

CC understanding of cultural competency Provides description or their own idea of what cultural competency means
CLI negative culture Negative about culture
CLI negative staff cohesive Negative about staff cohesiveness
CLI positive culture positive about culture
CLI positive staff cohesive positive about staff cohesiveness learning community and working together community of learners?
COM difficulties or lack of community involvement Any discussion that indicates a lack of involvement and difficulties with involving community.
COM responsiveness to community From constructs. This could be broken down into emerging codes.

What are their specific strategies?
COM successful involving community Specific times when they were successful in involving the community
DEMO administrators Background, degrees, etc for all other interviewees who were not teachers or students.
DEMO community demographics From constructs.
DEMO perceptions to demographic changes in time How perceived by different interviewees if demographics have changed at all, and if so how. Identifying there is a demographic change or not.
DEMO response to demographic change When an interviewee mentions actions based on demographic change.
DEMO students From constructs. Student demographics
DEMO teachers From constructs.
EXP students From Ursula's brainstorm. Should we have a code for deficit thinking?
EXP teachers Administrator expectations for teachers
LEAD lack of leadership
LEAD strong leadership From Ursula's brainstorm.
LEAD vision
MAN cultural competency in professional development plan
MAN district or school policies related to cultural competence
MAN do not know requirements for cultural competency
MAN interference Mandates, not necessarily having to do with cultural competency that interfere with cultural competence related practices i.e. integrating curric. prevents CC practices.
MAN new policy and or requirements needed What interviewees think should be added as new policy or new requirements.
MAN requirements in preservice From Ursula's brainstorm. What they've experienced
MAN training priorities From constructs. There is a mandate in existence How is this different from PD?
MAN understanding of current requirements From constructs. What they do know. This could be broken down into emerging codes. See also "New requirements needed"
OUT effectiveness of training From constructs. This could be broken down into emerging codes.

OUT practices related to cultural competence From constructs. This could be broken down into emerging codes.

OUT students The effect of cultural competency trainings in the classroom on student performance/achievement/etc.

PD attitude about training From constructs. This could be broken down into emerging codes Problems felt.

PD availability of training From constructs. This could be broken down into emerging codes. See also "no trainings available"

PD district-provided training if present

PD long term commitment Trainings that are repeated, have same trainers. Continuity sequential, longevity, stability.

PD need to be teachers Interviewee wants trainers to be teachers or likes trainings where the trainers were teachers.

PD past experience with cultural competency From constructs. Includes trainings, other ways teacher/admin developed skills.

PD quality of training Problems found to excellence qualifiers

PD required training Emerged from data. This is the type of training, if it is a required training.

PD training supported at school site if present

PD type of training participated in From constructs. Description from participant about the training (hours, how long, etc.) or categorizes it in some way.

See also "required training"who, what, when, how.

PD voluntary training

STR barriers Emerging from data. All structural barriers, including lack of material resources facilities funding.

STR changes in policy or practice because of training Continuity effects From constructs. This could be broken down into emerging codes.

STR classroom practices Classroom practices used that have to do with cultural competency what is done to meet needs of Ss To compare alignment with observations in classrooms.

STR needs for training From data. Interviewees talked about training needs.

STR school and district support Moral support, material support, peer-to-peer, climate establishment, staffing, program implementation.

STR school practices community actions, mandates in terms of plans, PD that is provided

STR staff hiring priorities From constructs.

STR staff hiring priorities and practices From constructs.

STR student resources Funds of knowledge Ss backgrounds used CCcurric.

STR teacher compensation From constructs. Adequate financial pay, in general to draw well trained and diverse teachers Incentives and support.

Also, specifically for PD.

STR using data Emerged from data. Places where interviewees talked about using data in some way, formal or informal use of data. Could be observational, written, oral, etc.