

EFFECTIVE PRINCIPAL LEADERSHIP PRACTICES FOR DUAL LANGUAGE STRAND  
PROGRAMMING: BRIDGING LEADERSHIP FOR LEARNING AND CRITICAL  
BILINGUAL LEADERSHIP

BY

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DISSERTATION

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## **Abstract**

This dissertation explores dual language education within the contexts of public education in the United States. The study focuses on effective leadership considerations for principals of strand dual language programs. In order to gain a complete understanding of current dual language practices and leadership, it will be vital to understand the historical perspective for civil rights and emergent bilingual education and how those events have led to various program models for emergent bilingual education. This dissertation reviews the historical context for emergent bilingual education and focuses on dual language education as a solution for meaningful emergent bilingual education that maintains both native and second language instruction. Following this discussion, the proposal explores leadership styles and considerations that building principals must consider when implementing dual language education in an additive program model.

This dissertation is grounded in a single site case study. Following the problem identification and review of literature, the study methodology is outlined and presented. Findings and recommendations are presented in subsequent chapters. It is important to note that this study has recommendations for building level administrators as well as school district administrators. Recommendations are based on a new theoretical framework, Critical Bilingual Leadership for Learning, which is a combination of Leadership for Learning and Critical Bilingual Leadership.

*Keywords:* emergent bilinguals, dual language, strand dual language programs, case study, leadership for learning, critical bilingual leadership, critical bilingual leadership for learning

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## **Chapter 1: Introduction**

Over past decades, the terms used by researchers to describe second language learners in schools has evolved from deficit minded terms such as limited English proficient (LEP) to more additive minded terms, which view student language abilities as a positive characteristic, such as emergent bilingual. The term, emergent bilingual, refers to students who are second language learners and are on the pathway to becoming bilingual through their schooling in the United States and their maintenance of their native home language (Garcia, Kleifgen, and Falchi, 2010). According to the National Center for Educational Statistics (2015), the number of emergent bilingual students in the United States rose from 3.8 million students in 2000 to 4.8 million students in 2015. In 2015, emergent bilingual students represented 9.5% of the total student enrollment across the United States. Total enrollment of emergent bilingual students across all 50 states ranged from 1.0% of the total student enrollment in West Virginia, as the lowest, to 21% in California for the highest. Across the nation, the average state enrollment of emergent bilingual ranged from 6-10%. The majority of the emergent bilingual enrollment was located in large cities with a large proportion of students in kindergarten through fifth grade. This large increase in emergent bilingual student enrollment over the last 15 years represents a significant shift in educational needs for a significant percentage of public-school students.

The increase in emergent bilingual enrollment represents a possible challenge for school leaders and districts to ensure that instructional programming effectively meets the educational needs of emergent bilingual students. Literature on emergent bilingual education explains that these students are often overlooked or problematized within educational programs (Ruiz, 1984; de Jong, Li, Zafar & Wu, 2016), and many schools operate from a lens which views such students to be more challenging to educate than monolingual students (Cummins, 2000). Emergent bilingual education in the United States has included myriad program models and

these programs and philosophies have been designed and implemented as ways to offer solutions for learning needs of emergent bilingual students. Valdés (1997) argued that many of the historical programs offered narrow solutions for more complex issues with regard to emergent bilingual education. Although it may not be the intent of emergent bilingual program design, many program models can be interpreted as part of a continuum of services that either deny or promote bilingual and bicultural abilities among students. One of the most additive program models for emergent bilingual education is two-way dual language immersion. Research has concluded that this program model allows for an increase in emergent bilingual student achievement and a narrowing of the achievement gap between language minority and majority students (Collier and Thomas, 2004).

The number of dual language programs across the United States has grown exponentially over recent years. In 2000 there were approximately 260 self-reported dual language programs reported in the United States. In 2011, the number of dual language programs reported rose to over 2000 (Ramirez, 2016). Within the state of Illinois, 33 school districts currently report having one or more dual language programs in their school district (Illinois State Board of Education, 2019). The dramatic increase in dual language programs across the nation begs the question, “Who is leading these programs and where are these programs being placed within school districts?” There is limited research on how school districts respond to student and community needs by adding dual language programming to already existent schools. Much of dual language research focuses on three areas: dual language program instruction and design (Valdes, 1997; de Jong, 2002; Gomez, Freeman & Freeman, 2005; Lindholm-Leary, 2005; Alanis and Rodriguez, 2008; Freire and Valdez, 2017), dual language as a model for student integration (Pearson, Wolgemuth and Colomer, 2015; Kotok & DeMatthews, 2018), and social justice and equity leadership within dual language (Theoharis & Toole, 2011; Scanlan & Lopez,

2012; Wiemelt & Welton, 2015; DeMatthews. Edwards & Rincones, 2016; DeMatthews, Izquierdo & Knight, 2016). In addition, there has been a study that analyzes the idea of strand dual language implementation at middle school (de Jong and Bearse, 2014). However, there is not vast research in how districts effectively implement strand dual language programs to ensure the success of students, teachers, and the program. Therefore, it is my assumption that school districts may choose to add dual language programming to schools that already exist by implementing a stranded dual language model due to district limitations. When the decision is made to layer a program on top of an already existing school, a building leader is often already in place. This begs the question, “Are building leaders of monolingual schools equipped and prepared to lead dual language programs?” In addition, we must consider how strand programs are constructed in schools and the relationship between the monolingual and dual language program, students, and staff.

### **Personal Position**

My journey as an educator began in a suburban school district as a high school Spanish teacher in 2005. In this role, I instructed students who were predominantly white and from varied socio-economic backgrounds. My instructional efforts focused on teaching students about the Spanish language and cultures of Spain, Mexico and Latin America. Since I was considered an elective teacher, and not a core content teacher, my work rarely included discussions about equity, student achievement, and social justice. Although I had a desire to engage in those conversations, opportunities were limited since I was a non-core content area teacher.

Following my first four years of teaching, I relocated to a micro-urban community that had many attributes of larger cities which included highly diverse student populations, students with ongoing trauma, and large amounts of teacher and administrator turnover at the building and district levels. Discussions and initiatives at the building and district levels made it clear that

student achievement and social justice were key discussion points and all teachers, both core and elective teachers, were held accountable for working toward those goals. It was in that school district that I transitioned from being a high school Spanish teacher to a high school administrator in 2011.

The beginning of my doctoral studies correlated with the start of my administrative career. I realized that although I had transitioned out of the Spanish teacher role, I still had a strong desire to stay connected to the Spanish language and Hispanic culture. Since I was the only bilingual high school administrator in the district, I was depended upon to be the liaison between our Spanish speaking community and the school, allowing me to form strong relationships with emergent bilingual students and families. My role in supporting the emergent bilingual populations made me realize that I needed to focus on best educational practices for this population as part of my doctoral work. Therefore, I completed my ESL/Bilingual endorsement as part of my doctoral studies.

During my last year as a high school administrator, my school district implemented a Spanish two-way immersion dual language program at the elementary level. The first year of the program faced many instructional and programmatic challenges that impacted the academic success of students and the effectiveness of classroom teachers. Although the program faced many obstacles, the district chose to create an additional elementary school by expanding the program into a whole school, two-way immersion, dual language program. At that point, I was hired as the principal of the elementary school and have spent the last four years as the leader of a whole building dual language school.

As a dual language principal, I continue to encounter many programmatic and instructional obstacles and challenges. My role as principal has required addressing and advocating for best practices for dual language content instruction and assessment, language

acquisition, cultural responsiveness, and parent engagement. This work has been pivotal in increasing the success of the school and has resulted in the school becoming one of the most highly chosen in the district for elementary education as documented by increased student enrollment over the past four years. Our work to promote the success of our dual language school has been somewhat isolating because many district personnel do not explicitly understand tenets of dual language instruction. Therefore, I have served as a district resource to lead my school, but also serve as resource to educate district administrators about best practices and difference between monolingual and dual language instruction.

My journey as a dual language principal has inspired me to conduct my research on effective principal leadership within dual language schools. After four years of growing a school-wide dual language program, I understand how my background, experiences, education and leadership have influenced the success of our school. Much of this success is due to intensive focus I can have on leading dual language versus managing multiple educational programs in one building. Therefore, I wonder how principals engage in effective dual language leadership when they have both a general education, or monolingual program, and a dual language program operating in the same school? How do principals ensure the dual language program is treated equitably with the school and district, that instructional and assessment best practices are implemented, and that student achievement is closely analyzed and monitored with appropriate expectations for dual language students? More importantly, how do principals lead these programs if they have limited understanding about bilingual and dual language education?

My personal statement provides the context and rationale for my dissertation research. My experiences within dual language leadership are limited to my own professional context. I want to expand my personal context and understand how other principals navigate dual language leadership. I hope that this research will help aspiring and current dual language principals

understand practices that they may employ to ensure the best learning outcomes, culture, and climate exist for their buildings.

### **Dual Language Programming**

Dual language programming is known by an array of terms including two-way dual language education, two-way bilingual education, two-way immersion, and dual immersion (Garcia and Kleifgen, 2010). Two-way dual language programming supports fluency in both English and the minority target language (Spanish, French, Mandarin, etc.). When created and implemented appropriately, the ultimate goals for two-way dual language programming include bilingualism, biliteracy, and the appreciation and promotion of multicultural perspectives for all students (Hunt, 2011). In addition, two-way dual language programs that enroll both majority (native English speakers) and minority language students (target language speakers) are believed to reduce segregation seen by traditional pull-out or transitional bilingual education programs (Valdés, 1997).

### **Components of Effective Dual Language Programming**

Effective dual language programs should consider multiple factors for program success that are specific to the education of emergent bilingual students. These factors include school environment and mission, curriculum and instruction, program planning with appropriate alignment, appropriate assessment and accountability, teacher and administrator quality that includes familiarity with appropriate bilingual instructional strategies mixed with collaborative and shared leadership, parental involvement, flexibility and trust within the program (Hunt, 2011; Lindholm-Leary, 2001; Lindholm-Leary, 2005). Although there are a multitude of factors that influence two-way dual language program success, it is important to understand that dual language program variation is necessary because each community and district maintains specific socio-political contexts that they must consider (Freeman, 1998).

Once a program model is outlined, it is important for building and district level leaders to be well informed about programming and to foster a proactive school climate that embraces culture and rigor for all students. In addition, research shows that two-way dual language program success is dependent on building leaders who “understand the nature of bilingualism and the importance of advocacy for teachers, students and biliteracy” (Alanis & Rodriguez, 2008, p.316). This principle also helps support the need for continual teacher professional development that focuses on specific bilingual teaching methodologies, provided by high quality sources rather than relying solely on teachers’ bilingual abilities and the assumption that those bilingual abilities directly correlate to effective bilingual teaching practices (Montague, 1997). Additionally, effective dual language programs maintain leaders that are knowledgeable and advocate for culturally relevant, high quality materials (Ladson-Billings, 2006) for both English and the target language and do not expect the target language to be dependent on English translations or teacher made materials (Alanis & Rodriguez, 2008; Montague, 1997).

Dual language program success is not solely dependent on instructional factors but also on dual language ideologies presented by the dominant and minority cultures the program serves. Conflicting ideologies are often presented in terms of student success in dual language programs. It is possible that the perception of language acquisition in two-way dual language programs can lead to situations where, “for minority children, the acquisition of English is expected, and for mainstream children, the acquisition of non-English language is enthusiastically applauded (Valdés, 1997, p. 417).” Thus, a goal of dual language programming must be to elevate the minority culture and language to “ensure that the program does not become dominated by elitist enclaves mainly spearheaded by the well-educated, wealthier segments of the population for which dual language programs are ‘foreign language education’ (Cortina, Maker, Mount-Cors, 2015, p. 13).” Dual language leaders must balance the multiple stakeholders in order to create

effective dual language programming that ensures all students become bilingual, biliterate, and bicultural and that all participants are valued equally.

### **Strand Dual Language Programs**

There is a large amount of research on effective components of dual language programming (Alanis and Rodriguez, 2008; Amerin and Pena, 2000; de Jong, 2002; Gomez, Freeman and Freeman, 2005; Lindholm-Leary, 2004; Montague, 1999). There is also significant research on the effects on dual language when programming is implemented in a strand model (Alanis & Rodriguez, 2008; de Jong & Bearse, 2014; Freire & Valdez, 2017). These researchers argue that although leaders believe that implementing dual language will support the needs of emergent bilingual students, the specific context for implementation will greatly affect the success of the program and its students. In addition, Scanlan and Palmer (2009) believe that although two-way dual language programming is considered the most effective form of bilingual education, dual language immersion models can be implemented in ways that promote educational inequities and mainstream dominant cultural beliefs.

When leaders implement dual language as a strand within an already existent school, there are additional obstacles that must be considered. Studies have highlighted the negative impact of dual language program segregation and the marginalization of dual language education teachers and students in their school environment with regards to access of resources, learning expectations, and academic and social integration (de Jong, 1996; Olsen 1997; Valenzuela, 1999). In addition, Bearse and de Jong (2014) conclude that when the school environment does not fully share, understand, or support the fundamental principles of dual language programs and emergent bilingual education, resisting the hegemony of English is more difficult and negatively impacts program success. Snow (1990) summarizes that emergent bilingual students are among some of the populations most placed at-risk whom schools serve and that, “poor quality bilingual

programs do not work any better than poor quality ESL submersion programs. Language minority children are typically at considerable educational risk for reasons that have nothing to do with their bilingualism, so they need the best quality instruction available to insure their continued progress” (p.73).

### **Purpose of the Study**

The purpose of this dissertation study is to utilize qualitative data to develop a case study of dual language principal leadership within a stranded model. The study will focus on how the principal of the strand dual language utilizes components of the leadership for learning framework and critical bilingual leadership to support the work of the teachers and students. The following research questions will help accomplish the purpose of this study:

1. How does a dual language, strand principal, employ leadership to ensure effective student learning for all students in their dual language program?
  - a. How do strand dual language principals perceive their capacity for leading dual language strand programs?
  - b. How does a dual language strand principal lead instruction for dual language classrooms?
  - c. How does a dual language strand principal lead professional development for dual language classroom teachers?

### **Theoretical Framework**

There are four leadership frameworks that will provide the framework for this study: instructional leadership, leadership for learning, social justice leadership and critical bilingual leadership. Hunt (2011) defines instructional leadership as a principal’s ability to utilize their knowledge to create a school mission and vision, shared leadership within the school, flexibility for programmatic needs, and trust between stakeholders. Leadership for learning extends upon the tenants for instructional leadership and isolates specific leadership practices that directly affect student learning outcomes (Hallinger, 2011; Knapp et al., 2003). Although these two

leadership frameworks are important for school success, this study will argue that dual language program success must also incorporate tenets of social justice leadership and critical bilingual leadership.

The practice of acknowledging inequities in society and understanding how groups of people are marginalized by the dominant culture is known as social justice (Theoharis, 2007). Leadership for social justice will be applied to this study to see how leaders of dual language programs advocate and support emergent bilingual students who are often considered a marginalized population (DeMatthews and Izquierdo, 2016). Critical bilingual leadership is the extension of social justice leadership with a focus on learning outcomes for emergent bilingual students (Weimelt and Welton, 2015). Leaders who employ critical bilingual leadership are responsible for challenging subtractive systems in their schools and districts in order to transform learning opportunities of emergent bilingual students with goals that support their academic achievement and ability to become biliterate, bilingual, and multicultural (Wiemelt and Welton, 2015; Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D., 2018).

### **Methodology Overview**

I will utilize techniques and procedures for developing case study research as the methodological approach within this dissertation (Stake, 1995, Yin, 2018). Yin (2018) argues that utilizing a case study protocol allows researchers to focus on a contemporary phenomenon within a real-life context and gather meaningful evidence to create generalized theories. This methodology was chosen for the study in order to perform a case study and analysis of a principal that is leading a strand dual language program. Case study research includes steps for research planning, research design, study preparation, data collection, data analysis and the sharing of findings. The methodology included a focused approach to site selection based on

predetermined site criterion. The selected criterion included length of time since program inception, length of principal tenure, program model type (whole building versus strand model), grade levels within the program (elementary, junior high/middle school, or high school), and program target language. In addition, data was collected based on Likert surveys, semi-structured interviews, document analysis, and other public forms of data. The data allowed for interpretation on how building principals utilize components of instructional leadership and critical bilingual leadership to ensure dual language program success and academic achievement of emergent bilingual students.

### **Rationale and Significance**

This study contributes to multiple bodies of research on dual language program implementation, leadership for learning, instructional leadership, social justice leadership and critical bilingual leadership. Analyzing how these theoretical frameworks intersect in a strand dual language environment will provide an analysis of school leadership best practices and school leadership for emergent bilingual students. This study will transform the current literature by offering an analysis of leadership practices in a stranded dual language program. Ultimately, this study will serve as a source of information for strand dual language school leaders to ensure that they consider the vast array of factors that contribute to dual language program, student and teacher success.

### **Dissertation Overview**

This dissertation will be organized into multiple chapters. In chapter I, I identified the problem and current reality for dual language leadership across the state and nation. Chapter 2 is the review of literature that provides an overview of the historical context for emergent bilingual education, dual language program models implemented in U.S. schools and theoretical frameworks that may support dual language leadership. I also identify the gap in the literature

specific to strand dual language program leadership. I discuss how the intersection of leadership for learning and critical bilingual leadership may allow for more effective building leadership when employed in a stranded dual language model. Chapter 3 discusses the case study methodology and the methods that will be employed for site and participant selection, research procedures and data collection. This chapter also includes a reflexivity statement and possible limitations to the proposed study. Chapters 4 and 5 will include the actual site information, study findings, and a connection to the research questions to generate a conclusion and recommendations for future dual language leaders.

## Terminology

**Limited English Proficient-** Former term utilized by the United States federal government for students who were not proficient in academic English.

**English Language Learner-** Current term utilized by the United States federal government for students who are not proficient in academic English.

**Emergent bilingual-** Term utilized by researchers in the bilingual education field to identify students who are learning English in school in addition to maintaining their native language.

**Majority language speaker-** An individual who speaks the language of the dominant cultural group.

**Minority language speaker-** An individual who speaks a subordinate language to that of the dominant cultural group.

**Dual language education-** A form of bilingual education that focuses on both English language acquisition and the continued development of a minority target language (i.e., Spanish, French, Mandarin, Korean).

**One-way dual language immersion-** Dual language classrooms that are composed solely of minority language speakers.

**Two-way dual language immersion-** Dual language classrooms that are composed of both majority and minority language speakers.

**Bilingual-** A person who is able to speak in two languages.

**Biliterate-** A person who is able to read and write in two languages

**Bicultural-** A person who has the ability to understand and navigate two separate cultures and its norms and values.

## **Chapter 2: Literature Review**

According to the National Center for Education Statistics (2015), approximately 50.1 million students were predicted to enroll in public elementary and secondary schools in the fall of 2015. The National Center for Education Statistics also predicted a rise in diverse populations attending public schools across the nation and predicted that by 2020, half of all public-school students will come from non-English speaking backgrounds (National Center for Educational Statistics, 2015). Language learners have been known by many different labels and acronyms throughout educational history which have included: LEP (limited-English-proficient), ELL (English-language-learners), ESOL (English for speakers of other languages), EL (English learners), CLD (culturally and linguistically diverse), ESL (English as a second language), LM (language minority) and bilingual (Crawford and Krashen, 2015; Garcia and Kleifgen, 2010). According to researchers, this group of students has most recently evolved to be known, and labeled, as emergent bilingual students (Garcia and Kleifgen, 2010). For the purposes of this paper, students who are language learners of English in need of language support in public schools will be referred to as emergent bilinguals.

Schools in the United States serve at least 400 different language backgrounds (Crawford and Krashen, 2015). During the 2009-2010 school year, emergent bilingual students totaled 4.6 million students in K-12 public schools. This number reflects a 25% increase in emergent bilingual students over the previous 10 years. The US government, as well as states, school districts, and individual schools have addressed the needs of emergent bilingual students in various ways through various instructional practices and accountability models. Many federal educational policies, such as various authorizations of the Elementary and Secondary Education Act mandate that emergent bilingual students be assessed for their English language proficiency and academic performance in English. Although these federal programs require assessment data on emergent bilingual students, federal educational law, does not mandate the type of emergent

bilingual programming and pedagogical practices that must be followed by states and districts (Alexander & Alexander, 2009). This practice results in a variety of program offerings from the least student centered and supportive, which promotes English only acquisition with little student support, to more additive instructional models that promote social and academic bilingual abilities throughout a student's education. In order to understand the variety of educational practices that have evolved throughout the nation and how best to educate emergent bilingual students, it is important for school and district leaders to understand how emergent bilingual education has evolved over time.

### **Historical Context for Emergent Bilingual Education**

Current laws and practices followed by the federal government, states, and school districts regarding emergent bilingual students have been influenced by court cases and federal acts for more than 100 years. This section will provide a historical context for emergent bilingual education, as well as the current policies and laws that affect emergent bilingual students. Although all the court cases and topics discussed in this section may not appear to have a direct correlation to emergent bilingual education and program leadership, the outcome of the court cases or federal policies are important so that leaders understand the fight for emergent bilingual education, inclusion, and additive practices over time.

One of the first court cases to directly affect emergent bilingual education was Meyer v. Nebraska (1923). According to Alexander and Alexander (2009), this court case had two significant findings. The first finding was that no language, other than English, could be taught in schools prior to eighth grade. In addition, it was found that states could not prevent parents from choosing an instructional program for their students, and that states could not standardize their learners and promote homogeneous populations. This court case also determined that parents could not impose a burden on public schools to educate their students in a way that the state or

district could not accommodate. The later part of this court decision was foundational for future court decisions and federal mandates regarding emergent bilingual education.

Although many Americans consider *Brown v Board of Education* (1954) as the landmark court case regarding school segregation, many are unaware of a pivotal case that occurred eight years prior in California. *Mendez v. Westminster* (1946) represented the first major and successful challenge to segregated schooling in the United States. The plaintiffs were a group of Mexican-Americans who were turned away from specific public schools due to their darker complexion. The argument was also that Mexicans were less academically inclined and required more support to be successful (Moll, 2010). Therefore, schools in California segregated Mexican American students into separate schools and denied them access to mainstream public schools. During the court case, social science researchers provided testimony that segregation was harmful in the development of Mexican American children and created feelings of inferiority and delaying acculturation and English language learning (Moll, 2010). The case concluded with a ruling in favor of the Mendez family which argued, “The equal protection of the laws pertaining to the public-school system of California is not provided by furnishing in separate schools the same technical facilities, textbooks, and courses of instruction to students of Mexican ancestry that are available to other public-school children regardless of ancestry” (*Mendez v. Westminster*, 1946, p. 549, as cited by Aguirre, 2005, p. 325). The use of equal protection clause in *Mendez v. Westminster* is the link to a future court case that would draw a greater amount of attention on segregation in public schools from across the nation.

In 1954, *Brown v. The Board of Education* was decided upon, and resolved the argument that separate but equal education of minority groups was not the same as equal education in an inclusive environment (Alexander & Alexander, 2009). Although this court decision was directly associated with segregation of African American students, it strongly echoed the sentiment of

Mendez v. Westminster (1946). Lawyers for the *Brown* argument acknowledged that their brief was based on the argument of Westminster (Moll, 2010) and expanded desegregation policy to not only include Mexican Americans in California, but now any minority across the nation.

*Brown v. Board of Education* was followed by the Civil Rights Act of 1964. Although the Civil Rights Act was not directly associated with education, it laid the foundation that “no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance” (Alexander & Alexander, 2009, p. 407). Since schools are federally funded institutions, this decision directly affected how districts and schools acted toward minority populations, including emergent bilingual students.

Beginning in the late 1960s, the federal government began recognizing the need for programming to support the specific educational needs of emergent bilingual students. In 1968, the federal government decided that emergent bilingual students have specific educational needs and that equal educational opportunity bilingual programs that address those needs should be federally funded. Although this policy began discussing the need for emergent bilingual education, participation by states and school districts was voluntary and not federally mandated until 1974 (Stewner-Manzanares, 1988).

Voluntary participation of the bilingual education act was soon modified by a pivotal court decision in 1974. *Lau v. Nichols* (1974) decided that emergent bilinguals should be provided education in English or a student’s native language. In addition, the practice of providing students the same facilities, books, instruction, and curriculum did not constitute equal treatment. *Lau v. Nichols* also concluded that without accounting for the different learning needs of emergent bilingual students, the educational system would be foreclosing upon the meaningful education of emergent bilingual students. A later extension of *Lau v. Nichols*, known as the

Equal Educational Opportunities Act (1974) required that school systems develop appropriate programs for emergent bilingual students and that educational barriers presented by language differences were to be overcome. This act also mandated that all school districts were responsible for emergent bilingual education, not only those who were receiving federal funds or choosing to voluntarily participate in programming (Alexander & Alexander, 2009; Stewner-Manzanares, 1988).

After the creation of the Bilingual Education Act there were many subsequent amendments. In 1974, 1978, 1984 and 1988, the Bilingual Education Act saw modifications that either increased or decreased funding, redefined English proficiency categories, changed programming priorities regarding native language maintenance, outlined needed methods for school-family communication, created program limits, and prioritized the retention and training of qualified teachers (Stewner-Manzanares, 1988). During the 1981 and 1986 *Castaneda V Pickard* court cases, it was decided that the United States Federal Government may be able to impose emergent bilingual education guidelines; however, states had autonomy to choose programs and pedagogical methodologies for emergent bilingual instruction (Alexander and Alexander, 2009). Effective programming decisions were evaluated by three enduring principles from the court cases. These principles included: “(1) Is the school district’s program based upon sound educational theory or practices? (2) Is the school district’s program or practice designed to implement the adopted theory? (3) Has the program produced satisfactory results” (Alexander and Alexander, 2009, p 408-409)?

It is evident that history has greatly influenced the world of emergent bilingual education. Federal court and congressional decisions have affected how states and schools operate, how schools are funded, and how educational priorities developed regarding emergent bilingual education. The constant among all the aforementioned court rulings, acts, and congressional

decisions is that programming is left up to states and school districts to implement. The federal government does not currently mandate pedagogical practices for emergent bilingual education within the United States. This autonomy has greatly affected the ways that states and school districts have chosen to educate emergent bilingual students. The following section will discuss various program models that have been implemented throughout the country to educate emergent bilingual students.

### **Educational Programing for Emergent Bilinguals**

Many program models and pedagogical practices have been implemented regarding emergent bilingual education. Emergent bilingual educational program philosophies have been designed and implemented as ways to offer solutions for language gaps among students. Valdés (1997) argues that there are many emergent bilingual program model options; however, many program models offer limited solutions to the complex needs of emergent bilingual students. Although it may not be the intention of emergent bilingual program design, many program models can be interpreted as part of a continuum of services that either deny or promote bilingual and bicultural abilities among students. This section will identify and discuss popular emergent bilingual pedagogical models throughout the United States.

Prior to 1970, one of the most popular ways to deal with emergent bilingual students was through sink or swim models. In essence, sink or swim neither provided educational services nor home language use to support the teaching of emergent bilingual students (Garcia and Kleifgen, 2010). Although this ideology was prevalent prior to 1970, many states, including California (1998, but overturned in 2017), Arizona (2000) and Massachusetts (2002), adopted recent educational reforms that promote the sink or swim initiative. Within sink or swim, emergent bilingual students are left on their own in mainstream classes without any pedagogical supports for language maintenance or language acquisition.

English as a Second Language (ESL) has two main program models that are widely utilized for emergent bilingual education. These program models include ESL push in/pull out and sheltered English instruction. These models focus on emergent bilingual learning and the understanding of English as the educational language, and do not support native language instruction (Garcia and Kleifgen, 2010). Despite, not honoring native language instruction, sheltered English instruction has been viewed as an effective instructional method to specifically support tailored content for emergent bilingual students. Sheltered instruction allows students to engage in grade level content without being penalized for not understanding the majority language thus increasing access to curriculum and instruction as compared to the sink or swim model (Garcia and Kleifgen, 2010).

Authors of three recent meta-analyses concluded that Latina/o children who are emergent bilinguals who were taught to read for 2 to 3 years in Spanish and English scored significantly higher on English reading measures than those who were taught to read only in English (Francis, Lesaux, & August, 2006; Rolstad, Mahoney, & Glass, 2005; Slavin & Cheung, 2005).

The beginning of native language instruction for emergent bilingual learners can be seen in programs such as early and late exit transitional bilingual education. The focus of these programs is to begin instruction using the home language as a significant part of instruction and then transition students out of bilingual education and into mainstream classes. This program affirms Crawford and Krashen (2015) who argue that instruction in a student's native language directly impacts the success of the student in acquiring English literacy ability. Snow (1990) critiques transitional bilingual program implementation and argues that although the program model is better than traditional ESL programming, poorly designed and implemented bilingual programs are no more beneficial for emergent bilingual students than ESL or sink or swim programs.

Transitional bilingual education is considered to honor an emergent bilingual student's native language to a certain extent. When students are exited from the umbrella of transitional bilingual education, they are no longer in classes that embrace their native language, and, in turn are relegated to the world of English dominant curriculum with no more focus on native language instruction. As a response to this approach, some forms of emergent bilingual programming have transitioned into dual language programs. Dual language programming is also known by an array of terms including two-way dual language education, two-way bilingual education, two-way immersion, and dual immersion (Garcia and Kleifgen, 2010). This type of programming supports fluency in both English and the native language. In addition, two-way dual language programs that enroll both majority and minority language dominant students reduce the segregation seen by traditional pull-out or transitional bilingual education programs. The upcoming section on dual language education will elaborate on dual language program ideologies and speak specifically to two-way dual language programs.

In many states that continue to embrace effective bilingual education practices, emergent bilingual education program models have evolved into programs that truly embrace bilingual and bicultural abilities. Researchers, such as Garcia and Kleifgen (2010), argue that emergent bilingual education still has room for improvement and should allow for educational spaces that embrace dynamic bi/plurilingual competencies which would allow for students to embrace hybrid language abilities. This idea allows for students and teachers to increase agency within the classroom and not operate in a top-down environment dictated by language bracketing practices which restrict the use of language to specific settings (Garcia and Kleifgen, 2010; Valdés, 1997). Dynamic bi/plurilingual programs promote the concept of translanguaging. Translanguaging is “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages” (Baker, 2011, p. 288). Translanguaging also

supports the notion that language should be perceived as a resource and not a problem (Ruiz, 1984).

### **Dual Language Programming**

The aforementioned programs were discussed as educational programs that either utilized English language instruction for content and communication, implemented a transitional bilingual program with native language instruction and the goal of transitioning to English, or promoted biliteracy and biculturalism as a permanent component of emergent bilingual education. Ruiz (1984) argues that language can be seen within three perspectives: as a problem, as a right, or as a resource. Researchers have also used terminology such as additive and subtractive to describe the perspective of language as a problem versus language as a resource. Additive programming utilizes a student's native language as a resource for the acquisition of English and promotes the idea of students becoming bilingual or multilingual. Subtractive programs view English acquisition as the priority and are designed to promote English acquisition over the idea of being bilingual or multilingual. The selection of emergent bilingual instructional models can clearly articulate values placed on bilingualism, biliteracy, multiculturalism and developing the human potential of students within an educational organization (Mora, Wink, & Wink, 2001).

The emergent bilingual program selection made by leaders can also demonstrate district capacity for program implementation and a leader's values related to native language and multicultural education. Dual language education is classified as an additive bilingual and cross-cultural program model which utilizes two languages (majority and minority) for content, instruction, learning and communication, with the aim of developing high levels of bilingual, biliterate, academic and multicultural competencies. (Soltero, 2016). This section will outline the

components of two-way dual language education and the research that supports its implementation as an effective model for emergent bilingual education.

Two-way dual language education can be implemented by school districts as an additive practice for emergent bilingual education. Two-way dual language programs enroll both language minority students from the same language group and language majority students (English speakers). In all well implemented dual language programs, both language majority students and language minority students acquire a second language while continuing to develop their native language. All students receive instruction in their native language, which provides the necessary linguistic foundation for the acquisition of their second language and development of literacy skills and oral proficiency in two languages (Cummins, 2000). According to Christian (1996), there are two major patterns of language allocation in two-way dual language programs. These patterns include what is known as a 50/50 model and a 90/10 model. In the 50/50 program model, instruction is divided equally between the majority and minority languages across all grade levels. The 90/10 model operates using different time allocations for language instruction in various grades. Kindergarten students often begin 90/10 programs with 90% of their instruction in the minority language. Students in 90/10 programs gradually reduce the amount of minority language instruction until both languages reach a 50/50 balance in fourth and fifth grade.

In two-way classrooms, students from both minority and majority languages develop proficiency in their first and second languages in both partial (50/50) and full immersion (90/10) programs, though language majority students attained more minority language fluency in 90/10 programs (Lindholm-Leary, 2001). Although both program models vary significantly regarding language allocation minutes, both models create a two-way space where both language majority and language minority students are enrolled in the same classroom, interacting and learning

together. Thus, dual language programming allows emergent bilinguals to engage in their native and second language while developing biliteracy abilities and multicultural perspectives. This occurs while being enrolled with English speakers and participating in multiple aspects of dominant culture (Soltero, 2016).

### **Success of Dual Language Programs**

The impetus of dual language education in North America dates to over fifty years ago. Although programs were not always created based on additive mindsets, both one-way and two-way dual language programs have seen much success since the program model was first implemented. The first two-way bilingual school researched and published about, documented and published, was Coral Way Elementary School, located in Dade County, Florida (Mackey and Beebe, 1977). This program serviced majority Cuban immigrants who settled in Miami after the 1959 Cuban Revolution. One-way dual language education, the enrollment of only learners of English in a dual language classroom, also was initiated in 1963 in Quebec, Canada, where Anglophone students were immersed in French dual language programming to acquire French to compete with French speakers in the community and within the Quebec job markets (Thomas and Collier, 2012). Results from studies of French dual language programs in Canada have demonstrated that students can study the curriculum using the non-majority language and achieve high levels of social and academic target language (Cummins and Swain, 1986; Genesee, 1987, 2007).

Following the success of Canadian dual language implementation, the United States began implementing programming in the 1970s and 1980s in California. Originally, programs were developed to serve native English speakers in becoming bilingual; however, educators soon realized that the integration of emergent bilingual students in the program led to faster Spanish acquisition and for native English speakers, reduced stereotypes of Latinx students, increased

multicultural friendships, raised the status of the Spanish language to that of English, validated bilingual/bicultural backgrounds, and led to increased academic achievement for both native English and native Spanish speakers (Thomas and Collier, 2012).

Collier and Thomas (2004) found that students (both language majority and language minority) enrolled in two-way dual language programs outperformed monolingual peers after four to seven years of being enrolled in the program. Additionally, emergent bilingual students reached higher levels of English achievement compared to peers that had only been exposed to early exit transitional bilingual or ESL pullout programs. Due to the high levels of academic achievement studied in dual language programs across the nation, Thomas and Collier (2012) argue that two-way dual language classrooms increase reading and math achievement of all students regardless of subgroup and is a substantially effective way to address the achievement gaps for emergent bilinguals, African American, low SES, and special education students.

After comprehensive analysis of elementary dual language programs across the nation, a summary of findings concludes that students enrolled in dual language programs perform at or above grade level on mathematics and reading assessments. This is contrary to the data that shows emergent bilingual students underperforming on state and national assessments compared to their English-speaking peers when they are enrolled in subtractive language programs (Lindholm-Leary, 2008, 2012, 2014; Thomas & Collier, 2014). In addition, studies of emergent bilingual dual language students at the secondary level indicate that these students are more likely to be enrolled in higher level math courses, as or more likely to pass high school exit exams, less likely to drop out of high school, and more likely to close the achievement gap with monolingual peers by the end of high school (Garcia, 2009; Howard and Sugarman 20007; Lindholm-Leary 2008, 2012, 2014; Thomas and Collier 2012, 2014; and Hernandez, 2011). Both one-way and two-way dual language programs utilize a student's native language which allows

them to access curriculum utilizing their native language and provides for greater academic success and improved cognitive abilities (Cummins, 1979). In addition, students can acquire higher order thinking skills in their native language which allows them to transfer language and content knowledge to acquire similar higher order thinking skills in their second language (Cummins, 1979). This theory of language and knowledge transfer has demonstrated that students can be academically successful in both languages when compared to students not enrolled in dual language programs.

### **Strand Programs vs. Whole School Programs**

When created, and implemented appropriately, the ultimate goals for two-way dual language programming include bilingualism, biliteracy, and the appreciation and promotion of multicultural perspectives for all students (Hunt, 2011). In addition, two-way dual language programs that enroll both majority and minority language students are believed to reduce segregation seen by traditional pull-out or transitional bilingual education programs (Valdés, 1997). The ultimate question for school and district leaders is the considerations that must be made when deciding to implement dual language in a strand or whole building model.

### **Community Demographics**

One of the first pieces of data that needs to be gathered to address the question of strand versus whole building implementation is the demographic data of the community being served. District and school enrollment should be representative of the type of programming that is being implemented. District leaders choosing to implement two-way dual language programming must ensure that student demographics contain the number of native speakers needed to support the program in each classroom. According to multiple researchers, two-way dual language programs are most effective when at least 50% of the enrollment is composed of minority language speakers (Collier and Thomas, 2012; Freeman, Freeman & Mercuri, 2005; Hamayan, Genesee &

Cloud, 2013). After determining native language speakers in a community, leaders must determine building enrollments and then determine if there are enough emergent bilingual students to maintain a 50/50 distribution in the program. Only after determining if there are enough minority language speakers and sufficient community support, can leaders decide if they can implement a strand or whole building model for dual language programming (Freeman et al., 2005). If leaders do not account for this critical consideration in planning dual language, they may create systems where the dual language program becomes a ‘foreign language’ program that benefits Anglo students wanting to become bilingual, while neglecting to account for emergent bilingual students, which dual language programming should ultimately support first (Valdés, 1997).

### **Strand Considerations**

As leaders decide to implement strand or whole school programs, they must understand that strand bilingual education creates a barrier to emergent bilingual students’ full participation in the school (Crawford, 2004) and may serve to isolate responsibility for these learners to a few specialized teachers (Freeman, 2004). Many school leaders in buildings with multiple programs, abdicate responsibility of special programs for emergent bilingual students to ESL, bilingual and dual language education teachers and create pockets within their buildings that do not have appropriate administrative leadership and oversight (Theoharis, 2011). Therefore, strand dual language leaders must account for this default practice and ensure that they are not marginalizing dual language students and teachers and only addressing the needs of mainstream students and teachers in the building. In addition to concerns for isolation, additional strand program considerations according to Soltero (2016) include the possibility of a decline in student enrollment, competition for resources from programs within schools, and a misunderstanding or opposition from non-dual language participants (including students, staff and families). Leaders

in dual language strand programs must not only be aware of these possibilities, but must also be well versed in ways to counteract these practices to maintain additive schooling environments for emergent bilingual students.

### **Whole Building Considerations**

Two-way dual language has been shown in research studies to be more effective on larger scales which includes having more than one two-way dual language classroom of students enrolled in each grade level. This scale within a school provides a teacher network and support system, embeds itself more deeply in the school leader vision, provides greater numbers to guard against the depleting effects of natural attrition in schools and addresses community and parental support with more advocates for the program. (Cortina et. al., 2015). In addition, Buttaro (2009) argues that quality dual language programming is achieved faster when the whole school staff buys into a philosophy, a way of teaching, and a way of nurturing student development and success rather than when only a portion or ‘strand’ of the staff is committed to the program.

As leaders consider program design, it is important to remember that biliteracy and bilingualism need to guide the decision of implementing strand or whole building programs. According to de Jong (2011), when dual language is implemented schoolwide it is easier to establish bilingualism as the expectation for the school. In addition, whole building implementation prevents the tracking of emergent bilingual students and the creation of a school within a school (Cuban, 2003). Whole building implementation allows for all students to be ideally surrounded by staff that value biliteracy, bilingualism and biculturalism. Research suggests that meaningful and effective dual language instruction occurs when teachers believe in bilingualism and multiculturalism as a resource versus a belief system that views language as a problem (Freeman, 1996; Ruiz, 1984).

Staffing whole building dual language program models is one of the largest obstacles for dual language leaders. According to the Illinois State Board of Education (2017) bilingual dual language teachers generally require additional licensure and endorsements than their monolingual teaching peers at all grade levels. This in turn limits the teaching pool and can put constraints on leaders to find qualified staff for dual language schools. Nieto (2002) expands the idea of qualified teachers which traditionally includes attaining subject matter and instructional methodology knowledge, to also account for the formation of relations and trust with students and families. This is especially complex when teachers are forming relationships with students and families that represent multiple cultural backgrounds which have varying sets of beliefs and values. Ultimately, the task of effectively staffing programs is magnified when leaders must staff an entire dual language school program versus a strand program.

### **Leadership for Additive Dual Language Practices**

Educational leadership makes a variety of differences in each building where leaders are interacting with students, staff and families. This idea is central when understanding the diverse skills that educational leaders must demonstrate when leading dual language programs because educational leadership cannot be a “one size fits all” model when you are leading a unique program that promotes bilingual, biliterate and bicultural abilities in schools, that maintain diverse enrollments, often in the same dual language classroom (Crow, 2007). Dual language research has proven that effective school leadership is one of the most critical components of successful dual language schools (Hunt, 2011; Matthews & Izquierdo, 2016; Scanlan & Lopez, 2012; Theoharis & O’Toole, 2011; Wiemelt and Welton, 2015). This section will outline leadership approaches that leaders should consider for program success.

## **Instructional Leadership**

School reform practice has maintained a large focus on transforming school communities into learning communities. According to Hunt (2011) learning communities include positive working environments, collaborative leadership, and organization sustainability. In addition, members of effective learning communities strive to push others and themselves to bring about positive change and deeper organizational knowledge (Senge, 2000). In a review of multiple dual language programs, four instructional leadership components have been identified which are tied to successful dual language learning communities. These components include setting a mission, collaborative and shared leadership, flexibility and trust. When instructional leadership is considered and these components are incorporated into leadership practices, they allow for a collective commitment to providing emergent bilingual education which can provide rigorous learning environments with multicultural experiences (Hunt, 2011). The following sections will discuss various components of instructional leadership that should be integrated into leadership practices for dual language programming.

**Principal knowledge.** Successful dual language leaders must have knowledge of language development, effective pedagogy, assessment practices, classroom management and collaborative learning communities. It has been concluded that the schools in which emergent bilinguals are most successful are those where principals know and use research about second language acquisition and emergent bilingual teaching methodologies (Montecel & Cortez, 2002). According to Soltero (2016), the most effective and sustainable programs studied in dual language have principals who value and believe in bilingual education, embrace the target language and multicultural education, have long term vision for the program and advocate for dual language both inside and outside their districts. Soltero adds that program leaders that endure the first few years of implementation are directly involved with grassroots program

implementation and oversight and can engage all stakeholders in the decision-making process, and participate in professional development opportunities with their teachers. In addition, successful dual language programs should employ leaders that are aware of the intersection of school leadership practices with the goals of bilingual education (Wiemelt and Welton, 2015). Therefore, leaders for dual language education must be knowledgeable of both educational structures in general, but also have a concrete understanding of dual language programming.

**Mission setting.** The first step to creating effective dual language programs is not to focus on program models, language allocations, or resources, but rather to focus on a positive school culture for students, families, and teachers (Matthews & Izquierdo, 2016). Mission setting allows schools to develop a trajectory for their work as a learning community. This trajectory then allows the community to maintain focus and understanding of what the school is working toward. This information can, in turn, be delineated to families, new teachers, and the community. As the learning community expands and develops new ideas and practices, it is vital that these decisions directly correlate to and support the established mission (Hunt, 2011). The creation of a school mission that supports the tenets of dual language and is reflective of the decisions that are made throughout the organization allows the mission to be internalized by stakeholders within the school organization (Fullan, 2005). Successful dual language mission living requires that leaders and teachers maintain a daily commitment to biliteracy, bilingualism and biculturalism and that these three pillars are considered in all decisions of the school or program.

**Collaborative and shared leadership.** Research on principal leadership suggests that the principal is essential in ensuring the success of a school (Elmore, 2000; Fullan, 2005). Dual language program success maintains that the leader is a key contributor to its success; however, the most successful programs maintain a symbiotic relationship of support between principals

and teachers, as well as between teachers and other teachers (Hunt, 2011). This process ensures that no one in the program becomes isolated within the professional learning community (DuFour, 2005; Elmore, 2000; Fullan; 2005). This model of collaboration, support, and distributed leadership allows the capacity of the dual language program to not focus solely on the building leader, but rather be spread among multiple stakeholders. Utilizing distributed leadership ensures that dual language programs can be maintained if one of the members of the learning community leaves (Hunt, 2011). Research proves that the most effective programs for emergent bilingual students have emerged from comprehensive, school wide efforts that involve principals as well as teachers and staff (August & Hakuta, 1998; Coady et al., 2008; McLaughlin & McLeod, 1996; Suttmilller & Gonzalez, 2006). This also supports that philosophy for shared responsibility and leadership (Fullan, 2005; Senge, 2006). Although the goal of dual language programming is to include collaborative and shared leadership, it is important to note that leaders may need to be the ultimate decision makers, and sometimes make decisions for the betterment of the school or program that are not viewed as having gone through a collaborative process (Soltero, 2016).

**Flexibility.** Flexibility within dual language programs must be evident when leaders address issues of program implementation, decision making, and addressing student and teacher needs. As noted earlier, dual language programming cannot be a “one size fits all model,” and must represent and serve the needs of the diverse community where the program is housed (Thomas & Collier, 2012; 2014). This flexibility may be seen in the subject areas that are taught in specific target languages, resources that are purchased and utilized, and building scheduling (Freire and Valdez, 2017; Hunt, 2011). Flexibility must also be maintained when embarking on the decision-making process. Collaborative and flexible processes where leaders listen to, and consider multiple perspectives, allows dual language programs to maintain environments where

teachers feel heard, understood, and appreciated (Hunt, 2011). Finally, flexibility must be considered when working with individual students. As leaders decide on practices for dual language programs, they must ensure that student needs come first and that each decision is the result of considering current student needs over pre-designed program layout (Hunt, 2011).

**Trust.** Trust must be incorporated into dual language programs to promote teacher and student success. In the case of dual language programming, trust must be based on two philosophies: 1) trust from principals, teachers and stakeholders that dual language programming and the concept that learning in two languages promotes student achievement for emergent bilingual and native English-speaking students; 2) trust between principals and staff creates environments where staff enjoy their working environment and are willing to engage in collective and shared leadership. Ultimately, when stakeholders in schools feel trusted, they are more able to problem-solve issues, ask questions, provide colleagues suggestions, engage in risk taking, and ask for help (Hunt, 2011).

Leaders must also consider the level of trust between the dual language school or program and its families. According to Crow (2007), the school leader plays an important role not only in promoting effective instruction, but doing so in a respectful and caring environment that acknowledges and uses the home cultures of students and parents. Trust is built between families and the dual language program when this practice is evident and leaders acknowledge home culture as an additive component of a student that should be honored and promoted within the school (Hunt, 2011; Ladson-Billings, 2006).

### **Leadership for Learning**

Leadership in education has evolved over the past century to move from a focus on managerial duties to that of an instructional leader (Halverson, 2007). The evolution of principal leadership has included ideas and principles from different educational leadership theories

including: shared leadership (Barth, 1990; Hallinger and Heck, 2010), transformational leadership (Leithwood, 1994), distributed leadership (Spillane, 2006), and instructional leadership (Hallinger, 2010; Heck, 1990; Hunt, 2011). These models have all sought to determine how school leaders leverage conditions and factors that influence student learning. Over recent years, these models have evolved into a theory referred to as leadership for learning (Hallinger, 2011; Knapp, S., Copland, M., Ford, B., Markholt, A., 2003; MacBeth and Cheng, 2008). Leadership for learning refocuses the work of principals and isolates specific approaches and factors that leaders should employ to achieve important school outcomes that are grounded in student achievement.

Effective school leadership is unmistakable. It includes practices that bring about significant improvements to student learning while also narrowing and closing possible achievement gaps (Knapp et al, 2003). According to Knapp et al. (2003), student learning is considered as “both the act and result of acquiring knowledge, skills, habits of mind, and a sense of empowerment” (p. 14). Proponents of leadership for learning argue that the principal is not the sole factor for promoting student achievement and learning. Thus, leadership for learning shifts the focus from the principal being the primary change agent to a broader understanding of the entire school context. Leadership for learning considers multiple components that help shift the focus from a single leader to the entire school and community context. These areas include: student, professional and system learning; values, beliefs and mission; external environments; shared leadership; and coherence (Hallinger, 2011; Knapp et al., 2003).

Principals employ leadership for learning by creating equitable learning opportunities for students, professionals and the school system as a whole. This process begins by identifying the values of the leader and all the stakeholders included in the system. According to Hallinger (2011), “values define both the ends towards which the leaders aspire as well as the desirable

means by which they will work to achieve them” (p.128). Clarity of values and mission allows principals to isolate goals which will support their enduring values and also allow stakeholders to understand their leader’s goals as they develop and change over time. Shared values, mission, and goals also allow for principals to make sound decisions for staffing, program adoption, and resource allocation (Hallinger, 2011). The symbiotic relationship between values, mission, and goals, represents the desired outcomes for student, professional and system learning and the means by which leaders and stakeholders will work to achieve them.

Student achievement cannot be solely based on knowledge and actions of the building leader. Ultimately, student learning depends on what professionals continuously learn and develop to meet student needs. In order to support professional learning, building leaders need to be aware of possible leaders within the system and continuous areas of professional growth for their staff. Leadership for learning allows for a more inclusive practice of professional development which embraces work carried out by individuals across the building with different perspectives and access to instructional strategies and knowledge (Knapp, 2003). This notion of shared, or distributed leadership, (Spillane, 2006), is not a unitary construct, but rather is comprised of a range of different behaviors or strategies for involving others in decision-making. As a school’s capacity develops over time, part of that process of capacity development will involve broadening the sources of leadership within the school (Fullan, 2001). Hallinger (2010) concludes that: “The principal is important, but s/he can only achieve success through the cooperation of others. The impact of the principal’s leadership is mediated by the culture, work processes and people” (p. 137).

The environment, or system, in which student and professional learning occur is critical to student achievement. The learning system can be the most difficult concept for principals to analyze because they must identify and understand how learning is shaped by the environment in

which it occurs (Knapp et al., 2003). Hallinger (2011) argues that leadership occurs in specific contexts and leaders must be aware of system dynamics in order to be responsive to student learning needs. The research from Day et al. (2010) concludes that when set prescriptions of leadership are used, they do not take into account changing circumstances around leaders and the need for leadership develop that allows for flexibility in meeting the needs of the system. Ultimately, analyzing student, professional and system learning, and how they interact and coexist, allows for coherence at multiple levels which helps increase student achievement.

Leadership for learning also requires effective leaders to consider resources outside of the school that can help foster student learning. Engaging external environments requires leaders to engage with the communities outside of the school walls. This engagement may allow principals to secure resources from groups or organizations which cannot be provided solely by the building or school district. In addition to using environments as resources, principals must also be aware that external environments may cause unnecessary pressures, demands, or negativity that can ultimately derail student achievement (Knapp et al, 2003). Ultimately, engaging with external environments requires interaction with the local community and other groups in order to define and create opportunities for student learning and achievement.

**Leadership for learning within dual language programs.** It is important to recognize that leadership for learning is not a new innovation in school leadership. Rather, it forces leaders to focus on the conditions for learning in their buildings. Leadership for learning posits that student academic achievement should be a key factor that dictates how leaders create missions and goals, develop professional development opportunities, procure and allocate resources, and communicate with various stakeholders (Hallinger, 2011). However, it is critical that building leaders understand that leadership for learning must move beyond a ‘list approach’ in order to account for the contextual differences of each school setting. According to Fullan (1998):

There is no ready answer to the 'how' question. Singular recipes oversimplify what it will take to bring about change in our own situations. Even when you know what research and published advice tell you, no one can prescribe exactly how to apply it to your particular school and all of the unique problems, opportunities and peculiarities it contains (p. 106).

Thus, schools that implement two-way dual language programs need to ensure that leadership for learning is implemented in a way that supports student achievement and the specific program needs of the dual language school with regards to their particular demographic and contextual needs.

### **Social Justice Leadership**

The historical portion of this paper focuses on the journey of emergent bilingual populations through American school systems over the past 100 years. Throughout that time, it was evident that emergent bilingual students were marginalized and devalued in public education (Moll, 2010). Although times have progressed and equal access to education has swept through the nation, we cannot assume that emergent bilingual students are being equitably educated in all settings. There are still many negative practices and perceptions of emergent bilingual students which have included a strong reliance on IQ testing that categorize students as intellectually inept, tracking into industrial or other non-academic forms of instruction, coercive Americanization practices, including English only practices and the punitive practices against native languages, and negative perceptions of non-American culture, students' motivation and their educability (Ruiz, 2001; Valencia, 2005, 2008). Gloria Ladson Billings and other critical race theorists would argue that these practices have been implemented for the protection of White privilege (Ladson-Billings, 2006) which promotes advantages for dominant US culture while taking opportunities for acceleration from other minority groups. Leaders also cannot assume that implementing additive dual language programs is sufficient in promoting equitable opportunities for emergent bilingual students. Instead, leaders of dual language programs must

understand and address issues of power in programs between the dominant culture (language majority students) and the subordinate culture (language minority students) to ensure that emergent bilingual students can engage in a positive learning experience (Freire and Valdez, 2017).

The practice of acknowledging inequities in society and understanding how groups of people are marginalized by dominant culture is known as social justice (Theoharis, 2007). According to Theoharis (2007), when leaders not only acknowledge marginalization but also, “advocate, lead and keep at the center of their practice and vision issues of race, class, gender, disability, sexual orientation and other historically and currently marginalizing conditions in the United States (p.223)” they may be classified as social justice leaders. This definition of social justice leadership centers on addressing and eliminating marginalization in schools. In the case of dual language leadership, social justice leadership focuses on eliminating marginalization that emergent bilingual students have faced regarding their native language and home culture. In addition, dual language leaders may demonstrate social justice leadership for emergent bilingual students by promoting justice in schools (Shields, 2004), raising issues concerning equity and access (Cambron-McCabe & McCarthy, 2005) and supporting inclusive practices to meet the needs of a diverse student population (Riehl, 2000).

Mora et al. (2001) argue that long term academic underachievement for emergent bilingual students will not be addressed by simply creating dual language programs and that linguistic factors and pedagogical practices cannot promote success without addressing the issues of status and power within the dual language program. The creation of dual language classrooms calls for an increase in consideration about how language minority and language majority students interact and the perceptions of their efforts and language acquisition. Previous sections in this paper have discussed the historical perspective for emergent bilingual education as well as

additive and subtractive mindsets that have emerged from emergent bilingual education. Valdés (1997) argues that dual language schools must be sensitive to the reality of intergroup relations within classrooms and the surrounding community. In addition, programs must understand that mainstream and minority children may live in differing worlds and that educational institutions can function as mechanisms to reproduce societal structures of inequality under the guise of supporting all children and acknowledging student potential. This theory becomes evident from ideologies based on the expectation that language minority students need to acquire English to have any school or future success while language majority students are applauded simply for maintaining their majority language and trying to learn a minority language. In order to implement effective two-way dual language programs, dual language leaders must be aware of this dichotomy within programs and buildings and work toward reducing its effects and promoting the skills and abilities and values of language minority students (Valdés, 1997). Without careful attention being paid to students' social integration and the development of hierarchies, dual language education can easily prioritize the foreign language learning of native English speakers over the academic development of minority youth (Gandara and Callahan, 2014).

The principles of social justice leadership in dual language mentioned throughout this section are not possible unless the leader truly believes in the idea that language should be a student right (Ruiz, 1984). When leaders view language as a problem, they consequently view language as having problems that need to be fixed (Crawford, 2004), an orientation that has the potential to negatively affect the quality and type of service the school provides (Reyes, 2006). When principals view language as a right, they promote social justice for emergent bilingual students and work to provide them equal access to educational opportunities (Crawford, 2004). Leaders of dual language programs must utilize a lens for social justice leadership that

acknowledges the inequities that impact emergent bilingual students and must create additive environments that support the goals of dual language education of being multicultural, biliterate and bilingual. A central tenet of social justice leadership is that leaders must act as advocates in their schools and communities and, specifically as advocates for the needs of marginalized students. (Theoharis, 2007).

### **Leadership for Learning and CBL**

Leadership for learning and social justice leadership must be influenced by bilingual education research and practices to best serve the needs of dual language programs and their students. Instructional leadership, leadership for learning, and social justice leadership can lead to educational gains for students across all minoritized populations; however, there is a gap in research that demonstrates how leaders utilize these structures to promote growth of emergent bilingual students in dual language contexts (Wiemelt & Welton, 2015).

Wiemelt and Welton argue that the incorporation of transformative leadership, social justice leadership and Latino Critical Race Theory (LatCrit) results in the creation of critical bilingual leadership (2015). Transformational leadership focuses on challenging the power structures and privilege that is apparent in school systems and emphasizes liberation, equity and justice (Shields, 2009). Latino Critical Race Theory analyzes issues of oppression and challenges faced by Latinos within society (Yosso, 2006). Wiemelt (2014) argues that critical bilingual leaders must be able to recognize societal barriers that impact the success of emergent bilingual students due to language use, immigration status, cultural practices, and identity. According to researchers, critical bilingual leadership principals are also charged with challenging subtractive, English only systems in their schools and districts in order to transform learning opportunities of emergent bilingual students with goals that support their academic achievement and ability to become biliterate, bilingual, and multicultural (Wiemelt and Welton,

2015; Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D., 2018). Critical bilingual leaders must also acknowledge that learning English is not the most central skill that emergent bilinguals possess and that learning English will not simply solve all of the educational challenges for these students. In order to accomplish these charges, critical bilingual principals must be bilingual; understand the body of research for bilingualism, bilingual education and second language acquisition; create a transformative vision of schooling; and utilize best practices for instructional leadership. Finally, critical bilingual principals must intentionally embed the aforementioned work into their daily leadership practices and perspectives for teaching and learning (Wiemelt, 2014).

Principals that support critical bilingual leadership are not only responsive to the research regarding best practices for instruction, they are also responsive to the community in which their school is located. Hallinger (2011) argues that context is a critical component of leadership for learning. Wiemelt and Welton (2015) also argue that principals must draw on the experiential knowledge of the families and communities that their school serves in order to be truly responsive to the needs that are presented in their school. Understanding school and community context is an area that unites both leadership for learning and critical bilingual leadership.

### **Conclusion**

Felicita Mendez explained her family's efforts in pursuing integration and equal access to education in California by stating, “Our children, all of our children, brown, black and white [bronceados, negros, y blancos] must have the opportunity to be whatever they want to be, and education gives them that opportunity” (English translation from Spanish, quoted in Ruiz, 1998 as cited in Moll, 2010, p.457). Emergent bilingual students have journeyed from a time in education filled with subtractive language and cultural practices to a time that can offer new

opportunities for additive schooling experiences. Well implemented, dual language programs, are an example of additive programming that supports emergent bilingual students.

The purpose of this paper was to determine considerations that leaders must take when deciding to implement a dual language program. Extensive research has shown that there are fundamental considerations for leaders regarding dual language implementation that focus on program planning, community demographics, and teacher employment (DeMatthews & Kotok, 2017; Freeman et al., 2005; Hamayan et al., 2013; Soltero, 2016). There is also a great deal of research available on effective leadership in dual language settings (DeMatthews & Izquierdo, 2016; Hunt, 2011); however, there is little information available in determining how strand implementation affects a leader's ability to be an advocate for emergent bilingual education through the lens of critical bilingual leadership and leadership for learning. Ultimately, what sustains dual language programs is their ability to stay true to the goals of bilingualism, biliteracy, and the appreciation of and promotion of multicultural education (Howard et al., 2018; Hunt, 2011).

Future research is necessary to identify how dual language strand principals impact program success and student achievement. Two-way dual language immersion programs offer hopes of desegregated schools and classrooms (Kotok and DeMatthews, 2017); however, school leaders must be cognizant of building practices and systems that contribute to strand two-way dual language program marginalization. The intention of this dissertation is to determine how two-way, strand, dual language principals avoid this marginalization through the utilization of the tenets of leadership for learning and critical bilingual leadership. The cross section of leadership for learning and critical bilingual leadership is a starting point for school leaders to begin their work in leading strand dual language programs that ensure academic achievement and social emotional well-being for all students.

## **Chapter 3: Methodology**

### **Review of Purpose and Questions**

I will begin this section by explaining the research purpose and questions, followed by a description of my research design, participants and site selection protocols, data collection, analysis, validity assurances, study limitations and my own reflexivity. The purpose of this dissertation was to examine how principals of dual language strand programs utilize their leadership practices to ensure equitable student learning for dual language students. By analyzing dual language program leadership through the leadership for learning and critical bilingual leadership theories, I was able to identify how principals may utilize leadership to ensure their program promotes dual language teacher efficacy and dual language student achievement. Drawing on leadership for learning and critical bilingual leadership, I investigated the following research question:

1. How does a dual language, strand principal, employ leadership to ensure effective student learning for all students in their dual language program?
  - a. How do strand dual language principals perceive their capacity for leading dual language strand programs?
  - b. How does a dual language strand principal lead instruction for dual language classrooms?
  - c. How does a dual language strand principal lead professional development for dual language classroom teachers?

### **Methodological Design**

This study utilized qualitative methodology to answer the proposed research questions. Qualitative research focuses on understanding the nature of a research problem by interpreting and contextualizing participants' beliefs and practices (Denzin & Lincoln, 2011; Strauss & Corbin, 1994). Qualitative social science research can be divided into multiple methodological

design options. Since this study explores a research question of ‘how’ and focuses on contemporary events, it is appropriate to utilize case study as a methodology to explore the phenomena being studied (Yin, 2018). Therefore, this study will utilize a single-site case study methodology.

Over the years, case study research has received much criticism and has often been considered soft research and difficult to execute (Yin, 2009). In order to counteract this assumption, Yin (2018) argues that utilizing a case study protocol allows researchers to focus on a contemporary phenomenon within a real-life context and gather meaningful evidence to create generalized theories. This protocol includes steps for research planning, research design, study preparation, data collection, data analysis and the sharing of findings. These phases will all be included in the proposed study to ensure a sound methodological case study approach is utilized.

In addition to general case study criticism, single-site case study has also received criticism for its possible limited scope. Comparisons have been made between single-site case studies and the use of one experiment to either prove or disprove a hypothesis (Baskarada, 2014). Single-site case study research can counteract the proposition of limited scope by utilizing careful investigation of the candidate case to ensure accurate representation and strong correlation to the stated problem (Yin, 2018).

The thorough understanding of a case requires extensive data gathering and analysis. It is important to ensure that the case being studied is bounded by time and activity and that the research is limited in focus to prevent the research from becoming overwhelming with too much data that is unusable (Yin, 2018). The gathered data included questionnaire data, transcribed interviews, and field notes. These various forms of evidence were coded for aspects of leadership for learning and critical bilingual leadership within the context of dual language education. The codes were then reviewed to generate themes. The ultimate research goal was to acquire enough

evidence to provide a thick description to support the propositions of theories from the case study in the findings section of this dissertation (Stake, 1995).

### **Unit of Analysis**

According to Yin (2018) the unit of analysis in case study research is the case being studied. Miles and Huberman (1994) define a case as “a phenomenon of some sort occurring in a bounded context” (p.25). This dissertation utilizes a single case study approach to study an elementary principal and their leadership within the dual language program strand. Therefore, the case is defined as the elementary principal of a dual language strand program. The case is bound through studying the principal, teachers and other administrators at the selected site, over a one-year period, with specific regard to leadership for learning and critical bilingual leadership within site’s context for dual language.

### **Site Selection**

As previously discussed, the methodology of this dissertation is case study. Furthermore, this dissertation focuses on a single case study. Yin (2018) defines five rationales for single case study designs: critical case, extreme case, common case, revelatory case, or longitudinal case. The goal of this dissertation is to create generalizations (Stake, 1995) that may apply to other situations of strand dual language leadership and will therefore focuses on a ‘common case’ rationale for principal selection.

In order to select a principal, a purposeful site selection protocol was established with specific criterion that supported this study. Creswell (2009) states that purposeful site selection allows a researcher to better understand proposed problems. This study utilized the Illinois State Board of Education (2019) database to locate and isolate potential dual language school sites. This site was reviewed for school sites that utilize a two-way, dual language immersion model, with delivery through a strand versus whole building approach. In addition, the site was limited

to Spanish dual language so that I could utilize my bilingual ability to review data in both English and Spanish if necessary.

This study was focused within the state of Illinois. The Illinois State Board of Education indicates that there are 33 school districts in the state of Illinois that implement dual language education (ISBE, 2019). Each site was reviewed to determine relevant program information including: program inception, principal tenure, and grade levels included in the program. A rubric was created to support this data collection (see Appendix B). Superintendents of the districts with the top 10 rubric scores were contacted via email to explain this study and determine the district's interest in participating (see Appendix C). Ultimately, site selection was based on convenience to the researcher due to professional constraints (Dube and Pare, 2003). The selected site was Escuela Dual, an elementary school within the North Side School District, and the case was Principal Jones. In an effort to maintain anonymity, all names are pseudonyms.

### **Participant Selection**

After identifying the school site to serve as the case, purposeful participant selection was necessary to ensure valid qualitative data could be gathered. All Escuela Dual staff were identified as study participants. Both dual language and general education grade-level teachers completed questionnaires to gather comprehensive feedback on the principal's leadership for dual language programming (see Appendix F). In addition, purposeful sampling (Creswell, 2009) was utilized to ensure that all dual language teachers and administrators were interviewed for additional in-depth data collection. All willing dual language teachers and administrators were interviewed to ensure that all stakeholders were afforded the opportunity to provide feedback on the principal's leadership for dual language education. This entire process allowed the study to gather perspectives from a variety of stakeholders throughout the building.

## **Data Collection**

To address the previously stated research question using single-site case study research, data was gathered through a number of qualitative techniques outlined in case study methodology. This study consisted of semi-structured interviews, school observations, and survey responses. Case study research required that the researcher was patient, reflective, and willing to allow the data to show multiple perspectives of the case (Stake, 1995). This research aligned with descriptive case study where the research was used to describe a phenomenon in the real-life context in which it exists. Specifically, this dissertation focuses on strand dual language principal leadership in a blended elementary building by documenting the school and the experiences and views of principals and staff members who work in it.

### **Questionnaires**

The online questionnaires of staff collected both quantitative and qualitative data. The established questionnaire (see Appendix F) included questions that assessed the principal's leadership as it correlates to components of the leadership for learning theoretical framework (Knapp et. al., 2003) and critical bilingual leadership (Weimelt and Welton, 2015). The questionnaire included five sections that focused on principal leadership with regard to their focus on learning, implementation of professional learning communities, engagement of external environments, shared leadership, and ability to create program and school coherence instructional practices, school organization, and levels of support for the varied teaching staff with respect to the dual language program at Escuela Dual. These questions assessed staff perceptions through the use of a Likert scale that ranges from 'strongly disagree' to 'strongly agree.' Data gathered from the surveys was utilized to construct semi-structured interview questions for both administrators and teachers.

## **Interviews**

Interviews are guided conversations that can be one of the most important components of case study evidence (Yin, 2018). Although interviews are important, they should be thoughtful and used to collect data that cannot be collected in any other way (Darke et al., 1998). For the purpose of this case study, semi-structured interviews (see Appendices G and H) were utilized in order to provide the researcher both specific questions to ask, but also the liberty to prompt for additional information or refocus the questions if needed.

The number of interviews conducted was dependent on site selection and participation. Participants were interviewed to have adequate sampling of both dual language teachers and administrators. A total of eight interviews were conducted. Two interviews were of the principal and the assistant principal and six interviews were of dual language teachers and the instructional coach. Seven of the interviews took place at Escuela Dual and one was conducted virtually. All interviews were audio recorded and transcribed to ensure accuracy and the ability to code participant answers. In addition, a focus on ‘how’ was utilized to allow participants opportunities for extended responses and reduce any sense of accusation through questions (Yin, 2018). Since the interviews were recorded, there was also a focus on observational data during questioning in order to get a sense of the participant, their feelings and emotions. All interviews were sent for transcription by a third party and analyzed upon return for overarching themes and specific codes. These codes were then integrated into the larger study to help support evidence of leadership for learning and critical bilingual leadership for dual language education.

## **Document reviews**

Since the purpose of this study is to analyze the principal’s leadership in supporting dual language education, a review of available documents was utilized to analyze school and district

policies and practices. Documents that were analyzed included the district and school website, email communication, and parent literature/fliers, and collaboration schedules. These documents were analyzed for specific codes that correlate to the larger study.

### **Data Analysis**

Qualitative analysis is considered to be one of the most difficult and consuming processes of the case study process (Eisenhardt, 1989). The data analysis process for this study focused on “examining, categorizing, tabulating, testing, or otherwise recombining evidence to draw empirically based conclusions” (Yin, 2009, p. 126). This study focused on an analysis of the specific case, Principal Jones, and the data gathered. In order to maintain a focused study, the case study data was analyzed as it was collected to ensure that any needed adjustments to the study design could be made (GAO, 1990).

The data analysis process for this study emphasized a comparative analysis. The established proposition of dual language strand leadership being difficult for principals to manage was tested against the collected data to determine constructs, identify themes, as well as propose negative and counter evidence (Tesch, 1990). This process assisted in determining patterns, similarities and differences in the collected data (Jorgenson, 1989). Dedoose software served as the method to aide in coding the data. The software tracked frequency of codes for each participant and the entire study. This supported the researcher’s ability to determine how codes evolved based on role (dual language teacher, instructional coach, assistant principal, and principal) to help identify correlations and misalignments within the program. Although Dedoose allowed for more seamless tabulations of codes, it was the role of the researcher to identify and interpret the data (Yin, 2018).

The foundation of this case study analysis was explanation building (Yin, 2018). This process allowed the researcher to analyze the case study data by building possible explanations

of the case. Miles and Huberman (1994) define ‘explanation’ as a process of building causality about ‘how’ and ‘why’ events are occurring. This process required the researcher to constantly analyze the propositions throughout the study and refine propositions until they match the outcomes from the study. This resulted in a final establishment of theories that can be applied to other situations with similar contexts which can be found in subsequent chapters.

### **Validity and Reliability**

Quality case study research requires a high dependency on validity and reliability measures. Creswell (2014) defines validity as maintaining accuracy of the findings by employing specific procedures and defines reliability as consistency of the researcher’s approach to the study. According to Yin (2018), there are three strategies for improving case study validity, including, 1) the use of multiple sources of evidence, 2) member checking transcribed interviews and survey responses, 3) maintaining a chain of evidence for data collection. The study includes survey data, interview data that has been coded, and document reviews. In addition, all transcribed interviews were shared with the respondent so that they can review their responses for accuracy and intention. The study also had a chain of evidence so that all collected data can be traced back to the proposed research question to inform conclusions.

Case study reliability requires that researchers can replicate the study by following the same procedures and achieve the same results. Yin (2018) utilizes two strategies to ensure reliability which include 1) the creation of case study protocol, and 2) the development of a case study database. The protocol for the study is outlined in detail in the IRB and also in this chapter. Electronic secure databases were utilized in order to store all obtained documentation as well as coded data. These databases were utilized to organize the results of the study.

## **Triangulation**

Case study triangulation refers to the ability of observations and data to carry the same meaning when found under different circumstances and varied data approaches to data collection (Stake, 1995). This study included data triangulation by including data collection through document analysis, observations, interviews, and surveys. All forms of data collection will be related back to propositions to ensure either sufficient or insufficient evidence to affirm the proposition. Through data triangulation, the researcher had increased credibility and results to support the propositions of the study.

## **Ethics**

Many ethical issues must be considered when conducting case study research with human subjects. The National Research Council (2003) identifies five major ethical considerations for research which include informed consent: protecting participants from harm, privacy and confidentiality, precautions for especially vulnerable groups, and equitable participant selection. These considerations outline a significant moral responsibility that I had to maintain while conducting my research at the identified site.

All study participants were required to give informed consent prior to any data collection. Possible participants received written communication describing the study and outlining their role in the data collection process. Possible participants were given ample time to review the document and also had an opportunity to ask questions about the study in person. If the identified participants agreed with the study, they signed the informational letter stating that they gave informed consent. These letters were kept in a secure location to serve as documentation that all data was collected from willing participants.

This study did not provide any opportunity for harm to especially vulnerable groups because students will not be included in the study. Although vulnerable groups are not included,

it is important to understand that principal leadership qualities were discussed by participants. With that in mind, all participants were given pseudonyms to protect their privacy and confidentiality and ensure that professional repercussions were not made on participants. All participant data was kept confidential and all data was either collected electronically or on a one-on-one basis to ensure participant comfort and trust. If a participant did not wish to answer part of a survey or interview, they were able to refrain from answering.

### **Limitations**

Case study research is divided into single or multi case study designs. As previously explained, this dissertation focuses on a single case study approach. Single case study research has potential limitations because they are only an analysis of a single case and the researcher will be drawing theoretical conclusions based off of the research of the single case. In contrast, if multiple cases were studied, the researcher would have a lower likelihood of misrepresenting findings or overgeneralizing data (Yin, 2018).

This case study is also based on teacher perceptions. Since questionnaire and interview responses were based on teacher perceptions it is possible that perception does not match reality. Although the researcher was able to draw conclusions and make recommendations for the study, it is important to realize that those are based on perceptions of the principal's leadership. Additional opportunities to shadow the principal may have allowed for concrete data collection that was not grounded in questionnaire or interview questions based on perceptions.

The COVID-19 pandemic was another limitation to this study. The majority of the data was collected during the fall 2019 semester. Due to the pandemic occurring from spring 2020 to the time of dissertation defense, the researcher was unable to re-enter the site and follow up with additional data collection. This was due to the school district closing down the ability to actively conduct research during the pandemic and the need for virtual approaches to schooling. This

study was intended to focus on critical bilingual leadership for learning during a normal school year and not during a school year with the effects of the pandemic. Therefore, it would not have been a fair judgement of the principal's leadership abilities for dual language programming if additional data was collected during the trying times of the pandemic.

## **Reflexivity**

Stake (1995) and Yin (2018) both argue that an emphasis on interpretation is one of the cornerstones of case study research. Successful qualitative research requires that researchers understand their own perspectives and beliefs, and how those can impact various aspects of their research. This section will explain my own personal and professional background and how my experiences may affect my data collection and interpretation.

My personal interests have led me on a career path where I have served as a secondary classroom teacher, assistant principal, and finally as an elementary principal of a dual language school. It was through my doctoral studies that I chose to explore bilingual and dual language education, eventually earning my endorsement in bilingual and ESL education. These courses served as my foundational knowledge to lead dual language education and grew my understanding of the multiple complexities for bilingual program theories, teaching methodology, assessment, and cultural relevance. Although I have the credentials to lead bilingual programs, I do not have an elementary teaching license. My lack of elementary exposure and certification has caused me to learn many of the nuances of elementary education. My gap in elementary knowledge was the impetus for my research. My role required that I learn and understand elementary education, but what happens when principals understand elementary education, however, do not understand the complexities of dual language education?

As a principal with an endorsement in bilingual education, I realize that many dual language programs and practices may not be additive, responsive to student and staff needs, or

equitable in resource allocation. I recognize that my career has required a large amount of advocacy for the students and teachers that I serve. In order to correct for any of my internal biases, I must recognize that not all principals have been afforded the same opportunities for professional development in bilingual education. In addition, I must understand that strand dual language principals may not have elected to have dual language programs placed in their schools. I also must ensure that my knowledge of a principal's credentials does not allow for presuppositions that they can or cannot lead dual language education.

I also recognize that I cannot compare my study to my own professional practices. My own judgement and critique of a program cannot come into play during my data collection or data analysis. Instead, I must ensure that my protocols remain unbiased and focus on analyzing the site within the proposed theory and not my own professional practice.

My goal of this study is twofold. First, I want to support an acting strand principal in leading their campus by effectively integrating both the dual language classrooms and the general education classrooms into one cohesive building by sharing the findings with them. This will require either validating current practices that the principal has employed, or offering suggestions for leadership improvement through the leadership for learning and critical bilingual leadership theories. On a personal level, I also want to engage in this research as a potential superintendent. Although my current district has afforded me the opportunity to lead a complete dual language building, a future position as superintendent may not afford a whole building dual language campus. Therefore, I will need to understand the complexities of integrating dual language and general education into the same building in an equitable manner to support student learning and teacher development for all stakeholders.

## **Chapter 4: Findings**

Dual language education is a complex approach to bilingual education. Proper implementation requires specific attention to programming, instructional practices, professional development, and data analysis. There are multiple contexts for dual language implementation which may include a whole school or strand approach. To best understand effective school leadership for strand dual language programs, I must analyze the context of leaders in this role. In chapter 1, I outlined the growing need for dual language programs in school districts. Chapter 2 focused on the tenets of dual language education and the leadership components of Leadership for Learning and Critical Bilingual Leadership. In this chapter, I will provide the context for a principal of a strand dual language program. I will begin by providing a description of the school context. Following that, I will provide detailed background information about the principal as well as a table outlining the participants. The questionnaire described in chapter 3 will be utilized to determine initial areas of program and leadership strength as well as areas for additional growth. Participant interviews and data will then be analyzed through the Leadership for Learning and Critical Bilingual Leadership frameworks. In Chapter 5, I will then form conclusions about the principal's leadership for dual language education to answer my research question, "How does a dual language, strand principal, employ leadership to ensure equitable student learning for dual language students in their school?"

### **School District and Site Context:**

North Side School District (NSSD) is located in a Midwest community. According to 2019-2020 school district data, NSSD was comprised of 4,421 students. District enrollment consisted of 30.6% white, 36.9% Black, 16% Hispanic, 5% Asian, 1.2%, American Indian, 0.5% Pacific Islander, and 9.8% multiracial. The school district also had an enrollment of 19% English

language learners. Over the past five years, NSSD has maintained a consistent enrollment of all student populations.

NSSD is a unit school district divided into 8 campuses. Campuses include 1 high school, 1 middle school, 6 elementary schools and 1 early childhood center. The district houses multiple dual language programs for Spanish and French. Spanish strand dual language programs are currently offered in Spanish at two elementary and the middle school campus. French dual language French programming is offered at a third elementary campus. This study will analyze the leadership practices of the elementary principal at Escuela Dual.

**Escuela Dual:**

Escuela Dual is the largest elementary school in NSSD. Escuela Dual serves students in kindergarten through fifth grade. During the 2019-2020 school year, Escuela Dual had an enrollment of 435 students. The student population consisted of 43% Black, 17.7% white, 28% Hispanic, 0.5% Asian, 2.3% American Indian, 0.2% Pacific Islander, and 8.3% multiracial. In addition, 29% of the student body is considered English Language Learners. Over the past five years, Escuela Dual has seen an increase in their Hispanic population from 19% to 27%. In addition, there has been an increase in Escuela Dual's English Language Learner population from 21% in 2016 to 29% in 2020. Both of these increases reflect an 8% growth over the past five years and surpass the district enrollment numbers for Hispanic students and English Language Learners. This increase is evident due to the implementation and growth of the dual language strand program at Escuela Dual which began in 2012.

Escuela Dual comprises 54 certified staff. The certified staff consists of a principal, assistant principal, 22 grade level teachers, an instructional coach, and multiple positions which support intervention and special education needs. The 22 grade level teachers are divided into 14 monolingual classrooms and eight dual language classrooms. The eight dual language

classrooms consist of one kindergarten, two first grade, two second grade, one third, one fourth, and one fifth grade classrooms. Each dual language classroom is staffed with a certified dual language teacher who is fluent in Spanish and English. Administrators and dual language teacher participants will be introduced in subsequent sections of this chapter.

Escuela dual utilizes a 90:10 dual language program model. Based on this model, kindergarten is 90% Spanish instruction and 10% English instruction. As students progress through grade levels, Spanish instruction is decreased and English instruction is increased until the program becomes 50% English instruction and 50% Spanish instruction. Initial core literacy instruction is taught in Spanish to all students while English literacy is built into the program as students reach second grade. Within the program, classrooms are composed of native Spanish speakers and native English speakers allowing the classrooms to have a “two-way immersion” learning environment.

Escuela Dual is located on the far eastern edge of the North Side community. Escuela Dual sits on the side of one of the city’s busier thoroughfares. There is constant traffic that passes by. As students, parents and community members approach the school they are greeted by a school marquis with informative messages displayed in English.

At drop off and pickup times, you can see long lines of eager parents and students waiting to enter and leave the building. As people approach the building, they are greeted by a secure entrance that displays informative fliers on the outside doors in English and Spanish. These fliers make it clear that this school serves a large population of Spanish speaking students and families. Some fliers also specifically say “dual language” on them and refer to the school’s dual language program.

Upon entering the building, you are taken back in time. It is clear that the physical space of the school is reminiscent of past decades. Escuela Dual may not be the most up-to-date

facility, but it makes up for it with a warm and welcoming staff. When you enter the building, you are consistently greeted by a diverse group of staff and students. These are the smiles of stakeholders that give the school charm, warmth, and character. As you enter the school you are greeted not only by office staff, but by every staff member that you walk by. Students also do not hesitate to welcome you with greetings of “hi or hola.” Although everyone is welcoming, you can tell that students and staff move around the building with intention and quickness to get to their destinations and accomplish the work ahead. A welcome banner summarizes this feeling as it hangs in the hallway stating, “Welcome to our school: Great staff, great students, great parents.”

As you journey through the school you see long hallways with high ceilings and doors taking you in every direction. Important rooms are labeled in English and Spanish: “gymnasium, gimnasio; oficina, office; biblioteca, library; bathroom, baño; girls, niñas; boys, niños.” As you continue into the hallways with classrooms it is clear which classrooms are dual language rooms. There are signs stating “Bienvenidos” and “Bienvenidos a Nuestro Salón.” Bulletin boards closest to the dual language classrooms are designed in Spanish. They share inspirational messages such as “Eres una estrella; Eres un pedazo importante de 156; and “Si siempre intentas ser normal, nunca sabrás lo increíble que puedes ser.” In addition, there are behavioral posters stating “Antes de hablar, piensa si es positivo, interesante, etico, necesario, sensible, ayuda.” Other spaces in the building highlight specific Latinx countries such as Guatemala as there are many students in the community from that country.

### **School Study Participants**

This case study focuses on a qualitative approach to research. In order to gather sufficient data, a questionnaire was sent to the entire certified staff at Escuela Dual. Key participants for

semi-structured interviews were administration and dual language teachers. Below is a list of participants for the interview portion of the study. Pseudonyms were provided for each participant to provide anonymity for this study. Due to there only being one instructional coach included in the study, their role has been listed as “dual language teacher” to also protect anonymity.

<u>Name</u>	<u>Role</u>
1. Principal Jones	Principal
2. Assistant Principal Wright	Assistant Principal
3. Maestra Sanchez	Dual language teacher
4. Maestra Ramón	Dual language teacher
5. Maestra Fernandez	Dual language teacher
6. Maestra Garcia	Dual language teacher
7. Maestra Caldera	Dual language teacher
8. Maestra Bernal	Dual language teacher

### **A Closer Look Into Principal Jones:**

With a radio strapped to her hip, an earpiece in her ear, and the radio mic always within reach, Principal Jones begins her day. Principal Jones is always on the move between meetings, supervision, supporting students and teachers, and conducting office work. Throughout the day, Principal Jones approaches students in the hallways greeting them in English or trying to use her best Spanish to make her Hispanic students feel welcomed and validated in school since she is not bilingual herself. Principal Jones’ day seems to always be moving at an extremely fast pace and if you follow behind her just a little too slowly, you may lose her as she rounds a corner into a classroom or another hallway.

Principal Jones began her career in ESSD working as a classroom teacher at the middle school level. She then progressed into administration working as a middle school dean. Following her dean experience, she was hired as an assistant principal at Escuela Dual and held that position for two years. When asked about her knowledge of the dual language program at Escuela Dual prior to becoming an assistant principal, she shared:

So, I worked in this district and I knew there was a bilingual program but that was the extent of my knowledge as a classroom teacher. When I was the Dean at the middle school it hadn't made it up to that level yet, so it was still just like this is going on there, this is going on there, but I don't know about that day-to-day.

During her two years as assistant principal, Principal Jones had realized the importance of knowing Spanish in her administrative role at Escuela Dual. She stated that remembering Spanish became more important as she realized that she “only took two years of Spanish in high school.” She also realized that both she and the principal were English dominant and neither could truly navigate the Spanish language with their students and families. Principal Jones stated that this was most apparent with their kindergarten students in the dual language program who began their emergent bilingual journey at Escuela Dual with very limited English.

Principal Jones is now in her third year as principal at Escuela Dual. Prior to her leadership role at Escuela Dual, Principal Jones admitted that she had little knowledge of, and interaction, with bilingual education. She admits that she is on a “bilingual journey” with her staff, students, and families. When asked if she thought she was becoming an emergent bilingual herself, she stated that “I wouldn't go that far.” Principal Jones realizes that her school is unique for having a dual language program and believes that she has taken specific steps to help support the program based on her leadership

decisions. These leadership practices will be the focus of upcoming sections in this chapter.

### **Questionnaire:**

As mentioned in chapter 3, a questionnaire was created and sent to all staff at Escuela Dual to help generate initial findings about principal leadership practices that support dual language education. The questionnaire included 20 questions and was separated into the five tenets of Leadership for Learning: establishing a focus on learning; building collaborative communities that value learning; engaging external environments to support learning; acting strategically and sharing learning; and creating coherence. All of the questions were framed within dual language practices. This allowed me to see how Principal Jones was specifically leading the dual language strand program and gather initial data that either confirmed or denied tenets of critical bilingual leadership. Responses to questions included in these sections allowed me to create meaningful interview questions for staff directly involved in the dual language program to attain a better understanding of Principal Jones' leadership practices and how they support the dual language program.

Out of the 54 certified staff at Escuela Dual, 17 responded to the questionnaire. Of those 17 respondents, eight were monolingual educators (47.1%) and nine were bilingual educators (52.9%). The division of monolingual and bilingual respondents allowed for an analysis of leadership perceptions from both monolingual and bilingual staff at Escuela Dual. Each questionnaire question focuses on dual language education. This allows evidence to be provided that shows how the dual language program is integrated across settings within the school.

The questionnaire utilized a Likert scale for participant responses. Each question was followed by response options of "strongly agree, agree, neutral/undecided, disagree and strongly disagree. Based on 17 respondents, and 20 questions per respondent, there were a total of 340

answers in the questionnaire data. Each question data set was broken down into responses for each answer option, as well as the role of the participant responding to the question (monolingual teacher or dual language teacher). A close analysis was conducted of the overall number of neutral/undecided responses. Monolingual teachers responded as neutral/undecided 75 times, or 47% of their total answers. Dual language teachers responded as neutral/undecided 47 times, or 26% of their total answers. In the subsequent sections, individual questions from the questionnaire will be disaggregated and analyzed based on participant responses.

### **Leadership Practices of Principal Jones:**

As previously stated, Leadership for Learning and Critical Bilingual Leadership are the two frameworks that ground this study. The following finding sections are organized into the components of Leadership for Learning with a focus on tenets from Critical Bilingual Leadership for dual language. Each section is divided into findings from the questionnaire as well as findings from participant interviews. Findings will be presented in the following sections and then conclusions will be discussed in Chapter 5.

### **The Role of a Principal**

In order to analyze Principal Jones' leadership through the lens of the participants, it was critical to establish a general understanding of what the participants perceived as the role of a building principal. Many participants responded to this question with similar ideas that focused on instructional leadership, building culture and climate, supporting students and teachers, and collaboration. When asked about the role of a principal, Principal Jones responded that:

First and foremost, it [the role of the principal] is to ensure the students have access to a positive learning environment, a safe school, and an educational leader who can really be there to support their needs. When they need my support, then I am there to help with that, and also being a resource to them as well as families.

So, supporting the whole child really; not just the behavioral and academics, but also what they need.

Principal Jones' response focuses on the role of the principal with relation to students. Her response prioritizes students first, but it did not include considerations for the teachers and staff when discussing the general role of a principal. It is important to note that Principal Jones elaborates on this role with regards to supporting staff in her response to the role of a dual language principal. Principal Jones' perspective about the dual language principalship will be elaborated upon further in the upcoming section.

Other bilingual staff responded with somewhat different focus areas than Principal Jones regarding the role of the principal. Many teacher responses focused on the organizational and instructional elements of the position. Teachers replied that the role of the principal is to support instruction and learning, and problem solve building issues that arise on a day-to-day basis. Maestra Sanchez offered a comprehensive view on the role of the principal by sharing:

I believe the principal sets the climate for the schools and really sets forward any new ideas and policies. They should be working effectively with the teachers, constantly communicating on things we've done and how to support students, and overall, just the support of both teachers and students throughout the day.

Teachers agreed that the role of the principal is very large and complex. Maestra Caldera stated, "The principal has a huge role, but I mean ideally, they are an instructional leader in the building. I think that should be one of the most important roles of the principal."

Teachers also stated that it was important for a principal to be present. Many responded that the principal is key for the support of a school. Ms. Sanchez stated that the role of a

principal was to support the building and the people within it. She stated that the principal needs to be focused on the support that they give by doing “check-ins, and all of that, and then support if there is a heated issue or a struggle in the classroom. I think being there to listen and to help move the process forward to a problem-solution area is very important.” Maestra Bernal also elaborated on the role of the principal by stating that the principal should:

Keep us updated with things that should be implemented in the classroom, both classroom management wise and in terms of educating the students. Something that is important to me is to collaborate with us to have it where they aren't necessarily above us. When we get down to it, the most important thing is the education of the students.

The ideas presented by the interview participants all touch on various components of Leadership for Learning. It is clear that participants do not see the role of the principal as a managerial. Instead, participants indicate that they expect the principal to be deeply engaged in instructional practices, learning outcomes and classroom support. These ideas will all be analyzed further within the five components of leadership for learning.

### **The Role of a Dual Language Principal**

In order to better understand how Critical Bilingual Leadership is implemented in Escuela Dual, participants were asked to share their perception of the role of a dual language principal. This question allowed me to compare and contrast responses to see how they were similar or different from the role of a principal. The interview participants agreed that there were differences between the role of a monolingual and dual language principal and many of the differences focused on how the leader supports dual language programming.

When asked about the role of a dual language principal, Principal Jones focused her answer on how she supports the program through her own leadership and that of her assistant principal. Principal Jones stated that her passion and commitment as a dual language principal is to “ensure that I have someone in the leadership position that is also bilingual.” Principal Jones realizes that part of dual language leadership is being able to engage in the language of instruction and of the community. Since she is not bilingual herself, Principal Jones believes that her role as a dual language principal is to provide another leader in the building that can speak Spanish and support the program. As Principal Jones reflects on her role in hiring an assistant principal that speaks Spanish to support the program she shared:

I will always want the strongest candidate but to me, the most important part is family because it shows my commitment too. We have this program here and I need someone on the staff that can help support them in different ways. There were times that I would have my secretary in an uncomfortable position or be a liaison because they were bilingual and they’re helping me explain things from an administrative perspective that really is over something they should be talking and hearing about, and it puts them in an uncomfortable position because sometimes they live in the same community, they attend the same events, and so to me really that is my first layer of support to the program. I need someone in this role who can help me support the program and have the language skills, so then that also trickles down to supporting the staff. I need someone who can complement me.

Principal Jones moves beyond her focus of providing another Spanish speaking administrator for the program and shares that it is also her responsibility as a dual language principal to support the staff of the program. She stated,

I'm here to support the staff. There have been times when a staff member might come to me and say, well I don't know if I should look to the department [district] or come to you. I said, always come to me so then I can reach back to the department and at least I'll know what you need. So, I would say advocating is my next biggest role as a dual language principal.

Despite a language barrier between Principal Jones and the dual language program, she believes that her role is still to support the program. She clearly believes that her role as dual language principal is to ensure that families, students, and teachers all feel supported within the school. These attributes touch on components of critical bilingual leadership. Principal Jones staffs the building to help reduce instructional and family barriers by hiring a bilingual assistant principal that can help navigate the complexities of meeting staff, student, and family needs.

The dual language teachers were also asked about their perceptions of the role of a dual language principal. Many of the respondents affirmed that a dual language principal needed all of the skills and knowledge of a monolingual principal; however, they also argued that a dual language principal needed to encompass additional qualities. Ms. Sanchez argued:

I think it is everything and more. I think it has to go a step further. I think they have to be well aware of customs and of culture. They have to be more alert with what dual language is and know the studies that support the best ways to approach a program. So, I think they have to be well aware of why they do things a certain way and how that can be beneficial.

Ms. Sanchez highlights the idea that a dual language principal must understand customs and culture of the population they serve. Critical bilingual leadership posits that leaders must recognize and value how language, culture and customs all impact the success of emergent bilingual learners. Ms. Wright, the assistant principal, also agreed that many

people probably perceive the role of a dual language principal as someone who is “an expert in dual language.” Although speaking Spanish was highlighted in many conversations, it was not necessarily deemed a necessity by all participants. Some participants acknowledged that Principal Jones had certain limitations by not being fluent in Spanish; however, their true desire from a dual language principal was that they understood the program, the intricacies and differences from monolingual instruction and the advocacy that must occur to level the playing field between monolingual and dual language classrooms in a strand program.

### **Establishing a Focus on Learning**

This section will focus on how Principal Jones establishes a focus on learning at Escuela Dual that supports dual language learning. This section will analyze participant responses for how Principal Jones supports dual language learning and prioritizes dual language instruction as part of their own professional development journey alongside teachers in the program. In addition, it will analyze the perceptions of Principal Jones and if she is considered an instructional leader for the dual language program at Escuela Dual.

### **Principal Visibility Within Dual Language Classrooms**

The questionnaire begins by asking questions about Principal Jones’ involvement in visiting dual language classrooms. Of the total questionnaire respondents, 17.6% (n=3) responded that they agreed that Principal Jones regularly visits dual language classrooms. Of the total respondents, 35.3% (n=6) responded with neutrality and 47.1% (n=8) either disagreed or strongly disagreed that Principal Jones regularly visits dual language classrooms. Of the total dual language teacher responses, 22.2% (n=2) agreed, 22.2% (n=2) remained neutral, and 55.6% (n=5) either disagreed or strongly disagreed. Of the monolingual teachers, 12.5% (n=1)

responded with agreement, 50% (n=4) remained neutral and 37.5% (n=3) either disagreed or strongly disagreed.

Based on the questionnaire, it was clear that dual language teachers did not feel that Principal Jones regularly visited their classrooms as 55.6% (n=5) of dual language teachers responded with disagreement or strong disagreement to the statement. This response rate necessitated a deeper understanding of Principal Jones's visibility and involvement in dual language classrooms. According to Ms. Ramón, Principal Jones does not “specifically come into my classroom.” Many participants stated that the assistant principal, Ms. Wright, is often in their classrooms for observation and evaluation purposes. Ms. Wright explained that,

The rationale was because I’m able to go into the classrooms to understand what at least is being said and you know between the students and the teacher or the instructor, whereas you know, Principal Jones understands that but I don’t think her comfort level is to the point where she would go to the observation and provide feedback to the teacher.

Principal Jones is utilizing her administrative team to support the dual language classrooms; however, the perception from dual language teacher stakeholders is that Principal Jones is not sufficiently visible in the dual language classrooms. The idea of principal visibility will be discussed later in this chapter as information about teacher evaluation is presented and discussed. Based on information presented in that section, it will be clear that principal visibility in the dual language classrooms may be impacted by the fact that Principal Jones does not currently evaluate the dual language teachers. These factors are impacting the perception of Principal Jones as a critical bilingual leader because she is viewed as being “distant” from the dual language program.

## **Principal Participation in Dual Language Professional Development**

Instructional leaders that utilize qualities of Leadership for Learning must ensure that they engage in professional development. This professional development should both be alongside teachers and independent of teacher professional development. As principals consider Critical Bilingual Leadership, they must also consider how they engage in professional development that supports the growth of their building's bilingual instruction.

On the questionnaire, participants were asked if the principal participates in professional development related to dual language education. Of the total questionnaire respondents, 17.6% (n=3) responded that they agreed that Principal Jones participates in professional development related to dual language education. Of the total respondents, 35.3% (n=6) responded with neutrality and 35.3% (n=6) either disagreed or strongly disagreed that Principal Jones participates in professional development related to dual language education. Of the total dual language teacher responses, 22.2% (n=2) agreed, 44.42% (n=4) remained neutral, and 44.4% (n=4) either disagreed or strongly disagreed. Of the monolingual teachers, 37.5% (n=3) responded with agreement. Twenty five percent (n=2) of monolingual respondents remained neutral and 37.5% (n=3) either disagreed or strongly disagreed.

As previously mentioned, only 17.6% (n=3) of the total questionnaire respondents and 22.2% (n=2) of bilingual respondents believed that the principal engaged in professional development related to dual language instruction. Principal Jones has engaged in some professional development for dual language instruction by attending La Cosecha, a national dual language conference. When reflecting on the experience, Principal Jones stated:

It was a very enlightening, enriching experience, and it increased my knowledge so much. One, you get to hear about other districts that have been doing this for much longer... But for me that was like an idol, I mean like wow, this is so

natural and this is what's going on. This is what people are doing. But then it also helped me with some cultural references...

It was clear from the principal interview that Principal Jones felt that she learned a great deal from her experience at the La Cosecha conference. Although Principal Jones attended the national conference, she also stated that dual language professional development opportunities provided within the North Side School District may not be as extensive for her. She stated that she has not had the opportunity to walk through dual language classrooms and receive feedback on best practices or program non-negotiables.

Interview participants also elaborated on their perceptions of Principal Jones' participation in professional development. Their perspectives focused more on opportunities provided within the school district. Ms. Fernandez stated that she was aware that "principals in the dual language schools are invited to certain things, and those are PDs that other principals wouldn't necessarily be involved in and they invite the principals specifically to see that PD." Although there was consensus on professional development being offered within the district and dual language principals being invited, Ms. Caldera offered insight that those opportunities may conflict with other meetings and principal obligations. She states, "opportunities are offered for dual language staff, but Principal Jones but the current scheduling model does not support Principal Jones being present to receive that PD alongside other teachers." She also stated professional development opportunities for dual language principals in the district may be less because there are not as many dual language principals.

Ongoing professional development allows principals to learn new information to ensure they are instructional leaders in their schools. This knowledge and understanding of best practices, enables principals to be instructional leaders in their buildings. Based on questionnaire responses, only 29.4% (n=5) of the total respondents and 22% (n=2) of bilingual respondents felt

that Principal Jones shared knew knowledge about dual language instruction with stakeholders. Principal Jones was honest about her limitations with emergent bilingual teaching practices. When reflecting on limitations that might affect her ability to be an instructional leader for dual language education, she stated:

If I were at a school with a specific program, like early childhood, you have to have that early childhood certification. Currently, administrators don't have to have an ESL endorsement in order to be an administrator within a building with a dual language program so that is a deficiency for academic balance. Then also the language and the cultural knowledge is something that is required a lot in the time I've been here, but those are just some initial things that I know of new coming in, like I don't have this.

Although Principal Jones does not have an endorsement that supports emergent bilingual education, she does have an opportunity to learn about programming so that she can be an instructional leader for the dual language teachers. According to Wiemelt (2014), critical bilingual leaders should have a strong understanding of bilingualism, biliteracy, bilingual education and second language education. It is clear that this foundational knowledge is lacking for Principal Jones and is impeding her ability to serve as a critical bilingual leader. Principal Jones and the North Side School District should ensure that there are professional development opportunities for building level administrators which support dual language education outside of the La Cosecha Conference.

### **Principal Instructional Leadership for Dual Language**

One of the greatest tenets of Leadership for Learning is that the principal is viewed as an instructional leader of their building. When marrying Leadership for Learning and Critical Bilingual Leadership, it is vital that the principal is also seen as instructional leader for bilingual

instruction. Questionnaire participants were asked if Principal Jones shared new knowledge about the dual language field with building stakeholders. Of the total questionnaire respondents, 29.4% (n=5) responded that they agreed that Principal Jones shares new knowledge from the dual language field with all of their stakeholders. Of the total respondents, 47.1% (n=8) responded with neutrality and 23.5% (n=4) either disagreed or strongly disagreed that Principal Jones participates in professional development related to dual language education. Of the total dual language teacher responses, 22.2% (n=2) agreed, 55.6% (n=5) remained neutral, and 22.2% (n=2) either disagreed or strongly disagreed. Of the monolingual teachers, 37.5% (n=3) responded with agreement. Thirty-seven and a half percent (n=3) of monolingual respondents remained neutral and 25% (n=2) either disagreed or strongly disagreed.

Additionally, questionnaire participants were asked if Principal Jones worked with dual language teachers to establish learning goals for the program. Of the total questionnaire respondents, 41.2% (n=7) responded that they agreed that Principal Jones works with dual language teachers and staff to establish goals for improving learning. Of the total respondents, 35.3% (n=6) responded with neutrality and 23.5% (n=4) either disagreed or strongly disagreed that Principal Jones works with dual language teachers and staff to establish goals for improving learning. Of the total dual language teacher responses, 44.4% (n=4) agreed, 22.2% (n=2) remained neutral, and 33.3% (n=3) either disagreed or strongly disagreed. Of the monolingual teachers, 37.5% (n=3) responded with agreement. 50% (n=4) of monolingual respondents remained neutral and 12.5% (n=1) either disagreed or strongly disagreed. This data demonstrates that the building, including within the subgroups of monolingual and dual language teachers, have mixed perceptions about Principal Jones' involvement in creating dual language program goals with the dual language teachers. These responses required interview questions to

investigate this idea further in order to gather more concrete ideas and perceptions about Principal Jones leadership with dual language teachers to create program goals.

Dual language teacher interviews supported the perception that Principal Jones is not seen as the instructional leader for the dual language program. Ms. Fernandez stated that, at times, Principal Jones may default to the district guidelines for instruction without considering the implications for dual language instruction. She states that some instructional models are “everyone doing the same thing because this is what the district says has to be done.” Ms. Sanchez also stated that she has experienced Principal Jones, “not knowing how to support resources that we use or instructional strategies because there are instructional strategies that are certainly for Spanish.” Instead of Principal Jones being seen as the instructional leader for dual language in the building, participants alluded to two other stakeholders being the instructional leaders of the program.

The building instructional coach and the district director were mentioned repeatedly as sources of instructional leadership for the dual language program. Interview participants shared that oftentimes they would go to the instructional coach or director for instructional leadership because they “have the background and the knowledge.” This topic will be later addressed in the cohesion section to address how these roles are perceived in relation to the instructional leadership role of Principal Jones.

### **Building Professional Communities That Value Learning**

The questionnaire continued by focusing on professional communities within the school. Questions regarding collaboration structures, teacher values, decision making and honoring program success were addressed in this section of the questionnaire. Based on participant responses, interview questions were created to better understand how Principal Jones creates and supports professional communities for dual language education within Escuela Dual.

## Collaboration Structures at Escuela Dual

The questionnaire and semi structured interviews both focused on collaboration structures within the building for monolingual and dual language teachers. The questionnaire included the following statements to draw out general perceptions of the collaborating structures within Escuela Dual. Questionnaire statements and responses rates are outlined below.

“The principal creates structures for dual language teachers to interact with monolingual grade level teachers as well as other dual language teachers.”

Of the total questionnaire respondents, 23.5% (n=4) responded that they strongly agreed that Principal Jones creates structure for dual language teachers to interact collaboratively with both monolingual and dual language colleagues. In addition, 47.1% (n=8) of total respondents agreed with the statement. Of the total respondents, 23.5% (n=4) responded with neutrality and 5.9% (n=1) either disagreed or strongly disagreed that Principal Jones creates structures for dual language teachers to interact collaboratively with both monolingual and dual language colleagues. Of the total dual language teacher responses, 11.1% (n=1) strongly agreed, 66.7% (n=6) agreed, 11.1% remained neutral (n=1), and 11.1% (n=1) either disagreed. Of the monolingual teachers, 37.5% (n=3) responded with strong agreement and 25% (n=2) responded with agreement. 37.5% (n=3) of monolingual respondents remained neutral and none disagreed.

Collaboration for dual language teachers is a critical component for supporting Leadership for Learning and Critical Bilingual Leadership. According to the questionnaire responses, 77.8% (n=7) of bilingual respondents agreed or strongly agreed that Principal Jones creates structures to support collaboration for both dual language and monolingual teachers. This response rate shows that dual language teachers believe that Principal Jones creates structures that support their collaboration needs. During her interview, Principal Jones admitted that the

collaboration schedule is an extremely intricate process to create in a stranded dual language building. Principal Jones shared:

What I was able to do for Kindergarten is there are three monolinguals and one dual so that dual language teacher is actually collaborating with the monolingual teacher because they're looking at kindergarten. Then this collaboration was built and they're talking about kindergarten and trying to apply it to dual language as well. Then the instructional coach is also there and presents that knowledge base to the two monolingual First Grade and two dual. Second Grade is the same way. In third grade we were able to get those three monolingual teachers together and then fourth grade is split because they only have one dual language teacher. So, they collaborate across grade levels. So, then they're allowed to collaborate about dual language. They used to be partner teachers so my thought was you got the kids that the teachers have had. This will allow you to have a huge amount of information sharing, right, almost like you could look them up because you know so much about what she's been working on with the kids, where they're currently at, those conversations are happening and then they can collaborate as dual language teachers. Now what I have found too is that there is still a desire for them to meet with the other team, which absolutely fits. It was to kind of navigate with it, but they do have grade level meetings still, which has been all of them back together.

Principal Jones explains a very intricate system to allow for dual language collaboration and monolingual collaboration within Escuela Dual. Principal Jones is clearly making efforts to prioritize both monolingual and dual language collaboration within the building.

Bilingual participants stated in the questionnaire that they believed that there were structures to support dual language and monolingual collaboration in Escuela Dual. However, when analyzing responses from interview participants, some contradictory perspectives emerged. Although dual language teachers affirmed that they have opportunities for collaboration, some believe that they do not have enough opportunity to discuss specific aspects related to dual language instructional practices. Ms. Sanchez stated, “So we are luckily, as a grade level teacher for DL, I have a very close team, so we do collaborate, but I collaborate with the monolingual teacher so there is no collaboration with another dual language teacher.” Ms. Fernandez also stated that, “I think the hardest thing about being a strand grade level is there are wonderful other grade level teachers in this building, but their experience isn’t my experience.” Ms. Caldera also stated that collaborations can feel somewhat “disjointed; however, the fact the collaborations work out the way they do is something that is getting better each year.” Ms. Caldera also affirmed that the struggle is not only to provide collaboration opportunities for dual language teachers to interact, but also for dual language teachers to interact with other grade level teachers. When dual language teachers do not have that opportunity, she stated that, “dual language teachers are missing opportunities in those conversations.” Managing the strand dual language program within the collaboration schedule is clearly an obstacle for Principal Jones based on dual language teacher perspectives.

Principal Jones also agreed that collaboration schedules were an obstacle for the dual language program. Principal Jones shared that some grade levels collaborate with the entire team (monolingual and dual language teachers together) and others are separated into teams of dual language teachers that straddle grade levels (i.e., third and fourth grade dual language teachers collaborating together) instead of the complete grade level. Grade levels that have multiple dual language teachers within the grade level have the opportunity to collaborate about grade level

and dual language needs at the same time. Teachers that do not have a dual language grade level partner miss out on one of the two components. They either collaborate about grade level needs or collaborate about dual language and student needs. Principal Jones shared that “conversations are happening and teachers can collaborate, but there is still a desire for teachers to meet as teams of grade level and dual language teachers.” Principal Jones believed that these systems were improving and that collaboration opportunities that met the needs of dual language teachers were increasing. However, Principal Jones agreed that there was still a teacher default to informal collaboration meetings in order to support dual language student achievement. Principal Jones realizes that this is a structural issue that needs to be remedied and that is a strong sign on critical bilingual leadership. Although Escuela Dual may not have a perfect collaboration model, Principal Jones is constantly reflection on ways to improve the model to best serve dual language teachers.

Creating schedules for dual language collaboration is one aspect of supporting Leadership for Learning and Critical Bilingual Leadership; however, another critical component of supporting collaboration is attending those meetings and being an instructional resource. Principal Jones agrees that attending dual language collaborations and having a participatory role is sometimes difficult. She stated, “Yeah I think it’s a barrier for sure. I do think I do have a limited knowledge base and then I think about it and one of my roles should be to be in collaborations. So, we split up our collaboration meetings, but I make sure I’m at least at some that include the dual language teachers.” Ms. Garcia added in her interview that although Principal Jones and Assistant Principal Wright may plan on attending collaborations, “they only attend sometimes.” She also stated that, “I don’t know that some of the challenges that we might have in those meetings are being met and most of the time it involves resources or curriculum

alignment.” Collaboration meetings are critical to growing the instructional capacity of teachers and stakeholders. Having the appropriate people at the meetings with the appropriate amount of instructional knowledge is a key factor in ensuring the dual language program is led with leadership tenets from Critical Bilingual Leadership.

### **Hiring Practices and Staff Mindsets About Dual Language**

Employing a building team that supports the values of dual language instruction is a way to ensure that emergent bilingual students are supported throughout the dual language classrooms and within monolingual spaces within the building. Critical Bilingual Leadership and Leadership for Learning both support the idea that these hiring practices must be present for every building stakeholder, from support staff, to the building principal. Participant responses from the questionnaire are outlined below with their perceptions of Principal Jones hiring practices to support dual language programming at Escuela Dual.

Of the total questionnaire respondents, 11.8% (n=2) responded that they strongly agreed that Principal Jones seeks to recruit teachers who work with values consistent with other dual language teachers and support the community the school serves. In addition, 64.7% (n=11) of total respondents agreed that Principal Jones seeks to recruit teachers who work with values consistent with other dual language teachers. Of the total respondents, 23.5% (n=4) responded with neutrality and none of the respondents either disagreed or strongly disagreed with the statement. Of the total dual language teacher responses, 11.1% (n=1) strongly agreed, 66.7% (n=6) agreed, and 22.2% (n=2) remained neutral. Of the monolingual teachers, 12.5% (n=1) responded with strong agreement, 62.5% (n=5) responded with agreement and 25% (n=2) remained neutral. This data shows that Principal Jones is working to employ staff that support a

positive dual language culture. This practice should be continued to support the positive culture that has been established by Principal Jones.

When asked about her own interview process for the position, Principal Jones shared that the process included many related items to dual language, “Not in the language as a whole but there were specific questions about the dual language program and how it includes a leader but then there were also questions related to experience in diverse families and backgrounds too.” This shows that the North Side School District ensured that the hiring process of the principal for Escuela Dual included questions that support dual language programming. Principal Jones has also continued the focus of hiring administrators that reflect values of dual language programming with her assistant principal. Although the assistant principal does not have teaching experience within dual language classrooms, she is bilingual and shares the cultural, language, and second language acquisition knowledge needed for dual language leadership. Neither Principal Jones or Assistant Principal Wright have teaching experience within a dual language program.

Dual language teacher participants discussed their colleague interactions when the program was first implemented and how those interactions have evolved under Principal Jones. Participants explained how colleagues made dual language teachers feel isolated or threatened due to taking teaching positions from monolingual teachers. Ms. Ramón describes how her first year was teaching in the program with resistant colleagues. She stated, “Others weren’t always very understanding of the language component from the other classes so there were oftentimes conflicts between my class and the other two grade level classes.” She continues to state that under Principal Jones, those experiences have decreased and now, “The program is pretty established. There is definitely progress in the two grade level teachers. Ms. Bernal also stated that, “All of the monolingual classes have been super supportive and very helpful.” Interview

participants shared that they do not feel that monolingual teachers are defensive or unaccepting of the dual language program within Escuela Dual. Based on the aforementioned data, Principal Jones is successful in creating a school community that values dual language education and its participants. Therefore, Principal Jones is embodying one of the major tenets of critical bilingual leadership by ensuring that Escuela Dual maintains an additive perspective on the dual language program.

One of the ways Principal Jones is creating a culture of honoring and elevating the dual language program and increasing building acceptance is by celebrating the successes of students and teachers. Of the total questionnaire respondents, 35.3% (n=6) responded that they strongly agreed that Principal Jones celebrates the successes of students and teachers of the dual language program with other monolingual teachers and students. In addition, 35.5% (n=6) of total respondents agreed with the statement. Of the total respondents, 23.5% (n=4) responded with neutrality and 5.9% (n=1) either disagreed or strongly disagreed that celebrates the success of students and teachers of the dual language program with other monolingual teachers and students. Of the total dual language teacher responses, 44.4% (n=4) strongly agreed, 33.3% (n=3) agreed, 11.1% (n=1) remained neutral, and 11.1% (n=1) either disagreed or strongly disagreed. Of the monolingual teachers, 25% (n=2) responded with strong agreement, 37.5% (n=3) responded with agreement, 37.5% (n=3) remained neutral and none either disagreed or strongly disagreed. Based on the questionnaire, there is an overwhelming majority of bilingual and monolingual teachers that perceive Principal Jones celebrates the dual language program.

### **Decision Making Within Dual Language Programming**

As previously discussed, Principal Jones does not view herself as the leading source of dual language instructional knowledge in the building. Questionnaire participants were asked about dual language teacher opportunities to make decisions related to instruction and learning.

Of the total questionnaire respondents, 5.9% (n=1) responded that they strongly agreed that Principal Jones creates opportunities for dual language teachers to make decisions related to dual language teaching and learning. In addition, 35.3% (n=6) of total respondents agreed with the statement. Of the total respondents, 41.2% (n=7) responded with neutrality and 17.6% (n=3) either disagreed or strongly disagreed that Principal Jones creates structures for dual language teachers to interact collaboratively with both monolingual and dual language colleagues. Of the total dual language teacher responses, 44.4% (n=4) agreed, 33.3% (n=3) remained neutral, and 22.2% (n=2) either disagreed or strongly disagreed. Of the monolingual teachers, 12.5% (n=1) responded with strong agreement and 25% (n=2) responded with agreement. Fifty percent (n=4) of monolingual respondents remained neutral and 12.5 (n=1) either disagreed or strongly disagreed.

Based on questionnaire responses, less than half believed that they are given the opportunities to make decisions about the program. When interviewing Principal Jones, she stated that she relies a great deal on dual language staff to help and support each other with program decision making. Principal Jones stated,

We have a couple of staff who have been here, not as long as the program, but almost as long as the program, or getting close. But they're our most veteran staff so they kind of come and see the research that was done at the university level whenever that was happening, how did the program look, come here and start it and what does that look like and how do you go forward, and then we have newer staff so they all coordinate in helping support the staff who are here like this is what dual language looks like and can look like in our building.

Principal Jones believes that she is creating an environment where dual language teachers can make decisions about programming and instruction to meet the needs of their students.

Bilingual interview participants also believed that Principal Jones creates opportunities for teachers to make decisions; however, not all participants believed that decision making capability rested evenly with program stakeholders. Many interview participants mentioned the building instructional coach as a resource for dual language programming and decision making. Ms. Bernal states that, “I feel like the instructional coach has a better perspective of what the collective people need and then obviously she is very open to feedback, so if I were to come to her with a concern, I’m sure that she would hear what I had to say and then brainstorm strategies with me.” Ms. Garcia also stated that she believed that Principal Jones allows the instructional coach to make instructional decisions that benefit the dual language program. She reflected on a collaboration meeting about literacy and monolingual generated lesson templates. She stated that:

She modified them as needed after having the collaboration meetings that we would have on Mondays, she would then go and work on the lesson plans for us for the week and she’d make changes as needed, so yeah. It seemed like they had a lot of knowledge in the area and then were allowed to make modifications as needed.

Therefore, although Principal Jones does not hold all of the dual language instructional knowledge for the building, she does allow dual language stakeholders to make programmatic and instructional decisions to improve teaching and learning of the dual language strand program within Escuela Dual. Supporting the needs of dual language programming differently by allowing staff to focus on best practices for emergent bilingual learners is another example of Principal Jones exhibiting characteristics of critical bilingual leadership.

## **Engaging External Environments that Support Learning:**

Leadership for Learning emphasizes the need for principals to be aware of external relationships that are outside of the building that can help foster both student learning and teacher development. In addition, Leadership for Learning focuses on the need for leaders to protect their learning environments and manage negative influences that could potentially affect student learning. Critical bilingual leadership also promotes the idea that external environments, including marginalized families within dual language education, must be emboldened to share their perspective and narrative with the school so that the school can best meet the needs of their emergent bilingual learners. This section will focus on how Principal Jones focuses her leadership on building relationships with families, community stakeholders, nearby universities and other entities to create opportunities to grow student learning while at the same time, protecting the dual language program from counter-productive influences.

### **Family Relationships**

Maintaining strong family relationships that support student learning is a key component of educational leadership. Questionnaire participants were asked if Principal Jones regularly visits with families of the dual language program to explain their student's learning and the dual language program. Of the total questionnaire respondents, 11.8% (n=2) responded that they agreed that Principal Jones regularly visits with families of the dual language program to explain their student's learning and the program. Of the total respondents, 41.2% (n=7) responded with neutrality and 47.1% (n=8) either disagreed or strongly disagreed that the statement. Of the total dual language teacher responses, 22.2% (n=2) agreed, 11.1% (n=1) remained neutral, and 88.9% (n=8) either disagreed or strongly disagreed. Of the monolingual teachers, none responded with agreement, and 75% (n=6) responded with neutrality. Twenty five percent (n=2) of monolingual respondents either disagreed or strongly disagreed.

Based on the questionnaire responses, it was clear that dual language teachers had the perception that Principal Jones did not regularly interact with dual language families to support their student's learning. Ms. Caldera stated that many of the interactions between Principal Jones and dual language families "depends on the comfort of the families with their English proficiency." She also stated that families may reach out to the school's family liaison or assistant principal due to "being able to communicate with the assistant principal or family liaison because they speak Spanish and they enjoy having them as a resource to go to." Ms. Sanchez also stated that, "I think parents in our program are very valuable and they have lots of value, and their opinions matter. I think that they really do try to address that, so I think they're doing a really good job with the parents." In addition, Ms. Caldera states that she has heard that families of the dual language program are happier this year because they have people in the building with whom they can communicate effectively.

Although Ms. Caldera noted significant improvement in dual language parent support over the recent year, other teachers have still noted a disconnect for families. Ms. Garcia stated that the school still has a disconnect between the monolingual and native Spanish speaking parents.

I see that there is a little bit more of a disconnect for some reason with the native Spanish-speakers than with the English parents. I think maybe it's because they just feel a little bit of intimidation and they don't really know the school system and how everything works, so they don't know how to put their foot out there. I think that's a challenge for them.

In addition, Ms. Fernandez shared that she believes many of the Spanish-speaking dual language parents tend to utilize the parent liaison in the school versus reaching out to Principal Jones directly. She shared,

If my native Spanish speaking parents speak English, they feel more comfortable speaking Spanish. I have known some who have gone to just the office in general, but yeah generally speaking most of our families in the dual language program go through our parent liaison. I don't have a lot of parents from my native Spanish speakers going to administration, usually not.

Bilingual interview participants also shared that large school events have translators present to translate and interpret for the event. This allows for the leader of the event to interact with native Spanish speaking parents through the use of their interpreter or family liaison. Although Principal Jones may not be able to communicate with all families bilingually in Spanish, she is making an effort to ensure that there are avenues for families to communicate and share their narratives and ideas. Therefore, Principal Jones is creating structures that allow for Spanish speaking family participation, but exchanges may happen with other members of her team. Principal Jones is seen as successful in exhibiting critical bilingual leadership because she is aware of the need and is making efforts to minimize the barriers for Spanish speaking families. However, Principal Jones can still take further steps by shifting the power dynamic between families and conducting meetings and events in Spanish with English interpretation.

### **External Partnerships**

Forming external partnerships is an opportunity for school leaders to harness perspective, insight, and resources that can positively impact the teaching and learning in their school. Questionnaire participants were asked if they believe Principal Jones forms partnerships with external groups (universities, professional development consultants) focused on improving student learning for dual language students. Of the total questionnaire respondents, 35.3% (n=6) responded that they agreed that Principal Jones forms partnerships with external groups focused on improving student learning for dual language students. Of the total respondents, 35.3% (n=6)

responded with neutrality and 29.4% (n=5) either disagreed or strongly disagreed with the statement. Of the total dual language teacher responses, 44.4% (n=4) strongly agreed, 22.2% (n=2) remained neutral, and 33.3% (n=3) either disagreed or strongly disagreed. Of the monolingual teachers, 25% (n=2) responded with agreement, 50% (n=4) remained neutral and 25% (n=2) either disagreed or strongly disagreed.

Recently North Side School District and Escuela Dual partnered with a local university to improve reading instruction in the building. Many interview participants spoke to this experience and how it has developed over the course of school-year. Ms. Fernandez discussed this experience by sharing:

We were doing some outside work in reading, which was super-great because this whole building is really always striving. We brought in some outside resources and we're working with a new reading approach. Which is great, I use a lot of that model. However, I'm getting a lot of push back when I'm in a meeting saying, hey that's great, but I can't do that in dual language. That word study is not going to work for me, how does that look in dual language? It will probably not be denied at this point, but when I first said that it was like, what do you mean? You just have to do it. Now I have been told, oh no you could adapt it, but that was not the original message.

When speaking with teachers about forming this relationship with the nearby university, it was clear that teachers understood the intent was to improve reading instruction and attainment within the building. However, teachers were not able to elaborate on whether Principal Jones or the district intended on including differentiated resources and approaches to improving literacy instruction and attainment within the dual language program. Critical bilingual leadership requires an emphasis to be placed on managing this partnership for the benefit of emergent

bilingual literacy instruction as well as monolingual. In addition, the staff did not mention any of the previous partnerships with the university that were utilized to create the original dual language program model and curriculum. Based on exchanges with administration and dual language teachers, it appears that this partnership is no longer in existence. This could be due to recent turnover in the university department that previously worked directly with the North Side School District to support their dual language programming.

### **Seeking District Support and Managing Resources**

School districts are generally large organizations with multiple layers of leadership. The role of a building principal is to manage the building itself, but also to seek support from the school district when needed. This section will discuss how Principal Jones seeks support from the school district to help manage dual language programming and how she manages essential resources for the program to improve teaching and learning. Questionnaire participants were asked if they agreed Principal Jones actively sought support from the central office when she may not have specific understandings about dual language topics. Of the total questionnaire respondents, 5.9% (n=1) responded that they strongly agreed that Principal Jones seeks support from the central office when she may not have a specific understanding about dual language topics. In addition, 35.5% (n=6) of total respondents agreed with the statement. Of the total respondents, 47.1% (n=8) responded with neutrality and 11.8% (n=2) either disagreed or strongly disagreed with the statement. Of the total dual language teacher responses, 11.1% (n=1) strongly agreed, 33.3% (n=3) agreed, 33.3% (n=3) remained neutral, and 22.2% (n=2) either disagreed or strongly disagreed. Of the monolingual teachers, 37.5% (n=3) responded with agreement, 62.5% (n=5) remained neutral and none either disagreed or strongly disagreed.

During the interview with Principal Jones, she shared that she has many colleagues at the district level that she consults when she needs additional support for the dual language program.

Principal Jones explained that she often reaches out to various directors at the district level for guidance, including the bilingual director and director of student learning. Both of these directors have knowledge of dual language programming. Principal Jones stated oftentimes she sets up meetings with the director of bilingual education if there is a program question or issue in the building. She shared, “I go to the bilingual director and I usually have a kind of a meeting, well not just me but with Ms. Wright as well, so that we can have a session on dual language themes.” She also stated that she sees herself regularly going to the director of student learning, not simply because she is over curriculum and instruction for the district, but also because she was the previous principal in the building. She shared, “I would say collectively I reach out to the director of student learning because that’s the umbrella of curriculum instruction, as well as assessment and title, that’s kind of what we live all day.” When asked how those conversations are received by the district and if they were supporting, Principal Jones shared, “They’re receptive so I am very much in a position of – what would be the appropriate word – I have the advantage; I’m sitting at the advantage because the director of student learning is the former principal.”

Interview participants also expressed agreement that Principal Jones advocates and seeks district support for the dual language program. Most interview participants recognized that they have seen Principal Jones advocate to the district for resources that support Spanish dual language instruction. Ms. Caldera stated that, “I know that when she is looking for something, she is always like what about dual, what about dual, like she’s on that and she works very closely with the bilingual director at the district level and that’s something that has improved.” Ms. Fernandez also noted that she has heard Principal Jones comment on resources in large meetings stating, “I will say that there have definitely been at least opportunities when I have heard, ‘If we need more materials, we need to make sure they’re Spanish and English,’” and that’s really good.

Dual language teacher interview participants focused on Principal Jones seeking district support when it came to resource allocation. They believed that Principal Jones sought information from the bilingual director when needed, but aside from communications with the director and acquiring resources, interview participants were not able to add additional information about how Principal Jones seeks instructional support from the district to ensure the program is led effectively. When asked, bilingual teachers stated that they believed these actions occur regularly, but they are not actions that happen in front of them and could not speak to the details.

Resource management was addressed in the questionnaire that participants prior to interviews. Of the total questionnaire respondents, 64.7% (n=11) responded with agreement that Principal Jones equitably allocates resources for both dual language and monolingual classrooms. Of the total respondents, 23.5% (n=4) responded with neutrality and 11.8% (n=2) either disagreed or strongly disagreed with the statement. Of the total dual language teacher responses, 66.7% agreed (n=6), 22.2% (n=2) remained neutral, and 11.1% (n=1) either disagreed or strongly disagreed. Of the monolingual teachers, 62.5% (n=5) agreed, 25% (n=2) remained neutral and 12.5% (n=1) either disagreed or strongly disagreed. This emerged as a big discussion point for Principal Jones and the dual language teacher interview participants.

During the interview with Principal Jones, I asked her if her building budget had any specific line items for dual language instruction. Principal Jones described her building budget by stating, “Not with mine; there is a line that has the dual language assessment fund. At the grade level side, we have similar funds and the teachers in grade levels have their own individual class budget and then I have budgets that kind of support everything.” Although she did not have specific monies allocated to dual language resources, Principal Jones did acknowledge that dual language resources were often more costly than monolingual resources. She stated,

I see myself spending three hundred or more for bilingual books because yeah, the monolingual books can sometimes be on sale, but the Spanish dual language books are never on sale, and so you're often paying more money for just recognizing – in order for me to get a similar book and the number of books I need to support my building, I'm going to pay more and I'm fine with that.

Principal Jones realizes that dual language resources require specific attention and need to be treated with different lenses than monolingual resources. Principal Jones views this as ways that she works to support the dual language program and the resources that are required to maintain effective instructional practices. Principal Jones also wants to ensure teachers have the resources that they need to be successful and does not want their requests to get lost between different administrative groups. She stated that she now tells teachers that if they need something, they should express their need to her and that she would work with the district to acquire the resource if possible. She stated,

I don't want them not having access to resources, waiting, or trying to figure out who to ask; ask both of us [Principal Jones and the bilingual director] and let us figure out which one of us is going to do what you need or, I mean basically it comes down to resources but let us figure out that part and we can work on that regularly together.

Principal Jones clearly articulates to staff that she wants the job of acquiring resources to be collaborative between the building and the district to best meet the needs of the dual language program.

Although Principal Jones ensures that equitable funds are available to support the dual language program, resource management is still considered an obstacle by program stakeholders. Dual language teachers all stated that acquiring appropriate resources for Spanish dual language

instruction is the largest challenge in their positions and for the program. Assistant Principal Wright also mentioned that she felt the quality of resources available for the dual language program do not match the quality of resources for monolingual instruction. Dual language teachers also stated that sometimes dual language resources are an “afterthought” when new building resources are being introduced. Ms. Garcia stated, “That’s a big disadvantage and I mean we just continue to fall more behind when things are presented for one group of students but not the other group of students and we have to wait. So yeah, I think they really need to keep that in mind.” Teachers have been in the program the longest and recognize that there has been an improvement in acquiring resources for supporting Spanish dual language instruction; however, they still state that this is an obstacle for the program as they work to support emergent bilingual learners with limited high-quality resources.

#### **Acting Strategically and Sharing Leadership:**

Strategic actions and shared leadership are ways that principals can mobilize efforts among various stakeholders to improve teaching and learning outcomes for students within their schools. As discussed in previous sections, Principal Jones perceives herself as a member of the emergent bilingual school community; however, she does not perceive herself as the lead for instructional decisions for dual language instruction. This section will analyze data that shows how Principal Jones utilizes distributed leadership to ensure the dual language program is supported by various stakeholders in the building. In addition, this section will analyze the use of dual language student achievement data to reinforce strategic actions for school improvement.

The questionnaire asked participants their perception of Principal Jones’ use of distributed leadership with the creation of building level positions that share instructional leadership responsibilities to support dual language and monolingual instruction. Of the total questionnaire respondents, 5.9% (n=1) responded that they strongly agreed that Principal Jones

creates building level positions that share instructional leadership with her to support dual language and monolingual instruction. Of the total respondents, 64.7% (n=11) responded with agreement and 29.4% (n=5) remained neutral. Of the total dual language teacher responses, 77.8% (n=7) agreed and 22.2% (n=2) remained neutral. None of the bilingual respondents disagreed or strongly disagreed. Of the monolingual teachers, 12.5% (n=1) responded with strong agreement, 50% (n=4) agreed, and 37.5% (n=3) remained neutral and none either disagreed or strongly disagreed.

The creation of positions to support dual language and monolingual instruction is often dependent on district staffing allocations and has many financial implications. In order to better understand how Principal Jones utilizes distributed leadership, questionnaire participants were asked if Principal Jones draws upon her current staff expertise to support develop programming for the dual language and monolingual classrooms. Of the total questionnaire respondents, 11.8% (n=2) responded that they strongly agreed that Principal Jones locates and draws upon staff expertise in dual language and monolingual education to develop program improvement initiatives. Of the total respondents, 52.9% (n=9) agreed, 29.4% (n=5) responded with neutrality and 5.9% (n=1) either disagreed or strongly disagreed with the statement. Of the total dual language teacher responses, 11.1% (n=1) strongly agreed, 66.7% (n=6) agreed, 33.3% (n=3) remained neutral, and none either disagreed or strongly disagreed. Of the monolingual teachers, 12.5% (n=1) responded with strong agreement, 37.5% (n=3) agreed, 25% (n=2) remained neutral and 12.5% either disagreed or strongly disagreed.

Based on the questionnaire data, distributed leadership was perceived as an area of strength for Principal Jones. The high level of agreement drove me to dive deeper into Principal Jones' distributed leadership practices during the participant interviews. During the interviews, I wanted to establish who Principal Jones relied upon the most within the school to support dual

language programming and if those people knew they were relied upon by Principal Jones.

During my interview with Principal Jones, she named a variety of positions in the building that she relies upon for leadership and support of the dual language program. She mentions almost all of the bilingual stakeholders involved in the program: the assistant principal, the bilingual parent liaison, the dual language teachers, the bilingual psychologist, the instructional coach and the interventionists. When discussing her reliance on these stakeholders, I asked Principal Jones to elaborate on how dual language teachers have leadership roles to support the program. She stated:

We have a couple of staff who have been here, not as long as the program, but almost as long as the program, or getting close. But they're our most veteran staff so they see the research that was done at the university level, whenever that was happening and how the program looked. What does that look like and how do you go forward? Then we have newer staff so they all coordinate in helping support the staff who are here like this is what dual language looks like and then this is how we do it here. I would guess dual language at our school might look different than dual language at other schools.

Principal Jones stated that collaboration meetings are a specific place where dual language teachers are relied upon to guide and develop the work of the program. She stated, "Not only are they going and having conversations in spaces at our weekly professional development meetings, they're bringing in their background and then helping us think ahead of time how we plan for dual language, which is necessary." Therefore, Principal Jones views the role of the dual language teacher in the building as a leadership position that helps guide their work to best meet the needs of the dual language students.

When utilizing distributed leadership within Leadership for Learning, it is important that stakeholders also realize that they are being relied upon by the principal. When I asked Principal Jones if her stakeholders knew the extent to which they were being utilized, she replied, “I believe so, absolutely. I think the hard part is balancing and reaffirming it on a regular basis. How do you go around and make sure that you’re reaffirming that for them and their role? I am constantly saying, ‘We are counting on you and we need what you can bring.’” Stakeholders also affirmed that they realized Principal Jones relies upon them for dual language support. Interview participants stated that they understood their roles in supporting teacher evaluations, professional development and instruction and assessment practices.

The building instructional coach was another highly mentioned position that supports the dual language program. Principal Jones explained that the instructional coach is very focused on supporting teacher needs both of dual language teachers and of monolingual teachers. She also shared how lucky she is to have an instructional coach that was also a dual language teacher in the building. She shared, “I’m very fortunate in that our instructional coach is a dual language teacher, she was a dual language teacher here so we do check-in and say okay well what does this look like for dual language; what is this PD and how do we ensure that there is access to it?” Other interview participants also explained the importance of the instructional coach. Ms. Fernandez commented on the instructional coach by sharing:

We do have an excellent special coach who is Spanish speaking and has experience with the program and we talk together, so that helps with that feeling of like hey, this isn’t working the way I’d hoped can you come in and take a look at what we’re doing? Do you have any new ideas? That’s what helps a lot with that position, she is the instructional coach and has the Spanish speaking instructional experience.

Many other teachers also explained that the instructional coach is their “go-to” person for instructional support within the dual language program. Ms. Sanchez also stated that the instructional coach and the principal seem to discuss dual language instructional issues and that she perceives Principal Jones working closely with the instructional coach to best meet the needs of the dual language students.

The observations from teachers that Principal Jones works closely with the instructional coach to support dual language student achievement is linked to another questionnaire statement. Of the total questionnaire respondents, 58.8% (n=10) responded that they agreed that Principal Jones consistently considers curricular and instructional issues for dual language classrooms along with monolingual classrooms. Of the total respondents, 35.3% (n=6) responded with neutrality and 5.9% (n=1) either disagreed or strongly disagreed with the statement. Of the total dual language teacher responses, 77.8% (n=7) agreed, 11.1% (n=1) remained neutral, and 11.1% (n=1) either disagreed or strongly disagreed. Of the monolingual teachers, 37.5% (n=3) responded with agreement, 62.5% (n=5) remained neutral and none either disagreed or strongly disagreed. Based on this data, Principal Jones is also exhibiting qualities of a critical bilingual leader since she is seen as a principal that is constantly considering the implications of instructional decisions on the dual language program.

### **Student Achievement Data**

Principals that practice Leadership for Learning must ensure that the pathways that are created to support student learning and achievement actually create the desired outcomes. Principals that practice critical bilingual leadership must ensure that learning outcomes are representative and valid for emergent bilingual students in the building. This section will focus on how Principal Jones focuses on student achievement data that supports dual language student achievement.

Questionnaire participants were asked if Principal Jones uses both English and Spanish responsive student data to support instructional practices in the building. Of the total questionnaire respondents, 5.9% (n=1) responded that they strongly agreed that Principal Jones utilizes responsive data to support teacher instructional practices. Of the total respondents, 47.1% (n=8) agreed, 29.4% (n=5) responded with neutrality and 17.6% (n=3) either disagreed or strongly disagreed with the statement. Of the total dual language teacher responses, 55.6% (n=5) agreed, 11.1% (n=1) remained neutral, and 33.3% (n=3) either disagreed or strongly disagreed. Of the monolingual teachers, 12.5% (n=1) responded with strong agreement, 37.5% (n=3) agreed, and 50% (n=4) remained neutral. None of the monolingual teachers either disagreed or strongly disagreed.

Approximately half of the total respondents and half of the dual language teacher respondents believed that Principal Jones utilizes appropriate student data to affirm instructional practices in the building. The response rate was not an overwhelming majority and required me to dig deeper to better understand the use of data to improve student learning. During my interview with Principal Jones, when asked about dual language data collection, she replied that:

I would say we use a variety of things; I can't say it's just test scores because test scores are as facts are at the time, right, in a specific time and place. So, to me I would think it would look more like the engagement and learning within the classroom. So, what do I see when I walk into classrooms? Do I see kids just sitting in silence on a device? Do I see kids manipulating and reviewing sight words and actually engaging with resources and materials and reading books? In addition to reading books and using Chromebooks that kids are not, over-doing devices, for lack of a better word. Are students exposed to too much technology? So those are some initial things around like – if I know that the

students are engaged in more research-based methods than I know that the learning is going to occur.

When speaking about the assessment practices utilized in the building, Principal Jones shared that their assessment practices are responsive to dual language needs because they are responsive to the emergent bilingual journey of the student. When describing the structure for reading assessments she shared, “The structure is to make sure that we have running records for students at a specific point in time within either language. Okay, September is a Spanish assessment, October is English, November is Spanish, and December is English so that you are kind of constantly keeping a pulse on where they’re at within either language.”

Principal Jones also went on to describe how she considers a student’s native language profile when making data decisions for the building and creating instructional supports for students. Principal Jones shared:

At the primary levels it comes down to what is the student’s native language and what are we testing them in. For a native English speaker in a dual language program my initial assessment probably is English, but then my next one should be what am I going to do, because I do like the rotation of it because I think it gives us information on both and then we start to think about intervention and supports to put in place for students we have to then go back and think about how long have they been immersed in the language? Are they a native English or a native Spanish speaker? How far are they below in Spanish, and if they’re an English speaker what is okay and how far is it okay and acceptable for them to be behind compared to monolingual student instruction. So, I think we do consider a lot of factors.

Principal Jones also shared that the program utilizes norm referenced assessments in both English and Spanish. Those assessments are then analyzed to interpret student progress. Principal Jones did share that one of the largest obstacles when analyzing data for the dual language program is creating data informed decision factors. She stated that the student profiles of learners in the program always need to be considered and that it cannot always be “black and white.” She stated that she always appreciates decision factors; however, the work in the dual language program requires more flexibility and understanding to be able to support emergent bilingual learners.

Dual language teachers also affirmed much of the information that Principal Jones shared about the use of dual language achievement data at Escuela Dual. Teachers noted that their literacy assessment practices utilized different benchmarks for students who were part of the dual language program. Ms. Garcia stated, “Well in terms of literacy, yes, we do a differentiation so if a student is coming in as an L1 in Spanish we do – compared to a student who is coming in as a monolingual English student we do differentiate.” In addition, Ms. Caldera spoke to the mindset about reading data and how teachers should perceive their students reading achievement data in both languages as a comprehensive approach to their reading abilities. She shared helping her colleagues understand their reading data as, “Yes, my kids are below grade level in this language now, but when I look at them in their other language and look at them together, I see their true capabilities.”

When asked about student data in other content areas, teachers shared that the building’s practices may not be as responsive as their reading practices. When reflecting on her writing instruction, Ms. Garcia shared, “I think we use the same rubric; I don’t see any - difference in our rubrics in writing, so I guess it’s measured the same, but I don’t know if that’s the appropriate system for a dual language class.” Outside of literacy practices, dual language

teachers were not able to expound on assessment practices that were unique to dual language students within the building. Many of the instructional practices such as mathematics and writing instruction simply aligned to the district protocols for instruction and assessment. When asked if writing rubrics accounted for language acquisition, they stated that they did not. Dual language teachers shared that there was probably more intentionality around the reading/literacy practices since that was considered a building initiative.

Principal Jones is aware of some vital assessment practices that support critical bilingual leadership. Her interview responses to questions about assessment practices demonstrate that she has beginning knowledge about assessment and literacy practices for emergent bilingual students in a 90:10 dual language program. Principal Jones also specifically mentions different benchmarking realities for monolingual and dual language students. These responses show beginning evidence of critical bilingual leadership with regards to assessment practices at Escuela Dual.

### **Creating Coherence**

The previous sections of the findings chapter have focused on a variety of critical components of Leadership for Learning and Critical Bilingual Leadership. This section will focus on how Principal Jones utilizes those areas to create coherence in the building to support the achievement of dual language students in a stranded program. This section will focus on how Principal Jones utilizes student data to guide school improvement initiatives such as learning goals and professional development. In addition, this section will analyze how Principal Jones utilizes teacher evaluation as a way to analyze student data and provide feedback to teachers to support dual language student achievement. The final component that this section will analyze is the organizational relationship between the building principal and the district bilingual director.

## **Responding to Student Achievement Data**

The previous section discussed the process of acquiring student data. This section will focus on how that data is responded to after it is collected. This will show how Principal Jones creates system cohesion in not only collecting achievement data but circling back to the data as she uses it to create action items to improve student learning within the dual language program.

During her interview, Principal Jones shared that there are spaces where dual language achievement data is discussed. She often referred to collaboration meetings as opportunities to discuss dual language student achievement. She also stated that she has data conversations with teachers about dual language student achievement. She shared:

When we do our data review, I am asking questions about teacher practices. Have you considered working with the instructional coach? They are supposed to have a confidential relationship so that they can make sure that they have some support. They're not trying to reinvent the wheel but they're also doing things that are, to me, inquiry focused, hands-on manipulative, it just makes more sense.

Principal Jones believes that these conversations are what pushes her building forward to meet the learning needs of dual language learners.

Interview participants were also asked how Principal Jones utilizes student achievement data to create instructional pathways for teachers. When asked about a formal response process that happens after building data is collected, Ms. Caldera stated, "There is not really a formalized process." When asked how Principal Jones forms a comparison between achievement in the dual language classrooms versus the monolingual classrooms, Ms. Sanchez shared, "I do not think that has happened yet." She also shared that the data process seems to be more of a checklist process because, "there is nobody there to actually say, okay, how is this going? Oh, I see this kid hasn't been growing. What can we do to help this student? There is not actually an admin

there to go over data with you.” It was also shared that this issue may be due to the demands of other areas of the principalship and how they affect Principal Jones’ and Assistant Principal Wright’s ability to attend data meetings. Ms. Sanchez shared, “I mean I think part of the issue is them not showing up for data meetings and not showing up for collaborative meetings. I know they don’t want to not be there because they are choosing not to, I just think they’re stretched too thin.” Therefore, it is clear from the teacher perspective that data is gathered; however, it is not responded to effectively.

Using student data to create school improvement and professional development opportunities is also critical to improving teaching and learning in a school. When asked on the questionnaire if Principal Jones plans and allows for professional development based on identified growth areas for dual language classrooms, 58.8% (n=10) of the total participants responded that they agreed. Of the total respondents, 29.4% (n=5) responded with neutrality and 11.8% (n=2) either disagreed or strongly disagreed with the statement. Of the total dual language teacher responses, 55.6% (n=5) agreed, 22.2% (n=2) remained neutral, and 22.2% (n=2) either disagreed or strongly disagreed. Of the monolingual teachers, 62.5% (n=5) responded with agreement, 37.5% (n=3) remained neutral and none either disagreed or strongly disagreed.

When speaking to interview participants it was clear that professional development opportunities based on dual language student achievement data happened more at the district level than at the building level. Many teachers shared that these were the ideas and concepts discussed in the professional development meetings conducted by the bilingual director; however, they were not as present at the building level. Teachers also voiced that the bilingual departmental meetings were not frequent enough to replace the necessary professional development in the building. When asked about dual language professional development based

off of student achievement data, Assistant Principal Wright stated that, “she had not been a part of any conversations for that.” When asked about the school improvement plan, she also stated that “I believe the plan is all encompassing, but there are probably some goals that are tailored to the dual language kiddos.” This provides evidence that the responses to data are not cohesive in the building and require further attention as Principal Jones supports the dual language classrooms and her assistant principal.

### **Teacher Evaluation**

Teacher evaluation is another tool that allows for cohesion within schools. The teacher observation and evaluation cycle in the state where the school is located focuses on both professional practices of the teacher as well as student achievement data. When discussing teacher evaluation with study participants, it was clear that Assistant Principal Wright was charged with the teacher evaluation of dual language teachers because she is bilingual. Principal Jones shared that she defers to Assistant Principal, “not because I couldn’t do the evaluations, but because I am limited. I would only be able to do so much in providing them feedback if I went in and they were teaching in Spanish and that does not really lend itself to seeing everything that they do.” When Principal Jones reflected on her first observations and evaluations of dual language teachers, she shared, “Once I found out we were doing evaluations I learned it was a huge deficiency. I recorded it and I needed to get someone else to translate it. Then I’m going back and trying to get feedback on what I witnessed, even though I didn’t necessarily know what was happening for real.” This all leads to Principal Jones using distributed leadership with Assistant Principal Wright to complete the observations and evaluations of the dual language teachers at Escuela Dual. Teacher evaluations is one of the key areas that impacts Principal Jones’ visibility in the dual language classrooms and may skew the perception of her being a critical bilingual leader.

Assistant Principal Wright acknowledged that she has all of the evaluations for dual language teachers. The Assistant Principal shared her perspective as to why she had been tasked with all of the dual language teacher observation and evaluations. She shared:

The rationale was because I'm able to go into the classrooms to understand what at least is being said. You know between the students and the teacher or the instructor, whereas you know Principal Jones definitely has – she understands that but I don't think her comfort level is to the point where she would go to the observation and provide feedback to the teacher.

When reflecting on the support that Principal Jones offers to Assistant Principal Wright she shared:

There was an observation and there was something with that instruction that I was like, hey, this is what was said and I translated it from my script and probably taking the notes, like why would I have seen this? She can go ahead and break it down and say like, you know, this is why this isn't happening at this developmental age.

Although Assistant Principal Wright is charged with dual language teacher observation and evaluations, it is clear that there are conversations between Principal Jones and her to help process observations. Since this is her first year in the role, Assistant Principal Wright is ensuring that she brings questions about teacher evaluations to Principal Jones. This allows for both administrators to discuss components of the observation without the hurdle of the Spanish language. It appears that Assistant Principal Wright is bringing this information forward during their meetings due to her need to develop her knowledge of elementary pedagogy. It will be imperative that these conversations continue in future years so that Principal Jones is aware of what is occurring instructionally in the dual language classrooms if she is not the one evaluating those teachers.

The dual language teacher interview participants also acknowledged that Assistant Principal Wright was charged with all their observations and evaluations. Some interview participants referred to Assistant Principal Wright as the “principal of dual language” because she had all of the evaluation caseload. Although teachers expressed that they would also like instructional feedback from Principal Jones, they did appreciate that their evaluator could speak Spanish and understand what was happening in the classroom.

Within the questionnaire, participants were also asked if Principal Jones utilizes the teacher evaluation process as a vehicle to focus on dual language and monolingual programming improvements. Of the total respondents, 58.8% (n=10) agreed, 29.4% (n=5) responded with neutrality and 11.8% (n=2) either disagreed or strongly disagreed with the statement. Of the total dual language teacher responses, 55.6% (n=5) agreed, 22.2% (n=2) remained neutral, and 22.2% (n=2) either disagreed or strongly disagreed. Of the monolingual teachers, 62.5% (n=5) responded with agreement, 37.5% (n=3) remained neutral and none either disagreed or strongly disagreed. During the interview process, it was not clear why dual language teachers responded this way if Assistant Principal Wright is charged with all of the observations and evaluations of dual language teachers.

### **District Administration and Building Leadership**

The final theme that arose through the interview process was the organizational relationship between the district director of bilingual education and Principal Jones. Throughout conversations with Principal Jones and dual language teachers, it is clear that the dual language program at Escuela Dual was originally led more as a district program versus a building program. The district originally had multiple bilingual directors that helped lead the dual language initiatives which included general programmatic decisions, teacher evaluation, and professional development.

When speaking with Principal Jones, she stated that dual language teacher evaluation did not used to be a task of the building where the dual language program was housed. She shared, “In the past we didn’t even evaluate the teachers when I first started here. We didn’t evaluate any of the teachers in the dual language program. The Director and Assistant Director used to do it.” This has created a lasting impression on teachers within the program. Since the program began this way, teachers still view the director of bilingual education as one of their “go-to” people for guidance and support within the classroom. Ms. Fernandez shared that sometimes when she has instructional questions about dual language she prefers to go to the bilingual director because, “The in-building administrator may not know and the administrator who does know is out-of-building and I can go to her and she’d be really supportive. In addition, Ms. Sanchez shared her experiences with using the bilingual director as her instructional leader versus building administration. She shared:

I would say that I usually go to our director who would be like, look and see what we can do to kind of figure out what works best. What the other school is doing and what we’re doing or what other teachers and spending time to figure out what are you doing that works, what doesn’t work, how can we get this? Is it the class, were there too many high flyers, how are we working? I would say it was more the director more than anything.

Other dual language teachers shared that their “go-to” person for dual language support is often either the instructional coach or the bilingual director; however, it is not Principal Jones or Assistant Principal Wright.

Although teachers have viewed the bilingual director as a resource for their dual language instructional needs, they also shared the need for increased communication between the bilingual director and Principal Jones. As the director of bilingual education works to support the dual

language teachers, teachers perceive that there is limited communication back to Principal Jones. Ms. Caldera shared that, “there is communication for certain things, and there are also things that – where there is communication breakdown.” Additionally, Ms. Sanchez shared that she felt the presence of the bilingual director has decreased as the district has increased programming in other buildings. She shared:

The bilingual director is great and it’s just she’s not visible which is hard for us as dual language teachers. And with her having to be with ESL teachers, her having to be at their dual language in middle school and high school and being everywhere it’s just not possible to get that support and be able for our principal to ask like okay, Miss so-and-so needs help with this, I don’t know what to tell her, can someone help me with this? There is not that framework really. It’s just not even going into that direction.

Ms. Sanchez summarized her perception on the organizational flow between the bilingual director and Principal Jones by stating, “I think there is an issue because the admin and the director are not collaborating enough.” Based on these observations, it is clear that the cohesion between the director and Principal Jones needs to be addressed to best support teachers and student learning within the dual language program at Escuela Dual.

### **Summary of Findings**

This chapter focuses on the qualitative data collected from the case study of Principal Jones at Escuela Dual. Through building observations and walkthroughs, questionnaires, and semi-structured interviews, I was able to illustrate how Principal Jones employs aspects of leadership for learning and critical bilingual leadership to effectively lead the strand dual language program at Escuela Dual. Based on the findings presented, it is clear that Principal Jones and North Side School District have many areas of strength in supporting the dual

language strand program based on the action areas of leadership for learning and the qualities of critical bilingual leadership. Some areas of strength are noted in how the culture of the building supports the dual language program, how Principal Jones utilizes distributed leadership to meet the needs of the program, and how Principal Jones utilizes basic understandings of dual language to lead the program. The upcoming chapter will discuss these areas of strength more in-depth. In addition, Chapter 5 will introduce the term “Critical Bilingual Leadership for Learning” as a framework that incorporates both leadership for learning and critical bilingual leadership. Chapter 5 will also provide recommendations to Principal Jones and North Side School District on how to better meet the needs of the strand dual language program at Escuela Dual.

## Chapter 5: Discussion and Recommendations

The purpose of this study was to explore how principals of dual language strand programs utilize leadership to ensure the success of the dual language program. This study specifically focused on two leadership frameworks, Leadership for Learning and Critical Bilingual Leadership. Escuela Dual, and elementary K-5 building, was selected as a site for this study and allowed an analysis of a case that was the elementary principal of a strand program. This analysis allowed me to determine which areas of Leadership for Learning and Critical Bilingual Leadership the principal utilized as they led the dual language strand program. This analysis allowed me to answer the following research question which guided the study:

1. How does a dual language, strand principal, employ leadership to ensure effective student learning for all students in their dual language program?
  - a. How do strand dual language principals perceive their capacity for leading dual language strand programs?
  - b. How does a dual language strand principal lead instruction for dual language classrooms?
  - c. How does a dual language strand principal lead professional development for dual language classroom teachers?

In order to answer these research questions, I used case study methodology (Stake, 1995) to perform qualitative research using questionnaires, semi-structured interviews, and building observations. Based on this study, I was able to determine how critical bilingual leadership for learning allows leaders to support dual language programming. Although the study was focused on the principal as the case study, the findings provided insight and information about the principal, school site, teachers, and district structures that need to be discussed in order to maximize the effectiveness of the strand dual language program at Escuela Dual. These findings allow us to analyze how Escuela Dual is ensuring success for their dual language strand program

and establish considerations that other districts and schools should consider as they create and implement dual language programs.

### **The Role of The Principal**

Over the past century, the role of school principal has shifted from managerial duties to that of instructional leader (Halverson, 2007). Before analyzing Principal Jones' ability to lead a strand dual language program and monolingual program in the same building, we must first understand stakeholder perceptions about the role of a principal. Principal Jones shared that she believes the role of a principal was to ensure that students have access to a positive learning environment that focuses on the whole child. Bilingual teachers shared that the role of the principal is focused on setting the school climate, bringing forth new ideas and policies and working effectively with teachers to support student learning and behavior needs. The teachers at Escuela Dual perceived the role of the principal as an instructional leader. Through the interview process it was clear that teachers at Escuela Dual firmly believed that the principal of a school should be the instructional leader of a building and not simply the manager of a school.

When discussing the role of a dual language principal, it was apparent from the participant interviews that a dual language principal should not just be an instructional leader for monolingual education, but also for dual language education. Interview participants agreed that the role of a dual language principal was "everything and more" from that of a monolingual principal. Throughout the interview process, Principal Jones was able to share how she supports the dual language program by offering resources, different forms of collaboration, and a leadership team that can support the needs of the program. Although Principal Jones may not hold all of the characteristics shared by teachers of a dual language principal, it is clear that she is aware of ways to support the program without being an expert in dual language leadership.

The data collection process allowed interview participants to share their views on the role of a principal and dual language principal. The perspectives shared all focus the role of a principal, no matter monolingual or dual language, on instructional leadership. The following sections will draw conclusions on the five areas of leadership for learning in combination with critical bilingual leadership to analyze areas of strength in Principal Jones' dual language leadership and provide recommendations to increase her capacity to lead the dual language program at Escuela Dual.

### **Critical Bilingual Leadership for Learning**

This study has presented evidence that was analyzed through two theoretical frameworks: Leadership for Learning (Hallinger, 2011; Knapp et al., 2003) and Critical Bilingual Leadership (Wiemelt, 2014; Wiemelt & Welton, 2015). This case study provided an opportunity to analyze these two leadership frameworks to determine how principals of strand dual language programs can best support dual language education. Both leadership frameworks contain guidance that school leaders should utilize to ensure they can positively impact student learning within their building. Although both frameworks are robust, I argue that strand dual language principals must employ components of both frameworks in order to effectively lead dual language strand programs.

Leadership for learning is a theoretical framework that highlights many areas of focus for school leaders to consider to ensure that student achievement is at the forefront of the decision-making process. Although the framework emphasizes student achievement, it does not specifically address the importance of student achievement of emergent bilingual students. Leadership for learning focuses on many system and organizational components for schools to consider which include: a focus on learning; building professional communities; engaging external environments that support learning; strategically sharing leadership; and creating

coherence. These “five areas of action” (Knapp et al., 2003) allow for schools to engage in practices that support student learning, professional learning, and system learning. The focus of this theoretical framework is how all three levels of learning and areas of action help shape the learning experience for students, professional growth and efficacy of staff, and the inclusion of families within the school context. All of these components are critical for effective school leadership; however, these components alone do not sufficiently support principal capacity needed to lead dual language strand programming. Therefore, this framework cannot be the only framework utilized by principals leading dual language strand programs.

Critical bilingual leadership (Wiemelt 2014; Wiemelt & Welton, 2015) is a framework that introduces many leadership characteristics that strand dual language principals must employ to effectively lead their programs. Critical bilingual leadership is grounded in transformative leadership (Shields, 2010) and LatCrit (Solorzano & Yosso, 2001) and promotes advocacy for bilingual programming and emergent bilingual students by challenging the mainstream notion that speaking and learning English is the most critical skill that students should develop. In addition, critical bilingual leadership challenges the idea that English acquisition is the key solution to solving the societal and educational challenges of emergent bilingual students. Critical bilingual leaders must reflect on the systems in place in their school and how those systems counteract societal constraints placed on the education of emergent bilingual students. In addition, leaders that support this framework must be able to critique educational policies and practices that promote the marginalization of emergent bilingual students and families. Traditional marginalization of emergent bilingual students in schools can be observed in areas such as language acceptance and use; assessment practices, and cultural inclusion. Critical bilingual leadership necessitates that school leaders recognize the linguistic and cultural abilities of their school community and demands that biliteracy, bilingualism, and multicultural education

remain at the forefront of the educational environment. Critical bilingual leadership is a key component to dual language strand leadership; however, it does not provide principals enough guidance on how to structure their leadership within an organizational framework. Therefore, I propose that effective dual language strand leadership is a combination of leadership for learning and critical bilingual leadership.

This case study has allowed me to develop an extension of leadership for learning and critical bilingual leadership to be termed critical bilingual leadership for learning. This framework blends the two existing frameworks together to create a more comprehensive theoretical framework that supports both school system improvements while also leading based on the needs of emergent bilingual students. Critical bilingual leadership for learning embraces the tenets of leadership for learning and critical bilingual leadership by focusing on the following areas by: creating a building or program mission that is grounded in biliteracy, bilingualism and multicultural/social justice education; focusing on learning that supports best practices for emergent bilingual instruction; analyzing student outcomes that are supported by emergent bilingual instructional research and additive second language acquisition research; building school communities that understand the importance and need for dual language education; engaging in external environments that support emergent bilingual education and are willing to push against monolingual initiatives; sharing leadership to ensure the dual language program needs are met by trained and experienced instructional leaders; and creating coherence for stakeholders involved in the dual language program to ensure there is effective communication within the system.

Many theoretical frameworks do not include the “how” for school leaders. Critical bilingual leadership for learning is a framework that is grounded in both the “why” and the “how.” Critical bilingual leadership for learning is grounded in the tenets of critical bilingual

leadership which emphasize the need for advocacy and action that support emergent bilingual education. Critical bilingual leadership for learning is also grounded in leadership for learning which offers school leaders specific action areas to consider to ensure their school system is functioning effectively to create positive outcomes for student achievement. Critical bilingual leadership for learning will serve as the theoretical framework for the discussion and recommendations provided to North Side School District and Principal Jones as they work to improve the capacity and effectiveness of the dual language strand program at Escuela Dual.

### **Establishing a Focus on Bilingual Learning**

Establishing a focus on emergent bilingual learning was broken down into multiple themes within this study which include: principal visibility within dual language classrooms, principal participation in dual language professional development and principal instructional leadership for dual language programming. Bilingual teachers overwhelmingly reported that Principal Jones was not visible in their classrooms. Assistant Principal Wright and the emergent bilingual teachers all viewed the role of the assistant principal as that of support for the dual language classrooms due to her ability to speak Spanish. Although being multilingual is a skillset that supports emergent bilingual education, it is not a requirement. Based on the interview data, Principal Jones is attempting to utilize distributed leadership (Spillane, 2006) with Assistant Principal Wright in order to support the dual language program. Despite her intentions, the emergent bilingual staff have the perception that Principal Jones is not only not visible, but she is disconnected from the classrooms. Therefore, it will be important for Principal Jones to find ways for Assistant Principal Wright to have leadership opportunities with the dual language program without completely removing herself from the dual language classrooms. This will allow Principal Jones to employ critical bilingual leadership for learning because she will be viewed as a more active participant in the dual language classrooms.

Although classroom visibility is important, it does not speak to true instructional leadership. Principals must be instructional leaders in their schools and must grow as instruction evolves over time. The data revealed that the professional development opportunities provided to emergent bilingual teachers did not always include Principal Jones. The data revealed that this was due to scheduling conflicts with departmental professional development offerings, collaboration meetings being missed due to building needs arising, and professional development opportunities afforded to Principal Jones that do not include the emergent bilingual teachers from the building. Hallinger (2011) argues that principals must be acutely aware of learning needs of students in tandem with the system needs of the school. Wiemelt (2014) and Wiemelt and Welton (2015) also argue that critical bilingual leaders must be immersed in professional development and professional learning that supports emergent bilingual education best practices. Since Principal Jones is not attending professional development with the teachers, she is not engaging in discussions around professional development to the extent necessary to support professional learning centered on dual language instruction. Expanding her knowledge by engaging in professional development opportunities with the dual language teachers at Escuela Dual will not only support Principal Jones' growth, but may also shift the dual language teachers' perception of her instructional leadership for dual language programming and support her in becoming a critical bilingual leader for learning.

Sharing knowledge about dual language instructional best practices is a theme that emerged when considering Principal Jones' ability to demonstrate instructional leadership for the dual language program at Escuela Dual. The data collected showed that Principal Jones was not seen as a source for new knowledge about dual language instruction. Instead, the building instructional coach and district director for bilingual education are viewed as the sources of information for dual language teaching and learning. As previously discussed, Principal Jones

can focus on growing her knowledge of dual language education as a way to support her staff and emerge as one of the building instructional leaders for dual language programming.

### **Building Professional Communities that Value Bilingual Learning**

Professional communities within schools are part of the larger system that impact the success of a school. The creation of professional communities allows for collaboration, teacher support, and distributed leadership, which when implemented effectively, can positively impact student learning outcomes (DuFour, 2005; Elmore, 2000; Fullan; 2005). When implementing strand dual language programs, it is critical for the principal to be aware of how the strand dual language programming is connected to monolingual instruction to counteract the creation of islands and pockets within schools (Theoharis, 2011). This lens allows for a principal to build professional communities that support bilingual learning and be a critical bilingual leader for learning.

The data collected about collaboration models at Escuela Dual demonstrated confirmed that dual language teachers felt that Principal Jones created structures to support collaboration between dual and monolingual teachers. Principal Jones admitted in her interview that collaboration was difficult to schedule due to the number of dual and monolingual teachers in each grade level. Dual language teachers affirmed that it is not only important for them to collaborate with other dual language teachers, but they also must have opportunities to collaborate with other grade level teachers to ensure they are meeting grade level expectations. It is clear that Principal Jones is creating spaces for dual language teachers to have collaboration opportunities. Teachers affirm that even though this process may not yet be perfect, Principal Jones has made consistent improvements in creating professional communities that support dual language teachers.

Hiring practices and staff mindsets were clear themes that emerged in the study data that affect a principal's ability to create professional communities that support bilingual learning. Principal Jones shared that the North Side School District included interview questions that focused on dual language programming when she was interviewed for her position. This clearly identified dual language as a priority for the principal position before they were hired. Principal Jones shared that she has continued that focus as she hired her Assistant Principal to ensure dual language programming was introduced as a priority starting with the interview process. Dual language teachers also shared the evolution of their colleagues' mindset throughout the evolution of the dual language program. Escuela Dual has successfully shifted previous monolingual teacher mindsets that focused on fear and lack of understanding to mindsets that are more collaborative and accepting. Dual language teachers shared that although their monolingual colleagues may not be able to fully relate to the reality of dual language classrooms, they do not hesitate to support where they are able to. These hiring practices and mindset shifts demonstrate how Principal Jones is acting as a critical bilingual leader for learning as she maintains a focus on the importance of dual language education within the Escuela Dual school community.

One of the ways Principal Jones is helping shift building mindsets about dual language education is by her celebration of dual language student and teacher successes. The questionnaire data demonstrated that 77.7% of dual language teachers either agreed or strongly agreed that Principal Jones celebrated dual language successes. This data shows that Principal Jones is choosing to be a critical bilingual leader for learning as she works to build a school community that values dual language education.

### **Engaging External Environments that Support Bilingual Learning**

Leadership for learning strongly urges that principals cannot be the sole factor for educational success in a school. Principals must successfully engage staff and outside

stakeholders to cultivate a complimentary school culture that meets the needs of teachers and students. When considering critical bilingual leadership for learning, principals must undertake this work and ensure that the management of external environments promotes the success of dual language students in a strand program. This section will focus on the ability of Principal Jones to be a critical bilingual leader for learning when managing external environments which include family relationships, external partnerships, and resource management.

Managing family relationships to benefit student learning outcomes is a key factor in supporting dual language education. Based on questionnaire and interview data collected, it is clear that dual language teachers do not perceive that Principal Jones has strong relationships with dual language families. While Principal Jones may not have strong relationships with dual language families, the school has a variety of stakeholders that help manage family needs which include: bilingual parent liaisons, bilingual secretaries, a bilingual assistant principal, and bilingual dual language teachers. This team allows Escuela Dual to manage the needs of families and support families in their native language. It was also noted that dual language families noticed an improvement in family resources in the building based on the increase in bilingual staff representation throughout Escuela Dual. This demonstrates that although Principal Jones may not be bilingual and able to communicate with all dual language families, she is being successful in managing family relationships to ensure they feel heard and supported.

Forming and maintaining external partnerships that support positive growth in schools is another key component in leadership for learning. Focusing on external partnerships that enhance the success of dual language programming in schools is a step in creating critical bilingual leadership for learning. Dual language teacher questionnaire data was fairly divided between agreement and disagreement regarding Principal Jones' ability to create partnerships that supported dual language programming. The recent partnership with a local university is

perceived as a positive support for reading instruction in general. Based on dual language teacher feedback, this external relationship needs to have more intentionality in supporting dual language reading instruction. Teachers believe that this intentionality would support instructional alignment to Spanish literacy instruction as well as resource alignment to support the use of Spanish language texts.

The role of a principal can often be categorized as middle management. Principals are often managing their school while also managing the demands of their school district. Two of major themes that emerged for external environments were district support and resource management. Based on the interview and questionnaire data, Principal Jones is aware of district personnel that can support her as a critical bilingual leader for learning. She explained in her interview that she has strong connections with district directors that can help and support dual language instructional models as well as resource management. Dual language teachers reported that they perceive Principal Jones as an advocate for programmatic resources such as texts curriculum and is constantly asking the district, “What about dual language?” This data supports Principal Jones as a critical bilingual leader for learning as she works to ensure she has district support and resources for the strand dual language program.

### **Acting Strategically and Sharing Leadership for Bilingual Learning**

Dual language programs must be responsive to the diverse community it serves (Thomas & Collier, 2012; 2014). Constant strategic action is required to be responsive to student achievement, resource allocation, and programmatic models in order to ensure dual language programming is supportive of student academic success (Freire & Valdez, 2017; Hunt, 2011). In addition to acting strategically, successful dual language principals must create opportunities that support shared leadership to ensure there is a comprehensive model to support school wide support of dual language programming (August & Hakuta, 1998). This section will review how

Principal Jones acts strategically and creates shared leadership opportunities to support the strand dual language program at Escuela Dual.

Dual language teachers and Principal Jones all shared the perspective that the building uses a variety of student data to act strategically and be responsive to student needs. Discussions about student native and dominant academic languages were apparent and there was a high level of agreement that the building is attempting to use responsive student data to support dual language instruction. When discussing data, dual language teachers shared some data points such as diagnostic reading levels, writing rubric scores, and norm referenced benchmark assessments. Although teachers were able to name assessments that were used, they were not always aware of how the assessment data was used at the building level to guide the development of the program. This is an area that could be strengthened to ensure dual language stakeholders are aware of the data that support strategic actions that support dual language student achievement. This would allow Principal Jones to grow in her capacity to act as a critical bilingual leader for learning as she focuses on specific dual language achievement data to support the growth of the program, teacher efficacy and student achievement.

Shared leadership is a key factor for school success. As the role of the principal continues to grow and evolve in complexity and responsibility, it is critical that principals have supportive teams of teachers and administrators that can share leadership responsibilities. Principal Jones has accomplished a great amount of shared leadership at Escuela Dual by creating specific roles that can support the needs of the dual language strand program. The interview data that was collected emphasized the importance of the instructional coach and assistant principal at Escuela Dual. These two positions were seen as direct supports for the dual language program by supporting curriculum, instructional practices, and observation and evaluation. Although the bilingual teachers recognize the shared leadership at Escuela Dual, they also recognized the need

for more principal involvement in dual language programming. Principal Jones has created various structures for distributed and shared leadership that support critical bilingual leadership for learning; however, a larger presence within the program would lead to more perceived support for the dual language strand program.

### **Creating Coherence for Bilingual Learning**

The creation of coherence in schools and school districts necessitates leaders to be aware of the multiple layers within learning communities and how those layers support student, teacher, and leader learning (Knapp et. al., 2003). When reviewing the data collected from study participants, it was clear that the need for coherence was evident when analyzing the role Principal Jones, the instructional coach, the district bilingual director and grade level teachers. This section will focus on ways that Principal Jones and the district are allowing for coherence within the dual language strand program and ways that they can improve organizational structures to better support dual language programming at Escuela Dual.

The teacher evaluation process is a way that school leaders can focus on growing and developing teachers through a focus on instructional practices and student achievement data. North Side School District previously had all dual language evaluations conducted by the district directors who oversaw dual language programming. Although this process allowed for extra evaluation support for Escuela Dual, it did not provide Principal Jones and opportunity to be a true instructional leader for the dual language program. This practice was a factor in creating a culture where dual language teachers sought out the bilingual director prior to the building principal. Despite Principal Jones attempting to create systems where dual language teachers work with building administrators prior to reaching out to the bilingual director, it appears that many teachers still reach out to the director for programmatic needs. This practice is creating a

lack of coherence between Principal Jones, the bilingual director and dual language teachers and does not allow Principal Jones to be a true critical bilingual leader for learning.

In addition to coherence between various stakeholders, it is important to create coherence around building data. Knapp et. al. (2003) discuss the importance of system and data analysis that support student learning and achievement. In previous sections, findings were presented that supported the collection of various data regarding student achievement; however, dual language teachers state that there are limited conversations about next steps after the data is collected. As Principal Jones manages both monolingual and dual language student data, it is imperative to create systems that support data collection and the formulation of instructional next steps to continue supporting the growth of dual language students.

### **Recommendations**

The previous sections have highlighted areas in which Principal Jones exhibits qualities of critical bilingual leadership for learning. This section will focus on recommendations for Principal Jones and North Side School District to consider in order to increase Principal Jones' ability to be a critical bilingual leader for learning. Recommendations presented in this section will focus on the implementation of a mission and vision for the dual language strand program at Escuela Dual, increasing the dual language instructional leadership capacity of Principal Jones, increasing Principal Jones' visibility and presence in the dual language classrooms, and creating additional coherence between the district level administration and Escuela Dual.

Pulling from DeMatthews and Izquierdo (2016), mission setting allows for schools to develop a trajectory for their work as a growing learning community. A clear mission for the dual language program at Escuela Dual would create an overarching framework to support the decision-making processes that are made at the building level to ensure they focus on dual language tenets. A mission statement for the dual language program would also allow for all

stakeholders within the school organization to internalize programmatic priorities and determine how their work supports those priorities. The dual language mission should be created in collaboration with monolingual and dual language teachers, district level leaders, building administration and families to ensure that there is coherence between all stakeholders.

Dual language instructional leadership is another area of focus for Principal Jones in order to increase her capacity to be a critical bilingual leader for learning. Although being bilingual is an added benefit to leading a dual language program, it is not mandatory. Principal Jones would benefit from growing her knowledge of dual language instructional strategies to better support the work that is happening in the dual language classrooms. During her interview, Principal Jones shared that principals are often required to have teacher certifications that reflect the buildings they lead (i.e., early childhood teaching license for early childhood schools, secondary licenses for secondary campuses, etc.). Although these certifications are not required by any state law, the school does benefit when leaders have the background to guide instructional practices within the building. Principal Jones should continue developing her instructional background for dual language programming by enrolling in a multilingual teacher certification program to grow her instructional knowledge. If Principal Jones is unable to enroll in university courses, she could enroll in smaller professional development opportunities such as SIOP (Sheltered Instruction Observation Protocol) or Teaching for Biliteracy which both support emergent bilingual education without needing to be bilingual.

Engaging in professional development with teachers is another opportunity for Principal Jones to increase her ability to become a critical bilingual leader for learning. Soltero (2016) argues that principals must work through grassroots initiatives with teachers that support the unique needs of each dual language program. Professional development opportunities for dual language teachers and stakeholders should be based on programmatic data and a comprehensive

needs assessment. Following the identification of needed professional development, it is critical that Principal Jones and Assistant Principal Wright participate in the professional development opportunities with teachers to show their commitment to growing their knowledge of dual language instruction. In addition, Principal Jones should work closely with the dual language team to develop ways to integrate the professional development learning into collaboration meetings in order to ensure the work lives on past the specific professional development session.

Visibility in the dual language classrooms is a way that Principal Jones can increase her knowledge of dual language instruction and shift the perception that she is not an instructional leader for dual language. Although Principal Jones assigned all of the evaluations to her Assistant Principal since she is bilingual, she should consider taking on some of those evaluations. This would allow her to apply knowledge gained from professional development opportunities with teachers, thus increasing dual language teacher perception of her ability to be an instructional leader for dual language programming.

Another recommendation is for the North Side School District to focus on how they are growing the dual language capacity of Principal Jones, and the other principals that have dual language programs in their buildings. ESSD needs to increase the specific support that these principals need to be critical bilingual leaders for learning. Possible solutions to this obstacle are creating monthly dual language administrative meetings to discuss programmatic needs, instructional practices, and student data. Following these meetings, Principal Jones would be able to delineate important information to her instructional team. This recommendation would also increase the coherence between district and building level roles as well as the perception of Principal Jones as a true instructional leader for dual language programming.

Leadership for learning places a strong emphasis on the use of student data to make instructional decisions that support student and teacher growth. It was evident that Principal

Jones had some areas of data collection for dual language learners; however, not all teachers were aware of what was being collected and how it was being used. Principal Jones should expand her data processes by not just collecting data, but also creating instructional next steps for teachers based on the data. This process would ensure that there are consistent conversations centered on data that would promote the success of emergent bilingual students within the dual language program.

Coherence is the final area that Principal Jones should consider when trying to increase her capacity to be a critical bilingual leader for learning. Based on the data presented, many teachers still view the bilingual director as the point person for dual language instruction. The recommendations presented above should all support an increase in coherence between teachers, building leaders, and district leadership. Ultimately, Principal Jones and her team should be the first layer of support for the dual language teachers, and then the district should support them if they cannot meet the need. This effort would allow Principal Jones to emerge as a stronger critical bilingual leader for learning to best support the dual language strand program at Escuela Dual.

It is important to note that not all of these recommendations rest on the shoulders of Principal Jones. Principal Jones is a key factor that will help determine the future success of the dual language strand program at Escuela Dual; however, there are also a number of recommendations that would necessitate North Side School District to change some of their approaches to organizational structures and level of support for Principal Jones as a dual language principal. Through an appropriate reflection and some minor shifts in thinking, Principal Jones and North Side School District can increase the ability of the principal of Escuela Dual to be a critical bilingual leader for learning.

### **A Note About The Principalship**

It is often easy for observers to say that a principal is “not doing enough” because they do not realize the complexity of the principalship. It should be noted that Principal Jones cannot be present in every collaboration, professional development meeting, parent meeting, and evaluation. That expectation is simply impossible to meet. In order to improve some of the perceptions surrounding Principal Jones’ leadership, it will be critical for the building and district administration to meet with the teachers to find ways to support each other while maintaining perspective on the realities of the principalship. Together, the dual language team at Escuela Dual will be able to grow and create an even stronger program that meets the needs of students, families, and teachers.

### **The Findings and Their Implications**

As I continued to reflect on the findings of this dissertation research, I realized that Principal Jones and North Side School District attempt to meet the needs of the strand dual language program at Escuela Dual; however, they missed the mark on creating a true organizational system that supports the program from the building as well as the district level. Scanlan and Lopez (2012) argue that bilingual education must include instructional leadership that is based on bilingual educational research and practice. In addition, they believe that school leaders in bilingual and dual language settings must utilize effective research to craft programs that promote high quality curriculum, the cultivation of bilingualism and biliteracy, and cross-cultural competence. As I review the findings, it is evident that there are pockets of support for the dual language program at Escuela Dual. However, it is also clear that Principal Jones is somewhat removed from that support model and it is impeding her ability to be a critical bilingual leader for learning.

I decided to dive deeper into the tenets of critical bilingual leadership (Wiemelt 2014; Wiemelt & Welton, 2015) to better understand how Principal Jones should focus her work to support the strand dual language program at Escuela Dual. Principal Jones is utilizing distributed and shared leadership to support the dual language program. Rather than building her capacity to lead the dual language program she is relying on others to help in that role. This is creating a disconnect in allowing Principal Jones to develop a responsive school to support the dual language program and student achievement. With increased funds of knowledge about dual language and bilingual education, Principal Jones can become a critical bilingual leader for learning role by ensuring that she focuses on bilingual education by analyzing multiple data points of dual language academic achievement, creating instructional next steps for the program, challenging subtractive monolingual instructional practices, and focusing on tenets of dual language programming.

Based on the findings and discussion, I propose that strand dual language is a challenge for principals of a monolingual building. These principals must manage two tandem instructional programs with varying needs and obstacles. Principal Jones is attempting to manage this reality by creating opportunities for shared and distributed leadership. Although this is a tenet of leadership for learning, it has created a reality where the principal is not viewed as an instructional leader for the dual language program at Escuela Dual. I truly believe that Principal Jones believes she is creating opportunities for the dual language program to be supported. The unintentional outcomes of this work are what Principal Jones must now navigate. There has been too much of a release of responsibility for the instructional outcomes within the strand dual language program at Escuela Dual and Principal Jones must now work to re-involve herself to ensure her teachers are meeting the instructional needs of their students so that they grow academically and linguistically.

## **Recommendations for Practice**

The principal studied in this dissertation is at the beginning stages of growing her dual language instructional knowledge. One recommendation is to ensure that all public school, PreK-12 principals, have exposure to the foundations of bilingual education through their principal preparation program. This course would cover the evolution of bilingual education within the United States, tenets of program models such as dual language education, as well as district and building approaches that result in subtractive practices for emergent bilingual students. The addition of principal prep coursework would also ensure that district leaders have the same background and exposure as leaders of dual language programs. This would support principals not having to constantly advocate for the tenets of dual language education since district leaders would share the same foundational knowledge. In addition to adding foundations of emergent bilingual education to principal preparation programs, principals of dual language programs should also hold appropriate bilingual or ESL certifications for their states. This would ensure that the principal not only understands the foundations of bilingual education, but also teaching and assessment practices, linguistic transfer, as well as multicultural and equity-based education.

Many principals are aware of the managerial role of a building principal. In addition to managerial responsibilities, principals must be aware of leadership frameworks and how those frameworks can support their leadership practice. For practicing principals, it is important to continue learning and growing as different leadership frameworks, such as critical bilingual leadership and leadership for learning develop and emerge in the field. Leadership articles are often tied to specific scholarly journal database systems such as ERIC, JSTOR, etc. and require memberships or university credentials for access. Due to district resources varying so widely across the state and nation, it would be beneficial to find ways to ensure free access to these

articles and information so that principals can continue to grow their knowledge of emerging leadership frameworks and practices.

Practicing principals of dual language strand programs have to manage both the monolingual and dual language instructional worlds. It is important to recognize that the responsibility of dual language instruction goes beyond the specific dual language teachers. There are a variety of school stakeholders that have a direct impact on dual language learning including monolingual teachers, specials and elective teachers, special education staff, clinicians, and support staff. Practicing principals should find ways to integrate dual language best practices into the daily life of the whole school. This practice would allow all stakeholders to understand the importance of bilingual education and their role in supporting the success of programs.

### **Recommendations for Research**

This dissertation focused on a single case study of one principal and their ability to lead a dual language strand program. There are a variety of ways to expand and strengthen case study research on dual language principal leadership. Possible areas to expand this research topic is to complete include perspectives of additional stakeholders (monolingual teacher interviews, student perspective, etc.), conduct a comparative analysis of multiple dual language strand principals, or include a comparative analysis of strand dual language principals compared to whole building dual language principals. All of these opportunities would allow for additional analysis of dual language leadership and how principals utilize leadership to ensure the success of their dual language programs.

This single site case study focused on perspectives from administration via semi-structured interviews, monolingual teachers via the questionnaire and dual language teachers via the questionnaire and semi-structured interviews. To increase data and perspective of stakeholders, future research could include dual language and monolingual student perspectives,

family perspectives and additional information gathered from monolingual teacher semi-structured interviews. The additional data sources would allow for a more complete analysis of the principal's leadership by examining multiple perspectives from varying stakeholders in the building. The focus of the study would also allow for additional contrastive perspectives from dual language and monolingual stakeholders since the study is focused on strand dual language programming.

Another recommendation is to study multiple principals of strand dual language programs in the same study. By increasing the number of sites in a single study, a researcher could form a comparative analysis of how multiple principals use leadership practices to support their dual language programs. This study focused specifically on a Spanish dual language program; however, additional research could also include sites that focus on other target languages. Each target may present different obstacles and considerations for leaders that should be analyzed to ensure that dual language leadership is not only focused on Spanish dual language programming.

Finally, we should not assume that whole building dual language programs are necessarily more successful simply because they are not a strand program. An additional research opportunity is to do a comparative study of leadership practices of strand dual language and whole building principals. This type of a study would deepen the research available to building and district leaders as they select their dual language program models (strand versus whole school).

These recommendations are by no means a comprehensive list of next steps for dual language research. As previously discussed, the number of dual language programs and schools are growing exponentially each year. Research on bilingual education has proven that dual language programming is the most effective way to educate emergent bilingual students and

meet the demands of public education in the United States. Although there are overarching dual language program models such as 90:10 and 50:50, the implementation of each program is dependent on the community that the program serves. Due to the increase of schools and programs in recent years, it is critical to keep studying leadership practices of these programs to refine recommendations and ensure that building and district leaders are meeting the needs of traditionally marginalized student populations.

### **Concluding Thoughts**

My professional journey has led me to this dissertation topic. For the past several years I have been a principal of a Spanish dual language school with a school-wide program. I have lived through the grass roots initiatives to grow the capacity of the program. I have seen how the “newness” of dual language can be a blinder for the real work that must be accomplished. It is not enough for principals and district leaders to tout their dual language programs. We must ensure that our dual language programs are accomplishing the established goals of dual language education. Although I have been in my position for a number of years, this study has allowed me to not only analyze another principal’s leadership, but most importantly my own leadership. I truly believe that when we study topics that directly affect our own professional practice, we have the opportunity to not only affect others, but ourselves as well. This study has opened my eyes to areas of success of my own critical bilingual leadership practices, but it has also caused me to critically analyze areas for my own personal growth to ensure my school experiences the success that it deserves. I believe that the dual language field is just beginning to flourish in our country, in the coming years it will be critically important for us as educators to continue learning and growing to ensure that we best meet the needs of the emergent bilingual students that we serve.

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**Appendix A  
Research Timeline**

<b>May 2019</b>	<b>Preliminary Defense</b>
<b>June 2019</b>	<b>Rubric Analysis</b>
<b>July 2020</b>	<b>Site Selection and District Contact</b>
<b>August 2020</b>	<b>Participant Consent Obtained</b>
<b>Sept 2020</b>	<b>Data Collection Begins</b>
<b>June 2020</b>	<b>Data Collection Ends</b>
<b>March 2021</b>	<b>Findings and Conclusions Completed</b>
<b>April 2021</b>	<b>Dissertation Defense</b>

## Appendix B Site Selection Rubric

School District	Program Inception	Principal Tenure	Program Model	Grade Levels	Target Language	Total Points
	0-4 years- 0 5-10 years- 1 10+ years- 2	0-2 years-0 3-5 years-1 6-10 years-2	Whole Building-0 Strand-1 Grade Levels	K-5-1 MS-1 HS-0	Spanish-1 Other-0	
Sunny Side SD						
Promise SD						
Happy Times SD						
River North SD						
Triton SD						
Midtown SD						
Brighton SD	Omit due to researcher conflict	Omit due to researcher conflict	Omit due to researcher conflict	Omit due to researcher conflict	Omit due to researcher conflict	
United SD						
Public SD						
Favorite SD						
Highland SD						
Meadow Lake SD						
Santa Fernanda SD						
Mighty SD						
Deer Valley SD						
Dora SD						
Marshall SD						
Lakeview SD						
Lakeside SD						
Farmers SD						
Mayfield SD						
Forest Plain SD						
Brightwood SD						
North Lake SD						
Rockpark SD						
West Side SD						
South SD						
North Side SD						
Wright SD						
Marytime SD						
Hampton SD						
Parkdale SD						
City Center SD						
Harper SD						

## **Appendix C**

### **Superintendent Recruitment Letter**

Dear District Superintendent:

Upon researching school districts across the state, your district has been selected as a potential research site for a dissertation project titled “Effective Principal Leadership for Dual Language Strand Programming: Bridging Leadership for Learning and Critical Bilingual Leadership.” This is a qualitative study on how principals effectively lead dual language strand programs. This research uses the qualitative approach of inquiry. Qualitative research is a type of inquiry that studies human behavior and the reasons behind human behavior. Data collected is not quantitative, but instead begins with individual participant interviews and surveys, general observations, field notes, reflection, and document reviews. If you agree to participate in this study, you will agree to general observations of the school in your district, and its meetings. In general observation, I will note topics of discussion, interaction of participants of the meeting, format of meeting, arrangement of room, etc. Participants will sign consent forms for participation prior to interviews and meeting observations.

I hope to provide a better understanding of how the combination of Leadership for Learning and Critical Bilingual Leadership helps principals effectively lead strand dual language programs to ensure teacher growth/support, as well as student achievement. The research will primarily involve Likert surveys of the certified school faculty, interviews of administrators and teachers, general observations, and document reviews. If you are interested in participating in this study, please contact me and we can further discuss the process for participating and officially granting consent to participate. Upon receiving your consent, I would then reach out to the building principal.

Thank you for your time.

Jonathan Kosovski

Ed.D Candidate

University of Illinois at Urbana Champaign

## **Appendix D**

### **Teacher Participant Recruitment Letter**

Dear Teacher:

Upon researching school districts and schools across the state, your district and school has been selected as a potential research site for a dissertation project titled “Effective Principal Leadership for Dual Language Strand Programming: Bridging Leadership for Learning and Critical Bilingual Leadership.” This is a qualitative study on how principals effectively lead dual language strand programs. This research uses the qualitative approach of inquiry. Qualitative research is a type of inquiry that studies human behavior and the reasons behind human behavior. Data collected is not quantitative, but instead begins with individual participant interviews and surveys, general observations, field notes, reflection, and document reviews. If you agree to participate in this study, you will agree to general observations of the school in your district, and its meetings. In general observation, I will note topics of discussion, interaction of participants of the meeting, format of meeting, arrangement of room, etc. Participants will sign consent forms for participation prior to interviews and meeting observations.

I hope to provide a better understanding of how the combination of Leadership for Learning and Critical Bilingual Leadership helps principals effectively lead strand dual language programs to ensure teacher growth/support, as well as student achievement. The research will primarily involve Likert surveys of the certified school faculty, interviews of administrators and teachers, general observations, and document reviews. If you are interested in participating in this study, please contact me and we can further discuss the process for participating and officially granting consent to participate.

Thank you for your time.

Jonathan Kosovski

Ed.D Candidate

University of Illinois at Urbana Champaign

## **Appendix E Participant Consent Letter**

### **Effective Principal Leadership for Dual Language Strand Programming: Bridging Leadership for Learning and Critical Bilingual Leadership.**

You are being asked to participate in a voluntary research study. The purpose of this study is to determine how building principals effectively lead dual language strand programming. Participating in this study will involve completing surveys, being interviewed and observed in meetings and your participation will last approximately six months. Risks related to this research are minimal and include maintaining participant anonymity; benefits related to this research include determining leadership factors that allow for successful dual language principal leadership.

Principal Investigator Name and Title: Jonathan Kosovski  
Department and Institution: Education Policy, Organization, and Leadership  
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Faculty Sponsor: Dr. Anjalé Welton, ajwelton@illinois.edu

#### **Why am I being asked?**

You are being asked to be a participant in a research study about effective dual language principal leadership. The purpose of this research is to inform the profession about specific factors that principals should consider when leading dual language strand programs. You have been asked to participate in this research because you are a staff member involved with dual language at the identified investigation site. Approximately 15 participants will be involved in this research at the University of Illinois at Urbana-Champaign.

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future dealings with the University of Illinois at Urbana-Champaign. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

#### **What procedures are involved?**

The study procedures dictate that all building staff will be given a Likert scale survey to complete via Google Forms. Based on the survey responses, interview questions will be modified/constructed in order to best research common response trends. Teachers and administrators will be selected for semi-structured interviews based on their involvement with the dual language program at your school. If a staff member is selected for an interview, it will be audio recorded, and the audio file will be stored on a secure computer. In addition to the survey and interview, observations of staff meetings, PLCs, parent involvement nights, and other meetings/events may be observed but would not include additional requirements for teachers/administrators outside of their job embedded responsibilities.

This research will be performed at your school. You will participate in the study during pre-arranged times based on your availability and job embedded tasks.

**What are the potential risks and discomforts?**

There are no known risks included in this study beyond those experienced in daily life.

**Are there benefits to participating in the research?**

This research will help support beginning and veteran dual language principals. The research will determine key practices that an effective dual language principal considers and implements to ensure student achievement in dual language programming. This study will offer insight into dual language strand programming which is a common implementation model in many districts across the state.

**What other options are there?**

You have the option to not participate in this study.

**Will my study-related information be kept confidential?**

Faculty, students, and staff who may see your information will maintain confidentiality to the extent of laws and university policies. Personal identifiers will not be published or presented.

**Will I be reimbursed for any expenses or paid for my participation in this research?**

You will not be offered payment for being in this study.

**Can I withdraw or be removed from the study?**

If you decide to participate, you are free to withdraw your consent and discontinue participation at any time. The researchers also have the right to stop your participation in this study without your consent if they believe it is in your best interests, or if you were to object to any future changes that may be made in the study plan.

**Will data collected from me be used for any other research?**

Your de-identified information could be used for future research without additional informed consent.

**Who should I contact if I have questions?**

Contact the researchers Jonathan Kosovski at 847-561-9821 or kosovsk1@illinois.edu if you have any questions about this study or your part in it, or if you have concerns or complaints about the research.

**What are my rights as a research subject?**

If you have any questions about your rights as a participant in this study, please contact the University of Illinois at Urbana-Champaign Office for the Protection of Research Subjects at 217-333-2670 or irb@illinois.edu.

I have read the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research. I will be given a copy of this signed and dated form.

- + I agree to all study components and audio recorded interviews.
- + I only agree to complete the Likert survey and be observed.
- + I only agree to complete the Likert survey.
- + I only agree to be observed.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature of Person Obtaining Consent  
(must be same as subject's)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Person Obtaining Consent

## **Appendix F Likert Survey**

### **“Effective Principal Leadership for Dual Language Strand Programming: Bridging Leadership for Learning and Critical Bilingual Leadership” Likert Survey Questions**

The following questions will be modified into a Google Form Likert Survey. All questions will be answered based on the following scale: 1) Strongly Disagree 2) Disagree 3) Undecided/Neutral 4) Agree 5) Strongly Agree. Following the completion of the survey and an analysis of the data, semi-structured interview questions will be created for 1:1 interviews.

#### **Establishing a Focus on Learning**

1. The principal regularly visits dual language classrooms.
2. The principal never participates in professional development related to dual language education.
3. The principal never shares new knowledge from the dual language field with all of their stakeholders.
4. The principal works with dual language teachers/staff to establish goals for learning improvements.

#### **Building Professional Communities that Value Learning:**

1. The principal does not create structures for dual language teachers to interact with grade level and other dual language teachers.
2. The principal does not seek to recruit teachers who work from a value base consistent with other dual language teachers and the community they serve.
3. The principal does not create opportunities for dual language teachers regarding to make decisions related to dual language teaching and learning.
4. The principal celebrates the successes of students and teachers of the dual language program with the non-dual language population.

#### **Engaging External Environments that Matter for Learning:**

1. The principal regularly visits families of the dual language program to explain the learning agenda.
2. The principal forms partnerships with external groups (universities, professional development consultants) focused on improving student learning.
3. The principal never actively seeks support from the central office when he/she may not have a specific understanding about dual language topics.
4. The principal actively seeks to manage conflict between the building, district, and community with dual language program stakeholders.

#### **Acting Strategically and Sharing Leadership:**

1. The principal creates building level positions that share instructional leadership with him/her to support dual language instruction.

2. The principal utilizes responsive student data (L1 and L2) to support teacher instructional practices.
3. The principal consistently considers curricular and instructional issues for dual language instruction versus general education classrooms.
4. The principal does not locate or draw upon staff expertise in dual language and general education to develop program improvement initiatives.

**Creating Coherence:**

1. The principal does not plan, nor allow for professional development based on identified problem areas of dual language classrooms.
2. The principal does not allocate resources consistently for both dual language and general education classrooms.
3. The principal utilizes teacher evaluation and school improvement planning as a vehicle to focus on dual language programming improvements
4. The principal persistently communicates with the central office about the needs of the dual language program.

## **Appendix G**

### **Principal Interview Questions**

Research Question: How does a dual language strand principal, employ leadership to ensure effective student learning for all students in the dual-language program?

1. Tell me how you became principal of school with a dual language strand program?
2. What do you perceive as your role as a principal?
3. What do you perceive as your role as a dual language principal?
4. What are the challenges you face as you lead a dual language strand school?
5. How do you measure effective student learning in the dual language program?
6. In what ways do you use student data to affirm the learning of dual language students?
7. How do you allow teachers and instructional leaders to generate direction for the dual language program?
8. How do you manage the needs of both dual language and monolingual students, teachers and families at the same time?
9. How do you advocate for the needs of dual language teachers in the building?
10. How does the district support you as a dual language principal?

## **Appendix H**

### **Teacher/AP Interview Questions**

1. What are the challenges you see in working/teaching the dual language school or strand?
  2. Tell me how you became a teacher in a school with a dual language strand program?
  3. What do you perceive as the role of a principal?
  4. What do you perceive as the role of a dual language principal?
  5. What challenges do you see your principal face as they lead a dual language strand school?
  6. How does your principal measure effective student learning in the dual language program?
  7. In what ways does your principal use student data to affirm the learning of dual language students?
  8. How are teachers and instructional leaders allowed to generate direction for the dual language program?
  9. How do you see your principal manage the needs of both dual language and monolingual students, teachers and families at the same time?
  10. How does your principal advocate for the needs of dual language teachers in the building?
  11. In what ways do you see the district support your principal?
- For the AP
12. How does your principal support you in growing your capacity to lead dual language programming?