education Network, 2013 GLSEN.org, State Snapshot of 2013 School Climate data).

To what extent is this research finding reflective of your current school setting?

In some states, 90% of students who are LGBTQIA+ heard “gay” used in a negative way (e.g., “that’s so gay”) and 90% heard other homophobic remarks (e.g., “fag” or “dyke”) at school regularly (i.e., sometimes, often, or frequently) (Gay, Lesbian, and Straight Education Network, 2013 GLSEN.org, State Snapshot of 2013 School Climate data).

To what extent is this research finding reflective of your current school setting?

"The common finding across these studies is that a system of sorting and separating students based on academic level is neither necessary nor particularly helpful for supporting gifted and high-achieving students." (Potter and Burris, 2019).

How do the current educational practices in your setting reflect this research?

The practice of sorting students based on perceived academic ability into different classes—harms the students assigned to lower levels. At the same time, students labeled gifted are not harmed by de-tracking, or what we call "leveling up" where all students are provided a rigorous curriculum and learning experience in proportionally represented classrooms (Burris, Wiley, Welner, Murphy, 2008).

How do the current educational practices in your setting reflect this research?

Burris, Wiley, Welner, and Murphy (2008) conducted research on a high school that offered the International Baccalaureate program to all students. Students previously labeled gifted continued to excel, and the number of students and "the overall proportion of students scoring at the highest levels on exams increased" (cited in Potter and Burris, 2019).

How do the current educational practices in your setting reflect this research?

They learned that after a year and a half, there were no differences in achievement between students attending the segregated gifted school and those attending the regular schools (Bui, Steven, Imberman, 2014).

How do the current educational practices in your setting reflect this research?

"Third-grade students in gifted programs were not making significant learning gains in comparison with their peers in general education. . . . [and that] pull-out programs or self-contained classrooms [for students labeled gifted], were, on average, not helping to boost academic achievement" (cited in Potter and Burris, 2019).

How do the current educational practices in your setting reflect this research?

"… identification for gifted programs is a problem, but fixing the entrance criteria for a system still based on separating children into differently tracked classrooms is not enough to promote equity. This very practice of separation is not supported by research."(Potter and Burris, 2019).

How do the current educational practices in your setting reflect this research?

Students labeled gifted who are homogeneously grouped also have limited opportunities to learn across difference. Some studies suggest that such groupings increase student test anxiety, lower self-esteem as students are in an environment that increases comparison among students, and can negatively impact raw course grades and class rankings (Bui, Craig, and Imberman, 2011; Ireson, Haliam and Plewis, 2010; Preckel, Gotz, and Frenzel, 2010; Zeidner and Schleyer, 1999).

How do the current educational practices in your setting reflect this research?

"An even bigger concern, according to some, is that ability-grouping probably increases educational inequalities (Hanushek and Wößmann, 2006; Taylor et al., 2018). Black children and children from lower socioeconomic backgrounds, single-parent families, and with less educated parents are typically over-represented in lower tracks (Hallam and Parsons, 2013a; Hartas, 2017; Moller and Stearns, 2012; Muijs and Dunne, 2010)."

How do the current educational practices in your setting reflect this research?

"An additional study followed 734 seventh-grade students in four different tracks over a period of 1 year in Switzerland and showed that those in the lower tracks did worse in terms of their adjustment, antisocial behavior, and emotional distress, even after controlling for several confounders including ethnicity, sex, socioeconomic status, and parental involvement (Müller and Hofmann, 2016)."

How do the current educational practices in your setting reflect this research?

"Separating 'gifted' students has not led to better achievement." (Boaler, 2019).

How do the current educational practices in your setting reflect this research?

"In turn, such group allocation can have long-term implications. Moller and Stearns (2012) showed that ability-grouping at school is differentially associated with income levels in adulthood, independently of the quantity of education received."

How do the current educational practices in your setting reflect this research?

"First, the impact of labeling on pupils' self-confidence can act as a self-fulfilling prophecy for the low attainers who, once placed in a low attainment group, show poorer progress compared to those in higher ability groups (Francis et al., 2017)."

How do the current educational practices in your setting reflect this research?

"Second, the quality of teaching offered might differ by placement or set group, with pupils in lower groups experiencing a poorer quality of teaching and hence showing less academic progress (Kutnick et al., 2005)."

How do the current educational practices in your setting reflect this research?

"According to social comparison theory (Festinger, 1954; Huguet et al., 2009; Zell and Alicke, 2009b), we evaluate ourselves by comparing ourselves to our in-group peers. Since pupils placed in within-class ability groups are all members of the same group (the class), it is likely that those in the lower-ability groups feel inferior because any in-group comparison would be unfavorable for them" (Papachristou, Flouri, Joshi, Midouhaus, and Lewis, 2021).

How do the current educational practices in your setting reflect this research?

"Previous studies on the effects of between-class ability-grouping suggest that [lower track or ability group] results in negative self-feelings for the lower [ability grouped] pupils (Van Houtte and Stevens, 2009). Poor self-image and low self-esteem are known correlates of behavioral problems (Kellison et al., 2010) and depressive symptoms, and thus could be contributing to the high levels of hyperactivity and emotional symptoms we observed for children placed in the low within-class ability group [within this study in the UK]" (Papachristou et al., 2021).

How do the current educational practices in your setting reflect this research?

"Our study also showed negative behavioral outcomes associated with being in the bottom set [lower track] when within-class grouping was not taken into account" (Papachristou et al., 2021).

How do the current educational practices in your setting reflect this research?

"But importantly it showed that being placed in the bottom group *within class* is apparently the most damaging context, emotionally and behaviorally, in line with the 'local dominance effect' that suggests that the more proximal the unfavorable comparison is, the more powerful its impact (Alicke et al., 2010; Zell and Alicke, 2009a)."

How do the current educational practices in your setting reflect this research?

"While placing students into groups according to their "ability" is common practice in elementary mathematics classrooms in the United States (Loveless, 2013), it has been critiqued as limiting opportunities for all children to engage in high quality learning opportunities (Cheeseman and Klooger, 2018; Clarke and Clarke, 2008; National Council of Teachers of Mathematics [NCTM], 2020). Research suggests that alternate approaches to grouping can improve learning experiences for all students (e.g., Murata, 2013; Sullivan et al., 2009)" (Webel, Dames, Woldruff, Lindaman, Daugherty, and Brown, 2021).

How do the current educational practices in your setting reflect this research?

"…we also think that another social process—in some ways related, but for the most part unique to the children in the bottom *within-class* group —may be at play: stigmatization. We argue that the contained and small-scale physical and social context of the classroom makes these children particularly visible. In turn, the more visible a stigmatizing condition, the greater its (negative) impact on the individual (Kurzban and Leary, 2001). Therefore, these children are likely more stigmatized than those belonging to any other ability group" (Papachristou et al., 2021).

How do the current educational practices in your setting reflect this research?

"A recent qualitative study among teachers (Mazenod et al., 2019) highlighted that teachers themselves recognize the damage to pupils' confidence resulting from being labeled as 'low ability' students and the need to compensate for this through pedagogic practices."

How do the current educational practices in your setting reflect this research?

"Children placed in the bottom ability groups, particularly within-class, in U.K. primary schools showed higher levels of emotional symptoms and hyperactivity across primary and secondary school years" (Papachristou et al., 2021).

How do the current educational practices in your setting reflect this research?

"Some school structures work against equity, such as school suspensions, which pull students out of learning environments (as Lindaman described with Gavin), and school policies that endorse or mandate ability grouping (Park and Datnow, 2017)" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"Students accustomed to being grouped by ability described themselves and each other in terms of ability: "smart," "fast," "math wiz," while students in mixed ability settings described themselves as part of a group working toward a common goal (Boaler, 1998; Boaler and Staples, 2008)" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"The second theoretical basis for a critique of ability grouping comes from a broader perspective that views mathematics classrooms as spaces that, along with schools more generally, tend to reproduce societal hierarchies (Battey and Leyva, 2016; Stinson, 2006; Martin, 2009a). From this perspective, we can see mathematics classrooms as spaces in which children from marginalized communities experience exclusion, and ability grouping as a practice that can reinforce this exclusion (Aguirre et al., 2013). For example, Martin (2009b) argues that mathematics learning and participation can be conceptualized as a racialized experience, where the African American voice is 'de-valued' within schools. Ability grouping reinforces this marginalization, as minority and lower-SES students are more likely to be placed in lower tracks (Oakes, 2005). In contrast, middle-class white parents of 'high-achieving' students tend to prefer heterogeneous modes of instruction where students are separated in order to maintain social and political power through the status that comes from academic attainment (Gilmer, 2001)" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"Webel and colleagues (accepted) shared the case of a 5th grade teacher, Keri, who taught four different mathematics classes into which students were tracked by ability. Teaching observations showed that in the "low" classes, Keri positioned herself as the primary arbiter of mathematical correctness and articulated an emphasis on "procedural performance over connections between multiple strategies and representations." In contrast, in the "high" class, Keri's instruction was "more inclusive of student voice, afforded students opportunities for justification of their solutions, and had more intentional emphasis on the use of multiple solution strategies through a variety of contextual situations." Discussions in the high class "included more peer-to-peer interaction and tended to focus on the construction of ideas and definitions rather than modeling and evaluating algorithmic procedures." Survey data showed that Keri had the knowledge and dispositions to provide rich learning opportunities for all of her students, but interviews showed that she believed she was meeting students' needs through ability grouping… The researchers noted that Keri's decisions involved lowering expectations for some students in ways that "unnecessarily limited their learning opportunities."" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"Indeed, ability grouping is likely to especially impact racial and ethnic minorities and other marginalized groups, as explicit and implicit bias has been documented among preservice and in-service teachers (Battey et al., 2021; Copur-Gencturk et al., 2020; Wager, 2014) and is likely to influence within-class grouping decisions. Research shows that between-class ability grouping does in fact often preserve or exacerbate status differences, particularly along lines of class, race, and gender (Oakes, 2005; Dunne et al., 2011; Boaler 1997; 1998). For example, Boaler (1997; 1998) found that in tracked classes at a school that emphasized answer-getting, girls more consistently reported a lack of confidence and enjoyment of mathematics than boys, while at a nearby school employing a problem-based approach and no tracking, there were no gender distinctions" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"Even if learning opportunities were equal, we suggest that ability grouping creates status differences that are harmful to students. Again, data regarding WCAG is limited, but Webel and Dwiggins (2019) found that preservice teachers (PSTs) often connected ability grouping to their negative experiences in mathematics class, linking it to feelings of failure, inferiority and marginalization. (Stinson, 2013; Shah, 2017)" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"Despite the often-stated intent to target instructional supports for students deemed as low-achieving… ability grouping can limit learning opportunities for students who are designated as "low" (Oakes, 2005; Aguirre et al., 2013)… class-based tracking shows that opportunities to learn are indeed often inequitable across different tracks (Gamoran, 1992; Ingram et al., 2020; Ireson et al., 2007; Webel et al., accepted; Zevenbergen, 2005)" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"Many teachers and parents assume that the best way to teach students is by pre-deciding the work they are capable of learning and then teaching them accordingly. But decades of research evidence show that when students are taught in heterogeneous groups, with accompanying good teaching practices, they achieve at higher levels (Boaler, 2009; Cohen and Lotan, 2014)" (Boaler and Foster, 2021).

How do the current educational practices in your setting reflect this research?

"Finally, there is research suggesting that teachers can provide high quality opportunities for students with a range of background knowledge without grouping by ability through open-ended problems and the sharing of different solution strategies (Clarke et al., 2014; Murata, 2013; Russo et al., 2020; Sullivan et al., 2009). For example, Sullivan and colleagues (2009) shared how children with a range of incoming knowledge were able to engage substantively with common open-ended tasks, supported by a teacher who used enabling and extending prompts to engage different students in relation to their specific strategies. Both "competent" and "struggling" students were able to "participate fully in the lessons, to contribute to discussions, and to use and explain strategies that were meaningful to them" (p. 39). Recent research also suggests that teachers can be supported in effectively using such alternatives to ability grouping" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"Hunter et al. (2020) described a year-long program supporting 24 teachers to use heterogeneous or mixed ability grouping (where groups are formed so that students with differing incoming knowledge work together), open tasks, and meaningful use of student discourse. While there were challenges as teachers made substantial changes to their teaching of mathematics, overall they relinquished their beliefs in the necessity of ability grouping and researchers noted "a change in perspective about who could be successful doing mathematics" (p. 48). Students also saw the changes in grouping as positive, a "way for them to engage with a wider group of peers" (p. 52). This research shows that teachers can mitigate marginalization and reduce the stigma of "low/high" by creating spaces where "low" status students can make valued contributions (e.g., Russo et al., 2020)" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"Patterns and findings have led the National Council Teachers of Mathematics to call for an end to ability grouping and tracking at the elementary level, arguing that "any ability grouping in mathematics education is an inequitable structure that perpetuates privilege for a few and marginality for others" (2020, p. 27). However, simply putting students in mixed ability groups does not by itself mitigate the role of status. In some cases, teachers employ mixed ability grouping with the expectation that "higher performing students" can teach "struggling students," which may unintentionally exacerbate status differences (Jansen, 2012; Park and Datnow, 2017; Webel, 2013)" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"We draw on two sources for a theoretical critique of ability grouping. The first is based on the idea of "opportunity to learn," which Hiebert and Grouws (2007) describe as the "key enabling condition" of learning. Opportunity to learn is not the same as "being taught" or "covering content," but "includes considerations of students' entry knowledge, the nature and purpose of the tasks and activities, the likelihood of engagement, and so on" (p. 379). When students are separated into groups by ability, there is possibility for variation in the quality of opportunities to learn, which typically results in students designated as "low" ability receiving lower quality learning opportunities (Cheeseman and Klooger, 2018; Clarke and Clarke, 2008; Gamoran, 1992; Ireson, Hallam, and Hurley, 2007; Zevenberger, 2005)" (Webel et al., 2021).

How do the current educational practices in your setting reflect this research?

"… the danger of offering a generic solution (such as ability grouping) as a panacea for relative 'underperformance' is palpable given the profound impacts for those most marginalised within the education system (McGillicuddy and Devine, 2018)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"The students in the last three years of the study who were taught in heterogeneous groups achieved at higher mathematics levels overall, they took more advanced mathematics classes in high school and they passed the state test a year earlier. Students in the low, middle and high achievement range were advantaged by working together and not being placed into tracks (Burris, Heubert and Levin, AERJ, 43(1), 103-134)" (Boaler and Foster, 2021).

How do the current educational practices in your setting reflect this research?

"The changes are most obvious in the low performance of the highest achieving students when in "accelerated" classes (enrolled in Algebra 1, Geometry and Algebra 2). The percent of students performing at the highest performance level increased significantly after the classes were detracked. All students benefited from de-tracking policies including fewer numbers of students in the lowest performance level and significantly more achieving at the highest performance level. In the comparison districts in study 1, 65% of students who were enrolled in accelerated classes were required to repeat the classes when they went to high school. Students who repeat mathematics classes often enter a cycle of failure, with the majority leaving mathematics as soon as they are able (Finkelstein, Fong, Tiffany-Morales, Shields, and Huang, 2012)" (Boaler and Foster, 2021).

How do the current educational practices in your setting reflect this research?

"California had adopted a policy that required all eighth-grade students be proficient in Algebra 1 but 65% of students in California were not meeting that standard...The eight school districts made a commitment at the start of the project to teach high-level mathematics to all students. For five of the districts this meant that they de-tracked their classes removing all low-level classes, the other three districts continued to offer 'accelerated' classes but they taught the same math topics, through the same problems in all classes. The move to teach all students high-level content is an important precursor to high achievement as research has consistently shown the negative impact of tracking on students' overall mathematics achievement (Boaler and Staples, 2005; Burris, Heubert, and Levin, 2006; Oakes, 2000). When mathematics teachers across eight school districts were taught to have high expectations for all of their students, and they engaged students in rich mathematics tasks, their students achieved at significantly higher levels both on narrow state tests and on broader, conceptual tests of mathematics" (Boaler and Foster, 2021).

How do the current educational practices in your setting reflect this research?

"In addition to the teachers' increased knowledge of ways to engage students and the students working on rich mathematics tasks, students were taught in heterogeneous groups whereas the students in the comparison districts were taught in regular and advanced classes. Significantly more students from the intervention districts, with no tracking, scored at proficient or advanced levels in the two assessments reported. This finding is consistent with other research on ability grouping that shows that students taught in tracked groups score at lower levels overall (Boaler and Staples, 2005; Burris et al., 2006; Oakes, 2000)" (Boaler and Foster, 2021).

How do the current educational practices in your setting reflect this research?

"Mathematics is also the most inequitable of all subjects with students of color and those from under-resourced homes underachieving, because they do not get access to high-level classes or the most effective teachers (Kozol, 2012; Rousseau and Tate, 2003). The plethora of data on mathematics failure, disinterest and inequity comes at a time when the need for quantitative literacy among the population is higher than it is ever been (Boaler and Levitt, 2019; Wolfram, 2020). Teachers are taught to have high expectations for all students and to teach high-level work to all students, not only some students who have been categorized as being more capable than others" (Boaler and Foster, 2021).

How do the current educational practices in your setting reflect this research?

"The prevalence of ability grouping by teachers in primary schools has been well documented (Barker Lunn, 1970; Hamilton and O'Hara, 2011; Marks, 2014), with the rationale for its use based on efforts to cater for diversity of learner needs (Petrilli, 2011; Hallam and Parsons, 2012). Critiques point to its ineffectiveness as a pedagogic tool, limiting the opportunity for all pupils (particularly those assigned to the lower-ability groups) to engage in a broad and diverse curriculum as well as restricting the opportunity for peer engagement and learning (Slavin, 1987; Kutnick et al., 2005; 2006)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"One of the conclusions of the international analysts reviewing performance data across the world is that the highest performing countries are those that group by ability the least and the latest (Burstein, 1993). The United States is one of the most tracked countries in the world – with early identification of students as "gifted" or not, with separate groupings available, even though gifted programs have been shown in research to lower students' mathematics achievement in later years (Bui, Craig, and Imberman, 2012)" (Boaler and Foster, 2021).

How do the current educational practices in your setting reflect this research?

"The inequity of ability grouping lies in the uneven distribution of benefit across pupils, advantaging some (those considered high ability, girls, white and educationally able) above others (Hallam and Deathe, 2002). Such benefit manifests in the practices of teachers, with higher-ability groups exposed to higher-quality teaching and more positive teacher interaction (Ansalone, 2010; Harris, 2012; McGillicuddy and Devine, 2018). In contrast, children assigned to lower-ability groups are more likely to experience lower-quality repetitive instruction characterised by negative controlling teacher interaction and lack of exposure to a broad-ranging, diverse curriculum (Kutnick et al., 2002; Mu€ller and Hofmann, 2016; McGillicuddy and Devine, 2018). Grouping children by ability is a deeply embodied and affective process (Reay, 2008, 2017; Clarke, 2014), impacting directly on how children view and internalise their identities as learners (Reay et al., 2010; Lee, 2014). It shapes both their self-esteem and dis/affection from school (Ireson and Hallam, 2009; Smyth, 2016)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Ability grouping is an act of symbolic violence (McGillicuddy and Devine, 2018), widening the gap of achievement between pupils (Lleras and Rangel, 2009; Schofield, 2010). Misassignment into, and lack of movement between, ability group levels (Hallinan, 2003; Campbell, 2014) contributes to a 'fixity' in terms of children's perceived ability and learning experiences, as well as their long-term educational trajectory (Boaler et al., 2000; Hamilton and O'Hara, 2011; Hallam and Parsons, 2012)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"This article contributes to the growing literature on how sociospatial practices in the primary school shape children's learning experiences, arguing that the experience of being grouped by ability is embodied within children's psyche as a deeply affective response, defining both how they see themselves and others as (de)valued learners within the classroom" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Responses from others, including teachers, parents and peers, shape the emergence of a complex set of learning dispositions (Devine, 2011), a learner identity influenced not only by present experiences but also by past histories (Dawson, 2007). Much of the work around learner identity formation occurs within the social and cultural contexts of learning environments, termed as the figured world of the classroom by Rubin (2007). It is within these 'figured worlds' that we come to construct and understand ourselves (and others) as learners. Within this perspective, 'smartness' is considered a cultural practice, assigning (ability-related) meanings to how learners are perceived within the classroom (Hatt-Echeverria, 2005; Hughes, 2010)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Just as social class can be experienced as a 'felt injury', the enshrining and perpetuation of class inequalities through educational policies (including those seeking to raise national performance) has resulted in the 'fixing of failure' among working-class children. As Reay (2005, p. 916) notes, pupils inhabit a 'psychic economy' of emotional response (fear, anxiety, unease) to being seen and considered as 'nothing'. Children have an acute awareness of the long-reaching impact of being labelled and treated as stupid, creating an anxiety around the dichotomous split between 'good' and 'bad', 'us' and 'them', both at an individual (student) and collective (school and community) level (Lucey and Reay, 2002; Reay et al., 2011). Perceived academic performance defines expectations around how learners 'are', which are then translated into the social world, shaping expectations around how they should be treated (Enriquez, 2011, p. 108)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

Data from the national survey of teachers confirmed that although the lower-ability groups tend to have smaller numbers, the children in these groups were more likely to be supervised by an adult (such as a class or learning support teacher, or special needs assistant (SNA)) (McGillicuddy and Devine, 2018). In contrast with other research (Ireson and Hallam, 1999), and perhaps reflective of school cultures within these cases, boys in this study tended to be assigned to the higher-ability groups, while girls were more likely to dominate the lower-ability groups. The embodiment of ability was also evident across ethnicity, with children from majority ethnic backgrounds more likely to be positioned as high ability, while African children [and children who had children who had immigrated] were placed into the low-ability groups" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Devine (2013) argues that schools are structured social spaces for children. Ability grouping exemplifies this by structuring the social space of the classroom as a segregated space, not only in terms of 'ability' but also in terms of ethnicity and gender" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Teachers in the national survey mirrored these views, recognising that grouping by ability creates greater ability-related awareness among pupils, particularly for less able children who were perceived by teachers to compare themselves less favourably to their peers. Yet, our case study teachers downplayed these dynamics, stating that 'all the kids know, they are totally aware that they are in a group because of how well they can read' (Ms. Callaghan, Daisybrook)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"These [ability grouped] spaces are not neutral. In the children's views, they have alternate value in terms of hierarchy, resource allocation and teacher time and attention. They spoke clearly about the differences and boundaries between each group: 'there's the low group, middle group and there's the high group' (Anthony, high ability, Ashgrove) and 'they all read different books' (JoJo, low ability, Daisybrook)… From the teachers' viewpoint (and findings from the national survey), it doesn't matter to the children which group they have been assigned to—they 'just accept it and get on with it' (Ms. Byrne, Pinehill)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Children are clearly aware of the power teachers exert over their social space, processed through funnelling and filtering them into groups based on value judgements informed by tests, perceived ability and teacher choice: 'you do a test at the end of the year and then you see what class you go to for English and Maths… and then you go there' (Mikey, low ability, Ashgrove) and 'teacher sees who's the smartest in the class at reading and then she might put them in [the highest group]' (Keane, high ability, Daisybrook)… Such discourse highlights the affective embodiment of ability group assignment influencing teacher and pupil understanding of how to know, feel and be as learners in the classroom" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Although the majority of teachers from the national survey did not believe that children experience teasing related to ability group assignment, teachers in the case study were less sure: ' 'there is definitely [teasing] . . . they are more "with it" and they know exactly what is going on. Whereas the average or weaker child just gets on with it and it is only the higher child that kind of points it out to them' (Ms. Gallagher, Ashgrove)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"The children suggested that working as a whole class would remove the ability grouping-related status in the classroom. 'we'd all be on the same level' (James, mid-ability, Daisybrook) and 'nobody could be saying that "we're better than them" or anything, we're the same' (Ralph, mid-ability, Ashgrove). Indeed, being 'together' meant being 'treated equal' (Kyle, high ability, Pinehill. . I really want to go in the top. I've been trying my best for ages but you never really get, and 'give me a chance!' (Tanisha, mid-ability, Pinehill)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"In practice, most children (66.7%) stated that they had not moved between ability levels. This contradicted findings from the national survey of teachers, where 67.8% of teachers indicated that movement between groups was facilitated. However, teachers in the case study schools could not provide evidence of such movement occurring: 'certainly this year there has been less movement . . . moving children within groups isn't happening as much as it has in the past' (Mr. Burke, Ashgrove)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Behavioural issues and being 'kind of happy with the way they are working' (Ms. Callaghan, Daisybrook) fixed children's positioning within the [ability grouping] in the classroom: 'I could move them but even in terms of personalities I keep them in the groups that they are in to keep them contained and working' (Ms. Callaghan, Daisybrook) and 'those that start and accelerate quickly will continue to do that whereas those who find it hard to step on that ladder will stay at the lower end of the class generally' (Ms. Finch, Daisybrook)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"The majority of children (54.8%) indicated a clear awareness that ability grouping was used because some children are 'smarter' than others. This coincided with a very definitive understanding of ability as 'high' or 'low', with clearly demarcated characteristics). This polarisation of ability, demarcated by what is considered smart and not smart, is reinforced by the use of ability grouping, as it legitimises the hierarchical positioning of the children along a value of 'worth'. Examples include 'bit higher than other people' (smart), 'a little bit lower' (not smart); 'high people', 'low people', 'dumb', 'intelligent'. This also feeds into social worth in dichotomies of being 'liked' or 'not liked', 'bad', 'good', etc. The language of affect used by the children to describe the lower-ability group was comprised of negative, derogatory, incapable and dysfunctional terms, as being 'dyslexic', 'slow', 'dumb' and 'poor' in contrast to their 'smarter', 'ok' higher-ability peers" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"… teachers indicated lower expectations for the students assigned to the lower-ability groups: 'if I even get the rest of them [low ability] to write something for themselves, I would be happy with that . . . they are working at different standards . . . so I have to have different expectations for them' (Ms. Callaghan, Daisybrook)" (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Patterns suggest that funnelling and filtering children into ability groups shapes the formation of their learner identities, a process which is clearly informed by the sociospatial positioning and associated practices with pupils in the classroom. Confirming previous research (Bartholomew, 2000; Reay, 2006; Solomon, 2007), the intersection of gender, ethnicity, age and ability group assignment defines the academic and social hierarchies in the classroom, reinforcing how children perceive their own position, and that of their peers, within the social space of school (McGillicuddy & Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Children in the lower groups wanted to be moved to a higher group, not only because they wanted to get 'smarter', but also 'because when you are in the lowest everybody just slags you . . . "you are all handicapped, you have to go to the slowest class". And you just feel bad and all' (Edel, low ability, Ashgrove). This extended to teacher interaction, whereby 'if the teacher told them they were lowest group they would probably think that they are calling them stupid or something' (Finbar, high ability, Ashgrove) (McGillicuddy and Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Assigning children to ability groups demarcates the boundaries of academic and social space, evoking a strong psychosocial response to such value/worth-laden positioning, and mapping a geography of affect within the primary school classroom" (McGillicuddy & Devine, 2020).

How do the current educational practices in your setting reflect this research?

"Consistent with prior research, Black and Hispanic students are under-represented in gifted programs; students in gifted programs also have much higher SES (.26 SDUs vs. –.20, $p < .001$). Students in gifted programs are more likely to speak English at home, be rated by their parent as having excellent health, and were slightly older when entering kindergarten" (Redding and Grissom, 2021).

How do the current educational practices in your setting reflect this research?

"Most importantly, our results suggest that Black and low-SES students do not see the increases in reading achievement that their peers participating in gifted programs experience. Gifted programs have faced long-standing criticisms of elitism and that they represent hoarding of opportunities for already advantaged students, criticisms that often are grounded in patterns of underrepresentation in access to gifted programs for marginalized students (Ford, 1998; Grissom et al., 2019; Subotnik et al., 2011). Our findings show that concerns about how gifted education serves Black and low-SES students may extend beyond access. Even among students who gain this access, our results suggest that the benefits of gifted services may not be equally distributed, amplifying questions raised by other scholars about the capacity of the typical gifted program to support and enrich the increasingly diverse students who receive gifted services (Donovan and Cross, 2002; Ford, 1998; Grissom et al., 2019; Grissom and Redding, 2016; Stambaugh and Ford, 2015)" (Redding and Grissom, 2021).

How do the current educational practices in your setting reflect this research?

"Inclusive education has, for many years, been viewed as a global goal for education systems… They concluded that: Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (UNESCO 1994, p. 3)" (Whitley and Hollweck, 2020).

How do the current educational practices in your setting reflect this research?

"An inclusive education system weaves equity into all elements and processes framed by a belief that diversity, be it based on ability, racial, cultural or linguistic communities, socio-economic status or gender identity, is valued and that a quality education for all students is a human right (UNESCO 2017). Slee (2019) further describes its role in promoting democracy and belonging for students, particularly those most often excluded from educational and broader communities:"...inclusive education embraced a commitment to dismantling exclusions that formed the foundations for the oppression of vulnerable individuals and population cohorts" (p. 910)" (Whitley and Hollweck, 2020).

How do the current educational practices in your setting reflect this research?

"However, as in an analysis of inclusive education in Ontario by Parekh (2018), "it is critical to actively explore into *what* are we including students. How do we ensure the environment, curriculum, and climate are ones which students can experience a sense of belonging, a sense of membership and shared power?" (para. 4). Physical placement is not synonymous with inclusion" (Whitley and Hollweck, 2020).

How do the current educational practices in your setting reflect this research?

"It has been noted by Ainscow (2019) that a focus on including students with disabilities "should be seen as an essential part of an overall strategy for promoting inclusion and equity, not as a separate policy strand" (p. 6)" (Whitley and Hollweck, 2020).

How do the current educational practices in your setting reflect this research?

"While we view equity in terms of achievement as central to inclusion, we know it to be integrally related to wellbeing. Exclusion, isolation, stigmatization and lack of belonging give rise to problems of emotional, mental and physical health – and most certainly impact achievement" (Whitley and Hollweck, 2020).

How do the current educational practices in your setting reflect this research?

"Shifting roles were also discussed by the majority of the participants in response to the perceived emphasis of the inclusion policy on the increased responsibility of classroom teachers to meet student needs. The new Inclusive Education policy states that "Classroom teachers are responsible for teaching all students. Teaching and interventions are expected to happen most often in a common learning environment, such as the classroom. Classroom teachers cannot do this alone" (Province of Nova Scotia 2019b, p. 3)" (Whitley and Hollweck, 2020).

How do the current educational practices in your setting reflect this research?

"Participants described the significant shift in mindset and practice that this would necessitate for some teachers who were at an earlier point along an inclusive continuum and who were used to what was described by one participant as the "70s pull out model" which was still in evidence in many schools" (Whitley and Hollweck, 2020).

How do the current educational practices in your setting reflect this research?

"There was a very strong and shared belief evident among participants of the importance of Tier 1 described as the need to bring supports to the classroom and the need to ensure effective universal and differentiated classroom practices. One regional leader described how "there's no question that there's an increased focus on excellence in teaching at Tier One, which I am a very strong proponent of" and a school psychologist shared her belief that "the Tier 1 has a ton of potential to really improve overall student learning if we are looking at increasing some of the more evidence-based interventions"" (Whitley and Hollweck, 2020).

How do the current educational practices in your setting reflect this research?

"But you really have to look at the staff that you have and the expertise and how can we make this work if we do things in a different fashion. Because it's about building capacities, the other thing, and that's what a lot of the time people aren't seeing. They just want the immediate fix or the immediate, like, "Come and help me right now", not realizing that if we teach them how to fish it's going to be something that they can use for a long time and the skill set that they develop this year is going to... It is about building their own repertoire as far as I'm concerned, in terms of skill set" (Whitley and Hollweck, 2020).

How do the current educational practices in your setting reflect this research?

"Recent inclusion policies reflect both a social and educational justification for inclusive education – a need for a just and equitable society where all students have opportunities to succeed, as well as a belief that in universally designing education, we can ensure the needs of some with the benefits for all" (Whitley & Hollweck, 2020).

How do the current educational practices in your setting reflect this research?

"However, for teacher learning to transpire, there must be a change in all three areas; beliefs, practices and student learning… (Florian 2008)" (Brennan et al., 2019).

How do the current educational practices in your setting reflect this research?

"Teachers must believe in the concept of transformability which refers to the belief that a child's capacity to learn is not static nor pre-determined but can be transformed by the actions undertaken by the teacher in developing teaching and learning (Hart and Drummond, 2014). However, the dominance of 'bell-curve' thinking presents a challenge to rejecting deterministic beliefs about ability (Florian 2014In this context, teachers must be prepared to commit to supporting the learning of all (Florian 2014). The third assumption relates to teachers being willing to work with others which aligns with the literature that deems teacher collaboration as central to implementing inclusive education (Ainscow 2014; Friend et al. 2010; Nevin, Thousand, and Villa 2009). Yet meaningful professional collaboration requires systemic and school support… (Kershner 2014; Travers et al. 2010)" (Brennan, King, and Travers, 2019).

How do the current educational practices in your setting reflect this research?

"Analysis of interviews and research field notes from the PLC meetings demonstrated that there was a shift in thinking relating to learner ability among the participants. Emily, who was teaching a third class (8–9 years reported that she became more aware of the negative impact of determining the level of each child and putting limits on what they can do, as opposed to giving them choice and allowing learners to determine their own level of engagement… Rebecca elaborated on this point in the interview when she referred to the significant impact that teacher expectations can have on student learning: … when you're differentiating it's your expectations deciding what they can achieve from the lesson. If you're giving them the choice you have different options as how they are going to express themselves in the lesson. It's really letting each child achieve. Because it's differentiation by choice it's including every child, every child has a chance to achieve to the best of their abilities but they're not being pigeon holed as someone who is different. (Rebecca, Interview)" (Brennan et al., 2019).

How do the current educational practices in your setting reflect this research?

"A study released this week in the journal Educational Researcher found teachers cover significantly less algebra material in those classes at predominately black schools than their peers in schools that are mostly white or have no racial majority" (Sparks, 2020).

How do the current educational practices in your setting reflect this research?

"Algebra is considered the gateway to advanced mathematics, and school districts across the country have hoped to diversify access to college-preparatory math by increasing the number of students who take algebra by the end of 8th grade. But calling a course "Algebra" doesn't guarantee black students are getting equal access to the math content they need to succeed in high school" (Sparks, 2020).

How do the current educational practices in your setting reflect this research?

"Niamh, who was teaching fourth class (9-10 years), reflected that she had previously decided on learner ability in her head and how she realised that she was putting limits on learners as a result: 'sometimes you think well x's strength is this because you decide in your own head and maybe that is wrong' (Niamh, Interview).: I kind of just think to a certain extent that anything is possible now .... (Niamh, Interview)" (Brennan et al., 2019).

How do the current educational practices in your setting reflect this research?

""At each of these critical stages, black and Latino students have been locked out of advanced coursework opportunities"…"And what's really important is that each one of the opportunities opens up the door for the next, so they build on top of each other like blocks."" (Sparks, 2020).

How do the current educational practices in your setting reflect this research?

"But Morton's current findings may help to explain why some high-profile initiatives, such as California's former "algebra for all by 8th-grade" requirement, rolled out to mixed results. One study by Jian-Hua Liang, an education research and evaluation consultant at the California Department of Education found that California students who passed 8th-grade algebra in that state were not necessarily more likely to take and succeed in advanced math courses in high school, and a 2015 study tracking California's algebra initiative found that higher enrollments in middle-school algebra were linked to drops in students' scores on the state math test" (Sparks, 2020).

How do the current educational practices in your setting reflect this research?

"Traditional definitions of giftedness (almost exclusively normed on and conceptualized on middle-class Whites) have been primarily operationalized in two ways: (a) by high scores on IQ tests (130 and higher) and (b) by high scores on achievement tests (often at or above 92nd percentile). Such definitions or criteria are grounded in the conjecture that giftedness is synonymous with intelligence and that intelligence can be measured accurately and effectively by standardized tests. Both assumptions discount the importance of culture and opportunity in the manifestation of giftedness" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"The inclusion of the "potentially" gifted is the most culturally responsive and, therefore, equitable aspect of the 1978 and 1993 federal definitions. Potential recognizes the critical need to serve students who have, for various reasons, yet to manifest their gifts. This includes Black students, underachievers, economically disadvantaged students, and students with special educational challenges. The neglect to focus on potential and talent development contributes to under-representation and underachievement among Black students" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"The emphasis on potential and talent development is equitable. Talent development holds much promise for recruiting and retaining gifted Black students. The 1993 definition is unlike all the others because it addressed two historically ignored or trivialized nuances specific to Black and other culturally different students: (a) students must be compared with others of their age, experience, or environment; and (b) outstanding talents are present in individuals from all cultural groups, across all economic strata, and in all areas of human endeavor" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"When addressing inequities in gifted education, under-representation is the primary topic or focus. The significant under-representation of Black students is a major blight of this field. The data and trends reveal the unjust reality of segregation (*de facto* and *de jure*) in gifted education (see Ford, 2011, 2013a, 2013b)" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"Annually, at least 250,000 Black students are not identified as gifted, and as such, they are unlikely to be served in gifted education classes and programs. Black students continue to be the *most under-represented* group (U.S. Department of Education, Office for Civil Rights, 2006, 2009, 2011); and are more often the focus of complaints and litigation in gifted education (Ford, 2010, 2013a), which should be apparent given that their degree of under-representation consistently exceeds all other racial and gender groups. The national CRDC gifted education data for 2006, 2009 and 2011 is shown in Table 1. In 2006, Black students comprised 17.13% of school districts but 9.15% of gifted education enrollment, which is 47% under-representation based on the RDCI (In all years, White students are over-represented in gifted education. For example, White students represented 56.42% of schools but 67.69% of gifted education enrollment in 2006. Asian students are also over-represented in gifted education.) In 2009, Black students represented 16.7% of districts but 9.9% of gifted education enrollment, tantamount to 43% under-representation. In 2011, Black students were enrolled in 19% of school districts yet only 10% of gifted education (47% under-representation). In all three years, under-representation is roughly 50%—progress is not evident. Under-representation exists in the majority of states and school districts" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"Black students were 19% of school enrollment in 2011, the Equity Index using a 20% allowance would be: B is 19% x 20% = 3.8% and EI is 19%– 3.8% = 15.2%. Consequently, Black students should represent at *minimal* 15.2% of students in gifted education. Nationally, the percentage for 2011 is 10%. Therefore, under-representation for Black students is both significant and beyond statistical chance. To achieve the minimal equity target, educators must increase Black students' representation nationally from 10% to at least 15.2%. These data illustrate the troubling reality that the states' and nation's gifted programs are segregated for Black students. We are far from fulfilling the mandates of *Brown* in gifted education" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"The quality of education and access to an equitable education are directly related to racial stratification. Regardless of the reason(s) for under-representation—inequitable access to gifted education—such denial hinders and suppresses the development of ability, achievement, social, and economic progress for Black students. Denied opportunities, regardless of intent and reason, have resulted in segregated gifted education. Clearly, when thousands of Black students are not participating in these reportedly most rigorous classes, programs, and services, the trajectory of their life opportunities is seriously compromised. Underachievement is almost inevitable for many un-identified gifted Black students as they lose interest in school and academic motivation from being under-challenged (Ford, 2010). This cycle of inequity is vicious, as well as predictable" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

""There is no denying that gifted education classes and services are disproportionately represented by and serving White, higher-income, and privileged students; and gifted education gives them a boost up the social and fiscal hierarchy, a function of White privilege (McIntosh, 1988). Social inequities and under-representation are inseparable—social inequities feed under-representation; under-representation feeds social inequities" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"Racial prejudice and discrimination, which includes White privilege, provides some important explanations for the question: Why do White students accrue educational benefits while Black students are denied them? The various positions and arguments can be analyzed in terms of explicit and implicit or hidden agendas, and how gifted education is connected to and embedded in complex and broader social, cultural, moral, political, and economic ideologies and practices" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"Unquestionably, social pressures, racism, and elitism influence efforts to desegregate and integrate gifted education programs and services (Ford, 2013b, 2014). Under-representation for Black students persists because teachers, decision makers, and policymakers acquiesce to the status quo. The authors concur with Sapon-Shevin (1994, 1996) that racially segregated gifted programs have functioned to cater to and appease Whites to decrease and prevent White flight. Kohn (1998) set forth the same argument, indicting racially and economically privileged White parents, and educators who cater to them, for contributing to and magnifying social inequities. The connection to segregated gifted education is rarely discussed" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"Attitudes (deficit thinking and racism) and inequitable practices must be acknowledged, examined, analyzed, challenged, and addressed to desegregate and integrate gifted education. Are Black students being screened and referred by teachers in proportion to their representation in the district or state? How pervasive and severe is under-representation? Which factors contribute to under-representation (e.g., subjectivity as in beliefs, attitudes and values; subjective instruments such as checklists and nomination forms; biased and unfair tests; and discriminatory policies and procedures)? Which policies and procedures contribute to and exacerbate under-representation (e.g., reliance on teacher referral or checklist versus school-wide grade level screening: parent/caregiver referral or checklists: designated cutoff scores; grade at which gifted programs began; ongoing screening; convenience and location of testing sites; modes of communicating in neighborhoods?) Which teachers/educators under-refer Black students, and how are they being assisted and held accountable? How effective are family referrals for Black students, and what is being done to increase such referrals?" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"Educators must understand the connection between culture and intelligence and honor the reality that giftedness is culturally influenced. What is valued as gifted in one culture may not be valued in another culture (Ford, 2011; Frasier et al., 1995; Sternberg, 2007a, 2007b)" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"Valuing the opportunities for becoming immersed in the culture of Blacks students includes field experiences, attending community events, and visiting with families… Culturally incompetent educators—educators who are ill-prepared for or uncommitted to working with Black students—risk compromising or sabotaging the educational experiences of Black students, and thereby contribute to segregated gifted education programs (Ford, Trotman Scott, Moore, and Amos, 2013)" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"White teachers comprise a significant proportion of the education profession (Aud et al., 2013; National Center for Education Statistics, 2013). Students from every racial and cultural background continue to graduate without ever having a Black teacher, counselor, educational psychologist, or administrator. This is not a trivial matter or one that can be discounted under the naïve and dismissive proposition that race and culture are unimportant, and that educators are objective and colorblind/culture blind to differences across groups. While formal preparation in multicultural education is crucial, there is an equally important need to increase the representation of Blacks among educators, as indicated by several professional organizations. Black educators often serve as cultural brokers, role models, mentors, and strong advocates for Black students (Delpit, 2012; Ford, 2011; Gay, 2010; Hale, 2001; Irvine, 2003; Ladson-Billings, 2005, 2009)" (Ford and King, 2014).

How do the current educational practices in your setting reflect this research?

"Research suggests that implementing culturally and linguistically sustaining practices can result in positive outcomes for young children and their families (Banerjee and Guiberson, 2012; Bengochea and Gort, 2020; Cioè-Peña, 2015; Osorio, 2020)" (Beatty, Acar, and Cheatham, 2021).

How do the current educational practices in your setting reflect this research?

To this end, early childhood educators' purposeful planning with families and implementation of instructional strategies incorporating the child's own language practices (i.e., the language[s] learned by a child in the home) hold promise to meet children's and families' linguistic, cultural, and early academic needs (Seltzer, 2019)" (Beatty et al., 2021).

How do the current educational practices in your setting reflect this research?

"In this article, we describe how early childhood educators can decenter English as the language of power by counteracting deficit labels and English-only instruction. As an alternate approach to language instruction, we detail how early educators can develop inclusive linguistic environments that incorporate ongoing partnerships with families and translanguaging practices" (Beatty et al., 2021).

How do the current educational practices in your setting reflect this research?

"Decentering English does not involve dismissing English language instruction, but instead supports the equalization of power, rights, and access for all languages. Given the treatment of "difference" (e.g., language, disability, race, ethnicity) in the United States that has historically led to stigmatization and alienation of children and families labeled as different (e.g., the erasure of children's Indigenous languages, cultures, and identities in government boarding schools; the institutionalization of children with disabilities; the persistent segregation in schools by race and economic status), educators can identify and implement practices that value and embrace difference" (Beatty et al., 2021).

How do the current educational practices in your setting reflect this research?

"Educators and families can develop strengths-based understandings of children's language backgrounds to counteract deficit labels that center English as the language of power and prestige over other languages (e.g., English language learner [ELL], English as a second language [ESL], English learner [EL])" (Beatty et al., 2021).

How do the current educational practices in your setting reflect this research?

"Children who are *multilingual* are learning two (or more) languages and use the languages for different purposes, across various life domains, and with different people (Grosjean, 2008). These children have multiple possibilities available to convey language functions compared with children who are monolingual. For example, a child who is multilingual can ask for water, make choices between center options, and invite peers to play with blocks in multiple languages as well as mix different languages for emphasis, solidarity, and to convey emotions (Farnsworth, 2018; Song, 2016). The use of English-only instruction in early childhood programs marginalizes children who are multilingual, because they (unlike children who are monolingual English speakers) are not allowed to tap into their full linguistic and cultural repertoires throughout their daily routines and activities (Genessee, 2015). English-only policies and practices convey the message that other languages and identities are not valued because children who are multilingual are not provided equitable opportunities to participate in learning activities to the same extent as children who are monolingual English speakers, ultimately silencing children who are multilingual and their families and degrading their identities (Nash et al., 2020)" (Beatty et al., 2021).

How do the current educational practices in your setting reflect this research?

"Moreover, the use of English-only curriculum, instruction, and assessment in early childhood programs can lead to inappropriate referrals for special education evaluation (Cheatham and Lim, 2020). English-only practices limit the transferability of language skills between a child's preferred language(s) and English (Valdes, 2020). Language acquisition is dynamic and fluid, and as such, children can have competencies in one language that they may not have or be able to express in another language and vice versa (Eilers et al., 2002). Many factors can influence the language acquisition process including a child's motivation, learning style, and personality (Moore et al., 1995), along with their exposure to language and language usage with siblings, peers, and caregivers (Anderson, 2004). Educators can be careful not to misinterpret these natural characteristics of multilingual learning as indicators of possible disability (Farnsworth, 2018) and can work to destigmatize multilingualism for children labeled with or considered at risk of a disability due to their perceived language development (Cioè-Peña, 2020)" (Beatty et al., 2021).

How do the current educational practices in your setting reflect this research?

"Educators may position children who are multilingual as being lesser, because they have the added requirement of demonstrating English proficiency (Palmer and Henderson, 2016). In addition, families may identify problematic practices when schools address their child's English language competencies, and yet do not require children who are monolingual English speakers to demonstrate competency in another language (Hernandez, 2017). Furthermore, English-centric categories (e.g., EL, ELL, ESL) elevate the status of English while minimizing linguistic and cultural backgrounds that do not coincide with English, which can underestimate the strengths of a child who is multilingual" (Beatty et al., 2021).

How do the current educational practices in your setting reflect this research?

"Research suggests that families from diverse cultural backgrounds are considered at risk of being minoritized within U.S. education systems through educators' implementation of practices that are not culturally responsive or culturally sustaining (Kalyanpur and Harry, 2012). Rather than focusing on perceived deficits about families and children, educators can take action to meaningfully interact with, learn about, and collaboratively plan with families of children who are multilingual… Educators can enact translanguaging as inclusive language practices in the classroom. Evidence suggests that for children diagnosed with disabilities, instruction that supports bilingualism is equally or more effective than second language–only education (Cheatham and Lim, 2020)" (Beatty et al., 2021).

How do the current educational practices in your setting reflect this research?

For children with disabilities, educators can support the maintenance of all of their languages to ensure inclusion not only in the classroom but also in family and community life (Cheatham and Lim, 2020)" (Beatty et al., 2021).

How do the current educational practices in your setting reflect this research?

"Translanguaging is a way to ensure that children with diverse language backgrounds who are also diagnosed with disabilities do not endure compounding isolation and, instead, can fully participate in the classroom, at home, and in their communities" (Beatty et al., 2021).

How translanguaging is used in a multilingual classroom?

"Translanguaging is a means of **providing planned and systematic use of the home language of learners with the language of the classroom in order to foster learning and teaching**".

How do the current educational practices in your setting reflect this research?

"Several practical instructional strategies have emerged from the literature in dual language classrooms, such as language brokering (i.e., providing translations, bilingual recasting/ revoicing) as well as modeling and encouraging the flexible connections between language systems during informal interactions and instruction (Alamillo et al., 2017; Gort and Sembiante, 2015). Educators who are multilingual can model translanguaging for children and demonstrate that the practice is valued in their classrooms" (Beatty et al., 2021).

How translanguaging is used in a multilingual classroom?

"Translanguaging is a means of **providing planned and systematic use of the home language of learners with the language of the classroom in order to foster learning and teaching**".

How do the current educational practices in your setting reflect this research?

"When educators acknowledge and respond to linguistic diversity and use translanguaging as a resource for education, they can create and provide equitable learning opportunities for all" (Beatty et al., 2021).

How translanguaging is used in a multilingual classroom?

"Translanguaging is a means of **providing planned and systematic use of the home language of learners with the language of the classroom in order to foster learning and teaching**".

How do the current educational practices in your setting reflect this research?

"More specifically, the sociocultural theory, is presented as a framework to provide the overarching lens through which the discussion of the optimal conditions for enhancing the learning process of ELLs is articulated. This perspective advocates including the ELLs in regular classrooms in all phases of their linguistic and cultural development. Accordingly, it argues against providing specialised contexts of teaching and learning where students of similar linguistic proficiency are grouped together to engage in activities designed specifically for people with limited English proficiency" (Eun, 2016).

How do the current educational practices in your setting reflect this research?

"In most instructional modifications devised for ELLs, the typographical and temporal inclusion goes hand-in-hand with a less challenging curriculum. As Eun and Lim (2009) have noted, many north American programmes for ELLs rely on pull-out English as a Second Language (ESL) instruction with less demanding instructional materials. Many ESL teachers rely on lower grade level materials in teaching the English language, ELLs may have well-developed conceptual systems in their primary language, only lacking in English proficiency. To use lower grade level materials is to expose these students to contents and ideas that are inadequate to their level of conceptual development… Concept and language development should proceed hand-in-hand, and not one before the other (that is, the practice of delaying the instruction of demanding concepts until certain language proficiency is acquired)" (Eun, 2016).

How do the current educational practices in your setting reflect this research?

“Translated to the context of instructing ELLs, this would imply focusing on the already developed systems of knowledge and skills of ELLs (for example, concepts formed in their primary language) to build the required English proficiency from the existing skills. Regular curricula devised for language majority students may be used with instructional methods specifically designed for ELLs. What is modified is the medium of instruction, not curricula content” (Eun, 2016).

How do the current educational practices in your setting reflect this research?

“The key is to include ELLs in subject matter learning in the mainstream classroom from the beginning by relying on pedagogy that offers ample support and appropriate supplemental activities and tools for ELLs to effectively participate in the ongoing flow of the teaching and learning process. The core of this pedagogy relies on cultural development by focusing on higher psychological functions. The instruction aims to foster problem-solving, reflecting, monitoring, and self-evaluation skills in conjunction with a focus on the topics and concepts of the specific content area. The use of various graphic organisers such as semantic webs, Venn diagrams, and anticipation guides is recognised as important in developing understanding of both the language and content of the subject matter” (Eun, 2016).

How do the current educational practices in your setting reflect this research?

"Effective instruction for ELLs to promote both mastery of content and English language proficiency may rely on the use of mixed ability grouping within the regular classroom. This allows for ELLs to engage in communicative interactions with proficient speakers of English that provide ample opportunities to be exposed to comprehensible input. Comprehensible input, in turn, facilitates second language learning (Krashen, 1981, 1982). on the contrary, grouping practices based on similar linguistic proficiency within regular classrooms or interactions in pull-out ESL classrooms may result in ELLs receiving deviant input. deviant input, in turn may limit the language learning process (Larsen-Freeman and Long, 1991)" (Eun, 2016).

How do the current educational practices in your setting reflect this research?

"Although there are many forms of bilingual education, the main feature shared by all is the use of ELLs' primary language to support content learning until the English language proficiency of these students improves (for example, Cummins, 2000). Utilising two languages in the classroom, such as two-way bilingual instruction, also leads to the simultaneous development of both languages. In this case, the medium of instruction (that is, signs) may be both in English and students' primary language. The important issue is that meanings (that is, subject matter contents) are equivalent in both cases. The mutual developmental influence of both languages operates for students learning English as a second language and those students for whom English is their primary language. This is because as Vygotsky (1987) argued, the learning of a second language makes one more conscious of his/her primary language and thus leads to a deeper understanding of the latter" (Eun, 2016).

How do the current educational practices in your setting reflect this research?

"Considering the fact that cultural and linguistic diversity is the norm rather than the exception in many parts of the Western world, people cannot afford to be ignorant of others' cultures and languages. This is because social interaction, which is the origin of human development, is dependent on the values, norms, and beliefs of the interacting individuals. The values, norms, and beliefs of individuals, in turn, are determined by the culture in which they were fostered. As institutions responsible for socialising students into becoming culturally competent individuals, schools should promote the development of each and every student by providing them with ample opportunities to interact, relying on the rich and diversified resources they possess. As everyone interacts and learns in a culturally gifted classroom, the diversity evidenced among them becomes the tool and the path towards development for all" (Eun, 2016).

How do the current educational practices in your setting reflect this research?

"… growing concerns about the overrepresentation of students of color, particularly Black, Latinx, and Native American children in special education (Thorius & Maxcy, 2015). The disproportionality was highest in disability categories that required decision-makers' subjective judgment (e.g., specific learning disability, emotional disturbance, etc.) as opposed to those that had clearer physiological markers (visual impairment; Losen & Orfield, 2002). The former categories are largely subjective in nature, and may therefore permit the decision-makers' biases (e.g., racial, ethnic) to influence disability identification, thus creating disproportionality (Ahram, Fergus, & Noguera, 2011)" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"When discussing students receiving Tier 2 or Tier 3 services in their respective classrooms, teachers' hypotheses involved the things that the students could not do (can't do), and things that the students would not do (won't do)" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"Teachers' hypotheses for the learning deficits of "Tier 3 kids" focused on within-child deficit and also drew on culture of poverty discourse, while ignoring the role of ecological factors in the classroom to explain the student outcomes" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"It is important to note that participants often understood the word intervention differently than the way it is commonly used in research literature. Interventions for students who did not benefit solely from Tier 1 instruction took the form of re-teaching. In fact, Melanie remarked that intervention was just a "fancy name for it. We just called it re-teaching." Other participants understood the word intervention to mean remedial instruction for struggling students in small groups or in a one-on-one setting during a 30-min block of time that was set aside in their schools for "doing RTI." Participants also noted using e-learning programs purchased by their districts as interventions. When asked reasons for not using more specialized and research-based alternatives to re-teaching, three reasons came up. Teachers remarked that they mainly used the interventions that they knew from previous experiences or training" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"Melissa and Leena spoke of their respective students, Hannah and Jane, who were receiving Tier 2 level interventions. Both acknowledged that their students were capable, but attributed their continuing failure to their home environment. For instance, Melissa mentioned that, "she was a smart girl," but "there was no value to education." Melissa attributed Hannah's difficulties to not being held accountable at home by her mother. Her mother was described as woman living in poverty who had five children "but she kept having more children ... She can't spend more time with these children ... because she is too busy trying to cook and clean. So it's not what's being done in the classroom." The description framed the mother as an irresponsible adult whose bad decisions were responsible for the learning difficulties of the student. The anecdotal observation was then generalized by the participant to serve as an explanation for the achievement gap in the education – "We have to start holding families accountable for what's going on at home. We are never going to be able to improve achievement gap until that happens."" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"**Deficit discourse** manifested in the response evaluation stage in form of the various explanations offered for the lack of improvement. Leena spoke of a student who was getting Tier 3 intervention, which involved working in small group for 30 min 5 days a week. When asked if she saw any change, Leena replied in the negative. She further went on to say, "see what I think is, for these kids that come from certain areas where education is not stressed, I wish they would have community centers in all those areas where they would teach the parents how to help the children." This statement seems to attribute the lack of student's response to Tier 2/3 interventions to family and cultural contexts that do not value children's education. Elizabeth mentioned not noticing much improvement in her students' reading following Tier 2 intervention. She attributed this lack of improvement to lack of cooperation and getting "nasty attitude" from the student. She felt that the student had not gotten enough encouragement and support from his family, which led to low levels of self-efficacy beliefs. Thus, resistance and defiance to the teacher was a way for him to save himself from future failure" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"Overall, teachers' description of RTI enactment suggested a compliance-oriented approach to RTI that precluded deeper exploration of problem-solving, in favor of ritualized enactment of procedures aligned with district-mandated forms they were required to complete. The ritual of "RTI block" is reminiscent of the "integration time" – a 75 min daily block set aside in schools under court-monitored desegregation (Stein, 2004). The time block was created in response to concerns about the racially differentiated nature of general education, special education, and bilingual education classrooms in these schools. The policy of congregating students from different racial categories at a specific time in a classroom created a ritualized understanding of integration that had little to do with ideals of the desegregation movement" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"A suggestion that is offered to guide IEP teams is to bring special education to the child and not the child to special education (Marx et al., 2014). Therefore, if appropriate services can be provided in the general education classroom for students with disabilities, and they enhance educational benefit as a result, that is their LRE and there is no need for removal from this setting" (Smith and Larwin, 2021).

How do the current educational practices in your setting reflect this research?

"Comments such as, "After recess I have [WIN]," "I'll pick up Lorena ... at the beginning of [WIN]," and "You're in my room for [WIN]," were common to all schools with defined periods for [RTI] activities. A teacher trying to get students to walk quietly through the hallway ordered, "If you can't be quiet, we're going to spend our whole [WIN block] learning how to walk" (Stein, 2004, p. 121)" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"Participants typically understood RTI as a four-step process to help students who struggled in the area of reading before they qualified for special education services. In the problem identification step, teachers used district-mandated data, scores, and cutoff criteria to identify "Tier 2 students" and "Tier 3 students." The tiers thus came to be a typology of ability in a way that paralleled the traditional typology of special education student and general education student that RTI proponents meant to eliminate" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"Deficit-based [thinking] manifested in two phases of the RTI process: namely problem analysis and evaluating students' response to intervention. In both these stages, the participants' made sense of the student's data by drawing on [deficit thinking] – both individual and cultural deficits historically used to justify the poor schooling outcomes low SES and minoritized students (Valencia, 2010)" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"These findings connect to Stein's (2004) findings about how equity-oriented policies often crystallize into a new system that produces many of the same outcomes in a slightly varied form. In this study, the three tiers became a typology akin to special education labels RTI eventually meant to replace. (Stein, 2004, p. 136)" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"Working against something can imply a slow but consistent pushback against institutionalized modes of thought and behavior. Stein (2004) called it "cultural insurgence" – the intentional deviation from or interruption of the routines and language one is expected to engage in within an organization. An area ripe for such an interruption could be data interpretation" (Sabnis et al., 2019), that is do we believe the data is due to a problem in the student or the system?

How do the current educational practices in your setting reflect this research?

"Contrary to the myth of data and numbers speaking for themselves, data are necessarily interpreted (Hostetler, 2010). Educators draw on legitimized ways of thinking (i.e., socially and discursively allowed ways of sensemaking) to explain the positive or negative outcomes of their students to RTI-based instructional supports. The participants in this study made sense of the student data by attribution to within-child or parental attributions. These explanations may then serve as the basis for further problem-solving, leading to solutions that aim to fix the student rather than the [system]. (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"Long-winded descriptions of the students' deficits could be interrupted by redirecting the problem analysis to [the system]" (Sabnis et al., 2019).

How do the current educational practices in your setting reflect this research?

"Although IDEA (2004) identifies the general education setting—with appropriate supports and service—as the LRE for most students and children with disabilities, exclusionary practices continue to perpetuate segregated settings for many students with disabilities. For example, only 65% of students with disabilities aged 6-21 years old spend 80% or more of their school day in the general education setting. Among students with extensive support needs (ESN), only one in three spend more than 50% of their day in the general education setting" (Irwin, et al., 2021).

How do the current educational practices in your setting reflect this research?

"For many educators, this collaboration [during the COVID-19 pandemic] required them to rethink existing biases and assumptions about parent participation, especially parents from economically poor, marginalized communities, who often served as essential workers and thus, in many instances, were not able to provide direct instruction because they simply were working outside the home" (Mize and Glover, 2021).

How do the current educational practices in your setting reflect this research?

"The failure of schools and teachers to engage students with disabilities successfully in virtual learning settings is clearly documented. So, too, are many of the long-standing barriers to quality, inclusive education for students with disabilities, among them: an inconsistent pipeline of well-prepared special education teachers; implicit and explicit bias, physical and communication barriers; as well as the compounding effects of cultural difference and poverty. These social justice issues must be faced long after the global pandemic has subsided. As long-accepted inequities, these obstacles are firmly entrenched in school systems that favor neuro-homogeneity over neurodiversity and have merely been transferred to virtual teaching spaces" (Porter et al., 2021).

How do the current educational practices in your setting reflect this research?

"Recent research findings demonstrate that the collaborative quality and perceived connectedness of teacher-student interactions are key factors in the engagement and success of all students, but most especially students with special education needs. We have known for some time that the collaboration and skillful interactions between students and teachers-as-mentors are among the most powerful teaching tools available (Echevarría, 1996; Portes, et al., 2018). This key factor is turning out to be especially important in virtual learning environments as well (Gullo, 2021)" (Porter et al., 2021).

How do the current educational practices in your setting reflect this research?

"According to Test et al. (2009), access to the general education curriculum is a predictor of postsecondary success for students with disabilities; however, many students with disabilities are not provided access. In fall 2016, 63.1% of all students with disabilities ages 6-21 were educated in general education for at least 80% of the day. Additionally, 18.3% of students were educated in general education between 79% and 40% of the day, with 13.4% being educated in general education less than 40% of the day. The number of students educated in more restrictive settings outside of the school was 5.1% (USDOE, 2018). These numbers seem to contradict the expectations of federal mandates" (Pelt, 2020).

How do the current educational practices in your setting reflect this research?

"When teachers focus on student disabilities, they may be more likely to focus on student weaknesses rather than strengths, which may lead to missed educational opportunities (Jorgensen et al., 2007). These missed opportunities occur when teachers have preconceived expectations of students based on their disability (Jackson et al., 2009)" (Pelt, 2020).

How do the current educational practices in your setting reflect this research?

"When teachers have negative attitudes toward including students with disabilities in general education, they are more likely to have low expectations, which can result in poor student performance (Ernest and Rogers, 2009). Research shows that teachers' attitudes toward inclusion are influenced by the severity of students' disabilities (Cook, 2001; Ernest and Rogers, 2009). In addition, research shows that teachers in lower grade levels tend to have more positive attitudes toward inclusion when compared to teachers in higher grade levels (Bender et al., 1995; Berry, 2010; Çelik and Kraska, 2017)" (Pelt, 2020).

How do the current educational practices in your setting reflect this research?

""According to Test et al. (2009), students with disabilities lag in the areas of postsecondary education, employment, and independent living when compared to their typically developing peers; having access to the general education curriculum is a moderate predictor of postsecondary success for students with disabilities (Chiang et al., 2012; Mazzotti et al., 2016; Rojewski et al., 2015; Test et al., 2009)" (Pelt, 2020).

How do the current educational practices in your setting reflect this research?

"Research shows that when students with disabilities are educated in the general education classroom, they generally perform better on reading and writing assessments when compared students who are educated in pull-out or special education classes (Manset and Semmel, 1997; Rea et al., 2002; Rojewski et al., 2015). In addition to the academic setting, inclusion can take place in non-academic settings such as physical education, electives, lunch, or library (Kurth et al., 2019), which may help in the development of social skills for students with disabilities by allowing them to interact with typically developing peers (Matthews, 2003; Palley, 2009)" (Pelt, 2020).

How do the current educational practices in your setting reflect this research?

"The attitudes of teachers play a role in the achievement of students with disabilities (Ernest and Rogers, 2009; Goyena, 2008; Rizzo and Vispoel, 1992). In order to teach students with diverse learning needs, teachers must be dedicated and capable. Because the student-teacher relationship is an integral part of learning, teacher attitudes are a vital factor in the success of students with disabilities (Ernest and Rogers, 2009). Research shows that when teachers have insufficient preservice preparation, plus a lack of knowledge of inclusive practices, there is a feeling of inadequacy regarding teaching students in inclusive classrooms (Hernandez et al., 2016). Thus, in order to successfully implement inclusive practices, perspectives of teachers on inclusion should be examined and addressed" (Pelt, 2020).

How do the current educational practices in your setting reflect this research?

"Although many teachers understand the benefits of inclusion, inclusive education is not always carried out effectively (Cook et al., 2007)" (Pelt, 2020).

How do the current educational practices in your setting reflect this research?

"Kurth, Morningstar, and Kozleski (2014) argued that while there are added prospects to learning and advancing in inclusive educational settings, thousands of students with disabilities are still educated in overly restrictive settings" (Smith and Larwin, 2021).

How do the current educational practices in your setting reflect this research?

"However, teachers with greater knowledge of inclusion usually have more positive attitudes and have beliefs that they can effectively teach students with disabilities (Buell et al., 1999). When teachers hold negative attitudes toward inclusion, this is most likely to lead to low expectations by teachers and poor performance for students with disabilities (Cameron and Cook, 2013). In turn, low expectations may result in reduced learning opportunities for students and opportunities for consideration of additional learning opportunities, creating a situation in which students lack confidence in their abilities (Cameron and Cook, 2013). Furthermore, teachers with low expectations are less likely to spend a substantial amount of time on instruction, leading to lower student achievement (Brownell and Pajares, 1999). According to the research, the more severe the disability, the less willing teachers were to include students (Cook, 2001; Logan and Wimer, 2013). In most cases, teachers held positive attitudes toward teaching students with milder disabilities with more negative attitudes toward students with more severe disabilities because of concerns regarding inappropriate behaviors (Pierson and Howell, 2013). However, research shows that when teachers have experience in working with individuals with disabilities, they are more likely to have positive attitudes in teaching students with disabilities (Burke and Sutherland, 2004). Teachers play an essential role in the success of students with disabilities in the general education classroom (Ernest and Rogers, 2009; Goyena, 2008; Rizzo and Vispoel, 1992)" (Pelt, 2020).

How do the current educational practices in your setting reflect this research?

"Although research shows that access to the general education curriculum is a predictor to postsecondary success (Chiang et al., 2012; Mazzotti et al., 2016; Rojewski et al., 2015; Test et al., 2009), students with the most significant disabilities continue to be educated in separate settings than their typically developing peers (Kleinert, 2015; USDOE, 2018)" (Pelt, 2020).

How do the current educational practices in your setting reflect this research?

"In a two-year study of students with intellectual disabilities immersed in a general education setting, students [in proportionally represented classrooms] made more progress in literacy skills than those with the same diagnosis who attended special schools (Dessemontet, Bless, and Morin, 2012)" (Smith and Larwin, 2021).

How do the current educational practices in your setting reflect this research?

"Not only is it morally and ethically upright for students with disabilities to be immersed in a heterogeneous school experience, but research also suggests that there are substantial benefits to inclusion and that inclusion is considered a best practice. Momentous increases in IEP quality in terms of age-appropriateness, functionality, and generalization were found when students were integrated into general education classes from more restrictive special education settings (Hunt and Farron-Davis, 1992). Furthermore, in the general education classroom, there was an increase in the number of practical lessons as well as academic activities when compared to a pull-out special education class. Students were also more engaged in the general education setting and were not alone or isolated (Hunt, Farron-Davis, Beckstead, Curtis, and Goetz, 1994).

How do the current educational practices in your setting reflect this research?

"Research has shown that non-disabled students in an inclusive setting make similar or greater gains than those not being educated with students with disabilities regarding math and literacy (Waldron, Cole, and Majd, 2001). Moreover, Hollowood, Salisbury, Rainforth, and Palombaro (1995) found that there was no difference in instructional time, engaged time, and time allotted for instruction between a general education class without students with severe disabilities and an inclusion class where there are those with disabilities. In fact, nondisabled peers benefit from building relationships with children with disabilities, and having these children included with them leads to new and enriching learning opportunities for all students (McGregor and Vogelsberg, 1998)" (Smith and Larwin, 2021).

How do the current educational practices in your setting reflect this research?

"Kurth et al. (2014) depicted how highly restrictive placements for students with low-incidence disabilities are still commonplace. Districts do not set goals that are rigorous enough to bring students in restrictive placements back to their neighborhood schools (Kurth et al.). Therefore, there is quite a disproportionality between students with low-incidence disabilities being educated in restrictive placements with little initiative to move them toward being educated in less restrictive environments. In a 14-year study looking at the changes involving LRE for students with low-incidence disabilities, it was discovered that not much change elicited for students with significant disabilities in terms of reform to lesser restrictive placements (Morningstar, Kurth, and Johnson, 2017)" (Smith and Larwin, 2021).

How do the current educational practices in your setting reflect this research?

"According to O'Laughlin and Lindle (2015), principals' ideas of what the law says differed from the intent, not to mention, principals may fail to realize that special education is a service and not a place (O'Laughlin and Lindle, 2015). Ultimately, their knowledge, or lack thereof in terms of LRE and FAPE, influences placements for students" (Smith and Larwin, 2021).

How do the current educational practices in your setting reflect this research?

"Additionally, the application of a special education continuum of services may have a negative impact on restrictive placement. Because there is an option for students to be removed from their nondisabled peers, it oftentimes happens that districts try to prove why students cannot be in a general education setting instead of how they can meet with success in that setting (Ryndak et al., 2014)" (Smith and Larwin, 2021).

How do the current educational practices in your setting reflect this research?

"Saloviita and Takala (2010) noted that when teachers have had experience with inclusion, their perceptions are more positive than the perceptions of those without this involvement. As a result, they are more willing to have students with disabilities in their classrooms" (Smith and Larwin, 2021).

How do the current educational practices in your setting reflect this research?

""Because there is a small, negative relationship between higher years of teaching experience and lower levels of inclusion, the leadership team in this district should be analyzing professional development opportunities pertaining to areas of Dweck's (2016) growth mindset, special education law and history, co-teaching models, specially designed instruction, and supplementary aids and services. Ultimately, students with and without disabilities retain a right to be educated alongside one another; the responsibility of how to make this initiative successful lies with school leaders to ensure the appropriate training for staff members" (Smith and Larwin, 2021).

How do the current educational practices in your setting reflect this research?

"Although they may be physically placed in inclusive settings, learners with diverse needs are sometimes at risk of not becoming a member of the classroom community. Students who receive special services may be poorly integrated into the [classroom] because adults responsible for managing the classroom may not be cognizant of how academic, behavioral, communication, and social domains of functioning interact, nor do they provide the appropriate social space for learners with diverse needs to fully engage with peers in productive ways (Carter, 2018; Farmer, Dawes, et al., 2018)" (Farmer et al., 2019).

How do the current educational practices in your setting reflect this research?

"In the early years following IDEA, it was common to see grouping practices in which students who had the same instructional needs would work together throughout the day in general education settings, sometimes in a separate area of the room with a special teacher (McLesky and Waldron, 2007). These practices generate concerns about labeling and stigma associated with being different that may impact how students who receive special services are treated by adults and perceived by their peers (Alderson, 2018; Dare and Nowicki, 2018). Being pulled out for special instruction or having an adult assistant may increase stigma and constrain social opportunities (Carter, 2018; McLesky and Waldron, 2007)" (Farmer et al., 2019).

How do the current educational practices in your setting reflect this research?

"… students with disabilities are less accepted compared to nondisabled peers (Frederickson and Furnham, 2004; Sale and Carey, 1995). They are less likely to have reciprocated friendships with nondisabled peers and are more likely to be socially isolated and to be perceived by teachers and peers as having unfavorable social characteristics (Chen et al., 2015; Frederickson and Furnham, 2004; Pijl, Frostad, and Flem, 2008)" (Farmer et al., 2019).

How do the current educational practices in your setting reflect this research?

"Immigrant emergent bilingual kindergarteners tend to be less socially accepted as compared to dominant language peers and need additional language and social supports to promote their acclimation to the peer culture (Von Grunigen, Kochenderfer-Ladd, Perren, and Alsaker, 2010)" (Farmer et al., 2019).

How do the current educational practices in your setting reflect this research?

"Further, students with disabilities tend to have elevated rates of involvement in bullying as victims and bully-victims (Chen et al., 2015; Rose and Gage, 2017). These studies further demonstrate that even though most students with disabilities are members of peer groups, their affiliations are often with socially vulnerable peers (i.e., shy or withdrawn, aggressive, involved in bullying as a perpetrator, victim, or both)" (Farmer et al., 2019).

How do the current educational practices in your setting reflect this research?

"Recent work suggests that the presence of emergent bilingual students in a classroom improves the social experiences and development of other students, particularly when the teacher is equipped to serve emergent bilingual populations (Gottfried, 2014)" (Farmer et al., 2019).

How do the current educational practices in your setting reflect this research?

"Inclusion should not be viewed as a practice in which learners with diverse needs are brought into the general education classroom as though they are visitors while students who do not receive special services are taught to be good hosts who tolerate and accept them. Rather, it is everyone's classroom and everyone has different needs regardless as to whether they are identified as general education students, students with disabilities, academically gifted students, or emergent bilingual students. Classrooms can be supportive, engaging, and developmentally facilitative places for most students, or classrooms can be a context in which many students struggle, feel like they do not belong, and develop negative behavioral and/or emotional patterns that impact their adjustment for years (Adler and Adler, 1998; Cairns and Cairns, 1994; Masten, 2001)" (Farmer et al., 2019).

How do the current educational practices in your setting reflect this research?

"Just as universal supports and adaptions (i.e., curb cuts in sidewalks, picture signs for bathrooms, closed captioning) can have a functional benefit for everyone and not just individuals with special needs, a socially supportive classroom can enhance the school experiences and development of all students (i.e., general education students, students with disabilities, academically gifted students, emergent bilingual students). To facilitate the social success and adaptation of all students in diverse classrooms, teachers must manage classroom social dynamics in ways that promote an inclusive and mutually supportive community. To do this, it is helpful for teachers to understand the classroom as a society and the person-in-context perspective of children's social growth, learning, and behavioral adaptation" (Farmer et al., 2019).

How do the current educational practices in your setting reflect this research?

"The academic and behavioral instructional standards are the same for students with IEPs as for students without IEPs. Academically, this refers to grade level content standards. Behaviorally, this refers to social and emotional learning competencies and school-wide behavioral expectations. If, for a student with the most significant cognitive disability, the use of alternate standards is appropriate, they should scaffold the student toward grade level standards and school wide expectations. The intent is to close the gap between current and expected levels of academic, social, and emotional performance for students with IEPs through individualized ambitious and achievable goals" (WI DPI and Stanford Taylor, 2019).

How do the current educational practices in your setting reflect this research?

"Particular attention should be given to the way practitioners present students with disabilities to teachers and, more generally, on how students with disabilities are presented in the school environment (Di Maggio et al. 2019). The information should promote a positive image of students with disabilities that should focus on the strengths and abilities that these students have and how they can participate in school, academic, and relational activities (Nota et al. 2014)" (Ginevra et al., 2021).

How do the current educational practices in your setting reflect this research?

"Specially designed instruction is a service, not a location. Therefore, it is not defined by where it occurs. Specially designed instruction can be provided to a student in any location within a school or, as appropriate, in the community. The IDEA requires IEP teams consider least restrictive environment (LRE) provisions when making decisions about where students will receive education. LRE means students with IEPs are educated with non-disabled peers to the maximum extent appropriate and are removed from general education settings only when the nature and severity of their disability is such that education in regular classes with the use of supplementary aids and services (i.e. supports and accommodations) cannot be achieved (34 CFR 300.114(a))" (WI DPI & Stanford Taylor, 2019).

How do the current educational practices in your setting reflect this research?

"According to Labelling Theory, Chimhenga (2016) found that teachers' attitudes shown by the labels they give to students with disabilities affect the performance of students with disabilities in regular classes. This result could be related to the fact that labelling may result in a self-fulfiling prophecy. The latter suggests that teachers' predictions about the future success or failure of students with disabilities will tend to influence the school performance of students that tend to see themselves in terms of the teacher's labels and act towards them on this basis" (Ginevra, Di Maggio, Valbusa, Santilli, and Nota, 2021).

How do the current educational practices in your setting reflect this research?

"Other studies have found that teachers' attitudes impact the level of social acceptance of students with disabilities, and therefore the levels of conflict between students in classrooms that include students with disabilities (Dias and Cadime 2016; Pit-ten Cate and Glock 2019). For example, Avcıoğlu (2017) found that teachers' and peers' acceptance of students with intellectual disabilities is related to teachers' attitudes and interactive, verbal and non verbal behaviours they exhibit towards students with disabilities, such as making eye contact with students with disabilities, addressing students by name, supporting students' positive behaviours using gestures such as smiles" (Ginevra et al., 2021).

How do the current educational practices in your setting reflect this research?

"Additionally, teachers with more positive attitudes towards inclusive education more readily adapt the learning environment to the needs of all their students and tend to use a variety of teaching and learning settings (Lanes, Demo, and Dell'Anna 2020). This pluralisation of learning and teaching strategies can guarantee students with disabilities to participate and, at the same time, is a quality criterion for universal learning and teaching for all students within the classrooms (Hall, Meyer, and Rose 2012)" (Ginevra et al., 2021).

How do the current educational practices in your setting reflect this research?

"On the other hand, as Nabors and Larson (2002) suggested, attitudes towards individuals with disabilities can be positively influenced by providing accurate and positive information about the disability. Positive information about individuals with disabilities can help reduce stereotyped beliefs and the use of labels and, in this sense, positively impact the cognitive component of attitudes (Laws and Kelly 2005)" (Ginevra et al., 2021).

How do the current educational practices in your setting reflect this research?

"The results regarding the type of information provided in the students' profiles of children with disabilities suggested that providing positive information associated with the strengths of the students with disabilities had a positive impact on teachers' attitudes related to school performance and social acceptability of students with disabilities, beyond receiver-variables and students' characteristics. This finding reflects those reported in previous research (Di Maggio et al. 2019; Nabors and Larson 2002) and may be related to the fact that giving a clear and positive image of students may have promoted a reconsideration of the stereotypical image that teachers create of students with disabilities, and, as a consequence, this can lead to the improvement of teachers' attitudes regarding school performance and social acceptability of students with disabilities (Link and Phelan 2013; Magyar-Moe, Owens, and Conoley 2015)" (Ginevra et al., 2021).

How do the current educational practices in your setting reflect this research?

"Teachers' training should aim at highlighting the heterogeneity that characterises each class and the uniqueness of each student with and without disabilities and should implement inclusive and useful teaching methods involving students with disabilities, promoting, in this way, inclusive teaching processes and more positive attitudes of teachers towards their students. All of this, as a direct and indirect result (self-fulfilling prophecy), may also have positive consequences on the school performance and social acceptability of students with disabilities" (Ginevra et al., 2021).

How do the current educational practices in your setting reflect this research?

"This finding is particularly relevant because it provides useful suggestions regarding the importance, for practitioners, to avoid using diagnostic labels when they talk about students with disabilities and, on the other hand, to provide descriptions of the strengths of the students… Providing information about the strengths of individuals with disabilities and train teachers to give positive information about the students with disabilities can stimulate the involvement of all students in the educational activities and the full participation of all students in the school context" (Ginevra et al., 2021).

How do the current educational practices in your setting reflect this research?

"Although advocates of inclusion in the United States have argued that the expectation that students with [intellectual disabilities] be included in general education with appropriate supplementary aids and services has always been present in IDEA (Wehmeyer, 2019), it is perhaps no surprise that from the time of the passage of the law in 1975, the primary educational environments for students with [intellectual disabilities] has been outside of regular education settings and rarely were efforts made to provide necessary supplementary aids and services to enable participation in regular education settings" (Wehmeyer, Shogren, and Kurth, 2021).

How do the current educational practices in your setting reflect this research?

Soukup et al. (2007), cited previously, conducted a similar observational study of elementary students with [Intellectual Disabilities]. Students with [Intellectual Disabilities] in general education contexts were observed working on an activity linked to any general education content standard in 97.5% of intervals and on an activity linked to appropriate grade-level content standard in 83% of intervals. Students in self-contained settings were observed working on an activity linked to any general education content standard in only 46.1% of intervals, and there was not a single interval (0%) in which these students were observed working on a grade-level content standard" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"A recent review of placement outcomes (Agran et al., 2019) identified a myriad of ways in which students with [intellectual disabilities] benefit from inclusive placements. These include improved academic achievement and academic skill acquisition (Kurth and Mastergeorge, 2010a, 2010b), improved communication skills and social interactions (Carter and Hughes, 2005; Fisher and Meyer, 2002), self-determination (Hughes, Agran, Cosgriff, and Washington, 2013), and positive perceptions of belonging and of high expectations for learning (Shogren et al., 2015). Hehir et al. (2016) conducted a review of evidence from almost 300 research studies and concluded inclusive practices "confer substantial short- and long-term benefits for children's cognitive and social development" (p. 26)" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"First, there is evidence that students with disabilities who are included in regular education perform better than students with disabilities who are not included. Hehir, Grindal, and Eidelman (2012) conducted an analysis of almost 70,000 elementary and secondary school students with disabilities in the United States to examine factors associated with more positive academic achievement. They found, after controlling for factors such as family income, school quality, and English language proficiency, that students who spent more time in regular education settings performed more positively on assessments of language skills and mathematics than did their peers educated in more segregated settings. Studies of the Special Education Elementary Longitudinal Study (SEELS) data reflect similar benefits. Blackorby et al. (2007) found, by analyzing SEELS data, that students with ID showed significantly better reading skills when they were included in regular education academic content courses" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Cole, Murphy, Frisby, Grossi, and Bolte (2018) followed students receiving special education in the State of Indiana from 2013 to 2018. They used propensity score matching, in which students with disabilities being educated in the regular education setting for 80% or more of the day were compared with other students like them who were educated less than 80% of the day during 1 year of the 5 year period and students who were never educated more than 80% of the day in general education settings. These matched students were followed over the 5 year study on state assessments of reading and mathematics. Students in the "inclusion" group scored significantly higher on both reading and mathematics standardized tests than students educated in separate settings" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Agran et al. (2019) concluded, in reviewing comparison studies pertaining to students with severe disability between general education settings and segregated, self-contained settings, that the general education classroom promotes greater access to the general education curriculum (Soukup, Wehmeyer, Bashinski, and Bovaird, 2007), enhanced access to content area expertise and age-appropriate instructional materials (Kleinart et al., 2015), and increased naturalistic peer supports (Carter and Hughes, 2006). Further, this review found that inclusive settings were associated with better quality IEPs (Kurth and Mastergeorge, 2010a) and higher levels of social engagement (Lyons, Cappadocia, and Weiss, 2011)" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Causton-Theoharis, Theoharis, Orsait, and Cosier (2011) conducted an observational study over a 7-year period of students across three states with severe disabilities who were taught in mostly elementary school self-contained classrooms. Causton-Theoharis and colleagues determined that in self-contained settings students often worked in isolation with little effort made by instructors to create a supportive community; that significant portions of the school day were spent in nonacademic activities; and that there were a significant number of interruptions and distractions during the day, ranging from adults talking with one another to people coming and going persistently. Causton-Theoharis et al. (2011) concluded, "we found it difficult to argue for fixing or improving these self-contained settings because everything we observed could have been transported to inclusive settings without compromising the education these students were receiving" (p. 73)" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Pennington and Courtade (2015) observed self-contained classrooms in which students with [intellectual disabilities] were being educated to examine the degree to which teachers provided feedback and opportunities for students to respond. They found that students were overwhelmingly taught in small group and one-to-one teaching arrangements and were provided inadequate feedback to sustain optimal opportunities for students to respond, and that students were engaged in primarily passive activities" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Kurth, Born, and Love (2016) examined educational experiences of high school students with intellectual disabilities in self-contained settings. The analysis indicated that students were passively engaged, had few opportunities to learn from structured curriculum, and that teachers spent considerable time on tasks other than instruction, including paperwork and general classroom and personnel management. Just as Causton-Theoharis and colleagues observed, Kurth and colleagues found that the classrooms were disruptive and that little or no specialized, effective instruction occurred. Alarmingly, Kurth and colleagues found that about one-third of the students observed had complex communication support needs, but there was no evidence of any form of communication supports for these students and, not surprisingly, these students were less likely to interact with teachers and were more likely to be engaged in a passive task compared to other students in the classroom" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Wehmeyer, Lattin, Lapp-Rincker, and Agran (2003) observed middle school students with {intellectual disabilities] in general education and self-contained settings. Students being educated in regular education settings were observed working on tasks linked to a district general education content standard in 90% of intervals while students educated in self-contained settings engaged in tasks related to a content standard in only 50% of the intervals" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Segall and Campbell (2014) conducted a study in which what varied in descriptions of a hypothetical student with autism provided to elementary teachers was simply the IQ score. The lower the IQ score, the more likely teachers were to recommend placement in segregated settings, even though nothing else in the description of the hypothetical child varied at all. Not surprisingly, disability type can influence perceptions, and students with [intellectual disabilities] are more likely to be seen as needing segregated settings (Harris and Handleman, 2000)" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Other child-specific factors that influence placement decisions. It is well established that students of color, and particularly African-American and Hispanic students in the United States, are overrepresented in special education and in the category of [intellectual disability] (Kozleski, Artiles, and Skrtic, 2014). Since the majority of students with ID are served in segregated settings, the overrepresentation process has the additional impact of segregating students of color (Kozleski et al., 2014)" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Further, gender also has been shown to play a role in referral to special education and placement (Rousso and Wehmeyer, 2001). It is, of course, young men of color who are most frequently referred to special education for a host of reasons, from bias to stereotypes about behavior, but gender also plays a role for young women with [Intellectual Disabilities]. Research has shown that females with [Intellectual Disabilities] must have more intensive support needs to be identified as needing special education services and are, on average, older when finally referred to receive such services (Rousso and Wehmeyer, 2001)" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Students from lower socioeconomic families are more likely to be placed in more restrictive (segregated) [special education] settings (Kurth, Mastergeorge, and Paschall, 2016; Lauderdale-Littin, Howell, and Blacher, 2013). Geographic factors associated with economic and racial factors contribute: Students in urban settings are more likely to be served in restrictive settings (Brock and Schaefer, 2015)" (Kurth et al., 2021).

How do the current educational practices in your setting reflect this research?

"Similarly, Rakap and Kaczmarek (2010) found that teachers who had prior experience of implementing inclusion and had, therefore, accommodated students with SEN in their classrooms were more positive toward inclusion than teachers with little or no such experience" (Avramidis and Toulia, 2020).

How do the current educational practices in your setting reflect this research?

"… the study of Blackman (2016) showed that students and young adults who had either a personal (out-of-school) friend or a friend with a disability within their regular schools were found to be supportive toward inclusion" (Avramidis and Toulia, 2020).

How do the current educational practices in your setting reflect this research?

"Principals are key contributors to the success or failure of inclusion and continue to play a pivotal role in developing and sustaining inclusive school environments by establishing a culture of open communication, respect, and trust (Billingsley, 2012; McLeskey, Waldron, Spooner, and Algozzine, 2014)" (White, Hunter, Green, and Mueller, 2021).

How do the current educational practices in your setting reflect this research?

Supporting this finding, Praisner (2000) found that principals who had positive experiences with students with disabilities and prior experience with special education concepts had more positive attitudes toward inclusion" (White et al., 2021).

How do the current educational practices in your setting reflect this research?

"Facilitating a high-quality experience also means creating collaborative cultures in which all personnel take collective responsibility for teaching and supporting students with disabilities (CCSSO and CEEDAR, 2017). As Causton-Theoharis et al. (2011) emphasized, an important change that occurred during inclusive restructuring was that teachers accepted responsibility for all students. Teachers stated, restructuring "has made us try and see whoever is in our classrooms as 'our' kid" (p. 198), and "it is the teacher's job to make it work for all students in a classroom. . .to allow them to participate at their level on grade level curriculum" (p. 199)" (DeMatthews, Billingsley, McLeskey, and Sharma, 2020).

How do the current educational practices in your setting reflect this research?

"For students who were chronically absent... Teachers also tended to give lower ratings of interpersonal skills" (Gottfried, Kim, and Fletcher, 2024, p. 8).

How do the current educational practices in your setting reflect this research?

"Our work provides suggestive evidence that absent students may ultimately be hurt in schooling through absenteeism's correlation with lowered teacher perceptions. That is, absent students have teachers who view them less positively, . . . and that lower teacher perceptions might be associated with lower student outcomes" (Gottfried, Kim, and Fletcher, 2024, p. 11).

How do the current educational practices in your setting reflect this research?

"This suggests that, within a classroom, teachers gave lower ratings of approaches to learning for students who had more absences... or who were chronically absent..." (Gottfried, Kim, and Fletcher, 2024, p. 8).

How do the current educational practices in your setting reflect this research?

"Research also indicates that teacher perceptions and expectations matter for child success, namely, that positive perceptions predict stronger outcomes for students, and negative perceptions correlate with lower outcomes (Hughes et al., 2006; Kenyatta, 2012; Moorman & Wicks-Smith, 2012; Soumah & Hoover, 2016)" and "that teachers view chronically absent students less positively" (as cited within Gottfried, Kim, and Fletcher, 2024, p.11).

How do the current educational practices in your setting reflect this research?

"Teachers gave significantly lower ratings of language skills for students with more absences... and who were chronically absent" (Gottfried, Kim, and Fletcher, 2024, p. 8).

How do the current educational practices in your setting reflect this research?

"Using a nationally representative dataset of children in kindergarten through second grade, we found that teachers felt less close with students who had more absences compared to students with fewer absences" (Gottfried, Kim, and Fletcher, 2024, p. 1).

How do the current educational practices in your setting reflect this research?

"Teachers gave significantly lower ratings of math skills to students with more absences... and who were chronically absent..." (Gottfried, Kim, and Fletcher, 2024, p. 8).

How do the current educational practices in your setting reflect this research?

"A compounding factor of this finding is that absenteeism may create a cycle of conflict that is difficult to break, resulting in student alienation from the teacher or school altogether and, hence, a lowered feeling of closeness" (Gottfried, Kim, and Fletcher, 2024, p. 3).

How do the current educational practices in your setting reflect this research?

"Ciuladiene and Kairiene (2017) found that some absent students avoided teachers in order to avoid conflict. This conflict avoidance, however, may lead to further absenteeism behaviors (Kerney, 2008), which could lead to even lower perceptions of closeness and higher perceptions of conflict between teachers and absent students" (Gottfried, Kim, and Fletcher, 2024, p. 3).

How do the current educational practices in your setting reflect this research?

"Findings also suggested teachers had lower perceptions of absent students' classroom social skills compared to the perceptions that they held for less-absent students" (Gottfried, Kim, and Fletcher, 2024, p. 1).

How do the current educational practices in your setting reflect this research?

"Teacher biases and perceptions can impact a student's experience in the classroom both academically (Kenyatta, 2012; Moorman & Wicks- Smith, 2012; Soumah & Hoover, 2016) and socially (Hughes et al., 2006)... (as cited within Gottfried, Kim, and Fletcher, 2024, p. 2).

How do the current educational practices in your setting reflect this research?

"Student and school demographic and outcome data were analyzed from the eighth grade in 2013 through graduation in 2018. Students with disabilities spending 80% more time in inclusive classrooms did better in reading and math than peers spending more time in special education classrooms" (Cole, Murphy, Frisby, and Robinson, 2023, p. 13).

How do the current educational practices in your setting reflect this research?

"The study shows differences in diploma types of students in more inclusive settings than those in less inclusive settings, indicating that students in inclusive settings engage in more rigorous course of study and are more prepared for successful post-secondary educational and employment opportunities" (Cole, Murphy, Frisby, and Robinson, 2023, p. 13).

How do the current educational practices in your setting reflect this research?

"We believe that the inclusion of students with disabilities is an issue of social justice. We would argue that 'waiting until the system is ready' to include contradicts the concept of social justice. The search for social justice within the educational system is important because educational outcomes reflect societal inequities for those perceived as 'different' (Annamma & Handy, 2020)" (as cited within Cole, Murphy, Frisby, and Robinson, 2023, p. 21).

How do the current educational practices in your setting reflect this research?

"We cannot, as a society, afford to continue to support policies and practices that result in academic failure, limited post-secondary options, and continued separation and marginalization based on disabilities We can, however, accept the ambitious agenda to transform educational systems to create inclusive school environments, maximize student participation, and increase the achievement of students with disabilities" (Cole, Murphy, Frisby, and Robinson, 2023, p. 21).

How do the current educational practices in your setting reflect this research?

"Research has suggested the majority of practices and supports observed in self-contained settings could be implemented in more inclusive settings without compromising the effectiveness of instruction (Barrett et al., 2020; Causton-Theoharis et.al, 2011)" (as cited within Cole, Murphy, Frisby, and Robinson, 2023, p. 15).

How do the current educational practices in your setting reflect this research?

"Causton-Theoharis et al. (2011) found 'a disconnect between the rationale for self-contained special education and reality' (p. 73) with little evidence to suggest that the supports offered in self-contained classrooms could not be integrated into more inclusive settings" (as cited within Cole, Murphy, Frisby, and Robinson, 2023, p. 15).

How do the current educational practices in your setting reflect this research?

"In 2019, Williamson et al. (2019) reported a trend over two decades that showed more students with disabilities are being educated in general education settings for most of the day. Yet, according to the most recent Report to Congress, only 64% of students with disabilities are in the general education classroom 80% or more of their day (U.S. Department of Education, 2021)" (as cited within Cole, Murphy, Frisby, and Robinson, 2023, p. 14).

How do the current educational practices in your setting reflect this research?