

St. John's University

St. John's Scholar

Theses and Dissertations

2024

**LEADERSHIP IN TWO-WAY DUAL LANGUAGE PROGRAMS:
ADMINISTRATIVE DECISION MAKING IN ELEMENTARY TWO-WAY
DUAL LANGUAGE PROGRAMS**

Ana R. Martínez-Fuentes

Follow this and additional works at: https://scholar.stjohns.edu/theses_dissertations



Part of the [Educational Leadership Commons](#)

LEADERSHIP IN TWO-WAY DUAL LANGUAGE PROGRAMS:
ADMINISTRATIVE DECISION MAKING IN ELEMENTARY TWO-WAY DUAL
LANGUAGE PROGRAMS

A dissertation submitted in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

to the faculty of the

DEPARTMENT OF ADMINISTRATIVE AND INSTRUCTIONAL LEADERSHIP

of

THE SCHOOL OF EDUCATION

at

ST. JOHN'S UNIVERSITY

New York

by

Ana R. Martínez-Fuentes

Date Submitted March 12, 2024

Approved Date May 17, 2024

Ana R. Martínez-Fuentes

Anthony J. Annunziato, Ed.D.

© Copyright by Ana R. Martínez-Fuentes 2024
All Rights Reserved

ABSTRACT

LEADERSHIP IN TWO-WAY DUAL LANGUAGE PROGRAMS: ADMINISTRATIVE DECISION MAKING IN ELEMENTARY TWO-WAY DUAL LANGUAGE PROGRAMS

Ana R. Martínez-Fuentes

With an increase of English language learners in public schools across the United States, the importance of addressing the needs of students who require language access in their home language has resulted in an increase in the implementation of dual language programs. This increase continues to challenge educators to provide effective programs that provide quality instruction for English language learners. This has prompted schools to offer a two-way dual language program as an educational bilingual option to assist in meeting the needs of emergent bilingual students.

In this qualitative case study, the researcher explored the extent to which school principals' leadership and decision-making processes exert influence on the operations of two-way dual language classrooms including English language learners/multilingual learners at the elementary school level. The researcher also focused on the guiding principles of program design and implementation for dual language programs, which are organized into seven strands: program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources. This research was based on a qualitative case study methodology.

Data were collected through interviews with administrators, focus groups with dual language teachers, survey responses, and artifacts. The theoretical framework of self-efficacy and the decision-making process guided the analysis. The study findings provide guidance and information for principals so that they may recognize key elements and strategies that will guide them in fostering and operating effective two-way dual language programs among their staff.

DEDICATION

This accomplishment is dedicated to my amazing colleagues (bilingual, ENL, general education teachers and staff, bilingual teaching assistants, bilingual clerical, parents, and committed leaders) who wholeheartedly believe in the work of dual language education. You know who you are! Thank you for challenging the status quo each and every day as we navigate these English dominant, monolingual spaces to better serve our emergent bilingual students and for trusting me to partner with you in this work that cannot be accomplished alone. Without your belief in this work, this dissertation would have not been possible. Thank you all for the push and inspiration since the beginning of my love for this work in room 309!

To my family and friends, thank you for always supporting me in my professional career and ongoing educational learning journey. Yes, I am now done with taking courses! Thank you to my amazing parents, Jorge and María, and my aunt, Tía Victoria. Thank you for your unwavering support and love. I hope that you see this as one of the gems that you receive from the many sacrifices that you have made by immigrating to this country from El Salvador and Guatemala. This is for you and the many other parents and caretakers who have made the selfless sacrifice of coming to this nation for a better life. I hope that I have made you proud! Thank you to my siblings, Jorge, Jacqui, and Edwin, for always being there for me. To my nieces and nephews, I hope that I inspire you. And to my best friend, Jennie, thanks for always checking in on me.

To my husband, Luis, thank you for always believing in me and for supporting my goals and dreams. Without you, I would have been unable to accomplish this

endeavor. Thank you for holding down the fort and for taking care of Hugo as I sat for hours on my computer. I love you to the moon and back!

Without God, none of this would be possible. Thank you for the discernment and wisdom that allowed me to continue on this journey.

I hope my research continues to inspire and inform the bilingual educational community in serving our amazing emergent bilingual students. !Todo para la causa!

TABLE OF CONTENTS

DEDICATION	ii
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER 1 INTRODUCTION	1
Purpose of the Study	1
Theoretical Framework	2
Significance of the Study	3
Connection With Social Justice	4
Research Questions	5
Definition of Terms	6
CHAPTER 2 LITERATURE REVIEW	8
Theoretical Framework	8
Conceptual Framework	10
Review of Related Literature	14
Dual Language Programs	14
Effective Leadership Provided by the Principal	14
Principal Preparation and Perception	16
Leading With Equity	20
Leadership for Social Justice	23
Conclusion	24
CHAPTER 3 METHODS AND PROCEDURES	26
Research Design	26

Research Questions	27
Setting	28
Participants.....	29
Data Collection Procedures.....	29
Semi-Structured Interviews.....	29
Focus Group	30
Survey	30
Artifacts.....	31
Instrumentation Validity and Reliability	31
Data Analysis Approach	32
Trustworthiness of the Design	33
Research Ethics.....	33
Researcher Role	34
Conclusion	35
CHAPTER 4 RESULTS.....	36
Research Questions 1 and 2: Principals’ Perceptions and Background Knowledge	38
Strand 1: Program Structure.....	38
Strand 2: Curriculum.....	48
Strand 3: Instruction.....	52
Strand 4: Assessment and Accountability.....	55
Strand 5: Staff Quality and Professional Development	61
Strand 6: Family and Community	67
Strand 7: Support and Resources	73

Research Question 3: Teachers’ Perceptions	77
Strand 1: Program Structure.....	78
Strand 2: Curriculum.....	86
Strand 3: Instruction.....	88
Strand 4: Assessment and Accountability.....	94
Strand 5: Staff Quality and Professional Development	100
Strand 6: Family and Community	103
Strand 7: Support and Resources	108
Conclusion	114
CHAPTER 5 IMPLICATIONS AND FINDINGS.....	125
Theoretical Contributions	126
Implications of Findings: Research Question 1	127
Implications of Findings: Research Question 2	129
Implications of Findings: Research Question 3	132
Relationship to Prior Research.....	134
Limitations of the Study.....	136
Recommendations for Future Practice.....	136
Recommendations for Future Research.....	138
Conclusion	138
APPENDIX A PRINCIPAL INTERVIEW PROTOCOL.....	140
APPENDIX B TEACHER FOCUS GROUP INTERVIEW PROTOCOL.....	141
APPENDIX C SURVEY INSTRUMENT	143
APPENDIX D LETTER TO PARTICIPATE IN PILOT TESTING OF SURVEY	157

APPENDIX E REQUEST TO CONDUCT RESEARCH.....	158
APPENDIX F IRB APPROVAL MEMO	159
APPENDIX G INFORMED CONSENT FOR PARTICIPATION IN INTERVIEWS	160
APPENDIX H INFORMED CONSENT FOR PARTICIPATION IN FOCUS GROUP	162
REFERENCES	165

LIST OF TABLES

Table 1 Strand 1: Program Structure	11
Table 2 Strand 2: Curriculum	11
Table 3 Strand 3: Instruction.....	12
Table 4 Strand 4: Assessment and Accountability	12
Table 5 Strand 5: Staff Quality and Professional Development	13
Table 6 Strand 6: Family and Community.....	13
Table 7 Strand 7: Support and Resources	13
Table 8 Student Enrollment in School A	28
Table 9 Student Enrollment in School B	29

LIST OF FIGURES

Figure 1 Conceptual Framework: Guiding Principles for Dual Language Education..... 10

CHAPTER 1 INTRODUCTION

With the increase of English language learners/multilingual learners (ELLs/MLLs) in public schools across the United States, the importance of addressing the needs of students who require language access in their home language has resulted in an increase in the implementation of dual language programs. Alanís and Rodríguez (2008) indicated that research does support the effectiveness of dual language programs, however, in examples where implementation is not sustained, the program risks becoming a remedial type of program. According to data from the National Center for Education Statistics (2022), the number of school-age children who spoke a language other than English reached 5.1 million in 2019 in comparison to 2010 with 4.5 million. This highlights a drastic increase that continually challenges educators to provide effective programs that provide quality instruction for ELLs. This has prompted schools to offer a two-way dual language program as an educational bilingual option to assist in meeting the needs of both monolingual Spanish speakers and monolingual English speakers (Alanís & Rodríguez, 2008).

Purpose of the Study

In this qualitative case study, the researcher explored the extent to which a school principal's leadership and decision-making processes exert influence on the operations of two-way dual language classrooms including ELLs/MLLs at the elementary school level. In this qualitative study, the researcher focused on the guiding principles of program design and implementation for dual language programs, which are organized into seven strands: program structure, curriculum, instruction, assessment and accountability, staff

quality and professional development, family and community, and support and resources (Howard et al., 2018).

Theoretical Framework

The ideas behind the theoretical framework of Albert Bandura's (1991) social cognitive theory shaped this chapter. Self-efficacy is a key variable in social cognitive theory and refers to an individual's personal beliefs and capabilities to learn or perform actions. It also refers to perceptions of an individual's capabilities to produce actions. To measure self-efficacy, one assesses their own skills and capabilities to transform them into actions (Schunk, 2020). A principal's sense of self-efficacy is a key component of a dual language program that effectively supports ELLs/MLLs.

Vroom, Yetton, and Jago (1998) developed the decision-making theory. The model has helped administrators decide when and to what extent other individuals should be a part of the decision-making process. The following inquiries help determine the key characteristics of a decision situation in this model:

- Is there a quality requirement such that one solution is likely to be more rational than others?
- Does a school leader have sufficient information to make a high-quality decision?
- Is the decision situation structured?
- Is acceptance of the decision by the school leader's followers critical to effective implementation of the decision?
- Is it reasonably certain that the decision would be accepted by followers if the school leader were to make it alone?

- Do the school leader's followers share the organizational goals to be achieved if the problem is solved?
- Is the preferred solution likely to cause conflict among the followers?

Significance of the Study

In the *Blueprint for English Language Learner/Multilingual Learner Success*, the State Education Department of the University of the State of New York (2014) recognized in the second principle that all district and school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs/MLLs are addressed by (a) providing a clear vision for student success that includes high expectations for ELL/MLL student achievement and socioemotional development, supported by a purposeful plan of action that provides multiple pathways to college, career, and civic readiness through high-quality programs that meet the needs of ELLs/MLLs; (b) providing high-quality instruction for ELLs/MLLs; (c) aligning and coordinating fiscal and human resources to ensure that the instructional plan is being effectively implemented; (d) providing high-quality supports, feedback, and direction to educators to improve their instructional practice; (e) providing a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students; and (f) ensuring that districts and school leaders are trained in meeting the needs of ELLs/MLLs in order to cultivate a school culture of high expectations. The *Blueprint* provides a clear outline of instructional leaders' responsibilities to guide their teachers, staff, and students, and the present research demonstrates the importance of administrators leading with a focus on the effective and equitable guiding principles of

program design and implementation for dual language programs to better serve English language learners.

Murphy and Torff (2012) indicated that one of the fastest-growing populations among school-age children is the ELLs group, and between 1997 and 2003, this segment of students in the United States increased by about two million. In the last two decades, the ELL population has doubled, causing a major issue in U.S. schools as there is a need for additional hires and the call for professionals to be trained and certified in required areas to meet the needs of ELLs. Adding to this complex issue, teachers must be supervised by school administrators who in most cases are not well equipped to support in meeting the needs of ELLs. Murphy and Torff also asserted that most administrators attend trainings that do not provide pedagogy on ESL practices, and most do not carry the educational experiences to support ELLs. This in turn causes a supervision issue, as more and more administrators feel unprepared to supervise teachers in this area.

Connection With Social Justice

Although there is ample research in educational leadership that identifies characteristics of successful school leaders, not as much has been published about leadership focus on dual language bilingual education (Menken, 2017). Freeman et al. (2005) have also pointed to the gap in existing research about long-term dual language programs and the leadership structures that support them. In addition, there is a lack of formal preparation protocols for school administrators across the nation in the area of bilingual programs and emergent bilingual students. The vast majority of U.S. states do not require general education teachers, principals, or school administrators to learn about how to educate bilingual emergent students (Menken, 2017). In New York State (NYS),

courses offering insights about bilingual emergent students are not required to attain a school building leader certificate or school district leader certificate. Administrators' lack of understanding and experience poses a challenge to effectively overseeing dual language programs that are meant to effectively serve English language learners.

Research Questions

The following research questions guided the study.

- RQ1. What are principals' perceptions of the importance of having knowledge on program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level?
- RQ2. What is the actual background knowledge of principals on the variables program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level?
- RQ3. What are the teachers' perceptions about the degree to which their principals have the actual background knowledge on the variables, program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language

learners/multilingual learners in a two-way dual language setting at the elementary school level?

Definition of Terms

The following definitions are provided to ensure a clear understanding of this study.

English language learner (ELL)/multilingual learner (MLL) is defined by NYS as a student who speaks or understands a language other than English and who scores below a state-designated level of proficiency on the New York State Identification Test for English Language Learners (NYSITELL) or the New York State English as a Second Language Achievement Test (NYSESLAT; New York State Education Department, n.d.).

Bilingual education is defined by NYS as a research-based program comprised of the following instructional components: language arts that includes home and English language arts, English as a new language, and bilingual content areas (New York State Education Department, n.d.).

Dual language program is defined by NYS as a type of bilingual program that offers students from two different or the same home language backgrounds or cultures the opportunities to become bilingual, biliterate, and bicultural while improving their academic ability. The two-way model includes both ELLs and English proficient students. The teacher provides instruction in both languages (New York State Education Department, n.d.).

New York State English as a Second Language Achievement Test (NYSESLAT) is explained by NYS as an assessment designed to annually measure the English language

proficiency of all ELLs enrolled in grades K–12 (New York State Education Department, n.d.).

Two-way dual language programs: In these innovative programs, sometimes called developmental or bilingual immersion programs, monolingual English-speaking children are immersed in a second language alongside English language learners who are native speakers of the second language. The strength of this approach is that it aims at additive bilingualism for all the students involved. The goals of a two-way dual language program are bilingualism and biliteracy for all students (Lessow-Hurley, 2005).

CHAPTER 2 LITERATURE REVIEW

To explore instructional leadership and instructional practices within a two-way dual language setting, the literature review is organized into several sections, including content related to administrative support within a dual language program, effective leadership provided by the principal, principal preparation and perception, and leading with equity and social justice in a dual language program.

Theoretical Framework

This study used the social cognitive theory to examine how the attitudes and beliefs of administrators and teachers impact a two way-dual language setting at the elementary school level. Bandura (1989) indicated that one's perceptions of personal efficacy influence anticipatory scenarios that are constructed and reiterated. Those who perceive themselves as having a high sense of efficacy visualize success scenarios that provide positive outcomes for performance. Those with the opposite perception judge themselves as inefficacious and visualize scenarios that fail. In this event, the scenarios undermine performance by dwelling on how things will go.

Pashiardis (1993) indicated that the role of the principal is of maximum importance and that they must be knowledgeable of the several group techniques that exist to make the best decision for a particular objective. Along with this, Pashiardis described the Vroom-Yetton model as a structure that approaches a leader's behavior as a social process when it relates to leadership and decision-making approaches. In this model, the principal must determine who will be needed as part of the decision-making process to help meet the objective. The model provides the principal with a visual of a decision tree and supports the principal in determining the amount of participation and

the time needed for the proper solution. The model includes three distinct parts. The first part helps identify the four leadership styles: the autocratic leadership style, the consultative style, the group decision style, and the delegated decision style. The second part highlights the decision effectiveness that connects the relationship of the decision to the overall group performance. In the third part, the principal will determine the decision effectiveness and in turn determine the best way to approach the desired level of effectiveness. In the end, as part of the Vroom-Yetton model, it is the principal who can perceive objectives, guide others to the vision, and act in accordance with it.

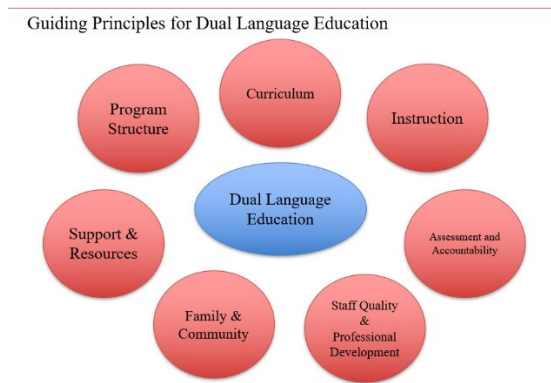
Yildirim et al. (2019) stated that Vroom identified a leader's decision-making process from an autocratic process to a more participatory process. The participatory decision-making process has long-term benefits and increases the group's potential value to the organization in three ways. First, the process provides group members an opportunity to work through the problem and come up with solutions that are occurring in the organization. This helps improve knowledge and competence among team members. Second, it provides an improvement in teamwork through the opportunities to come up with solutions as a team. Third, the participatory decision-making process allows employees to increase identification with the goals of the organization because they have input in the important decisions of their organization. When a principal includes others within the decision-making process, the members become motivated and applied to decisions. An important factor for teacher morale and enthusiasm is the ability to participate in school.

Conceptual Framework

As a conceptual framework for this study, the researcher utilized Howard et al.'s *Guiding Principles for Dual Language Education* (2018) published by the Center for Applied Linguistics (CAL). The guiding principles are organized into seven strands: program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources, as shown in Figure 1. Across the United States, these principles have been used by dual language programs as a tool for planning, self-reflection, and continual improvement and to assist in preliminary thinking and planning, support ongoing program implementation, and inform monitoring of program effectiveness.

Figure 1

Conceptual Framework: Guiding Principles for Dual Language Education



Tables 1–7 show the seven strands and related principles based on Howard et al.'s *Guiding Principles for Dual Language Education* (2018).

Table 1*Strand 1: Program Structure*

Principle	Key Point
1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
2	The program ensures equity for all groups.
3	The program has strong, effective, and knowledgeable leadership.
4	An effective process is in place for continual program planning, implementation, and evaluation.

Table 2*Strand 2: Curriculum*

Principle	Key Point
1	The program has a process for developing and revising a high-quality curriculum.
2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
3	The curriculum effectively integrates technology to deepen and enhance learning.

Table 3

Strand 3: Instruction

Principle	Key Point
1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
2	Instructional strategies support the attainment of the three core goals of dual language education.
3	Instruction is student-centered.
4	Instructional staff effectively integrate technology to deepen and enhance the learning process.

Table 4

Strand 4: Assessment and Accountability

Principle	Key Point
1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
5	The program communicates with appropriate stakeholders about program outcomes.

Table 5*Strand 5: Staff Quality and Professional Development*

Principle	Key Point
1	The program recruits and retains high-quality dual language staff.
2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
3	The program collaborates with other groups and institutions to ensure staff quality.

Table 6*Strand 6: Family and Community*

Principle	Key Point
1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
3	The program views and involves families and community members as strategic partners.

Table 7*Strand 7: Support and Resources*

Principle	Key Point
1	The program is supported by all key stakeholders.
2	The program is equitably and adequately funded to meet program goals.
3	The program advocates for support.

Review of Related Literature

The recent increase in English language learners has increased the number of dual language programs offered as a bilingual option. A principal's leadership is crucial to the effectiveness of these programs. Chapter 2 is organized as a survey of the related literature and includes the following topics: an overview of dual language programs, effective leadership provided by the principal, principal preparation and perception, and leading with equity and social justice in a dual language program.

Dual Language Programs

Palmer et al. (2019) indicated that two-way dual language programs fall under the umbrella of bilingual education. A typical student in these programs hails from an English-speaking background and from a minority language background such as Spanish. Through an immersion model, language and content are taught daily. The goals of the program include academic achievement, bilingualism and biliteracy, and sociocultural competence (Howard et al., 2018, p. 5).

Effective Leadership Provided by the Principal

Administrative leadership in the context of a dual language program is critical to the long-term sustainability of such a program. Four leadership structures are essential to sustaining a dual language program in support of bilingual communities: mission, collaborative and shared leadership, flexibility, and trust (Hunt, 2011). These four elements can be used as a vehicle to allow the school leader and teachers to work together to deepen learning among themselves and students. These four elements were put into practice in three established dual language programs in New York City.

To guide each school's work, a collective mission is established among teachers and administration. There is also a collective understanding of what it means to teach students in a dual language program, and that common knowledge about what the program is working toward proves helpful when new teachers are hired, when there are challenges with parents, or when demands that are system-wide contradict the program (Hunt, 2011). The focused mission allows the school community to be centralized on the same beliefs.

A collaborative and shared practice approach was evident in the three schools studied. The involved principals viewed their roles as working with teachers to lead the school, although certain decisions may fall directly on the principal (Hunt, 2011). This shared approach allows teachers and staff to have a say in making decisions that will have better outcomes for students in a dual language program.

In this study, there was also evidence of trust in all three schools within the dual language learning community. Administrators build trust with teachers, and vice versa, and this affects the way that the school operates. Hunt (2011) has asserted that all of this allows building administrators and teachers to trust the academic support and strength that learning content in two languages can provide to students.

The last element the researcher identified in the study was flexibility, which is evidenced in decision making and how the dual language program is implemented and supported, as well as how it develops. In all the schools, survey participants shared certain nonnegotiable aspects such as imposing language separation, using Spanish for 50% of the curriculum, posing clear expectations for students to become bilingual and biliterate, and promoting multicultural perspectives. Although a clear understanding of

these expectations existed, both teachers and administrators understood that flexibility was necessary to foster constant improvement (Hunt, 2011). Additionally, school leadership is imperative for the long-term sustainability of a dual language program and should be provided by building-level administration and central office administration. In the *Guiding Principles*, Howard et al. (2018) asserted that effective leadership includes the following: program advocacy and communication with central administration; oversight of model development, planning, and coordination; professional development, including the fostering of staff cohesion and collegiality; and appropriate allocation of funding.

Principal Preparation and Perception

The perceptions that principals may have about English language learners and language acquisition are important, especially when leading and making decisions that may impact the students. Based on data from the 1999–2000 School and Staffing Survey, De Cohen, Deterring, and Clewell (2005) found that schools that enrolled high percentages of English language learners boasted fewer years of total experience among leadership personnel and had attained fewer credentials compared to leadership personnel at schools with fewer or no English language learners. The De Cohen, Deterring, and Clewell (2005) study also concluded that many principals thought that the lack of parental involvement was a “serious” problem for the school. This displayed the lack of prepared principals who struggled with engaging parents, especially with the parents who did not speak English.

Black (2006) found that principals have been unprepared to support emergent bilingual students due to a lack of understanding of key aspects of language acquisition

models. Black determined that principals struggled with the tensions of English-only ideologies, reflective of how often leaders come in with a lack of experience in knowing how to support ELLs and how to support and maintain a dual language program.

In a qualitative study, Lachance (2017) examined administrators' perspectives of dual language programs regarding programmatic necessities related to dual language teachers and how these needs might shape responses from teacher education programs in the United States. Lachance interviewed two administrators from schools in North Carolina. The literature that undergirded this study focuses on the shortage of teachers in a dual language setting and the necessary teacher preparation. Lachance relied on the following research questions: What are the necessary considerations for school principals in dual language schools when selecting teachers to support their programmatic needs? What are school administrators' recommendations for teacher preparation programs for teachers' distinct needs while working with dual language learners? To triangulate the data in this study, Lachance examined multiple sources of on-site evidence and collected data over a 6-month period; furthermore, Lachance used the following techniques for data collection: face-to-face, on-site interviews; artifacts and document analysis; and participant observations in their school setting. First, the researcher conducted and audio recorded semi-structured interviews with each participant for a duration of 60–90 min. The interview content was based on the tenets of the *Guiding Principles* (Howard et al., 2018), and each interview was transcribed. Second, the researcher reviewed and performed document analysis of school setting details such as the school improvement plan, English learners, free and reduced lunch percentages, and overall school setting narratives. This also included dual language curricular materials, classroom language

supports used with teachers and students, teacher-generated materials, and text samples. Finally, the researcher administered 60–90-min, on-site observations with each participant; these took place during the school day while students were in session to view the school administrators in the context of their own environments and to capture a deeper understanding of the participants in their own school settings.

Lachance's findings included aspects regarding the need to prepare teachers' dual language methodologies framed by additive biliteracy and attending to complex linguistic constructs of Spanish and English. The participants discussed both the complexities and the importance of broad educator clarity in these areas to successfully facilitate academic language development in their dual language classrooms. There was a general consensus that biliteracy and academic language development with dual language learners are complex and require specialized training. The findings revealed that there is a need for specialized preparation for dual language teachers, even when there are some well-established bilingual education programs in place. Programs at the university level should increase and reshape ways to respond to the current demands of the field.

DeMatthews and Izquierdo (2020) conducted a qualitative case study focused on a high-performing elementary school in an urban setting; they aimed to address inequities in a dual language program within the school and community over a period of two decades. The reviewed literature that undergirded their study was a focus on school leadership as a critical component to increasing student achievement, and the researchers also focused on bilingual education models being asset-based. In this study, the neighborhood public school merged with a school that was the lowest performing and had under enrollment. The school was one of the first in the nation to service English

language learners in a dual language setting and to merge with another school. This study examined leadership practices with a focus on the role of the building principal. In particular, the study focused on the organizational culture and systems that contributed to a sustainable, high-performing school that also served a large population of low-income Latinx students, many of whom are identified as ELLs. The study included semi-structured interviews, observations, and document collection. All interviews were focused on the role of leadership as it relates to the school's inclusive and equitable approach to serving students. The focus was on dual language education and Latinx ELL students. Interview participants included the principal, assistant principal, district leaders, the librarian, ten teachers, two former teachers, parents, and a former assistant principal. Observations occurred in settings such as Professional Learning Communities, principal meetings with the superintendent, principal-led professional development sessions with teachers, and parent and community meetings. Data were analyzed using the software NVivo 10. Interviews were audio recorded and transcribed. Emergent themes were identified via inductive coding, and data were coded to impose a chronological order. If needed, follow-up interview questions were formulated.

DeMatthews and Izquierdo concluded that two years after the merger occurred, students continued to thrive in the dual language setting. Between 2014 and 2015 and between 2017 and 2018, the schools were recognized with special distinctions for their high academic performance in science, English language arts, and mathematics. English language learner students and economically disadvantaged students outperformed their peers across the state and district. This provided an example of school improvement centered around cultural responsiveness and inclusion. Throughout the study, teachers

highlighted two reasons for the success: grade-level teams that planned and set goals together and high expectations for all students. The study results also pointed to a culture of shared responsibility and high expectations. Teachers shared the ways in which they grew as instructors and teacher leaders. The principal was also recognized as a “leader mentor,” and the school produced many of the district’s principals and assistant principals. Teacher leadership was an essential characteristic where less experienced teachers were groomed for leadership roles as well.

Leading With Equity

Over the past years, research has provided evidence that not all students benefit from two-way dual language programs. Evidence suggests that there are issues of inequality within the context of education. Some examples of this are found within state policy development, school district decision making, the school community, and two-way dual language programs (Palmer et al., 2019). In the United States, bilingual programs were developed to support the education of English language learners.

Palmer et al. (2019) indicated that two-way dual language programs fall under the umbrella of bilingual education. The students in these programs are students who come from an English-speaking background and students who come from a minority language background such as Spanish. Through an immersion model, language and content are taught daily. The goals of the program as described by Howard et al. (2018) are academic achievement, bilingualism and biliteracy, and sociocultural competence (p. 5).

To support the development of more successful, equitable, and socially just two-way dual language schools, Palmer et al. (2019) have suggested a fourth “core goal” to help stakeholders keep equity at the forefront of their minds: critical consciousness. For

equity to take place among stakeholders, it must be infused into the curriculum, pedagogy, policies, and leadership of the two-way dual language program. Palmer et al. defined critical consciousness as follows:

Its foundational premise is that oppression is a worldwide reality, but individuals are thinking subjects with the capacity to reflect on such oppressions and recreate their situations. In short, critical consciousness is the ability to read the world (Freire, 1970): to reflectively discern the differences in power and privilege rooted in social relationships that structure inequalities and shape the material conditions of our lives; to read the world also includes recognizing one's role in these dynamics. Such work is one stage in a praxis cycle in which we engage in dialogue, commit to social justice through collective action against oppression, rehumanize our relationships, and repeatedly return to reflection and dialogue. Ultimately, though we never fully achieve it, we are working toward liberation for both the oppressed and the oppressor, educators and students (Salazar, 2013).

In two-way dual language programs, there are four elements central to critical consciousness: continuously interrogating power, historicizing schools, critical listening, and engaging with discomfort. To continuously interrogate power as district and school leaders, "equity audits" can be conducted. An analysis of classroom, school, and district-level data can be studied to examine the level of resources or outcomes for the different subgroups. In a dual language setting, audits would examine outcomes for emergent bilingual students that come from an English dominant background versus a Spanish dominant background; student access to curricula and teachers' expertise and educational levels; participation of students; language used in different settings, including for parent

and governance meetings; and recruitment and enrollment practices. Audits can interrogate how power structures may privilege certain individuals or deny access to others (Palmer et al., 2019).

When it comes to historicizing schools and educational policy contexts, two-way dual language educators must understand the racially charged history of bilingual education, which led to the development of two-way dual language programs. Moreover, they must be aware that the original intent was to provide immigrant students with home language instruction.

Palmer et al. (2019) shared that critical listening allows for transformative connections when students, families, and educators engage in meaningful and transformative connections. Through these meaningful connections, attention can be given to the culture of silence, ensuring families, teachers, and students a higher level of engagement. In classrooms, critical thinking can ensure attention to acknowledging privilege, recognizing subjugated voices, and relinquishing power.

Palmer et al. (2019) indicated that at times, certain scenarios involving the interrogation of power, speaking of historical horrors, and listening critically may feel uncomfortable. For example, teachers will face discomfort when dealing with a diverse group of students and confronting a difficult topic, just as parents may feel uncomfortable when engaging openly in a diverse community. To raise critical consciousness, efforts need to be made in a dual language setting to disrupt taken-for-granted viewpoints, which can bring on unavoidable but necessary discomfort (Berlak, 2004).

Leadership for Social Justice

When it comes to principals, contextual responsiveness is also a central element in leadership for social justice, especially when identifying and addressing forms of marginalization present within communities and organizations. Much of the existing research avoids identifying principals who have effectively narrowed achievement gaps. In question is whether these leaders have also addressed racism, ableism, sexism, or other forms of marginalization that exist within schools. Leadership for school improvement and leadership for social justice are therefore inextricably linked and interdependent, as a school cannot claim to be “effective” or “improved” if racial inequities persist, nor can it claim to be “socially just” or “equitable” if students do not achieve on standardized tests (DeMatthew & Izquierdo, 2020).

DeMatthews (2018) made the following points about social justice leadership: (a) social justice leadership is framed by leaders’ personal experiences and commitments because their worldviews, historical positionality, and how they make sense of prevailing power relations are connected to the ability to recognize injustice and work collaboratively to root it out; (b) social justice leadership requires a situational awareness; (c) social justice leadership requires an advocacy orientation to confront tensions and dilemmas, and (d) social justice leadership incorporates critical reflection and praxis. Praxis is about learning through reflection, being hopeful in efforts to transform schools, and striving for new possibilities and practices that improve the lives of students and families.

In DeMatthews’ study (2022), Principal Lee practiced many of these elements to demonstrate social justice leadership. For 15 years, she led in an environment where

teachers were held accountable, and she developed future school administrators and achieved set outcomes related to school improvement. She advocated beginning a dual language pilot program that also provided access to English language learners and tracked certain achievements over the years, prompting the district to remove the program's pilot status. She also saw an opportunity to merge a lower performing school that served a high proportion of ELLs. This allowed for the program to serve a balance of ELL students and monolingual English students. She also helped create structures, routines, and a school culture that valued continuous improvement, collaboration, dialogue, and a commitment to high expectations.

In DeMatthews' study (2022), principal and teacher leadership were central to bringing about organizational improvements that created a more inclusive and culturally responsive school. The school organized and engaged in continuous improvement not only to be more culturally responsive through dual language but also to increase student achievement. Grade-level teams met regularly to review student achievement data, plan, share lessons and ideas, and inquire together to problem-solve and improve were central to creating a more culturally responsive and high-performing school.

Conclusion

This literature review has created a base from which to examine how administrators have effectively and properly overseen dual language programs designed to effectively serve English language learners. Effective leadership that leads with a social justice approach will provide equity in providing a sustainable dual language program and provide English language learners and their families with an equitable school experience.

Often, leadership comes in with a lack of experience in knowing how to support ELLs and how to support and maintain a dual language program. Studies have found that principals have been unprepared to support emergent bilingual students due to the lack of understanding of key aspects of language acquisition and program models. The perceptions that principals may have about English language learners and language acquisition are important, especially when leading and making decisions that may impact those students. This dissertation topic aims to close the gaps in research needed to determine effective instructional leadership in a dual language program.

Overall, the studies reviewed here concluded that there is a need to prepare administrators on how to effectively lead dual language programs to meet the needs of dual language learners. The researcher's topic of study will extend the current research by exploring the need to provide building and district leaders professional development in the area of how to best support teachers in a dual language program and how to lead sustainable dual language programs through a social justice approach. There is a need for specialized preparation of building and district leaders for dual language teachers to effectively feel supported in teaching emergent bilingual students in a dual language program. In its blueprint for ELLs/MLLs, the State Education Department of The University of the State of New York (2014) clearly outlined how instructional leaders are responsible for the leadership and guidance that they are to provide for their teachers, staff, and students. The hope is that this research will demonstrate the importance of an administrator's leadership and decision-making processes, which exert influence on the operations of two-way dual language classrooms at the elementary school level that are populated by English language learners/multilingual learners.

CHAPTER 3 METHODS AND PROCEDURES

This qualitative study explored the extent to which school principals' leadership and decision-making processes exert influence on the operations of two-way dual language classrooms including English language learners/multilingual learners at the elementary school level.

Research Design

For this study, the researcher executed a case study design. A case study approach is defined as a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual, material, and documents and reports) and reports a case description and case themes (Creswell & Poth, 2018). This case study included interviews, focus group discussions, survey responses, and a review of artifacts. This qualitative case study allowed for research to be conducted in a real-life scenario that studied the experiences of principals, a director, and elementary team teachers in an elementary dual language program. The study provided a greater understanding of the characteristics of a principal's leadership and decision making in a dual language program.

In this qualitative study, the researcher focused on the guiding principles of program design and implementation for dual language programs, which are organized into seven strands: program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources (Howard et al., 2018). This study focused on the experiences of

principals, a district administrator, and English and Spanish team teachers in a two-way dual language setting.

Research Questions

The following research questions guided the study.

- RQ1. What are principals' perceptions of the importance of having knowledge on program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level?
- RQ2. What is the actual background knowledge of principals on the variables program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level?
- RQ3. What are the teachers' perceptions about the degree to which their principals have the actual background knowledge on the variables, program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level?

Setting

The district chosen for this study is located in New York in the suburbs of Long Island. The study focused on two elementary schools (K–5). School A recorded a total of 602 enrolled students, and Table 8 provides the demographic data of the student population. Nineteen percent were documented as English language learners, and 15% were students with disabilities; 40% of the students were economically disadvantaged. The school provided programs such as English as a New Language (ENL), bilingual, and special education programs.

Table 8

Student Enrollment in School A

Ethnicity	Percentage of student population
Black	11%
Hispanic	52%
Asian or Native Hawaiian	4%
White	28%
Multiracial	4%

School B hosted a total of 451 students, and Table 9 shows the demographic breakdown of the population. Thirty-five percent were English language learners, and 16% were students with disabilities; 42% of the students were economically disadvantaged. Both schools included a strand of a two-way dual language program in grades K–5.

Table 9

Student Enrollment in School B

Ethnicity	Percentage of student population
Black	5%
Hispanic	59%
Asian or Native Hawaiian	1%
White	31%
Multiracial	4%

Participants

The participants in the study included two (n = 2) public school elementary school principals and one (n = 1) district-wide administrators. The study also included 14 (n = 14) educators, each of whom teaches approximately 40 (n = 40) students at schools located in the suburbs of Long Island. The sample included team teachers, 8 general education teachers who teach in English, 5 bilingual teachers who teach in Spanish, and 1 ENL teacher who teach in a two-way dual language program.

Data Collection Procedures

The researcher qualitatively analyzed a variety of data sources including interviews with building principals and a district administrator, two focus group discussions with teacher participants, a survey completed by teachers, and a review of relevant artifacts.

Semi-Structured Interviews

The study included one individual interview with each of the administrator participants, two building principals, and a director. A semi-structured interview was held with each one of the administrator participants. The interview included a protocol guide that consisted of 15 questions (see Appendix A), and interviews were held in each

participant's school campus office. During these interviews, each of which lasted an average of 40 min, participants shared their experiences and perspectives while being audio recorded. The recordings were then transcribed.

Focus Group

After the interviews, the researcher organized two focus group discussions, one in each of the target elementary school buildings. The focus group discussion for School A included a total of 10 general education and bilingual teachers. The focus group discussion for School B included a total of four general education and bilingual teachers. Each focus group discussion included semi-structured interviews guided by an interview protocol (see Appendix B). The focus group discussion in School A lasted approximately 1 hr, and in School B, it lasted approximately 30 min.

Survey

This study used the guiding principles survey tool, which the researcher developed using Google Forms and then distributed to the participating teachers (see Appendix C). The guiding principles survey tool used a 7-point Likert scale and a 27-item survey based on the *Guiding Principles for Dual Language Education*, which was released by CAL and is a tool used in dual language programs for ongoing planning, self-reflection, and improvement (Howard et al., 2018). The CAL tool includes seven strands: program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources. Each strand includes a series of principles organized into key points that identify specific elements to be examined for alignment with each of the principles (see Tables 1–7).

Teacher participants completed the survey by responding to questions with a 7-point Likert scale that ranged from 1 (*strongly disagree*) to 7 (*strongly agree*).

The researcher emailed the survey to each of the building principals, who shared it with the teacher participants. The email explained the purpose of the study and the estimated time to complete it, and the message included a link to the survey. Principals shared the email and survey with the teachers in the dual language program. Because the survey had been created on Google Forms, the researcher could determine when the teachers completed the surveys and if some had not yet had the opportunity; the researcher subsequently sent an email to the building principals as a reminder that the survey remained open.

Artifacts

The researcher reviewed artifacts produced by the school and district, including copies of a dual language program brochure in English and Spanish and teacher schedules. The researcher analyzed all artifacts and data to identify patterns, themes, and discrepancies.

Instrumentation Validity and Reliability

To establish content validity, three bilingual teacher participants, each of whom had expertise as an educator in a dual language program, reviewed the instrument. These teacher participants were provided with a letter explaining the process (see Appendix D), then they completed the survey, recorded the length of time for completion, and provided suggestions to improve the clarity and design of the survey. The researcher then revised the instrument based on the recommendations to add a Likert scale description to each item, clarify to whom the term “leadership” specifically referred (building level,

department level, district office, or all of the above), and clarify what the word “program” specifically meant.

Data Analysis Approach

In this qualitative study, the researcher analyzed artifacts and data from several sources, interviews, focus group discussions, and survey responses. The sources were meticulously organized, coded, and sorted according to the themes that emerged. The researcher relied on visual techniques to assist with sorting the themes, including color coding, charts, and spreadsheets.

After concluding the interviews, the researcher used the Rev recording application to transcribe the audio recordings. The researcher then analyzed and categorized the data retrieved from the interviews and focus groups, then further categorized the data according to the seven strands from the Guiding Principles and each participant group (i.e., administrators and teachers). Based on the group categories and seven strands, the data were then coded into categories based on the three research questions. The coding categories included administrative support for teachers, curriculum resources, teacher collaboration, progress monitoring, and professional development opportunities. The qualitative codes included principal awareness and knowledge of dual language programs, teacher support from building administration, high belief in the dual language model, variety of benchmarks to measure student growth, decisions made from a top-down approach, and commitment to providing instruction in both languages. In addition, the researcher examined the artifacts (i.e., the dual language program brochure and classroom schedules), which were collected to determine categories and themes that either supported or contradicted data collected from the interviews and focus group

discussions. The researcher then coded the artifact data using the visual techniques. Finally, the researcher analyzed the data from the survey responses and determined categories and themes that supported or contradicted data from the interview, focus group discussions, and artifacts. The researcher coded the survey response data using visual tools such as color coding, charts, and spreadsheets to assist in identifying themes.

Trustworthiness of the Design

Trustworthiness in qualitative research incorporates criteria, such as those identified by Guilamo (2020), to judge the quality of the research. In other words, trustworthiness poses the question “Can the findings be trusted?” The criteria used in this study to ensure trustworthiness included credibility, dependability, confirmability, and transferability. The researcher incorporated data triangulation to safeguard credibility in data collection and used multiple sources of information including direct quotes from the transcribed interviews, review of artifacts, and material culled from administrator and teacher participants via interviews, focus group discussions, and survey responses. Credibility was further ensured through the researcher’s reliance on audio recordings, and careful transcriptions were made along with intercoder reliability checks. Additionally, the researcher provided thick and vivid descriptions in the presentation of the findings to guarantee the transferability of data.

Research Ethics

The researcher was granted electronic permission from the assistant superintendent (see Appendix E) to conduct the research in the chosen district. The invitation included a statement explaining that all the data collected would be kept confidential and that it would only be used for the purpose of research; it also stated that

participation was voluntary, and information regarding the participant would always be kept confidential. The Institutional Review Board (IRB) of St. John's University also granted the researcher permission prior to the study (see Appendix F). All participants were informed about the purpose of the study, and all participants were provided with an informed consent prior to beginning the interviews and focus group discussions. Participants were asked to review and sign the consent form prior to participating in the study. A consent form was provided to each of the administrator participants (see Appendix G) and the teacher participants (see Appendix H). Before the start of the interview and focus group discussions, the researcher informed all participants that each interview would be audio recorded and transcribed. All the data collection was kept confidential, and the interviewees' names and the settings were coded to protect confidentiality.

Researcher Role

The researcher conducting this study is a middle-class Latina female with over a decade of experience in the public education field. The researcher formerly served as a bilingual teacher in a two-way dual language setting at the elementary level and served in administration. Those experiences prompted this current study and its focus on how a school principal's leadership and decision-making processes exert influence on the operations of two-way dual language classrooms including English language learners/multilingual learners at the elementary school level. The researcher's beliefs are grounded in the notion teachers have the ability and power to help break cycles for students who have been historically marginalized. Second, building principals are the key to providing equitable and consistent leadership so that teachers can be supported to teach

all students. Third, dual language programs can provide a positive impact for all students if and when the programs are implemented effectively by administrators who are trained appropriately and who wholeheartedly believe in the goals of the program.

Throughout this study, the researcher was intentional about separating their experience from the information culled and the observations made. Through this qualitative study, the researcher followed specific protocols to ensure the reliability of all the collected data including procedures for interviews, focus group discussions, survey responses, and the collection of artifacts.

Conclusion

In this study, the researcher used qualitative data to examine the extent to which school principals' leadership and decision-making processes exert influence on the operations of two-way dual language classrooms including English language learners/multilingual learners at the elementary school level. The next chapter presents a clear, concise, and organized report of the data obtained from participants who work in a public school on Long Island in a two-way dual language program at the elementary level.

CHAPTER 4 RESULTS

In this qualitative study, the researcher explored the extent to which a school principal's leadership and decision-making processes exert influence on the operations of two-way dual language classrooms that include ELLs/MLLs at the elementary school level. The researcher focused on the guiding principles of program design and implementation for dual language programs, which are organized into seven strands: program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources (Howard et al., 2018). The following research questions guided the study.

- RQ1. What are principals' perceptions of the importance of having knowledge on program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level?
- RQ2. What is the actual background knowledge of principals on the variables program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level?
- RQ3. What are the teachers' perceptions about the degree to which their principals have the actual background knowledge on the variables,

program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level?

This chapter presents the data collected from interviews, focus groups, surveys, and a review of artifacts. Two principals and one director were interviewed. The focus group included 10 teachers from School A and four teachers from School B. In School A, nine teachers responded to the survey, and 55.6% indicated that they teach in grades K–2, and 44.4% indicated that they teach in grades 3–5. Of all School A respondents, 44.4% indicated that their target language of instruction is English, and 55.6% indicated that it is Spanish. In School B, seven teachers responded to the survey, and 57.1% indicated that they teach in grades K–2, and 42.9% indicated that they teach in grades 3–5. Of all School B respondents, 57.1% indicated that their target language of instruction is English, and 42.9% indicated that it is Spanish.

The survey required teacher participants to review the seven strands that align with the guiding principles and indicate their level of agreement or disagreement with the dual language program in which they currently served. For each survey prompt, teacher participants chose a number from a provided Likert scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). The interview data presented may or may not reference the participant's direct affiliation with School A or School B. Additionally, some language was extracted from quoted material because it would have identified the participant, and confidentiality was a key concern.

Research Questions 1 and 2: Principals' Perceptions and Background Knowledge

This section refers to the results from the Research Questions 1 and 2.

Strand 1: Program Structure

The administrator participants reported varied information on program structure. Administrators shared the importance of assembling collaborative team teacher partnerships and providing teachers adequate time to plan for lessons and student progress, and they offered insights about drawbacks to the program model, enrollment policies, and access to the program.

In a dual language program, two teachers—an English and a Spanish teacher—provide instruction to students. Howard et al. (2018) stated the importance of establishing faculty cohesion, collaboration, and collegiality. This requires teachers who are engaged and knowledgeable about the aspects of the dual language program and requires planning across grade levels; moreover, time must be allocated for teachers to thoughtfully plan toward student academic achievement.

Administrators highlighted the importance of assembling collaborative and consistent teacher partnerships. Principals in Schools A and B shared the importance of pairing teachers who work together collaboratively. They also shared that in some instances, it takes time for the partnerships to adjust. The principal in School A explained,

One of the key components, in my humble opinion, is having a partnership that works so well together. So, it's really important to have that strong marriage because they have to be able to work side by side. And so, I think that's one of the

key components is making sure you have a real good relationship between the coteachers.

In addition, both principals shared that the team teacher situation required adjustments at times for partnerships to work collaboratively. The principal in School B stated,

We have made changes in buildings if the marriage wasn't working well. I realized that because you're working so closely, sometimes the personalities don't always match. So, we have made adjustments because of that. But that's to say when we were first making those classes, we would just be filling spots. So, it wasn't until after a year or two where those relationships were beginning to either really in a positive manner build or were eroding, and it wasn't making it an effective team we moved the team around a bit. So, we have done that several times. So, we try to keep it consistent because the families look forward to working with those teachers ... like I mentioned, the relationship-building, the collaboration—if it's working positively, you want to keep it going.

Both administrators explained the importance of having a collaborative spirit with team teachers. They also shared that at times, partnerships adjusted over time or were required to change.

The administrator participants also discussed the importance of providing teachers with opportunities for planning, collaboration, and communication to discuss student progress. In their school settings, teachers were afforded opportunities to plan before and after school during the Professional Development Period (PDP) and during departmental meetings. Teachers had the opportunity to discuss student progress and how they were

approaching parent–teacher conferences and report cards for approximately 40 to 50 students. The principal in School A shared the following:

They [team teachers] have to be able to have the conversation, they have to build upon one another’s strengths, and they have to be able to have those open conversations. So, a lot of times they’ll decide together like, okay, we’re going to do parent–teacher conferences together. We’re going to do report cards together, but if you plan ELA [English Language Arts] and social studies, I’ll plan math and science. And then this way, because they are planning for two classes, so they’re planning on average for 50 kids, 45 to 50 kids. So, it starts really with that conversation, building upon one another’s strengths and having that open communication.

In addition, the principal in School A stated,

We try to build in as much common planning time as we can. I would say a minimum of two times a week is helpful, but as many times as we possibly can to encourage and provide them opportunities to co-plan is critically important, especially in the beginning when they were establishing their connection together. Once they get through the first year or two, I think they get a little bit more in sync. They understand the curriculum. So, in the beginning, definitely front-loading a lot of that common planning time for them.

The principal in School B stated,

I happen to really love that the teachers are doing this side by side because they’re able to collaborate with one another in order to be able to provide the best instruction for our students. And they have common planning periods every day,

my side by side dual language teachers. [. . .] There's only one way to make it effective, and that's to plan together. Like I said, we built our schedule so that they can plan together at least once a day, maybe more. So, once a day they have a common prep period. They have, obviously, common lunch periods. We have that PDP before school, and then that 1 hour paid outside the day, they're required to actually be in the building for that 1 hour and working together, obviously.

The principal in School B continued:

So, there are five department meetings a year and five faculty meetings a year. So, that's how it's determined as far as the teacher's contract. And obviously for CTLE [Continuing Teacher and Leader Education] hours, they have to get so many percentage of their hours specific to servicing ELLs. So, hopefully that'll count towards that as well. Specifically, today is for the dual language implementation of the SAVVAS [Learning company that offers literacy curriculum and resources in English and Spanish] program for dual language.

The principal in School B added that they knew dual language teachers had a heavier workload than most and claimed that if they could, they would provide the team teachers with additional time to plan, just like the special education teachers received additional time:

So, I would give them, so for our special ed teachers, we give them what we call IEP days. So, they get two IEP days every trimester to work on preparing for CSE meetings. The data for progress monitoring, we don't do that for our dual language teachers. So, in my utopia, I would give the teachers 2 days each trimester to work on those things, to work on their report cards, on their progress

notes, report cards for our ELL students to make sure that it's equitable. They're doing a heavy workload that I don't think that we're recognizing that they, too, would benefit from these 2 days to be released from classroom instruction to do the paperwork that's required.

This director participant also stated how teachers needed to plan together to discuss student progress and report cards:

So, they should plan together. When they're filling out the report cards, they should do it together because they both know how the child is doing, whether it's in English or in Spanish. So, they should actually collaborate together, speak about the child's strengths and weaknesses, and come to a conclusion. What will the child get in English? What will the child get in Spanish? Or on the content areas?

The principal in School B also indicated that teachers in the program were provided with additional support in the classroom, which included an assigned teaching assistant to assist with instruction. The principal in School B stated the following:

The one thing that we've also added this year, which I failed to mention, was a bilingual TA for our primary teachers. So, we added that this year to support the classroom. We didn't tell the teachers how to utilize that TA, so it's still a work in progress, but it definitely helps. I think what they're doing is dividing it by day so that on the English side, that there's someone who could communicate with the students at all times as well. So, if it's like a math lesson in English, I think the bilingual TA is helping do small group instruction in the math so that the student's needs are being met.

These remarks demonstrated that administrators were aware of the time that was needed for teachers to thoughtfully plan and collaborate about student progress and growth. Teachers were afforded the time to plan, formally and informally, around topics such as student progress, lesson planning, and report cards generation. In addition, a teaching assistant was assigned to the primary grades to assist with instruction.

The administrators also discussed the structure of a side-by-side dual language model and how it included the alternating day models, one day taught in English and the next day taught in Spanish, that enhanced bilingual learning opportunities. They discussed some of the positive aspects about the model and some of the drawbacks including how the program helped to build community, how students learned in both English and Spanish every other day, how students made progress in language development, and how the program included language models for student support. Another positive aspect is that administrators believed that the dual language program was a more effective model as per research. One drawback to the model was the lack of continuity for the language because the language of instruction changed each day. The principal in School A stated,

So I'm going to start with the positive. It [dual language program] really builds a family in the classroom and amongst the kids; it builds strong community with the families, and we see that when we're at events together. It's kind of like the dual language classes stick together, which is beautiful to see. I think one of the drawbacks is when we're doing the side by side, having the confidence that eventually the kids are going to catch up because they're only doing the language

every other day. So, I would say that lack of continuity for the language is one of the drawbacks.

The principal in School A further indicated that as students moved up to the higher grades, administrators tracked progress in language proficiency over time:

So, we see English proficient kids who are leaving in fifth grade. I'm not going to say they're fully bi literate, but they can definitely hold a conversation, and they can definitely respond. So, I think that that's a bonus. I think our Spanish proficient children are learning the English language as well, so they're both learning those languages.

The director participant explained that the dual language side-by-side model is the best one and offered details about its structure and the roles teachers play in it. The director explained,

So, the side-by-side model, I mean the one that we have here, is currently the one that I feel is the best one. When I worked in the [location], I also worked in the [location] as an administrator. There were a lot of different models, so this is the 50–50 model. They have two teachers, one on the English side and one on the Spanish side, and they are also color-coded according to their language. One teacher teaches all day in English. The other teacher teaches all day in Spanish. The classes are split between English proficient and English language learners. The teachers do have two cohorts of students, so they might have 25 students in one cohort, 25 students in another cohort. So, it's a lot of work that they have to do. They have to do 50 report cards each because of the two cohorts.

The director shared additional details about the alternating day model used by the Spanish and English teachers; this participant also stated that the dual language program is the best way to learn because of the student language models:

So, it's an alternating day model. So, one day, one cohort will be with the Spanish teacher, the next day, the English teacher, and so forth. According to research, the best way to learn is through dual where you do learn from your counterparts, like the ELLs are learning from the English, the ELLS are learning from the English proficient when they're with the English teacher. Right. Because the English proficient are the model students at that point because they know more English. But when they go to the Spanish side, the ELLs, they could show off what they know in Spanish, and the English proficient have to understand the struggle of the ELLs when they go into English because then they're struggling in the Spanish side.

The teacher schedules examined by the researcher reflected the alternating days with the language allocation and content allocation. All of the content area subjects were taught in both languages on alternating days. As noted, the administrators shared the positive and negative aspects of the side-by-side dual language program. One positive aspect included that the program helped to build community, and one negative aspect was the lack of continuity for each language due to the daily change in the language of instruction.

The administrator participants shared details about the enrollment practices and student access to the dual language program. They stated that the students who were identified as ELLs in kindergarten received the choice to enroll in the program. Families

who had students who were not classified as ELL were entered into a lottery system, and a waiting list was created for the students who were not chosen as part of the lottery system. The principal in School A stated,

So, each year we have a waiting list for getting in. They typically don't allow kids past second grade to enter the dual language program because they feel like at that point in time, it's too far; they will have missed too much of the instruction. So, the wait list usually goes up until second grade.

The director also discussed the lottery process for English speaking students:

We have parents that come here, and they want their child in the program. There's a lottery for English proficient students. They don't automatically get in, like our ELLs get in, and these parents push, push, push. They want it so badly because they have another son who graduated from the program or is in seventh grade and has done fabulously . . . and there's always a waiting list, and it starts in kindergarten. So only parents of entering kindergartners could submit an application for the dual language lottery.

The director participant further explained the option given to parents and guardians enrolling students identified as ELLs: "They're [ELLs] given the option to participate in the dual language program or ENL. We show them the videos from the state and the parent chooses. It's always parent choice." Parents enrolling students who identified as ELLs attended an ENL orientation meeting and received information about their student being identified as an ELL; parents also received information about the program options, including an ENL or the dual language program.

Additionally, the principal in School B described a board policy in place for English proficient students entering the dual language program. These students were assessed with a screener and required to score a certain percentile ranking in the areas of language and concepts:

So, this year was the first year that we put a board policy in place for our EP [English proficient] students. And that was because I felt that some of our EP students that were in the program were not good language models for our emerging bilingual students. So, I'm the EP child coming in, and maybe it wasn't determined before I started school that I had a language gap and that I needed some language support. And so, we were putting any EP child and that parent [parent of the EP student] was interested in the program, and they would be put into the lottery to get into the dual language program. So, we put in for our board policy that you needed to have a certain percentile ranking on our kindergarten screener for language and concepts for our English proficient students because we weren't getting that modeling. So, if I'm doing a side-by-side dual language program and six of my EP children are speech and language and impaired, they're not serving as models for my dual language students. So that's what we were kind of seeing. We were not screening our students at all, and so we weren't having, the only language models were the classroom teacher and a handful of other children. So, it wasn't as effective as we would've liked. So, we put that in place for this year.

To conclude, regarding Strand 1, program structure, the administrator participants highlighted the importance of assembling team teacher partnerships that work

collaboratively, but at the same time, they realized that it took time for partners to adjust, and that sometimes partners should be reassigned. In addition, administrators were intentional about affording teachers adequate time to plan together for lessons and student progress before, during, or after the school day, and teaching assistants were assigned to the primary grades to help with instruction. Administrators also shared some of the positives and negatives of the side-by-side dual language model. They expressed that the model did establish a sense of building community, but one drawback included a lack of continuity for the language because language allocation switched each day.

Administrators also discussed enrollment practices regarding how ELL students and students not identified as ELLs entered the program upon enrolling in kindergarten: ELLs entered the program automatically as they were given the choice. Students who were not identified as ELLs entered a lottery system. Finally, the administrator participants shared information about a policy for English proficient students that set criteria for students to enter the program: English proficient students had to score at a certain percentile ranking on language and concepts when completing the kindergarten screener.

Strand 2: Curriculum

The administrator participants reported varied information on curriculum. Administrators shared that a new language arts curriculum was implemented for both languages and how teachers were adjusting to the new program.

Howard et al. (2018) pointed to research indicating that successful programs must offer a curriculum that is clearly aligned with standards and assessment, academically challenging, and inclusive of higher-order thinking skills. The researchers also stressed

the importance of clear vertical and horizontal alignment, which involves three key components: linking content and language curriculum across languages, articulating content and language vertically across grade levels, and including teachers in curriculum development and planning.

The administrator participants described the inconsistencies identified in the process of implementing a literacy curriculum for dual language instruction. They also asserted that changes may have been made to the curriculum without sufficient explanation and preparation and that teachers received insufficient professional development in support of the rollout, specifically for the dual language program. In addition, there was a shift in practice in the literacy program as the dual language teachers had been using the same text in both English and Spanish, whereas in the new program, they were expected to read a different text in each language.

The principal in School B shared how the language arts teachers for the dual language program were using new programs—Mi Vision for Spanish and My View for English. The principal did not want to overwhelm the teachers with numerous changes, therefore, only certain components of the program were in use. Teachers continued to use Foundations for phonics instruction. The principal stated,

So, we're using the main selection, Mi Vision and My View. So, we use the Mi Vision, obviously, for our dual language Spanish side. Within that, we're using the foundational skills, so in grades 3–5, and we're using Foundations for our phonics in K–2. Next year, we are going to the SAVAAS foundational skills. We didn't want to change too much too soon because we felt the teachers needed to have a monocle view of what to implement in the first year. So, we didn't want to

overwhelm them. So, since they were familiar with Foundations, we left the Foundations program there. We're using the writing component as well from my View and Mi Vision. So, with that comes a host of materials. SAVVAS has instructional PowerPoints built in, so the teachers are using those. We use obviously the student consumable because the student consumable is everything.

The principal in School B added that they were piloting three new math programs. One of the programs was i-Ready, and it was available in English and Spanish. The principal in School B stated,

So, this year we're piloting three new math programs. And what we're using for the classes that are piloting is the i-Ready Teacher Toolbox materials, which has videos, it has support materials, it has RTI materials. So, they have materials in there to build the gaps for student learning. And then it's also in English and Spanish. So that's the other reason why we went with the Teacher Toolbox.

The principal in School B shared that initially, dual language teachers were reading the same text both in English and Spanish; however, with the new program, the language implementation guide required teachers to read different texts in each language:

Because last year we piloted SAVVAS in the building and without a lot of professional development, we were kind of doing the same story each week. You know what I'm saying? Yeah. You're the Spanish side. On the English side, we're both doing the same story so that we can complete a cycle. In the one-week time, we didn't have the dual language implementation guide. So, now that we're really looking at the dual language implementation, we recognize now they're doing different stories; it's going to take 2 weeks. So there's a learning curve there. So,

really unpacking that and helping the people who piloted it last year to take out what we've done and replace it with what the expectation really is.

The director reiterated that as part of the curriculum, teachers were required to use different texts with the new program within the perspective language that they taught. This was a new adjustment for teachers. The director stated,

They should also plan together because it is the same curriculum. Even though this year they're map piloting, they're actually implementing SAVVAS for the first time. And what was hard for them this year is that SAVVAS has different texts. They were used to using the same texts in both languages. Now they have to use different texts, but the skills are the same. So, then they really need to plan together to go over which skill did you teach, what should I review, so forth. But they should absolutely plan together. And not only that, but you don't want to repeat the same lesson, especially in math. If teacher 1 is teaching page 101, the other one should not repeat it. She should teach the next lesson.

To conclude, regarding Strand 2, curriculum, the principal in School B shared that dual language teachers were using new programs, Mi Vision for Spanish and My View, to provide instruction in both languages. The principal indicated that for the first year of implementation, only certain components would be used as they did not want to overwhelm the teachers. The principal in School B added that a new math program was piloted, which included I-ready and was available in both languages. Finally, the principal in School B and the director participant noted certain inconsistencies and inadequate professional development for teachers ahead of the rollout of a new literacy curriculum for the dual language program.

Strand 3: Instruction

The administrator participants reported varied information on instruction and shared that professional development was provided to teachers in several areas that targeted instructional practices.

Howard et al. (2018) described that effective instruction for English language learners is similar to instruction that is also effective for native English speakers; however, instruction is more effective for an English language learner when it is tailored to the language needs. An example of this would be specialized instruction that incorporates features of language input into classroom instruction. One example of a research-based approach to target features of language input is the Sheltered Instruction Observation Protocol (SIOP; Echevarria et al., 2016, as cited in Howard et al., 2018). The administrator participants reported that in the past, teachers had received professional development opportunities on the SIOP model, learned how to incorporate language targets in lessons, and were provided details about the NYSELSAT writing rubric.

The principal in School B indicated that teachers were incorporating content and language targets in their lessons, evidence that teachers were embedding tier-two academic language in the learning targets:

So, one of the big things that we were working on is really fine-tuning the language targets. It's easy to put a language target up there and just hope that that language target will encompass all of your content area. That's what people were doing, not recognizing that each content in each lesson has its own requirements for language. And so really fine tuning that language target to meet the instructional needs of that particular lesson. So, we spent a lot of time, I feel like,

doing that work. We also brought in [ELL consultant] and [ELL consultant] in for more than 1 year. I think it was 2 or 3 years working on the SIOP model with all the teachers as well, so that they understood that. I think we made an assumption that you come out of a TESOL [Teaching English to Speakers of Other Languages] program, you understand the SIOP model, which every TESOL program has their own model. So, we tried to make it a little bit more consistent in what our expectations were.

The principal in School B added,

Yeah, so we spent a lot of time working on teachers being intentional in their planning because often a program will provide a target, which is not a target but a standard. So, we had the teachers intentionally look at those, look at what they're actually doing in the lesson that they're teaching, and creating a learning and language target that is in students' language, *I can* [language used to begin a learning target] or *I will* [language used to begin a learning target]. And then embedding tier-two academic language into those learning targets so that it's an opportunity to teach academic language as well, the difference between the learning language. Every teacher has to have that [a learning and a language target] for every content area.

The principal in School B also shared that in the previous year, the teachers and the instructional coach began to teach and assess students with the NYSESLAT rubric, specifically in the area of writing. The principal in School B stated,

I think the one thing that we did, and that was on a building level, I can't speak to district-wide, but we've been doing a lot of work around the NYSESLAT rubric

because I felt like that wasn't being emphasized enough. And so our students were really doing well in listening and speaking, but not great in reading and writing. And so, the reading was being addressed if they qualified for reading at remedial support services, but writing was not being addressed well enough. So last year we spent the entire year with my instructional coach and the classroom teachers unpacking and having the students score themselves using the writing rubric.

The principal in School B credited the teachers' instructional practices with the progress students were making:

So, we're doing these instructional cycles, the pre-writing assessments, and then the post-writing assessment, but then doing it over time at multiple times to really see that growth, but also the proficiency and having the students see their proficiency. I think what was happening for a while is we weren't using the exact language in the rubric. So, students were using, well, words and whatever, and we're like, yeah, no, let's call them adjectives. Let's call them what they are. Let's call them compound sentences. So, we're giving the students the language of instruction during the instruction, and they're using it back at us now and understanding it. So, I think that it's really targeted instructional practices that have made a big difference for ELLs. I can't say whether it was the dual language side-by-side model or whether it was more the targeted. I'd like to say it's more the targeted because there was another administrator here prior to during the dual language side-by-side model, and our students weren't as successful. So, I think that because I've had that director lens and knew what needed to happen at a

building level, I just applied my director lens on a building level, and we've seen a lot of progress. So, I can't say that it's the dual language methodology or whether it's the PD that we're providing and the support that we're providing and the lens work that we're doing.

To conclude, regarding Strand 3, instruction, the principal in School B indicated that teachers were incorporating content and language targets in their lessons. Teachers had received professional development in the areas that targeted lesson planning, ELLs, and language acquisition. Teachers had participated in professional development opportunities on the SIOP model, language targets, and the NYSESLAT writing rubric.

Strand 4: Assessment and Accountability

The administrator participants reported varied information on assessment and accountability. Participants noted that reading assessments were administered throughout the year. Benchmarking assessments included the IRLA [Independent Reading Level Assessment] and ENIL [Evaluación del nivel independiente de lectura], and state assessments such as the ELA [English Language Arts], Mathematics, and NYSESLAT were also administered.

Howard et al. (2018) stated that multiple assessment measures in both languages must be utilized to effectively assess student progress. Assessments in both languages will allow schools to measure how well they are meeting bilingualism, biliteracy, curricular, and content-related goals. The researchers stressed that professional development is key, for both administrators and teachers, to properly interpret culled data.

The principal in School B indicated that some of the universal screeners deployed to assess reading included the IRLA and ENIL: IRLA assessed reading instruction in English, and ENIL assessed reading instruction in Spanish. I-ready was also used to assess reading and mathematics. I-ready was being used only to assess reading in English, however, the tool was also being used to measure mathematics in both languages. If students were not performing well, Fountas and Pinnell was being used to gather more data in reading. The principal in School B indicated that these data points offered a way to triangulate the data to determine additional services required for students. The principal in School B indicated,

Other components that we're using the dual language for reading support is the ENIL and the IRLA. So that's the reading company—that's a national reading company that supports that. We're only using the small group part of it. And the reason why we did that is because it's challenging to assess students' language growth, and the IRLA does that. So, the IRLA is the English side, and the ENIL is the Spanish side. And so, students get met with every 20 days to see their growth. And it also provides, in the assessment component, like, next steps for instruction, what additional power words they need, high frequency words in either language, what's their power goal, what is the strategy or skill that they need to work on? And so, it's being generated from the ENIL and IRLA only for the dual language team.

The principal in School B added,

So, we do i-Ready assessment three times a year in reading and math in English and Spanish. So, in reading we only do English, and in math we do English and

Spanish. I-Ready does have a Spanish component . . . and sometimes for ELA, we also use an F & P [Fountas and Pinnell]. So, when we're trying, that's for really when we see an i-Ready that kids are not performing well or trying to get more data. So, we use an oral language survey, and we use a high frequency words survey, and we also use an F & P. So, we're really triangulating the data to see which kids really should be receiving AIS [Academic Intervention Services] services. And it's important to do in both languages at that point, to determine is it learning or language. So, that's why we do multiple measures as well.

The principal in School B also indicated that midyear data benchmarks were used to determine which students were invited to summer academy. The focus of the program targeted literacy and mathematics. The principal in School B indicated,

So, we're using that winter benchmarking data and to see growth. Then from there on, because with the i-Ready assessment, I can also see instructional performance on a weekly basis. So, then we can see. is the student making typical growth or not? And if they're not making typical growth, then we invite them to summer academy.

Administrators shared that the NYSESLAT was used as a measure to assess student progress in English. Teachers also used the writing rubrics to assess student writing and administered a mock of the NYSESLAT to compare student data, in particular, with students who were placed in the ENL program and dual language program.

The principal in School A shared that the classroom teachers and instructional coach began to unpack and use the NYSESLAT rubric to specifically assess student writing and that students had made growth on the NYSESLAT:

I'm very pleased to say that we had a number of kids who had taken the NYSESLAT exit out or move up levels. And the interesting thing, super interesting, is many of my kids that scored levels three or four on last year's ELA and math were my dual language kids both on the English side and the Spanish side. So, we did an analysis of that not too long ago with [administrator name]. And so, for example, two of our kids that scored a level two of the highest level threes you can get are our dual language. We have 1, 2, 3, 4, 5, 6 of our kids in the dual language that are Cuspy kids on two. We have [student name] who scored a level three, who's also scored commanding. So, it's really interesting to see how many of our kids, [student names], all scored a four on the NYSESLAT, and they're all in the dual language program.

The principal in School B also shared that the NYSESLAT rubric was being used and indicated that all students' writing had been assessed by using the NYSESLAT rubric three times per year. The results of state assessments reflected that improvements were made:

And I will tell you, we had by far, if you look at our gap analysis, we exceeded the region and the state in our writing for the two point on the ELA and for our NYSESLAT. So, it was obvious that it was evident that it was necessary and effective. So, we already started unpacking it right away. For some of our students, it'll just be a refresher. And for new students to our district, new student,

new entrants, it'll be different. But we're unpacking it already with our primary students. We raised the pre-assessments, okay, we're not playing. We don't play. I got off the list for the first time in 17 years; I'm not playing. So, I think that that speaks to the work that we're doing with our instructional coaches and our dual language team.

The principal in School B continued by offering,

Oh, I'm definitely the most proud of our current last year's NYSESLAT results. The increase in our proficiency rate is dramatic. I think we went up double digits, like 20, no, don't quote me "20." That was something else. But we double digit increased our proficiency rate, and I really think it comes down to all that work that we're doing around the rubric work. I tried rubrics initially to do rubrics at the end of a lesson. I'm just, did I get it? But this was very targeted with the TESOL rubric and using that. Even in our gen ed classes, we're using the TESOL rubric on our gen ed side as well. Yeah. So, we're all speaking the same language. Do you know what I'm saying? Yeah. The entire building is speaking the same language around writing right now, which is tremendous.

The director also shared that a mock NYSESLAT was administered to students.

The data from the assessment indicated the students who were in the ENL sections were outperforming the dual language students. Based on those results, teachers in the dual language program were asked to assess their student data to inform their instruction. Due to this, a difference was observed in how students progressed on the NYSESLAT:

Last year we had a mock NYSESLAT, and I know research states that the dual language program always outperforms any other program. I didn't see that from

my own internal, our own internal mock, let's say, NYSESLAT, per se. We've tested these kids in all four modalities. We gave them a mock test in the middle of the year to see how they were doing. The ENL students outperformed the dual language students last year. Now, as a result, we changed things, right? We saw the data, and we made sure that the teachers really looked at the data and changed their way of teaching and looked at the modalities and really focused their lessons according to each child's needs. So they've done wonderfully this year in the NYSESLAT, like, 80% of them are either transitioning or expanding or commanding. So, our scores at the very end, they did very well, but I think it's because of that mock trial exam that gave us so much data.

To conclude, regarding Strand 4, assessment and accountability, all administrators noted that the NYSESLAT writing rubrics were in use to assess student writing. In certain instances, a writing sample was administered three times a year and assessed, and there was also a mock of the NYSESLAT administered to students. The principal in School A noted that there were reading assessments administered throughout the year. Benchmarking assessments included IRLA and ENIL. State assessments such as the ELA, Mathematics, and NYSESLAT were also administered. The principal in School B indicated that some of the universal screeners used to assess reading included the IRLA and ENIL: IRLA and i-Ready applied to reading in English, and the ENIL assessed Spanish. I-ready was also used to assess mathematics in both languages. In addition, F & P was being used to gather more data in reading, if needed. All data points were examined as a way to triangulate the data; specifically, the midyear data benchmark was

used to determine which students would be invited to attend summer academy. The focus of the program included literacy and mathematics.

Strand 5: Staff Quality and Professional Development

The administrator participants reported varied information on staff quality and professional development. Administrators shared details about their professional background experiences and the importance of hiring teachers for the program, and encouraging those who were already teaching in the building, to attain a TESOL certification. In addition, administrators shared the professional development programs in which the teachers had participated.

Howard et al. (2018) stated that for dual language programs to be effective, administrators and teachers need to possess high levels of knowledge and need to receive specialized training in language education pedagogy and curriculum, materials, resources, and assessment. Trainings also include educational pedagogy, equity pedagogy, standards-based teaching, literacy instruction, sheltered instruction, and the various philosophies connected to dual language education; moreover, Howard et al. deemed high standards for all students and parental community involvement as key.

The administrator participants shared their professional experiences in teaching ELLs and students in a dual language program. In addition, they discussed their roles in hiring new teachers in the dual language program. They also shared how teachers had received professional development in IRLA, ENIL, coteaching models, and the NYSESLAT rubrics.

Administrators shared their own professional background experiences and how it pertained to teaching ELLs and students in a dual language setting. Principals shared that

they had not had formal teaching experience in servicing ELLs or students in a dual language program; each principal had only served in the capacity of a general education teacher or a remedial reading teacher. The principal in School B expressed that they had previously served in a director role, which oversaw the ENL program, and that they had participated on the NYSED ELL leadership team. The director participant indicated that they had experience teaching in a bilingual program. The principal in School A stated,

So, I really haven't had any formal experience in teaching ELLs or the dual language program. When I started my teaching career, I was in [district name], and as a gen ed teacher who would have monolingual students, I kind of had to figure out how I was going to reach kids that didn't speak the same language as me. And so, it was a lot of self-teaching, reaching out, talking, and meeting with the ENL teachers. And then we did not have a dual language program in [district name], but we had the bilingual program. and so it was kind of like the one-way model. And then when we came here, we were one of the last of the building. So [School A] started the dual language and then I want to say maybe [school name], and then we brought in the dual language and again, it was visitations to [district name] and other schools, reaching out to colleagues, but that's been the extent of my training for dual language.

The principal in School B shared that she did not hold a TESOL certification when she taught students, however, she did service ELLs in the area of reading. In the capacity of an administrator, she oversaw ENL and dual language programs in several administrative positions:

So, at first, I am not TESOL certified, but I did teach. I was a remedial reading teacher, but I worked with ELLs. I'm going back 25 years ago when we didn't have enough TESOL teachers, so my minutes, they would count my minutes as sometimes the literacy minutes. We didn't have enough time. But then when I went into a classroom, I had all the ELLs on the grade level at the time, and I had a teacher pushing in coteaching with me two periods a day. I did that for three years. I did first grade and then third grade. I did that for three years, and then I went into administration and as an administrator, I was an AP at [school name], which serviced a big portion of ELLs in [school name]. I was the assistant to the assistant superintendent for curriculum and instruction. So, I helped with the curriculum at that time. We were one-way dual language in only two of our schools at that time. And then I moved into the director of ELA position, and then I became director of ELL bilingual programs, world languages, humanities director, and then here.

The principal in School B continued,

The one thing that was very enlightening for me as an educator was because of the size of our ELL population here in the district, I was part of the ELL leadership team for the state of New York to service when they were creating this year for Part 154.2 regulations. So, we were part of the ELL leadership, which gave me tremendous insight because I had to work with people from NYSED; I worked with CUNY. We had to shadow students to see how much speaking and listening they were actually engaged in. That was very eye-opening and we did a lot of interviews, student interviews as well. So that was a great experience to see

what our ELLs' experiences were and also what we needed to do to improve our own program.

The director participant discussed their personal experience with teaching ELLs and the type of program in which they taught:

As a teacher, I was a bilingual teacher at [district name] for 10 years, all in bilingual education. I taught first grade for two years and then I went to third grade. Then I looped with my students, and I ended up in fourth grade.

As former teachers, neither principal was certified in TESOL, and neither taught in an ENL bilingual program; however, they did teach students who were not fully proficient in English. The principal in School B, however, formerly served in the capacity of an ELL director and on the NYSED ELL leadership team. The director participant formerly taught in a bilingual program that serviced English language learners.

Hiring qualified teachers is an important factor for a dual language program. The principal in School A discussed their role in hiring teachers for the program and encouraged teachers who were not certified in ENL to attain the TESOL certification:

So, I was fortunate to be able to interview many of the teachers that we have in the dual language teams, and if I didn't have an opportunity to interview them, then they were already teachers here that we encouraged to get their TESOL certification. And then, really, just having conversations, knowing the teachers that are in the building, what pairs would be really good to work together. And then, of course, teacher requests, "Hey [teacher name], I hear that [teacher name], she's going to go for the dual language side. I'd love to be her coteacher." So, definitely teacher input.

In addition to hiring teachers, the principal in School A also shared that when the program was first implemented, visits were made to other districts and schools within the district that already had a dual language program. This allowed them to learn about how other schools had implemented the program:

So, I want to say when we first rolled out the dual language, what we had was other teachers from [name of a school] coming and making presentations to the teachers and the parents. And then they spent a lot of time that first year when we rolled it out in kindergarten, kind of co-planning with the other teachers from [name of a school]. And then it's been ongoing training and support for them from the time that we had [administrator name] here, she was a director. Then we have [administrator name] and we have [administrator name]. So, they brought in different components. We've gone on trips to visit other schools. We visited [district name], and then the way we rolled it out here at [school name] is we did a roll in year by year. So, we started in kindergarten and then it was K-1, K, 1, and 2. And then, so, it took us 6 years to have the dual language program here K-5. I think that was very successful in doing it that way. And now we continue to have a wait list to get the English speaking kids into the dual language program here.

Administrators also shared that throughout the year, teachers receive professional development in IRLA, ENIL, coteaching models, and the NYSESLAT writing rubric.

The principal in School A stated,

So, right now, they're working on IRLA and ENIL, so that's from the American Reading company. So, that's been a big push the last 2 years. And then the ENL

department will host professional development workshops for the dual language coteaching teams. That mostly comes out of [administrator's name] department.

The principal in School B shared that professional development has been provided to teachers on the coteaching models and the NYSELSAT writing rubric:

We did a lot of work around inclusion models. So, the collaboration models, there are six different models for team-teaching because we also have an ENL teacher that pushes in to provide some support services as well in our primary grades. So, that was important.

The principal in School B continued by saying, “So last year, we spent the entire year with my instructional coach and the classroom teachers unpacking and having the students score themselves using the writing rubric.” In addition, this principal indicated that teachers had been trained in creating learning and language targets for their daily lessons:

Yeah, so we spent a lot of time working on teachers being intentional in their planning because often a program will provide a target that is not a target but a standard. So, we had the teachers intentionally look at those, look at what they're actually doing in the lesson that they're teaching and creating a learning and language target that is in a student's language, I can [language used to begin a learning target] or I will [language used to begin a learning target]. And then embedding tier-two academic language into those learning targets so that it's an opportunity to teach academic language as well, the difference between the learning language. But that's basically every teacher has to have that for every content area.

To conclude, regarding Strand 5, staff quality and professional development, administrators shared details about their professional background experiences. Principals served as general education teachers who were not certified in TESOL, however, they did have students who required language services. Principal B had formerly served as a director of ELLs and had the opportunity to serve on an ELL leadership team as a part of the NYSED. The director participant was the only one who had served as a bilingual teacher and serviced ELLs. In addition, the principal in School A discussed the importance of hiring teachers for the program, and encouraging those who were already teaching in the building, to attain a TESOL certification. This principal also indicated that teachers had received formal training in IRLA, ENIL, coteaching models, and the NYSESLAT writing rubric. Finally, the principal in School B discussed how teachers had been trained in creating learning and language targets for their daily lessons.

Strand 6: Family and Community

The administrator participants reported varied information on family and community. Administrators shared details about the access and connections that have been established with families and about the importance of having bilingual personnel. In addition, the schools offered a communication application that allowed parents to translate. The administrators also shared that wraparound services had been offered to families.

Howard et al. (2018) stated that to install and operate effective programs, schools must offer a variety of home-school collaboration activities to allow families to maintain a positive connection with schools and create improved academic and behavioral student

outcomes. Howard et al. further asserted that this would allow students and families to forge a more positive working relationship with the school.

The present dissertation research data showed that efforts were made to provide language access to build the home-to-school connection and to hire bilingual support staff; moreover, the application Parent Square had been set up to facilitate communication among teachers, parents, and staff. The district also offered wraparound services to provide support to the community.

The principal in School B highlighted the importance of and efforts toward creating an environment that bridged language gaps between the school and home connection. Language access with parents was a priority as evidenced by a bilingual clerical, a bilingual social worker, and bilingual signs in the building; moreover, the greeter in the school entryway used Google Translate for assistance. In addition, during meet the teacher nights, the teachers presented in both English and Spanish, and the application Parent Square was made available to translate and communicate in a preferred language. This principal also stated that interviews were being conducted toward hiring a bilingual greeter. The principal in School B stated,

I've never seen that happen before, so I think that that speaks volumes to the work that I'm most proud of. That's great. And I think the inclusion work that we've done, all my signs, even the classroom teachers, everything is now bilingual. Our behavior matrix bilingual goes home to parents bilingually, really being able to use the application [Parent Square] so that, I'm obviously not bilingual, but I'm able to communicate with my parents now without asking for translation services. We always had language lines. Language lines is only as good as the other person

on the other end of the line, which sometimes is not so great. So, I've really being able to do that. I mean, I did have lined up a bilingual greeter. I was really excited about that because that's the face of our building. Unfortunately, it didn't work out. But that's my next hurdle is to have my bilingual greeters, because one of my greeters right now, she'll use Google Translate all the time. The person that's out there right now, she's a substitute because my bilingual greeter didn't work out. So, I'm currently interviewing for bilingual greeters. It has to be welcoming. Families need to know that they can come and say what they need and get the support that they need. We've always had a bilingual clerical; I want to say for at least the last 5 to 10 years. But when I chose [name], it was at the lens of her getting out there, and she will get the parents on the parent portal, she'll drag them to the back, show them how to use it.

The principal in School B also shared that during meet the teacher nights, teachers offered bilingual presentations:

And then when it comes to parent contact, the English speaking person usually contacts the English speaking parents and vice versa. But in our meet the teacher nights coming up this week, they do their meet the teacher together. They do it in the same room together, bilingually, and so that the parents have the opportunity to meet with both teachers.

The principal in School B further shared how Parent Square allowed teachers to communicate with parents, as did the bilingual support such as a bilingual clerical and a bilingual social worker:

So, we make sure that they [English and Spanish teachers] have the opportunity to do everything bilingually and together for those opportunities [parent–teacher night]. We’re using Parent Square now, so when we are using the Parent Square, actually the English person [teacher], if there’s a behavior on her side of the day or something that she needs to communicate, it’s easily done because the application itself does the translation. It has made the distribution [load of teacher work] a little bit easier so that the Spanish teacher’s not always the one that’s having to make the Spanish communication. My support staff is bilingual. So I have this bilingual social worker. You met my clerical bilingual. So, we have a lot of bilingual support staff as well.

Overall, the principal in School B indicated that language access was provided to families in various ways. The school had hired bilingual staff including a bilingual clerical and a bilingual social worker. The greeter used Google Translate to communicate with families. Teachers offered bilingual presentations at meet the teacher nights, and the Parent Square app provided a means for parents to communicate with teachers and staff, as it allowed them to communicate in their home language.

The participants also emphasized the deployment of wraparound services. The district offered supports through a family center, and services included counseling, access to food and heat, and supports for how to use Parent Square. The principal in School B stated,

It’s not just, here’s the paper, figure it out. There are a lot of supports that we have in place that we utilize all the time because we do have wraparound services also in our district. We have the family center, so it’s wraparound services for

counseling, for other supports, food, heat, whatever you need. But we invite the family center to all of our meetings here so that the parents can always have some support services here. So, meet the teacher night, family center will be here. So, if a parent doesn't know how to download the Parent Square app, someone's going to help them and show them how to use it. So, it's not just, like I said, it's not just, here's the piece of paper, figure it out. There's a lot of hand support to get them on. I won't say after that, we'll hand hold them. We get them to be as independent as possible, and so that's the work that we do. Here's the app. We'll download the app with you. We'll show you how to use it. All right, let's try it now. Okay. You look good to go. You're good to go. There has to be that ownership or, so, we're trying to get them to that level of ownership, which I think we're making more progress.

The principal in School B also shared that at the building level, a variety of evening events were offered monthly. Most activities were offered in English, and a few were offered bilingually. Activities included multicultural night, STEM, SELbration, glow in the dark bingo, and PTA meetings where translation were offered. The principal in School B stated,

And then here on the building level, we have many events that we do. We just finished a multicultural night where each grade level selected a continent, researched a country. We had it at night, the parents came, we had food, we had music. . . . [and] we had more than 250 families attend that evening. Yeah, it was a bit much. I wasn't expecting as good a turnout as that. We also have a STEM night that we do. [. . .] I try to do them via Zoom so families can attend from

home—especially important for my dual language, families that work late and don't have babysitting, that kind of thing. There's very few that are bilingual. I forget it was a duo. They'll come to me, and they did music in Spanish and English. [. . .] We're having something called SELbration. So, it's various communities, yoga, martial arts, mental health. We also, for every activity, we invite our sheriffs to come to the building. So, kids start to build a positive relationship with authority rather than being afraid of the police. We're trying to make it a more positive experience. We just had a movie night. What did we watch? *Coco*. I think it was, not that it was in Spanish, but at least we're celebrating the culture of the students. Oh, we had a huge bingo night. It was glow-in-the-dark bingo [, and] we had, like, 150 families. We have almost an event almost every month in the building to try to get families in addition to PTA meetings, obviously. And we do have at our PTA meetings; I have a teacher who always translates. Since I am monolingual, we do have somebody that attends so that we can translate.

To conclude, regarding Strand 6, family and community, the principal in School B shared details about language access and connection offerings made to families. The school staffed a bilingual clerical in the main office, and a bilingual social worker. There was also a greeter at the entrance of the building that used Google Translate to communicate with families. The school also used the Parent Square app as a platform to communicate with families, giving parents the option to communicate in their home languages. In addition, teachers offered bilingual presentations at meet the teacher nights, and the district offered wraparound services to the community including counseling,

access to food and heat, and support for how to use Parent Square. Finally, the principal in School B stated that various monthly events were offered in the evenings, which included multicultural night, STEM, SELbration, glow in the dark bingo, and PTA meetings where translation was offered. Most activities were conducted in English, and a few were offered bilingually.

Strand 7: Support and Resources

The administrator participants reported varied information on support and services. Administrators shared that teachers were offered a stipend to plan with team teachers outside of the school day. They also indicated that departmental meetings were dedicated to the dual language program.

Howard et al. (2018) pointed out that effective dual language programs require strong administrative support, which includes having a clear commitment to continued language development at the district level. This also requires a supportive principal who understands the dual language education model and a principal who provides appropriate professional development and time for teachers to plan and develop materials and assessments. Howard et al.'s prescription also includes designated personnel who ensure that appropriate and equitable financial and instructional resources are allocated in each language.

Administrators highlighted important themes regarding the support of collaboration and coplanning among dual language teachers to ensure curriculum alignment and the provision of stipends to compensate for planning work done outside of the school day. Administrators shared that dual language teachers were provided, as part of their contracts, with additional time outside of the school day to collaborate and given

a stipend to plan one time per week for 40 min. In addition, the time designated for departmental meetings was being utilized to better support teachers in the dual language program.

The principal in School A shared that dual language teachers were given additional time to plan outside of their contractual hours. There was a stipend provided specifically to the dual language team so they could meet to plan in addition to time spent together during a regular school day. The principal in School A stated,

They get it outside, they get paid. So, contractually, outside the school day, they get a stipend to co-plan with their coteacher . . . and they're able to just do it whenever they choose; it has to be contractually outside the school day, and then they complete a form, and on that form they'll give us the date and time, who they coworked with or coauthored with, and then they'll usually include in the notes section what it was that they worked on. So, they get the rate of pay, it's 40 minutes collaboration time, and there's really no limit.

In addition, dual language teachers were able to collaboratively plan during faculty meetings and the PDP times. The principal in School A stated,

So, here's an example. So, it comes through conversation and then hearing what some of the teachers were experiencing with the new pilots that we have. Part of my faculty meeting today is devoted to giving them common planning time. So, when I can, I'll schedule PDPs for them to use this common planning time. I won't interrupt them. I'll say, this is your time. I'll devote time to the faculty meeting. And thankfully, through the district, they have this after-school common planning time that they'll get additional compensation for.

The principal in School B indicated that the district had also begun to allocate time to specifically target the dual language program during departmental meetings. At one of those meetings, the SAVVAS curriculum was reviewed specifically for the dual language program. The principal in School B stated,

It goes back to the schedule again, that extra hour outside the day, creating professional development periods just for them. I think that sometimes that got lost where we're just going to meet with certain grade levels, and you get thrown in that grade level, where now we're differentiating our professional development periods more for the dual language teams. So, like, we adopted SAVVAS, you think you're joining us tomorrow, it's this afternoon, the SAVVAS program. And so, we've delegated, like, today's meeting is not just for a particular grade level, but for the dual language part of the program because there's different needs than the gen ed teachers. And so, they don't always get to bring up those different needs, or they're bringing up their needs and so that the other person doesn't get to express what they need. So, really trying to differentiate our professional development now to really address the dual language program and the individual issues that sometimes arise with that program. So hopefully, in those department meetings that you have after school, they meet every other month.

The principal in School B indicated that a full-time bilingual instructional coach, who had formerly served as a dual language teacher, worked on the English side:

So, she works at dual language program. Well, two-thirds of my building is dual language. That's real. So, she's working with those teachers as much or more than she is working with my gen ed or even my 15:1:1 students in the building and our

instructional cycles. So, we do instructional cycles where they're 3 weeks at a clip. And our focus has entirely been on rubrics. So, we had the 2-point writing rubric. So, we talked about, we also used the 3-point writing rubric for math. So, we created a 3-point writing rubric for math. And my instructional coach has been using that as her focus as well, yes. She has no teaching responsibilities. [. . .] She's bilingual and was a dual language teacher on the English side, believe it or not.

The principal in School B also indicated that although ELLs received funding, no funding was available to support English proficient students who were on the bilingual trajectory. In addition, this participant identified the need for a bilingual reading specialist, noting a position opening had been announced at the start of the year but went unfilled due to a lack of qualified candidates and diminished funding for the position. The principal in School B stated,

The issue with funding is we're getting funding for our ELLs, but yet our dual language program has EP kids in it as well. Other states, they fund the EP side as well. Texas, they get funding for their EP students. That's one of the states. So, because we're using this dual language model, it's kind of watering down the supports that we have in place, if that makes sense. Yes. Because we're not only providing supports for our ELLs, but we're supporting bilingualism with our EP students. So, we're stretching the dollar, so to speak, a little bit more. The other thing that we're missing, and I thought I had up until the day before school started, was a bilingual reading specialist. I had somebody spotted for it; it was board approved, and then they took another position somewhere else . . . and the

reality is, although there's a transference of skills, it's still different. And my monolingual reading specialists don't know how to help those kids with the transference of skills. You know what I'm saying? It's the bilingual dual language teacher that can make that cross-linguistic connection. But my reading specialists can't, so that's where I have a gap. And so that funding is not, well, even if the funding was there, I can't get the body. Unfortunately, I wish there was more focus statewide for a certification or to promote teachers to go into bilingual reading because it's a need.

Regarding Strand 7, support and resources, the principals in Schools A and B noted that dual language teachers received a stipend to plan outside of the school day each week for 40 min. In addition, the principal in School B stated that there was more of an intentional approach to dedicated departmental meetings, specifically toward the dual language program. One principal offered an example where the new SAVVAS program would be reviewed with the dual language teachers. The principal in School B also shared that a full-time bilingual instructional coach was hired to support teachers throughout the building. The principal in School B also indicated that although ELLs received funding, no funding was available to support English proficient students who were on the bilingual trajectory. In addition, this participant identified the need for a bilingual reading specialist, but such positions proved difficult to fill, and there was no longer funding allocated for these positions.

Research Question 3: Teachers' Perceptions

This section presents the results from Research Question 3 of the study. The participants in this qualitative study provided examples of how their principals possess

the actual background knowledge in program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level.

Strand 1: Program Structure

The teacher participants reported varied information related to program structure. Participants shared the importance of working with a team teacher in a collaborative approach. They also discussed the challenges associated with not having a common planning time. In addition, participants highlighted the importance of understanding the goals and expectations of the dual language program.

Lachance and Honingsfeld (2023) indicated that collaboration with partner teachers may be regularly scheduled and that at times, it occurs occasionally. The researchers also asserted that collaborative planning must take place, meaning that it must be consistent and intentional. Administrators must support this so that teachers have dedicated time to work together with clear goals and agendas. Teacher 1 in School B described what it is like to work as a team teacher:

Definitely, team teaching is working together to make sure that the curriculum transfers over and constantly staying in connection for some with the other partner in case you don't get to that. So, it's always that communication every day. I agree with everything that [teacher name] said—that you have to have that communication. It's constant communication, every day, all day, pretty much. And you have to kind of plan together and have an idea of what each other's

teaching, what the other teacher covered, what you still have to cover to meet the needs of all students. I also think it's like a marriage. It's really like a back-and-forth conversation because this is going to work, it's not going to work, and I think it's even not teaching on the Spanish side what's going to work and then my partner, being on my side, is that going to work out for your students? And because they are mixed in the groups, sometimes I have brand new students, I have newcomers and emerging students: is that going to work? So, it's constant conversation, constant, what do we call it? Recalculating, constant change differentiation for all the students. Constant.

Teacher 4 in School A shared the same regarding the importance of collaboration with one's counterpart in a team teacher situation. This teacher also expressed that to meet the students' needs, team teachers must understand the expectations and goals, believe that both languages were equally important, and understand the three pillars of dual language education. Teacher 4 in School A stated,

I definitely think the partnership and who you're working with [this makes the dual language team work well]. So, I think both partners need to understand what dual language is and what the expectations and the goals are, so understanding those three pillars of dual language and obviously knowing that both languages are equally important. So, really having those core values for dual language shared between both partners is very important and essential. Being people who are constantly in communication and who are flexible because sometimes we can sit here and plan for a week, and by the end of the week, it looks completely different because we're being flexible and meeting the needs of our students.

Being able to communicate effectively about what's happening with a student, what you're seeing on your side, what you're seeing on the Spanish side and combining that. And, we're talking multiple times on a daily basis, and you also want to be with somebody that you like.

Furthermore, participants discussed the importance of having a common planning time with their counterparts; the meeting should happen during the regular school day and occur multiple times per week. The teacher participants also mentioned that it sometimes proved difficult to meet due to scheduling restrictions; thus, team teachers were not afforded a common planning time. Teacher 5 in School A stated,

So, the biggest thing is just having that common time during the day. I know that our district gives us an extra 30 minutes a week, I think it is, right? But it's really important that it's during the day, multiple times a week, because I know sometimes the preps don't align for that. And that can be hard because then you're really just missing out on a lot of time to call parents together.

Teacher 4 in School A expressed similar thoughts about not having the same planning time, even stating that there were inequities when compared to the special education ICT teachers, who were allowed to share the same prep times. This teacher stated,

Not having the same preps, I think, is the first thing [a challenge]. And not to throw a little shade, but I have the same preps as the ICT every day of the week. So, if I can have their prep, we [dual language team teachers] could have the same prep. [...] I think it has to be nonnegotiable unless the world is ending, and there's

no way in the schedule that it works. Dual language needs to happen [dual language team teachers should have the same common planning time].”

Teacher 2 in School A also mentioned the difficulties related to insufficient planning time and claimed that they had been afforded fewer planning periods when compared to the previous year. This teacher also mentioned restrictions with the schedule:

Like we said, this year I feel like my coteacher and I, we only have two periods a week rather than the five periods we were afforded last year and the years before. But that has a lot to do with the size of our building. We are just a larger school, and it always becomes just a logistical problem with schedules.

Overall, the teacher participants stressed the importance of having a common planning time. They also explained how occasional scheduling issues emerged, making it impossible for them the team teachers to be assigned the same planning periods. Some asserted that over the years, they had fewer planning periods throughout the week compared to the previous year; in addition, they highlighted an inequity in comparison to special education ICT teachers who always had the same common planning time throughout the week.

Teachers also shared concerns and questions about the dual language program. They highlighted that students only received additional supports in English, not in Spanish, and that this did not meet the goal of the program; they questioned if English proficient students in third grade should continue in the program if they were below grade level in both English and Spanish; and they shared that in fifth grade, the language and content allocation for instruction in Spanish was reduced to only cover social studies and science in Spanish.

Teacher 5 in School A stated that students should be provided with additional reading support in Spanish because the dual language program goal was to produce multilingual students:

I think another challenge is also our students are only receiving small group reading in English and not in Spanish. And if you're thinking about values of a program and becoming multilingual in reading and writing and speaking and listening in both languages, I think that that should be an addition that our program has.

In addition, Teacher 3 in School A shared that students should have received support in their home language in the areas of reading and mathematics:

We're not giving them their reading or their math in their language. I talked about that last time, about how we don't have any [additional support in the home language], there's no reading support for kids that are reading low in Spanish. They should be getting picked up just like our English kids get picked up.

Teacher 3 in School A questioned whether English proficient students in third grade who ranked below grade level in both languages should have continued in the dual language program:

[Teacher name] last year was like, are we being harmful to the student by maintaining the dual language? So, sometimes you would have kids in third grade who are English proficient who are reading significantly below grade level in English, and they're reading significantly below grade level in Spanish, but they're continuing in the program. So, now, are we being helpful, or are we being harmful to the student? Especially if they're an English proficient student and

they're not a heritage speaker . . . so, I think that's really something that we need to explore roughly around third grade.

Teacher 6 in School A shared that in fifth grade, the program began to feel like a transitional bilingual program because students only received Spanish-language instruction for science and social studies:

But, also, my concern is the integrity of the program, what we've seen in the past 2 years. I mentioned it in our last meeting as well about [teacher name] said as well, we're in fifth grade, it's almost turning into a transitional bilingual program. [. . .] They're receiving only Spanish science and social studies in fifth grade.

Overall, teachers shared concerns about the dual language program, describing the lack of additional support for students in their home language in both reading and mathematics. They also questioned if English proficient students in third grade should have continued in the program if they had not achieved grade-level proficiency in both languages. In addition, these teachers showed concern for fifth grade students, for whom instruction lessened in Spanish and who received Spanish-language instruction only in the content areas of social studies and science.

According to Lachance and Honingsfeld, dual language programs require a balance of English dominant and partner language dominant students (2023). Teachers shared that in some instances, classrooms were imbalanced in that regard. Teacher 3 in School B stated the following:

Also too, like you said, the beginning of the school, you're making sure if dual the model is appropriate. It's not just a newcomer class. Making sure that we do have enough, if we're going to keep opening dual, that there has to be a certain amount

of EPs [English proficient students]. How is it going to transfer over if everyone's just learning English, and they're all Spanish speaking?

Teacher 2 in School B shared a similar concern about having balanced classrooms when it came to student language models:

I know that it must be a challenge because people registered different times, but maybe making it open in September where there's not a set class for each side so that we, as a team, can say, okay, we'll put this amount of ELL entering on this side transitioning. So, try to even out the groups because they're not balanced.

Teacher 1 in School B added that too few language models existed compared to the English proficient students in the program. This teacher explained,

And also, we're having a challenge because the demographics are changing, and we don't have enough EP models. So, what we're finding is basically we have all newcomers coming in, and it's so hard because it's basically they have interrupted education. So, like you're saying, those skills aren't transferring over, and they're expecting us to be in the CALP [Cognitive Academic Language Proficiency], and we're still in the BICS [Basic Interpersonal Communication Skills], and it's like, we have to rush the process.

To follow is a discussion of the survey results regarding Strand 1, program structure. Participants were invited to respond to the following: "An effective process is in place for continual dual language program planning, implementation, and evaluation. The program is adaptable and engages in ongoing self-reflection and evaluation to promote continual improvement." In School A, 44.4% of the participants responded *somewhat agree* to *strongly agree*, 22.2% responded *neutral*, and 33.3% responded with

somewhat disagree. In School B, 71.4% responded *somewhat agree* to *strongly agree*, 14.3% were *neutral*, and 14.3% responded *somewhat disagree*. According to these results, School B demonstrated a higher level of agreement than School A.

To conclude, for the survey items related to Strand 1, program structure, the data collected indicated that teachers expressed and understood that communication and planning were essential when working together as team teachers in the program. The data also revealed that team teachers should have a keen understanding of program expectations, goals, and the three pillars of dual language education. In addition, teachers stated that both languages should be deemed as equal in importance. Furthermore, teachers stated that sometimes they had insufficient common planning time with their counterparts throughout the week due to scheduling restrictions; they also shared that the special education ICT partners were provided with the common planning time. Teachers also shared that few additional Spanish-language supports were provided for reading and mathematics and that this did not align with the goals of dual language. Teachers also declared a need for classes reflecting a better balance between Spanish and English speakers, and they questioned whether a third-grade, English proficient student should have continued in the program without having achieved grade-level proficiency in either language. In addition, the teachers expressed concerns about the content and dwindling language allocation funding by the time students entered the fifth grade, as only science and social studies were taught in Spanish.

Teachers participants were prompted to respond to the following under Strand 1, Principle 4: “An effective process is in place for continual dual language program planning, implementation, and evaluation. The program is adaptable and engages in

ongoing self-reflection and evaluation to promote continual improvement.” The results demonstrated that School B teachers expressed more agreement with the statement, where 71.4% reporting *somewhat agreed* or *strongly agree*, compared to School A, where only 44.4% chose *somewhat agree* to *strongly agree*.

Strand 2: Curriculum

The participants reported varied challenges related to curriculum. The data revealed inconsistencies with curriculum implementation, and the teacher participants found that at times it was difficult to implement the curriculum in both languages due to the time constraints. In addition, these participants reported an occasional lack of adequate resources for teaching in Spanish.

Teacher 4 in School A shared that SAVVAS, a new literacy curriculum, was recently adopted but that no scope or sequence specific to the dual language program was introduced. This caused difficulties when attempting implementation in both Spanish and English, and the teacher reported that time constraints were the main challenge. Teacher 4 in School A stated,

We no longer have a scope and sequence [dual language] because everything that was worked on over the summer has now been kaboshed. No, but they send the monthly ones. [...] That goes with our gen ed, but we don't have a one for dual. [...] It's gens, gen ed scope and sequence. So, just to clarify this, we had the district, I think to calm us down, maybe to quiet us down. I don't know why would they do this? They said next year we're going to have a dual language scope and sequence.

In addition, this teacher claimed to have insufficient time to implement the program in both languages:

So, we just adopted that [SAVVAS] this year. They piloted last year, and now we adopted it for reading and writing in English and Spanish. It's in English and in Spanish. But that's another challenge because there's not time to do both.

The teacher participants also shared that a lack of Spanish-language resources for social studies existed; Teacher 3 in School A explained,

And when we've asked year after year about resources curriculum, and that goes for the younger grades as well for social studies, we are referred to a free program, which was free, and all the pieces were there. We are told you will have the same things [resource materials] you have in English. You'll have the same article in Spanish, maybe four out of five articles.

The survey responses revealed similar themes regarding curriculum. To reflect on Strand 2, curriculum, participants read, "The dual language program has a process for developing and revising a high-quality curriculum." In School A, 11.1% of participants responded *somewhat agree*, but 88.9% reported to *somewhat disagree* to *strongly disagree*. In School B, 71.5% respondents marked *somewhat agree* to *agree*, but only 28.6% responded with *somewhat disagree*. According to these results, School B demonstrated a higher level of agreement with the prompt.

Another survey prompt for Strand 2, curriculum, offered participants the following statement: "The curriculum is standards-based and promotes attainment of the three core goals (grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence) of dual language education." In School A, 33.3% of the

participants responded *somewhat agree*, 22.2% responded *neutral*, and 44.4% chose *somewhat disagree* to *strongly disagree*. In School B, 100% of the participants responded *somewhat agree* to *strongly agree*. According to these results, School B exhibited a higher level of agreement with the prompt compared to School A.

To conclude, in response to the survey items related to Strand 2, curriculum, the teacher participants expressed that the new literacy curriculum did not include a scope and sequence outline for the dual language program; teachers also struggled to implement it in both languages due to the time constraints. In addition, teachers shared that there existed insufficient resources to manage social studies instruction in Spanish. Finally, the data collected from the participant teachers' responses to the Strand 2, Principle 1 prompt, "The dual language program has a process for developing and revising a high-quality curriculum," indicated that teachers in School B showed a higher level of agreement, with 71.5% reporting to *somewhat agree* to *agree*, compared to School A, where only 11.1% reported to *somewhat agree*. In addition, the survey results for the prompt related to Strand 2, Principle 2, "The curriculum is standards-based and promotes attainment of the three core goals of dual language education," indicated that teachers in School B felt a higher level of agreement, with 100% reporting to *somewhat agree* or *agree*, compared to School A, where only 33.3% reported to *somewhat agree*.

Strand 3: Instruction

The teacher participants reported varied information regarding instruction and shared the importance of differentiating instruction, imposing key strategies to instruct students at the entering and emerging levels, and providing small group instruction. In addition, the teachers shared strategies to support writing and their concerns about

language arts, specifically regarding writing. Teachers also shared how they planned for instruction.

Teacher 5 in School A stated that it was important to differentiate instruction to meet students at their level. This teacher also expressed that for students at the entering and emerging English proficiency levels, fewer words and more visuals had been incorporated into instructional modules. In addition, this teacher ensured that students were taught the appropriate grade-level content and provided with a rigorous experience:

I mean, I think that you are differentiating regardless based on a student level student need, how students learn best. I do think that with some of our entering and emerging, there's a lot more visuals and a lot less words with directions and length of math problems and length of expectations to read. But I'm not changing the content. So, I think it's just meeting them at their level, but also keeping the rigor high with giving them the tools in order to access that grade level content.

In addition to differentiating instruction, Teacher 5 in School A indicated that students were supported via small-group instruction during math and provided with daily feedback on their progress in writing and reading:

I mean, with regards to informal data, it's a lot of daily feedback, a lot of in-the-moment feedback and writing, and in reading, it's gathering, it's meeting daily with regards to their individual reading levels. With math, it's a lot of small-group instruction [and] differentiated groups and short quizzes. I mean, the math this year is a whole other can of worms, but it might be calling them for extra help to do extra practice with a specific skill. But these are just a few of the ways I think we probably all do.

Another teacher explained the importance of providing scaffolds and sentence frames during Spanish-language writing instruction in social studies. This teacher explained that students were expected to do the same in Spanish as they did in evidence-based writing in English:

Our English curriculum and scope and sequence shows, oh, dedicate 3 days to this. Have them respond, comparing the Incas and Aztecs or the Aztecs and the Mayans, whatever it may be. I'm like, it's not a realistic scope and sequence timeframe. So, I kind of, last year, took the time we needed, and every student in that class provided an essay [in Spanish]. I think it was three to four-paragraph essay comparing, in Spanish, like, the cultures of the early civilizations, and again, we had sentence frames we had, but doing all things they need to do for evidence-based writing in English, what they need to do for their ELA test, and just support their writing with evidence from the text they can do in Spanish and they can do it in English.

In addition to writing, specifically for language arts, the participants indicated that the writing lessons were fragmented because teachers taught the lessons in both languages every other day; moreover, teachers were expected to deploy the same number of writing pieces as they would for a regular general education class. Teacher 4 in School A stated,

You can kind of be almost on par there, but the writing is never on par. And that's the one thing that's never addressed because they don't understand that my lesson, our lesson, today is writing our introduction for our personal narrative. So, they're writing two personal narratives. I need 2 days for that lesson. She needs to

do it in English completely. And they have to give time to write their introduction. I have to go over a little bit more, and then I have to give them time to write their introduction in Spanish. So, they need 2 days to do that lesson. So, I feel like the back and forth that we do, or the parallel teaching as [teacher name] was saying, works really, really well everywhere else except writing. I don't have to go too much about what an introduction is because they already got that from [teacher name], but I do need to give them time to write, or this is something we do a little bit different in Spanish with grammar. And then give them time to write, which they never account for. And we're expected to do the same amount of writing pieces as a regular class.

Teachers also shared how they planned for instruction with their team teachers and outlined the various ways they planned for their lessons, whether the meetings took place in person or via technology. The teacher participants indicated that they met informally, in person, to plan for lessons with their team teacher. Teacher 6 in School A stated,

I think one of the biggest things we do is we meet informally at the end of the day. This is what happened informally at recess and normally at lunch via text messages—every minute, constantly checking in. Not only because your scope and sequence depends on each other, but just because you need to know how to go, what did you do? You're just constantly checking in.

Another teacher stated that they plan for lessons via Google Drive with their team teacher. Teacher 2 in School A indicated,

[Teacher name] and I do ours on Google Drive so she can see mine [lessons], I can see hers, and we kind of go from there. But there's a lot of times where this lesson, this problem-solving lesson, we have to continue it tomorrow, so let's push things back. That electronically has worked nicely for us.

Another teacher shared that they had set times throughout the week in which team teachers could plan together for the current and the following weeks; at times, informal lesson planning meetings took place. Teacher 4 in School A explained,

Me and [Teacher name] sit down together Thursdays and Friday. So, we start on Thursday and until Friday to plan for the next day. We thought we had our reading, whole group reading, pretty down packed [figured out]. And then they changed the scope, which we're probably not going to follow anyway. So, we sit and we plan together every Thursday, Friday for formal plans for the following week. And then we look at the big picture things we need to roll out, reading group, reading centers, math centers; we talk about, we have a test coming up, things like that. So, we just sit and really put everything in there and have our week planned out. But then there's that constant informal back and forth, "Hey, we should probably break this up another day," or something like that. I feel like sometimes I'll just run up to the window, and I'm like, "Stop, you did that; have to end it now."

To follow is a discussion of the survey results regarding Strand 3, instruction.

Participants were invited to respond to the following: "Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model." In School A, 55.5% of the participants responded *somewhat agree* to *strongly*

agree, 22.2% responded *neutral*, and 22.2% reported to *somewhat disagree*. In School B, 71.5% responded *somewhat agree* to *strongly agree*, and 28.6% responded *somewhat disagree*. According to these responses, School B showed a significantly higher level of agreement with the prompt than School A.

Another survey prompt for Strand 3, instruction, offered participants the following statement: “Instructional strategies support the attainment of the three core goals of dual language education.” Of the participants from School A, 66.7% responded *agree* to *strongly agree*, 11.1% responded with *neutral*, and 22.2% chose *somewhat disagree* to *disagree*. In School B, 85.5% responded *somewhat agree* to *strongly agree*, and 14.3% responded with *neutral*. These results demonstrate that School B exhibited a higher level of agreement with the prompt.

The survey segment dedicated to Strand 3 also introduced participants to the following statement: “Instruction is student centered.” Of the teacher participants from School A, 66.6% chose *somewhat agree* to *strongly agree*, 11.1% responded with *neutral*, and 22.2% marked *somewhat disagree*. In School B, 100% of the respondents chose *somewhat agree* to *strongly agree*. According to these results, School B clearly claimed a higher level of agreement with the prompt than School A.

To conclude, the data collected from responses to survey items in Strand 3, instruction, showed that teachers were compelled to express the importance of differentiating instruction for their students. They also claimed to provide math instruction in small groups and that students were provided with daily feedback on their progress in writing and reading. The participants also shared that to accommodate students at the entering and emerging English proficiency levels, they used visuals and

fewer words during instruction, with the understanding that students would receive grade-level content and a rigorous experience.

The teacher participants also expressed the need for scaffolds and sentence frames for social studies writing instruction in Spanish. For language arts, and specifically for writing, they stated that the lessons seemed fragmented because every other day, the target language of instruction switched. Moreover, students were expected to produce the same number of writing pieces as they did in general education classes. Finally, the teachers expressed that they regularly planned for instruction as team teachers either in person or using Google Drive.

The survey data collected from the teacher participants' responses to Strand 3, Principle 2 "Instructional strategies support the attainment of the three core goals of dual language education," indicated 85.5% agreement in School B compared to 66.7% agreement in School A. On Strand 3, Principle 3, "Instruction is student centered," the survey results indicated that teachers in School B demonstrated a higher level of agreement than School A teachers, showing 100% versus 66.6%, respectively.

Strand 4: Assessment and Accountability

The teacher participants reported varied information for assessment and accountability. Participants discussed the variety of formal and informal assessments they administered throughout the year and that for some assessments, students were given the option to choose a preferred language. In addition, teachers reported what grades were included on the report cards regarding language. The survey data indicated that although they administered assessments in both languages, there seemed to be more of a focus on the English side of the dual language program.

Howard et al. (2018) stated that student progress should be assessed both in English and in the partner languages and that content and literacy should be assessed in both languages to meet bilingualism and biliteracy goals. The researchers reported on emerging themes including educators' concerns about the lack of comprehensive tools available to evaluate student progress in both English and Spanish. In the present study, teacher participants discussed not having an appropriate screening tool to measure English proficient students as an entry criterion for kindergarten enrollment.

Teacher 2 in School A shared that the English reading assessments administered were the IRLA and the ENIL, which measured student progress. This teacher also indicated that i-Ready was administered to assess reading and mathematics and shared that students completed informal assessments such as quizzes, tests, and writing benchmarks throughout the year. According to Teacher 2 in School A, all benchmarks were administered three times a year:

We started benchmarking with their reading levels. So, now that the English side now has IRLA, I think we're going to see a stronger trajectory to see where they are in both English and Spanish. And in writing, we started doing kind of prompt writing with them. So, we would present something sort of like what they would see on the NYSESLAT, and we're doing that three times a year to see their growth and all these benchmarks. IRLA and the writing prompt, those are given three times a year. ENIL is always ongoing, but the benchmarks we do three times a year as well as i-Ready, i-Ready math and reading, and i-Ready.

The teacher participants also shared that although some assessments were provided in both languages, more importance was placed on student progress in English.

State assessments administered in English included English language arts, mathematics, science, and the NYSESLAT. Spanish assessments included the ENIL to assess reading instruction, and other assessments included writing benchmarks. Teacher 2 in School A shared,

We really lean heavily because our state test, the NYSESLAT, the ELA, the math, science, they're all provided in English. So, in the back of every admin's mind is well, they need to show. Yeah, yeah, yeah. The Spanish is great, we love it, but there's no way to show how proficient. That's something that's lacking in our district to show the biliterate assessment. We have ENIL, we have something [for] writing, and I feel like that's all put into the literacy folders. We talk about it, but it's [Spanish] not something that's valued.

Teacher 4 in School A shared that the administration installed a screening for kindergarteners as a baseline for students seeking entrance into the dual language program.:

Well, one thing was put into place last year about the dial screening in kindergarten. So, the entrance into the program, I think it was a big problem. It was like, it's for everyone and yes, in theory, it's for everyone, but especially when we're putting in our EP side because our English proficient student, the programs are made for our ENL students, so they get their spot no matter what. But with our English proficient students, I always feel like now that we have the dial screen; hopefully it's better. But there was no baseline requirement for the English proficient students. So sometimes we were putting students into the program who were showing on their dial screening that they were lacking in that

language area. So, they were showing poor language skills in English and then now they're put into a program that they're learning two languages simultaneously.

The teacher participants also shared that for math assessments, students could choose either an English or a Spanish context. Teacher 4 in School A stated,

And then math assessments are given, and we give them, the students, the option. So, I give them the option. It tends to be that students who are more strong in English want to do them in English. And students who are more newcomers entering, emerging ELLs, tend to take them in Spanish. But I give them the option of language for the test.

Teachers also shared that the report card grades only included marks for the English side of dual language; however, a progress report was shared with parents about students' progress in Spanish. Teachers believed it was important to include grades for instruction in Spanish so that both languages were equally valued. Teacher 3 in School A stated, "No, there's no Spanish report card," and Teacher 4 in School A added,

We have a progress report that is just a paper progress report [progress of Spanish] that we send home. There's no official record. It's not attached to the official report card at all.

To follow are the survey results from the segment dedicated to Strand 4, assessment and accountability. Teacher participants were given the statement, "The dual language program creates and maintains an infrastructure that supports an assessment and accountability process." In School A, 44.4% of participants responded *somewhat agree* to *agree*, and 55.5% chose *somewhat disagree* to *disagree*. In School B, 57.2% responded

agree to strongly agree, and 28.6% responded *neutral*, but 14.3% responded *somewhat disagree*. According to these results, School A exhibited a higher level of disagreement with this particular prompt.

In the same survey segment, teacher participants were invited to respond to the following: “Student assessment is aligned with dual language program goals and with state content and language standards, and the results are used to guide and inform instruction in both languages.” In School A, 66.7% of the participants responded *somewhat agree to agree*, and 33.3% responded *somewhat disagree to disagree*. In School B, 71.5% responded *somewhat agree to agree*, 14.3% responded *neutral*, and 14.3% responded *somewhat disagree*. According to these results, the participants in School B claimed a higher level of agreement with the statement.

Another Strand 4 survey item asked teacher participants to respond to the following statement: “Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for dual language program accountability, dual language program evaluation, and dual language improvement.” In School A, 44.4% of the participants responded *somewhat agree to strongly agree*, and 55.5% chose *somewhat disagree to strongly disagree*. In School B, 71.5% responded *somewhat agree to strongly agree*, 14.3% responded *neutral*, and 14.3% marked *somewhat disagree*. According to the results, School B demonstrated a higher level of agreement with the prompt.

In the survey segment dedicated to Strand 4, assessment and accountability, participants were also invited to respond to the following: “Student progress toward dual language program goals and state achievement objectives is systematically measured and

reported.” In School A, 33.3% of the participants responded *somewhat agree* to *strongly agree*, 11.1% responded *neutral*, and 55.5% responded *somewhat disagree*. Notably, in School B, 100% responded *somewhat agree* to *strongly agree*; thus, these results showed that School B recorded a significantly higher level of agreement with the given prompt.

To conclude, in Strand 4, assessment and accountability, the survey data revealed that teachers administered both formal and informal assessments throughout the year. They also deployed benchmark assessments three times throughout the year, which included ENIL, IRLA, i-Ready, and writing. Throughout the year, teachers also administered quizzes and tests, and in math, students were given the option to take tests in their preferred language. The participants noted that report cards only included official grades for English; however, they generated a separate progress report for Spanish instruction that was excluded from the report card. Finally, although teachers administered assessments in both languages, they believed that more importance was placed on the English side of the dual language program.

The survey item for Strand 4, Principle 1 read, “The dual language program creates and maintains an infrastructure that supports an assessment and accountability process.” The survey data collected from teacher participants indicated that School A had a higher level of disagreement, as 55.5% chose *somewhat disagree* to *disagree* as opposed to 14.3% of School B teachers who chose *somewhat disagree*. Another survey item for Strand 4, Principle 2 read, “Student assessment is aligned with dual language program goals and with state content and language standards, and the results are used to guide and inform instruction in both languages.” The survey data indicated that School B was more in agreement, with 71.5% selecting *somewhat agree* to *agree* compared to

66.7% of School A teachers who chose *somewhat agree* to *agree*. In addition, Strand 4, Principle 3 asked respondents to consider the following: “Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for dual language program accountability, dual language program evaluation, and dual language improvement.” The culled data indicated that School B demonstrated a higher level of agreement with the prompt, as 71.5% chose *somewhat agree* to *agree* compared to School A, in which 44.4% of respondents marked *somewhat agree* to *strongly agree*.

Strand 5: Staff Quality and Professional Development

The teacher participants reported varied feedback on staff quality and professional development. The data revealed that teachers did not get the opportunity to pilot a new literacy program, but they did attend professional development. In addition, although teachers were dually certified as classroom teachers and held TESOL certification, they were required to teach ELLs without an additional ENL teacher.

Howard et al. (2018) asserted that training is necessary for teachers and should include educational pedagogy, equity pedagogy, standards-based teaching, literacy instruction, and sheltered instruction; moreover, high standards for all students and parental and community involvement were necessary. Howard et al. indicated that educators active in dual language programs should also be trained on the theories and philosophies of dual language, and teachers should be trained in literacy connected to the partner language and how to teach students that are learning a new language.

The participating teachers shared that they started with a new literacy reading curriculum from the SAVVAS Learning Company that included daily foundational skills,

vocabulary and comprehension, small group instruction, and writing. Some teachers expressed that they did not get the opportunity to pilot the program the previous year and were trained only in June and August before the school year began. Teacher 2 in School B stated,

Well, it is a little embarrassing because we were learning, and I'm going to be honest, we were learning; we didn't pilot last year. So, we went to a training in June and then a training at the end of August.

One survey participant highlighted a particular challenge related to a classroom teacher with TESOL certification being required to meet the ENL minutes for ELLs because that teacher was dually certified. The teacher explained that an additional ENL teacher should have been hired to provide the ENL instruction to the ELLs, noting that in previous years, there had been an additional coteacher. This participant further explained that the additional support of the ENL teacher was removed from the student. Teacher 2 in School A stated,

Another challenge is that while our English side are TESOL-certified, our ELLs, I feel like, would benefit so much more with our ENL teachers being able to push in because this year, I think I mentioned before, we have 18 transitioning students between both classes that now it's the sole responsibility for the TESOL teacher and that just, it's a lot. It should be a tool that I have, not something that took something away from them.

Regarding Strand 5, staff quality and professional development, the teacher participants were invited to respond to the following prompt: "The program recruits and retains high-quality dual language staff." In School A, 88.9% of the participants

responded *agree* to *strongly agree*, and 11.1% responded *neutral*. In School B, 85.7% responded *somewhat agree* to *strongly agree*, and 14.3% responded *disagree*. According to these results, teachers in Schools A and B recorded similar responses to this statement. Teacher participants were also asked to respond to the following principle regarding Strand 5: “The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.” Of the participants from School A, 22.2% responded *somewhat agree*, and 77.7% responded *somewhat disagree* to *strongly disagree*. In School B, 85.8% responded *somewhat agree* to *strongly agree*, but 14.3% responded *somewhat disagree*. These results revealed that School B exhibited a higher level of agreement with to this specific point.

To conclude, the survey data collected from prompts included in Strand 5, staff quality and professional development, showed that teachers felt they were denied the opportunity to pilot the new literacy program; however, they did receive professional development in June and August prior to the subsequent academic year. Teachers also stated that English teachers who were also certified in TESOL provided the ENL instruction for ELLs, which they perceived as unfair because it distanced the additional ENL teacher from the student. Finally, the survey data collected from the teacher participants’ responses to Strand 5, Principle 1 which read, “The program recruits and retains high-quality dual language staff,” indicated that Schools A and B reported a similar level of agreement. School A showed that 88.9% of respondents agreed with the statement, and School B showed that 85.7% of respondents somewhat agreed to strongly agreed with the statement. In addition, the prompt for Strand 5, Principle 2 read, “The program provides high-quality professional development that is tailored to the needs of

dual language educators and support staff,” and the culled data indicated that School B, exhibited a higher level of agreement, with 85.5% choosing *agree* to *strongly agree*, as opposed to School A, where only 22.2% marked *somewhat agree*.

Strand 6: Family and Community

The teacher participants reported varied information on family and community, and the data revealed that parents may have been given insufficient information about the dual language program, expectations, and goals. In addition, teachers reported that parent attendance was low at informational sessions and that the school used the Parent Square app to communicate with parents.

Howard et al. (2018) indicated that the home-to-school connection is a marker of effective schools and suggested examples of community engagement strategies such as providing guidance to parents about how to navigate the school system, offering flexibility in the scheduling of school events and meetings, using technology such as texting in their home language, translating materials and information in the home language of families, and approaching families from a strength-based perspective to help their children.

The teacher participants expressed concerns that parents and guardians may have been confused or unaware of the goals and expectations of the dual language program. The participants also indicated that parents who had English proficient students in the program expressed that they did not know how to help their children with homework. Teacher 4 in School A stated the following:

I think now we're more clear about how clear we are with parents and the expectations of the program because we want to make sure we make it clear to

parents that this is not like a pony show. Dual language is not for you kid [the student] to count one through 10 and to say *hola* and *adios*. [...] We want them to be strong academic students in both languages. So, just having that very clear to parents because parents, I feel like they're like, yeah, yeah, yeah. But sometimes, especially those English proficient families are like, well, I can't help them at home or well, I can't do this.

Teacher 3 in School A added that expectations should have been made clearer upon entry into the program: "So, I think the entry into the program was something that's being worked on, but I think it could be made better and more clearer to parents on what the expectations are."

The teacher participants also indicated that the program model changed when students entered fifth grade; parents remained unaware of the change until they attended the meet the teacher night, where they learned that the model was departmentalized, and social studies and science were the only disciplines taught in Spanish. The model was no longer based on switching languages every other day as it had been handled in previous grades. Teacher 3 in School A explained that the administration did not effectively communicate this to parents and guardians:

So, the integrity of the side by side is slowly slipping away and some parents are not privy to this until meet the teacher night [in fifth grade]. Oh, now we're doing whole group reading English. Yes. They're like, what? And there's a part, you see the glee on some English side parents' faces, and maybe Spanish side parents, too, don't realize what that means for their child's language development. So, they might say, like, "Oh good, because my goal is for my child to become more

proficient in English. Maybe this will help them more.” They don’t know that they become stronger in Spanish literacy and speaking and listening. It’s taking away a support of theirs. [...] They’re receiving only Spanish science and social studies in fifth grade.

Teachers also reported weak parental attendance at informational sessions and events aimed to educate parents about the program model and its benefits; however, it seemed other types of events stimulated more participation. Teacher 4 in School B stated, “Last year, both bilingual information nights that were held here, one person showed up the first night and the second night, how many people were there?” Teacher 1 in School B indicated,

I think it’s other schools, too. I remember when I did a night with [teacher name], she said she went to the other school, and nobody even showed. So, at least we had one. Yeah, I don’t know why that, I don’t know what it used to be like.”

Teacher 4 in School B shared, “It used to be a good amount [parents] would show up. And there’s some other events that we’ve had that we’ve gotten a packed house of people.”

The teacher participants also shared that a communication platform was used to communicate with parents. The application had an option to translate messages. Teacher 2 in School A shared,

Every day, we’ve communicate ad nauseam, I think. And I think with our platform, Parent Square, it’s much simpler. It translates it for them as well. So [teacher name] used to send something; it’ll translate for the parents, and the

parents can contact us, which is really nice, and it'll translate back to us. So, they I think feel really comfortable reaching out to both teachers.

The survey segment related to Strand 6, assessment and accountability, asked the teacher participants to respond to the following principle: “The program has a responsive infrastructure for positive, active, and ongoing relations with students’ families and the community.” In School A, 100% of the participants responded *agree* to *strongly agree*. In School B, only 85.8% responded *somewhat agree* to *strongly agree*, and 14.3% responded *neutral*. These results conclude that School A reported a higher level of agreement with the prompt.

In the same Strand 6 survey, participants were invited to respond to the following statement: “The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals (grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence) of dual language education.” In School A, 88.9% of the participants responded *agree* to *strongly agree*, and 11.1% responded *somewhat disagree*. In School B, 100% of participants marked *somewhat agree* to *strongly agree*, reflecting a much higher level of alignment with the proposed statement.

Another Strand 6 survey item asked teacher participants to respond to the following declaration: “The program views and involves families and community members as strategic partners.” In School A, 77.8% of the participants responded *agree* to *strongly agree*, 11.1% responded *neutral*, and 11.1% responded *somewhat disagree*. In School B, notably, 100% of teachers chose *somewhat agree* to *strongly agree*, again indicating their significantly higher level of alignment with the proposed declaration.

To conclude, in response to survey items for Strand 6, family and community, teachers reported the broad perception that parents received inadequate information about the expectations and goals of the dual language program. They also shared that parents were unaware of the model change in fifth grade, which meant only science and social studies were taught in Spanish. In addition, teachers reported weak attendance at the informational sessions aimed to inform parents about the dual language program model and its benefits, and that parents and teachers communicated openly via the Parent Square app, which offered a translation option.

Based on survey data collected from the teacher participants' responses to Strand 6, Principle 1, "The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community," School A teachers expressed a higher level of agreement, with 100% choosing *agree* to *strongly agree*, as opposed to School B, where 85.8% of participants indicated they *somewhat agreed* to *strongly agreed*. The prompt for Strand 6, Principle 2 read, "The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals (grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence) of dual language education." The data culled indicated that School B demonstrated a higher level of agreement, with 100% of participants choosing *agree* to *strongly agree* compared to School A, where only 88.9% of the participants selected *agree* to *strongly agree*. For Strand 6, Principle 3, which read, "The program views and involves families and community members as strategic partners," the survey results concluded that in School B, there existed a higher

level of agreement, with 100% of the respondents selecting *somewhat agree* to *strongly agree* compared to School A, where only 77.8% chose *agree* to *strongly agree*.

Strand 7: Support and Resources

The teacher participants reported varied perspectives on support and resources. The survey data pointed to a lack of resources for certain programs in Spanish and revealed that in the upper grades, the curriculum challenged students who required additional support. In addition, teachers expressed confusion about benchmarks and expectations measuring student progress, and teachers often felt overwhelmed by the amount of work required to serve 40 students. Finally, the participant teachers noted that decisions were made from a top-down approach and without teacher input. Teacher 3 in School A stated that for social studies in particular, appropriate and authentic resources were needed to teach in Spanish, and even though there were, at times, dedicated resources for Spanish instruction, some were inappropriate due to typos in the content. This teacher also mentioned that the Spanish instruction social studies curriculum plan was incomplete:

They're receiving only Spanish science and social studies in fifth grade. And when we've asked year after year about resources, curriculum, and that goes for the younger grades as well, for social studies, we are referred to a free program, which was free, and all the pieces were there. We are told you will have the same things [resource materials] you have in English. You'll have the same article in Spanish maybe four out of five articles. That's true. And the quality of those articles are not appropriate for them. Not to mention there's typos, there's issues there. So, it's not a complete program.

Other participant teachers shared that in fifth grade, the curriculum proved challenging for ELLs at both the entering and emerging levels and that the students in this subgroup required instruction with sound and letter recognition. Teacher 4 in School B explained:

And I think for the fifth-grade level, my biggest challenge is we get newcomers and emerging students, entering students, and the curriculum is not fit for them. It's not where they should be. There's nothing that when they come in that says to me, "Oh, start here with this student." I've been complaining about this for a long time. Yes, I can do letter sounds with them and do letter recognition and everything, but that's still not fifth-grade material.

The teacher participants also sensed a lack of clear expectations; furthermore, they indicated that district-wide administrators made decisions for the dual language program from a top-down approach, without soliciting input from dual language teachers and without dual language in mind. Teacher 5 in School A indicated that there had been no clear expectations for the reading benchmarking or what it takes to administer reading benchmarks and complete report cards for 40 students. In addition, this teacher questioned whether the administration understood the amount of time required to complete such tasks:

I don't know the exact expectations this year because it hasn't been super clear, but the past 2 years leading up to the ELA or the reading benchmarks that we would have to hand in English three times a year or four times a year, they would say the windows would open for where we have to complete three or more tests depending on the kid's level for each student. And that's one person doing 40

tests times four. They're [administration] not understanding of the time that these amount of tests take. And the report card window, too, is the same. We get the same report card window to do 40 plus report cards, right? And you got to be together, get planning time to do things like that.

Teachers shared that decisions for the program, such as whether to implement a new reading curriculum, were made at the top, meaning the teachers in the dual language program were not consulted about what would be best for the program. Teachers shared that their building administration offered support but indicated the dual language program was not assessed for what was really working. Teacher 5 in School A stated,

It feels very top down of a decision making process, and it feels like the people who make decisions for our program don't talk to us about what's working.

They're not talking to the students. They don't know what they're capable of.

They come in and they're in and they say hi and they're not in sitting and reading with a child, sitting and listening to our students speak to each other. They're not in really learning about what is working and what can we do to improve this. [...]

I feel very supported in our building with our leadership in that sense. But a lot of times, the decisions that are made, like you said, we meet once a year as a dual department and having that meeting not run by a director who knows the curriculum that is being taught and says, how do you think it will work in your classroom for those of you that have taught it before?

In addition, Teacher 4 in School A stated that last year, teachers in the dual language program had the opportunity to pilot the program and that they had figured out how it would be implemented. Although they did pilot the program, they were not consulted,

and a decision was made from the top about how it would be implemented. Teacher 4 in School A stated,

I want to pick what you were saying about the top-down approach. So, there were all these dual language teachers that piloted this program that we were talking about at this meeting, and we found a way to make it work for us. Yet the decision of how it was going to be implemented in dual language, nobody said, “What worked for you guys last year? How did you implement it?” Everybody went, and everybody was like, well, it comes with a handbook. Let’s use this and this partnership-plus person, who is a dual language expert but hasn’t been in our district and doesn’t know our students and doesn’t know our model and how things work; our buildings is making the decisions for us when I could have been like, “Oh, why didn’t you use me? I’ll tell you exactly how we worked it out for us and made it work.”

Teacher 6 in School A reiterated that when decisions were made, the dual language program was not considered; in effect, the program was considered an afterthought. Teacher 6 in School A explained:

I don’t think decisions are made with how does this apply to the dual language classroom. Not every decision gets viewed through that lens, and there’s not a director or there’s not someone asking that question at every single decision, which I think should happen no matter how big or small it should be. [...] How does this impact [the program], what’s the lens of looking at it through a dual classroom teacher or student?

Teacher 4 in School A agreed that the dual language program is an afterthought: “It’s an afterthought. And then when it rolls down to dual language, and then the dual language teacher’s like, “Hey, hey, this is not going to work here,” then it’s like, “Oh, we [administration] forgot about them.”

To follow are the survey results from the segment dedicated to Strand 7, support and resources. Participants were invited to respond to the statement, “The dual language program is supported by all key stakeholders (teachers, staff, building/district administrators, and students’ families and the community).” In School A, 44.4% of the participants responded *agree*, 22.2% responded *neutral*, and 33.3% chose *somewhat disagree* to *strongly disagree*. In School B, 85.8% of respondents selected *somewhat agree* to *agree*, and 14.3% responded *somewhat disagree*. According to these culled data, School B exhibited a higher level of agreement with this specific statement.

Another Strand 7 survey item asked teacher participants to respond to the following declaration: “The dual language program is equitably and adequately funded to meet program goals.” In School A, 66.6% of participants responded *agree* to *strongly agree*, 11.1% responded *neutral*, and 22.2% responded *somewhat disagree* to *strongly disagree*. In School B, 71.5% responded *somewhat agree* to *agree*, and 28.6% responded *somewhat disagree*. These results indicated that School B exhibited a slightly higher level of agreement with this distinct point.

In the same Strand 7 survey, participants assessed the following, “The dual language program advocates for support.” Of the participants from School A, 44.4% of responded *agree* to *strongly agree*, 11.1% responded *neutral*, and 44.4% responded *somewhat disagree* to *disagree*. In School B, 100% of respondents selected *somewhat*

agree to strongly agree; according to these results, School B held significantly higher level of agreement about this platform.

To conclude, the survey data collected regarding Strand 7, support and resources, showed that teachers believed authentic Spanish-language social studies resources were lacking and that the resources provided to teachers exhibited typos or were inappropriate for their student population. The data further revealed that in fifth grade, the curriculum proved challenging for both the entering and emerging students as they required instruction that included sound and letter identification. The survey results also revealed the teachers' beliefs that no clear expectations for the reading benchmarks had been expressed and that it took significant time to administer assessments and complete report cards for approximately 40 students. In addition, the teacher responses clarified that at times, the administrators made decisions without gathering input from the dual language teachers, so these teachers perceived the dual language program was deemed an afterthought. Finally, based on the survey data collected from the teacher participants regarding Strand 7, Principle 1, "The dual language program is supported by all key stakeholders," School B demonstrated a higher level of agreement with 85.5% selecting *somewhat agree to agree* compared to School A, where only 44.4% chose *agree*. The survey results regarding Strand 7, Principle 2, "The dual language program is equitably and adequately funded to meet program goals," indicated that in School B, a slightly higher level of agreement existed as evidenced by 71.5% of respondents choosing *somewhat agree to agree* compared to School A, in which 66.6% of those surveyed selected *agree to strongly agree*. Additionally, the data culled regarding Strand 7, Principle 3, "The dual language program advocates for support," indicated that teachers

in School B demonstrated a notably higher level of agreement, as 100% marked *somewhat agree* to *strongly agree* as opposed to School A, in which only 44.4% chose *agree* to *strongly agree*.

Conclusion

The study results presented a variety of conclusions regarding the administrators' perceptions and background knowledge on the strands to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level. In the study segment dedicated to Strand 1, program structure, the results clarified how administrators valued having collaborative team teacher partnerships; at the same time, they realized that it takes time for partners to adjust and that partner assignments may need to change. In addition, administrators were intentional about making time in the schedule for teachers to plan together, whether before, during, or after the school day, regarding lessons and student progress. The study data also showed how administrators sensed both positive and negative aspects to the side-by-side dual language model; for example, they expressed that the model did help establish a sense of community, but they saw a lack of continuity as the target language of instruction switched each day. Administrators also discussed enrollment practices and how both ELL students and those who were not identified as ELLs entered the program upon enrolling in kindergarten: ELLs entered the program automatically as they were given the choice, and students who were not identified as ELLs entered a lottery system. Finally, the study results assembled data about setting criteria for English proficient students to enter the program, essentially requiring them to attain a certain percentile ranking on language and concepts in the kindergarten screener.

The results for the study segment dedicated to Strand 2, curriculum, revealed that administrators acknowledged inconsistencies and insufficient professional development training for teachers ahead of a rollout of a new literacy curriculum for the dual language program. The principal in School B shared that language arts teachers were using new programs, including Mi Vision for Spanish and My View, to provide instruction in both languages. The principal indicated that only certain components were used during the first year of implementation to avoid overwhelming the teachers. This principal also reported the pilot of a new math program, available in both languages, that included i-Ready.

The culled data from the study segment dedicated to Strand 3, instruction, reflected how teachers received professional development in the areas that targeted lesson planning, ELLs, and language acquisition. Teachers participated in training opportunities on the SIOP model, language targets, and the NYSESLAT writing rubric, and the principal in School B also indicated that teachers were incorporating content and language targets in their lessons.

The results from the study segment dedicated to Strand 4, assessment and accountability, revealed that the administrator participants noted how the NYSESLAT writing rubrics were used to assess student writing. In certain instances, a writing sample was administered and assessed three times per year, and students took a mock NYSESLAT. The study data also made clear that teachers administered reading assessments throughout the year. Benchmarking assessments included IRLA and ENIL, and state assessments such as the ELA, Mathematics, and NYSESLAT were also administered. The principal in School B reported that the universal screeners used to

assess reading included the IRLA and ENIL, IRLA and I-ready were used to assess reading in English, and the ENIL was deployed to assess Spanish; I-ready was also used to assess mathematics in both languages. In addition, teachers relied on F & P to gather more data in reading, if needed. The results of the present study indicated that all data points were used as a way to triangulate the data and, specifically, the midyear data benchmark was used to determine which students would be invited to attend summer academy. The focus of the summer academy program included literacy and mathematics.

The results from the study segment dedicated to Strand 5, staff quality and professional development, exposed what details administrators shared about their own professional backgrounds and experiences. The principal participants served as general education teachers who were not certified in TESOL, however, they did serve students who required language instruction. Principal B formerly served as a director of ELLs and had the opportunity to serve on an ELL leadership team as a part of NYSED. The director participant was the only one who formerly served as a bilingual teacher and serviced ELLs. In addition, the survey results offered Principal A's insights about the importance of hiring teachers for the program and encouraging those who were already teaching in the building to attain a TESOL certification. Additionally, the data reflected the administrator participants' claims that teachers had received formal training in IRLA, ENIL, coteaching models, and the NYSESLAT writing rubric. Finally, the principal in School B shared that teachers had been trained in creating learning and language targets for their daily lessons.

In the study portion designated as Strand 6, family and community, the resulting data demonstrated that the principal in School B offered language access and connection

to families. School staff personnel included a bilingual social worker, and the greeter positioned at the building entrance relied on Google Translate to communicate with families. This school also used the Parent Square app as a platform to communicate with families in their home language. In addition, this school required teachers to offer bilingual content and conversations at meet the teacher nights. Study results also reflected how the district offered wraparound services to the community, which included counseling, access to food and heat, and support on how to use Parent Square. Finally, the principal in School B indicated that various evening events were held at least monthly, featuring multicultural night, STEM, SELbration, glow in the dark bingo, and PTA meetings, and that the school offered translation services; most activities were conducted in English, and a few were offered bilingually.

The study data culled for the segment related to Strand 7, support and resources, demonstrated how the principals in Schools A and B provided their dual language teachers with a stipend to plan outside of the school day, once per week for 40 min. In addition, the principal in School B pointed to intentionally dedicating departmental meetings to the dual language program and offered an example regarding a collaborative review—in partnership with the dual language teachers—of the new SAVVAS program. Finally, the principal in School B shared that they had hired a full-time bilingual instructional coach to support teachers across the building. This principal also indicated that although ELL funding was provided, no funding was available to support English proficient students who were on the bilingual trajectory. In addition, the study data highlighted a prevailing need for a bilingual reading specialist in this school; notably,

though, these positions were difficult to fill because of a lack of qualified candidates and lack of funding to support this position.

Across each of the seven dedicated strands, the study results introduced a variety of conclusions about teachers' perceptions toward their principals and schools. In Strand 1, program structure, the data collected indicated that teachers understood how communication and planning were essential when working as team teachers in the program. They also shared that team teachers should understand program expectations, goals, and the three pillars of dual language education. In addition, teachers stated that both languages, English and Spanish, are equally as important. Furthermore, teachers stated that due to scheduling restrictions, they had inadequate common planning time with their counterparts during the week; they also shared that the special education ICT partners were provided with that necessary common planning time.

Teacher participants discussed how no additional support was provided in Spanish for reading and mathematics and declared that this did not align with the goals of the dual language program. They also discussed a need to assemble classes that achieved a better balance of Spanish and English speakers. The participating teachers also debated whether a third-grade, English proficient student should have continued in the program if that student had not achieved grade-level proficiency in either language. In addition, these teachers expressed concerns about the content and language allocation dwindling by the time students entered the fifth grade, as science and social studies were the only disciplines taught in Spanish. Finally, based on the survey data collected from teacher participants regarding Strand 1, Principle 4, "An effective process is in place for continual dual language program planning, implementation, and evaluation; the program

is adaptable and engages in ongoing self-reflection and evaluation to promote continual improvement,” the teachers in School B expressed a higher level of agreement, as 71.4% responded with *somewhat agree* to *strongly agree* as opposed to School A, where only 44.4% responded with *somewhat agree* to *strongly agree*.

In the data culled from the Strand 2, curriculum, portion of this study, teachers expressed that the new literacy curriculum did not include a scope and sequence outline for the dual language program; they also claimed it was difficult to implement it in both languages due to time constraints. Teachers also experienced a lack of resources dedicated to Spanish-language instruction in social studies. The survey data collected from teacher participants regarding Strand 2, Principle 1, “The dual language program has a process for developing and revising a high-quality curriculum,” indicated that School B claimed a higher level of agreement, with 71.5% selecting *somewhat agree* to *agree* compared to School A, where only 11.1% of participants selected *somewhat agree*. In addition, the survey results for Strand 2, Principle 2, “The curriculum is standards-based and promotes attainment of the three core goals of dual language education,” indicated that School B demonstrated a significantly higher level of agreement, as 100% of participants marked *somewhat agree* to *agree* compared to School A, where only 33.3% marked *somewhat agree*.

In the segment of the study defined as Strand 3, instruction, teachers expressed the importance of differentiating instruction for their students. They provided math instruction in small groups and provided students with daily feedback on their progress in writing and reading. These teachers shared that for students at the entering and emerging English proficiency levels in particular, more visuals but fewer words were relied upon

during instruction, with the understanding that students should receive grade-level content and a rigorous experience. Teachers also expressed the need to offer scaffolds and sentence frames during Spanish-language writing instruction in social studies; for language arts, and specifically for writing, these educators stated that at times, their work seemed fragmented because every other day, lessons were subject to a switch in the target language of instruction. The study results also clarified that these teachers' students were expected to produce the same number of writing pieces as students in the general education classes. Finally, the teachers queried in the present study planned for instruction as team teachers, either in person or using Google Drive. The data collected from teachers in the survey, Strand 3, Principle 2, "Instructional strategies support the attainment of the three core goals of dual language education," indicated that School B had a higher level of agreement, with 85.5% showing agreement to the principle compared to School A, where only 66.7% showed agreement. On the following, Strand 3, Principle 3, "Instruction is student centered," the survey results showed how School B exhibited a significantly higher level of agreement, as 100% of teachers responded in agreement with the principle compared to School A, where only 66.6% of the teachers showed agreement.

In the study segment dedicated to Strand 4, assessment and accountability, the survey results provided teacher participants' thoughts about how the schools administered both formal and informal assessments throughout the year. The benchmark assessments administered three times per year included ENIL, IRLA, I-ready, and writing. Teachers also administered quizzes and tests, and for math, students had the option to take tests in their preferred language. In addition, report cards only included formal grades in English,

however, teachers generated a progress report for Spanish that was excluded from the official report card. Finally, although assessments were administered in both languages, teacher participants noted that more importance was placed on the English side of the dual language program. Based on the data collected from teachers in the survey, Strand 4, Principle 1, “The dual language program creates and maintains an infrastructure that supports an assessment and accountability process,” School A claimed a higher level of disagreement, as 55.5% chose *somewhat disagree* to *disagree*; in School B, conversely, only 14.3% of respondents chose *somewhat disagree*. Moreover, survey results for Strand 4, Principle 2, “Student assessment is aligned with dual language program goals and with state content and language standards, and the results are used to guide and inform instruction in both languages,” indicated that School B had a higher level of agreement, with 71.5% of the participants marking *somewhat agree* to *agree* as opposed to School A, where 66.7% of participants marked *somewhat agree* to *agree*. In addition, the survey results on Strand 4, Principle 3, “Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for dual language program accountability, dual language program evaluation, and dual language improvement,” indicated that School B had a higher level of agreement, with 71.5% of teachers choosing *somewhat agree* to *agree* compared to School A, where 44% of participants marked *somewhat agree* to *strongly agree*.

In the data culled from Strand 5, staff quality and professional development, the results indicated that teacher participants lacked the opportunity to pilot the new literacy program; however, they did receive professional development in June and August prior to a coming academic year. These teachers also stated that English teachers who are also

certified in TESOL provided the ENL instruction for ELLs, which was perceived as unfair because it distanced the additional ENL teacher from the student. Based on the data collected from teachers in the survey, Strand 5, Principle 1, “The program recruits and retains high-quality dual language staff,” Schools A and B reported similar levels of agreement: in School A, 88.9% of respondents marked *agree* to *strongly agree*, and in School B, 85.7% of respondents chose *somewhat agree* to *strongly agree*. In addition, according to the survey results for Strand 5, Principle 2, “The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff,” School B demonstrated a higher level of agreement, with 85.5% of teachers choosing *agree* to *strongly agree* compared to School A, where only 22.2% of teachers selected *somewhat agree*.

In the study segment dedicated to Strand 6, family and community, the results revealed details about the teacher participants’ perceptions regarding parents, especially that they may be inadequately informed about the expectations and goals of the dual language program. They also shared the perception that parents were unaware of the model change in fifth grade, where only science and social studies were taught in Spanish as the program model shifted to departmentalization. In addition, teachers reported weak attendance at the informational sessions aimed at providing information about the dual language program model and its benefits. Finally, the study revealed how parents and teachers communicated via the Parent Square app, which offered a translation option. Based on the data collected from teachers in the survey, Strand 6, Principle 1, “The program has a responsive infrastructure for positive, active, and ongoing relations with students’ families and the community,” School A harbored a higher level of agreement,

with 100% marking *agree* to *strongly agree* compared to School B, in which 85.8% of respondents chose *somewhat agree* to *strongly agree*. Furthermore, the survey results on Strand 6, Principle 2, “The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals (grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence) of dual language education,” indicated School B exhibited a higher level of agreement, as 100% of teacher participants selected *agree* to *strongly agree* compared to School A, where only 88.9% of teacher participants marked *agree* to *strongly agree*. On Strand 6, Principle 3, “The program views and involves families and community members as strategic partners,” the results presented evidence of more comprehensive agreement in School B, where 100% of respondents chose *somewhat agree* to *strongly agree* compared to School A, in which only 77.8% of teacher participants marked *agree* to *strongly agree*.

In the study segment dedicated to Strand 7, support and resources, teachers indicated a lack of authentic Spanish-language resources for social studies instruction and that the resources with which they were provided at times presented typos or were inappropriate for their student population. They also stated that the fifth-grade curriculum proved challenging for entering and emerging students because they required instruction with sound and letter identification. Teachers also shared that no clear expectations for the reading benchmarks were provided and that it took significant time to administer them and to complete report cards for approximately 40 students. In addition, teachers stated that when decisions were made at the top, the dual language program was not considered and that plans and projections were made without gathering input from the

dual language teachers. Their perception was that dual language was considered an afterthought. Based on the data collected from teachers in the survey, Strand 7, Principle 1, “The dual language program is supported by all key stakeholders,” School B demonstrated a higher level of agreement with the statement, as 85.5% of respondents marked *somewhat agree* to *agree* compared to School A, where only 44.4% of participants chose *agree*. The survey results on Strand 7, Principle 2, “The dual language program is equitably and adequately funded to meet program goals,” indicated that School B showed a slightly higher level of agreement, with 71.5% of teachers choosing *somewhat agree* to *agree* compared to School A, in which 66.6% of teachers marked *agree* to *strongly agree*. The data culled from responses to the Strand 7, Principle 3 item, “The dual language program advocates for support,” indicated that School B exhibited a higher level of agreement with the principle, as 100% selected *somewhat agree* to *strongly agree* compared to School A, where only 44.4% of teachers marked *agree* to *strongly agree*. Chapter 5 presents the implications of findings, the study limitations, and recommendations for future practice and research.

CHAPTER 5 IMPLICATIONS AND FINDINGS

In this study, the researcher aimed to discover principals' perceptions and the actual background knowledge about program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level. In addition, the researcher examined teacher's perceptions about the degree to which their principals have the actual background knowledge of the variables that effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level. In this qualitative study, the researcher gathered data using interviews, focus group discussions, a survey, and artifacts to examine principals' perceptions, principals' background knowledge, and teachers' perceptions about the degree to which their principals and schools have the actual background knowledge of the variables to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level. The participants in this study all worked in a New York district in the suburbs on Long Island in the United States.

The purpose of this study was to explore the extent to which school principals' leadership and decision-making processes exert influence on the operations of two-way dual language classrooms including English language learners/multilingual learners at the elementary school level. This chapter presents a discussion of the findings as they relate to previous research on leadership and decision-making processes on the operations of

two-way dual language classrooms including English language learners/multilingual learners at the elementary school level.

Overall, the findings suggest that principals' perceptions of the seven strands of the guiding principles of dual language education seemed positive. Principals perceived that teacher collaboration through team teaching was important for student progress in the dual language program and that providing support to teachers was vital to the success of the program. Regarding the actual background knowledge of the principals on the seven strands, the study results confirm that the principals were aware of the seven strands of the guiding principles of dual language education. In addition, they were focused on measuring student progress and growth throughout the year and committed to providing instruction in both English and Spanish in a 50–50 model. Additionally, the study results confirm that teachers are confident in their principals' background knowledge of the seven strands from the guiding principles of dual language education. Participants' responses further indicate that they are confident in the two-way dual language model and in the support forthcoming from building administrators, although a variety of measures were put in place to measure student performance. Finally, the teachers' input shows that students' performance in English was more of a priority, and often, decisions for the dual language program were made via a top-down approach.

Theoretical Contributions

The researcher used the two concepts of self-efficacy and the decision-making theory. First, the fact that principals became knowledgeable about dual language programs over time connects to the ideas of the theoretical framework on Albert Bandura's (1991) social cognitive theory. The framework suggests that self-efficacy is a

key variable in social cognitive theory. It refers to an individual's personal beliefs and the capabilities to learn or perform actions and to perceptions of an individual's capabilities to produce actions. To measure self-efficacy, one assesses their own skills and capabilities to transform them into actions (Schunk, 2020). A principal's sense of self-efficacy is a key component of a dual language program that effectively supports English language learners/multilingual Learners.

The study findings indicate that the decision-making approaches installed by the principals help sustain the dual language program. As indicated, the principals had an awareness of each of the seven strands that guide a dual language program. Pashiardis (1993) asserted that the principal's role is an important one and that they must be knowledgeable of existing group techniques to make the best decisions for a particular objective. Pashiardis also described the Vroom-Yetton model as a structure that frames a leader's behavior as a social process, especially when it relates to leadership and decision-making approaches. In this model, the principal must determine who will be needed as part of the decision-making process to help meet the objective.

Implications of Findings: Research Question 1

Research Question 1 explored the participating principals' perceptions of the importance of possessing knowledge about program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level. The significant study findings demonstrate that the perception of the seven strands of the guiding principles of dual language education seemed positive, however, some

underlying beliefs existed; notably, the principals think teacher collaboration through team teaching teams is important for student progress in the dual language program, and supporting teachers is vital to program success. Administrators highlighted the importance of having team teacher partnerships that work together collaboratively. Howard et al. (2018) stated the importance of establishing faculty cohesion, collaboration, and collegiality. This includes teachers who are engaged and knowledgeable about the aspects of the dual language program, which requires planning across grade levels and time allocations for teachers to thoughtfully plan toward students' academic achievement.

Administrators provided teachers with opportunities to plan, collaborate, and communicate to discuss student progress. In their school settings, teachers were afforded opportunities to plan before and after school during the PDP and during department meetings. Teachers also had opportunities to discuss student progress, plan for parent teacher conferences, and work on report cards for approximately 40 students. A teaching assistant was also assigned to the primary grades to help with instruction. Administrators also understood that at times, assigned partnerships required adjustments, and they showed awareness of teachers' workloads and responsibilities regarding decision making. For example, during the rollout and implementation of the new language arts curricula, *Mi Vision for Spanish* and *My View for English*, administrators understood the risk of overwhelming the teachers with too many changes; in this case, teachers were allowed to continue using component features of programs already in use such as *Foundations for phonics instruction*.

Implications of Findings: Research Question 2

Research Question 2 queried the actual background knowledge of principals on the variables program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level.

When determining the factors that present the actual background knowledge of principals on the seven strands from the guiding principles, this study uncovered three findings: the principals were aware of the seven strands of the guiding principles of dual language education; the principals were focused on measuring student progress and growth throughout the year; and the principals were committed to providing instruction in both English and Spanish throughout the year in a 50–50 model.

First, principals demonstrated awareness of the seven strands connected to the guiding principles. Although none of the participating principals had any previous formal teaching experience in servicing ELLs or students in a dual language program, they learned about the governance and supervision of a dual language program by visiting other schools or learning from others who had established dual language programs; additionally, they self-learned or were a part of the NYSED ELL leadership team. The study findings confirm that overall, principals were familiar with each of the seven strands.

Regarding program structure, the principals were familiar with the setup of dual language schedules that included a 50–50 language and content allocation program. The program relied on a side-by-side model featuring an English teacher and a Spanish

teacher, each functioning in their own classroom. Principals were also aware of the importance of teachers working collaboratively, and administrators were sensitive to the time teachers needed to thoughtfully plan for approximately 40 students. Regarding curriculum, principals were aware that teachers needed sufficient explanation and preparation for the rollout of new curriculum and that it was not provided with the new literacy curriculum. Principals were also cognizant of the value of dual language curricula. Regarding instruction, principals knew the significance of creating content objectives during lessons as well as the import of a language objective. Regarding assessment and accountability, principals understood that teachers administered universal screeners three times annually, including the ENIL, IRLA, and I-reading to assess reading in English and I-ready to assess mathematics in both languages, and they relied on the NYSESLAT rubric to assess writing in English. In addition to universal screeners, principals were familiar with the NYS 3–8 assessments, which included the ELA, math, and science assessments.

The study results also confirmed that in terms of staff quality and professional development, principals were aware that teachers received professional development training in administering the IRLA and ENIL reading assessments and in the NYSESLAT rubrics; some teachers had also received professional development in the coteaching models and SIOP. In terms of family and community, principals were sensitive to the needs of the communities they served, and the schools enhanced language access for parents through the intentional hiring of bilingual teachers and staff; the school also used the Parent Square app to communicate with families, which offered a translation function, and the district planned evening events and wraparound services for

families. Regarding support and resources, principals granted teachers additional time to collaborate, assigned teaching assistants to the primary grades to help with instruction, and hired a bilingual instructional coach.

This study revealed that administrators were focused on measuring student progress throughout the year. Principals identified the universal screeners as the IRLA, which assesses reading instruction in English, and the ENIL, which assesses reading instruction in Spanish; another tool, i-Ready, was used to assess reading in English and mathematics in both languages. The survey responses further clarify that teachers gathered data through F & P to assist students who were not performing well in reading. The above points indicate a successful triangulation of the assessment data to identify what additional services students need. In addition, teachers deployed midyear data benchmarks to determine which students would be invited to summer academy, the targets of which are literacy and mathematics. Principals also shared that students' writing had been assessed by using the NYSESLAT writing rubric. The rubric was being used three times a year to assess all students.

The study further revealed that principals were committed to providing instruction in both English and Spanish throughout the year in a 50–50 model, and a review of the provided teachers' schedules reflected that the language instruction allocation alternated every other day from English to Spanish. Teachers also provided explicit reading instruction in English and Spanish simultaneously, beginning with the kindergarten population, and they had access to curriculum resources in both languages.

Implications of Findings: Research Question 3

Research Question 3 queried teachers' perceptions regarding the degree to which their principals possess the actual background knowledge on the variables program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level. Four key findings emerged: teachers believe their principals are knowledgeable about the seven strands connected to the guiding principles of dual language education; the participants believe strongly in the two-way dual language model and feel supported by building administration; teachers perceive that even with a variety of measures in place to measure student performance, more emphasis is placed on student English performance; and the participants think that at times, decisions for the dual language program were made via a top-down approach.

First, the findings of the focus group interviews and survey data indicate that teachers believe their principals were knowledgeable about the program and feel supported. Participant responses from Schools A and B showed that overall, 68.6% of teachers somewhat agreed or strongly agreed with the seven strands about the dual language program in which they currently serve. The study outcomes also show that participants strongly believe in the two-way dual language program, feel supported by building administration, and value collaboration with their team teachers. Survey responses also indicate that participants think team teachers must understand the program expectations and goals, including the three pillars of dual language education, and grasp that both languages were equally as important to best meet the needs of the students.

The study findings specify that although multiple tools exist to measure student performance, more of an emphasis is placed on students' performance in English and additional student support is only offered in English. The participants reported a variety of assessments, administered three times annually, to measure student reading progress in both English and Spanish including IRLA and ENIL. Participants also indicated that i-Ready was administered to assess reading in English and to assess math in both languages and that they deployed informal quizzes, tests, and writing benchmark as well; additionally, they administered state assessments in English to track English language arts, mathematics, and science progress and used the NYSESLAT to assess writing skills. Teachers shared that students only received additional supports in English, not in Spanish, and that this practice did not align with the goals of the program. Teachers described the lack of additional support in the areas of reading and mathematics. Overall, teachers perceived that there was more of an emphasis placed by administration on the progress that students made in English, although there were assessments provided in both languages.

Finally, the study findings reveal that teachers feel supported by the administration but sense the central administration made decisions for the dual language program, such as to implement a new reading program, using a top-down approach. Dual language teachers shared that although some had an opportunity to pilot the program, their feedback about how to best implement it into the structure of the dual language program was ignored, prompting teachers to claim that the dual language program was an afterthought. The findings also indicate that inconsistencies exist regarding the

implementation of curriculum and that it often proves difficult to install the curriculum in both languages due to the time constraints.

Relationship to Prior Research

School leadership is imperative for the long-term sustainability of a dual language program. Effective and sustainable leadership should be provided by building level administration and central office administration. Whereas Howard et al. (2018) determined that effective leadership includes program advocacy and communication with central administration, the present study's participants shared that decisions for the dual language program were made through a top-down approach, meaning that decisions were made from central office administration. They provided examples of how decisions had been made with the implementation of a new reading curriculum. The participants shared that although there had been an opportunity to pilot the program, their feedback was not considered on how to best implement it into the structure of the dual language program. The participants felt that the dual language program was always considered an afterthought.

In a qualitative study conducted by Lachance (2017), the researcher examined administrators' perspectives of dual language programs regarding programmatic necessities related to dual language teachers and how these needs might shape responses from U.S. teacher education programs. Lachance interviewed two administrators from schools in North Carolina and identified the need to prepare teachers in better understanding dual language methodologies, framed by additive biliteracy and attending to complex linguistic constructs of Spanish and English. The participants in Lachance's study expressed both the complexities and the importance of teachers' understanding

them to successfully facilitate academic language development in their dual language classrooms. Lachance's study indicated that there was a general consensus that biliteracy and academic language development with dual language learners are in fact complex in nature, requiring specialized training. Lachance's study revealed that there is a need for specialized preparation for dual language teachers, even when there are some very well-established bilingual education programs in place. The results of this current study showed that there was some evidence of teachers being provided with professional development that focused on the coteaching models and the SIOP, which focuses on building background, comprehensible input, and strategies. Principals also required teachers to identify language objectives for their lessons. Although there was a discussion about certain types of professional developments, no specific discussion on biliteracy and academic language development took place.

Palmer et al. (2019) indicated that two-way dual language programs fall under the umbrella of bilingual education. The students enrolled in these programs hail from English speaking backgrounds and from minority language backgrounds. Through an immersion model, language and content are taught daily, and the declared goals of the dual language program are academic achievement, bilingualism and biliteracy, and sociocultural competence (Howard et al., 2018, p. 5). To support the development of more successful, equitable, and socially just two-way dual language schools, Palmer et al. have suggested adding a fourth "core goal" to help stakeholders prioritize equity: critical consciousness (124). To infuse equity in the curriculum, pedagogy, policies, and leadership of two-way dual language programs, critical consciousness must take place among stakeholders. According to the present study results, the participants' dual

language programs do include students from English and Spanish-language backgrounds, and their models feature instruction in which the target language of instruction alternates daily. The objectives of their programs focus on mastery in all content areas in both languages, bilingualism and biliteracy, and the promotion of multicultural awareness; however, the findings do not suggest any discussion of the fourth core goal as suggested by Palmer et al.

Limitations of the Study

There are two limitations concerning the results of this study. Sample bias may have occurred because this study only involved participants who were classroom teachers in the dual language program. The study did not include teachers or staff outside of the classroom teacher or support staff population.

A second limitation is possible researcher bias because the researcher formerly served for 8 years as a dual language teacher in an elementary setting. The researcher also held an administrative role and oversaw the implementation of a dual language program; thus, the researcher carefully considered all the data collected and was careful to conduct analyses with a clear and unbiased approach.

Recommendations for Future Practice

The present study's results present four important practical considerations. It is critical that principals and district leaders receive training on how to make sound decisions for emergent bilingual students who are in a two-way dual language setting. Administrators who lead these programs should be trained in Howard et al.'s *Guiding Principles for Dual Language Education* (2018), which include seven strands: program structure, curriculum, instruction, assessment and accountability, staff quality and

professional development, family and community, and support and resources. These strands are vital to the implementation and sustainability of such programs.

A second recommendation is that principals install a collaborative approach model. It is crucial to invite teachers as partners to provide input in the decision-making aspects of the program. One example of this is the assembly of a team that includes the various stakeholders to review continual program planning, implementation, and evaluation. It is also important to review all universal screeners currently in place to determine how they inform student progress and learning in both languages and what they reveal about instructional efficacy. Moreover, student data should be studied through a bilingual lens, and collaboration should take place between the schools hosting dual language programs and central office administrative bodies.

A third avenue for future research relates to review of the master schedule to determine ways to provide a steady common planning time for team teachers and ENL teachers; this will grant them dedicated time for planning and data analysis, which informs planning across the various content areas and platforms.

The fourth practical suggestion is to insist on careful review of all universal screeners to determine whether student progress in a dual language program is effectively measured. In particular, when reviewing student progress, the data should be reviewed through a biliterate lens to ensure progress in both languages. This advances the program objectives, which include the fostering of bilingual, bicultural, and biliterate individuals, and provides high-quality instruction in both languages that supports students in demonstrating mastery in all the core subjects.

Recommendations for Future Research

Although this study was limited to an elementary school setting, it contributes to the expanding literature regarding the extent to which principals' leadership exerts influence on the operations of two-way dual language program in the middle and high school settings. The findings of this study could also support a quantitative investigation that measures the effectiveness of building principals who exert influence on the operations of a dual language program within the scope of the seven prescribed strands. In addition, the current findings could be enhanced by a future quantitative investigation of administrative approaches to planning and implementing two-way, dual language, side-by-side models. Finally, this study may stimulate research in higher education programs, specifically for teacher and leadership programs, to study the variables that are covered when discussing bilingual students who are placed in two-way dual language programs.

Conclusion

This study explored principals' perceptions of the importance of having knowledge about program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community, and support and resources to effectively support English language learners/multilingual learners in a two-way dual language setting at the elementary school level. The researcher examined the actual background knowledge of principals on those variables and examined teachers' perceptions about the degree to which their principals have the actual background knowledge of those variables. The results of this study have revealed details regarding principals' perceptions and their background knowledge, as well as the

teachers' perceptions regarding that background knowledge, of the seven strands of the dual language guiding principles. The current study's success in identifying the perceptions and actual background knowledge contributes to a growing body of research by providing opportunities for adjustment in how leaders operate in a two-way dual language program. Widespread continued success in the operations of a two-way dual language model will only occur when the perceptions of both teachers and administrators are considered in the design, implementation, and maintenance of successful models.

APPENDIX A PRINCIPAL INTERVIEW PROTOCOL

1. What is your leadership position at _____ elementary school?
2. How long have you been the _____ at this school?
3. Have you had experience as a team-teacher for ELLs?
4. What are your beliefs about the dual language team-teaching model?
 - Can you share positive or negative feedback pertaining to the model?
5. What strategies did you use to choose dual language team-teaching pairs?
6. Do you believe that team-teachers need to plan together? If so, how often?
7. How do you suggest that team-teachers share responsibilities?
8. How has the team-teaching model benefited students in your school?
9. What challenges have you faced with the team-teaching initiative?
10. What action plan/strategies do you have in place for the team-teaching teams to facilitate collaboration?
11. Were there been professional development opportunities offered to prepare the team-teachers prior the start of the initiative?
12. What types of professional development have been offered throughout the year to sustain the team-teaching model?
13. Has the team-teaching model for ELLs changed the expectations for the subgroup?
 - Can you explain why or why not?
14. Has the team-teaching model for ELLs increased the achievement for the subgroup?
 - Can you provide details or data to explain why or why not?
15. If you could make any changes to the model, what would they be?

APPENDIX B TEACHER FOCUS GROUP INTERVIEW PROTOCOL

1. What is your name and position at _____ elementary school.
2. What does the term team-teacher mean to you?
3. Can you describe your relationship as a team-teaching model.
 - What makes it work well?
 - What are the challenges?
 - How do you share responsibilities?
4. What does your team believe about achievement for general education and ELL students?
 - Do you see differences in the way you instruct both groups? If yes, please explain.
 - Do you see differences in what they can accomplish?
 - Is there data to support these beliefs?
5. What does your team believe about the team-teaching model?
6. How does your team work together to design and deliver instruction for all your students?
 - Do you plan together?
 - Do you reflect or debrief after lessons or assessments?
7. What has most impacted your beliefs about working with other teachers?
8. What challenges has your team faced in regard to working as a team?
9. How often do you communicate with parents?
 - What is the major purpose of communication with parents?

- Do parents understand the structure and model by which their child is educated?
10. What role, if any, has relationship building played in the development of your team-teaching team?
11. Do you believe that all the EL students in your class have the ability to be successful through this model?
- Do you believe that they can attain the same level of success as general education students?
12. Do you feel confident in creating productive and appropriate team-teaching classrooms for all of your students?
- To feel more empowered to do so, what would you need from your administrator?

APPENDIX C SURVEY INSTRUMENT

Guiding Principles for Dual Language Education Survey

Thank you for taking the time to participate in this survey. The survey is based on the tool, Guiding Principles for Dual Language Education, that is used for ongoing planning, self-reflection, and improvement. The survey is divided into seven strands: (1) Program Structure, (2) Curriculum, (3) Instruction, (4) Assessment and Accountability, (5) Staff Quality and Professional Development, (6) Family and Community, and (7) Support and Resources.

The survey should take between 30-35 minutes.

Your feedback is valuable. Please read the following principles under each strand carefully and indicate your level of agreement or disagreement about the dual language program that you currently serve in by selecting the appropriate number on the scale provided.

For each statement, please choose a number from 1 to 7, where:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Please select one number for each statement. Your responses will remain confidential and will be used for research purposes only.

Thank you for your participation!

** Indicates required question*

Grade Level and Language of Instruction

1. What grade level do you currently teach? *

Mark only one oval.

- K-2
- 3-5

2. What is your target language of instruction? *

Mark only one oval.

- Spanish
- English

Strand 1: Program Structure

3. Principle 1: All aspects of the dual language program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

4. Principle 2: The dual language program ensures equity for all groups. All students and staff have appropriate access to resources. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

5. Principle 3: The dual language program has strong, effective, and knowledgeable school building leadership. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

6. Principle 4: An effective process is in place for continual dual language program planning, implementation, and evaluation. The program is adaptable and engages in ongoing self-reflection and evaluation to promote continual improvement. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

Strand 2: Curriculum

7. Principle 1: The dual language program has a process for developing and revising a high-quality curriculum. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

8. Principle 2: The curriculum is standards-based and promotes attainment of the three core goals (grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence) of dual language education. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

9. Principle 3: The curriculum effectively integrates technology to deepen and enhance learning in both languages. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

Strand 3: Instruction

10. Principle 1: Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

11. Principle 2: Instructional strategies support the attainment of the three core goals of dual language education. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

	1	2	3	4	5	6	7	
Stro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

12. Principle 3: Instruction is student-centered. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

	1	2	3	4	5	6	7	
Stro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

13. Principle 4: Instructional staff effectively integrate technology to deepen and enhance the learning process. They use technology tools to engage all learners, and students use technology to display their understanding of content and to further develop their language and literacy skills in both program languages. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

Strand 4: Assessment and Accountability

14. Principle 1: The dual language program creates and maintains an infrastructure that supports an assessment and accountability process. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

15. Principle 2: Student assessment is aligned with dual language program goals and with state content and language standards, and the results are used to guide and inform instruction in both languages. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

16. Principle 3: Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for dual language program accountability, dual language program evaluation, and dual language improvement. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

17. Principle 4: Student progress toward dual language program goals and state achievement objectives is systematically measured and reported. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Strongly Agree Strongly Agree

18. Principle 5: The dual language program communicates with appropriate stakeholders (Teachers, staff, building/district administrators, students' families and the community) about program outcomes by sharing data. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Strongly Agree Strongly Agree

Strand 5: Staff Quality and Professional Development

19. Principle 1: The program recruits and retains high-quality dual language staff. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

20. Principle 2: The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

21. Principle 3: The program collaborates with other groups and institutions to ensure staff quality. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

Strand 6: Family and Community

22. Principle 1: The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

23. Principle 2: The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals (grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence) of dual language education. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

24. Principle 3: The program views and involves families and community members as strategic partners. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Stro Strongly Agree

Strand 7: Support and Resources

25. Principle 1: The dual language program is supported by all key stakeholders (Teachers, staff, building/district administrators, and students' families and the community). *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

26. Principle 2: The dual language program is equitably and adequately funded to meet program goals. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

27. Principle 3: The dual language program advocates for support. *

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither Agree nor Disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

APPENDIX D LETTER TO PARTICIPATE IN PILOT TESTING OF SURVEY

St. John's University

September, 2023

Dear _____,

Thank you for agreeing to participate in the pilot testing of my survey instrument. Your feedback will help me to develop a clear and effective tool to assess areas of identification which principal's leadership exerts influence on the operations of two-way dual language programs including students who are English Language Learners at the elementary school level.

Below you will find the link to the survey:

I will need to know the following after you complete the survey:

- How long did it take you to complete the survey?
- Please provide any suggestions for improving the clarity of each item stated and design of the survey

Please provide feedback by Tuesday, September 26, 2023.

Thank you again for your time and assistance.

Sincerely,

Ana R. Martinez-Fuentes

APPENDIX E REQUEST TO CONDUCT RESEARCH

St. John's University

May, 2023

Superintendent Name
School District
Address
City, State

Dear [REDACTED],

I am writing to request permission to conduct research within [REDACTED] District as part of my doctoral studies. I am currently pursuing my doctoral degree in Administrative and Instructional Leadership at St. John's University, and my research focuses on dual language programs at the elementary school level.

I have selected your district to conduct my research considering that you offer an ideal setting as the district offers a dual language program. I believe that the insights gained from studying within your district will greatly contribute to the existing body of knowledge in my field and have practical implications for both academic research and educational practice. My research study will involve a qualitative case study.

I kindly request permission to access the necessary resources within your school district, such as conducting surveys, interviews, or observations. The opportunity to collaborate with relevant district personnel or educators who might provide valuable insights and support during my research process would be a great asset to the overall process.

Thank you for considering my request. I would be grateful for the opportunity to conduct research within your school district.

I look forward to hearing from you. Please feel free to contact me at your convenience to discuss any questions or concerns you may have. I would also make myself available to further discuss in person or via zoom, if needed. I appreciate your time and consideration as I know it is a busy time of the year.

Kind regards,

Ana R. Martinez-Fuentes

APPENDIX F IRB APPROVAL MEMO

Date: 2-26-2024

IRB #: IRB-FY2023-353

Title: LEADERSHIP IN TWO-WAY DUAL LANGUAGE PROGRAMS: ADMINISTRATIVE DECISION MAKING IN ELEMENTARY TWO-WAY DUAL LANGUAGE PROGRAMS

Creation Date: 5-17-2023

End Date: 7-8-2024

Status: **Approved**

Principal Investigator: Ana Martinez

Review Board: St John's University Institutional Review Board

Sponsor:

Study History

Submission Type	Initial	Review Type	Expedited	Decision	Approved
-----------------	---------	-------------	-----------	----------	-----------------

Key Study Contacts

Member	Anthony Annunziato	Role	Co-Principal Investigator	Contact	annunzia@stjohns.edu
--------	--------------------	------	---------------------------	---------	----------------------

Member	Ana Martinez	Role	Principal Investigator	Contact	ana.martinez20@stjohns.edu
--------	--------------	------	------------------------	---------	----------------------------

Member	Ana Martinez	Role	Primary Contact	Contact	ana.martinez20@stjohns.edu
--------	--------------	------	-----------------	---------	----------------------------

APPENDIX G INFORMED CONSENT FOR PARTICIPATION IN INTERVIEWS

St. John's University

Dear Principal,

You have been invited to take part in a research study to learn more about how a school principal's leadership and decision-making processes exert influence on the operations of two-way dual language programs that include English Language Learners/Multilingual Learners at the elementary school level. The focus will include the guiding principles of program design and implementation for dual language programs. This study will be conducted by Ana R. Martinez-Fuentes, student in the Administrative and Instructional Leadership Department of the School of Education at St. John's University as part of her doctoral dissertation. Her faculty sponsor is Dr. Anthony J. Annunziato, Ed.D., SJU Administrative and Instructional Leadership Department of the School of Education. If you agree to be in this study, you will be asked to do the following:

1. take part in one individual interview concerning leadership and decision-making in a dual language program;
2. allow for one classroom observation to help the researcher understand the application of procedures and practices in the dual language setting

Participation in this study will involve no more than forty-five minutes of your time: approximately forty-five minutes to complete the individual interview.

There are no known risks associated with your participation in this research beyond those of everyday life. Although you will receive no direct benefits, this research may help the investigator better understand how a school principal's leadership and

decision-making processes exert influence on the operations of two-way dual language classrooms including English Language Learners/Multilingual Learners at the elementary school level. Your interview will be audio taped. You may review the tape and request that all or any portion of the tape be destroyed. Confidentiality of your research records will be strictly maintained by the researcher using a personal system of record keeping, coding and keeping consent forms separate from data to protect your identity with any information you have provided.

Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. For interview you have the right to skip or not answer any questions you prefer not to answer.

If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Ana R. Martinez-Fuentes at 631-889-2993 or ana.martinez20@stjohns.edu or the faculty sponsor, Dr. Anthony J. Annunziato at (631) 218-7775 or annunzia@stjohns.edu, St. John's University School of Education, Sullivan Hall 521, 8000 Utopia Parkway, Queens NY 11439. For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, 718-990-1440.

Your signature acknowledges receipt of a copy of the consent form as well as your willingness to participate.

Participant's Signature

Date

Investigator's Signature

Date

**APPENDIX H INFORMED CONSENT FOR PARTICIPATION IN FOCUS
GROUP**

St. John's University

Dear Teacher,

You have been invited to take part in a research study to learn more about how a school principal's leadership and decision-making processes exert influence on the operations of two-way dual language program that include English Language Learners/Multilingual Learners at the elementary school level. The focus will include the guiding principles of program design and implementation for dual language programs. This study will be conducted by Ana R. Martinez-Fuentes, student in the Administrative and Instructional Leadership Department of the School of Education at St. John's University as part of her doctoral dissertation. Her faculty sponsor is Dr. Anthony J. Annunziato, Ed.D., SJU Administrative and Instructional Leadership Department of the School of Education.

If you agree to be in this study, you will be asked to do the following:

1. take part in one individual interview concerning leadership and decision-making in a dual language program;
2. take part in one focus group interview concerning success and challenges within in a dual language program
3. take part in a survey that will help the researcher better understand the dual language program strands; and
4. allow for one classroom observation to help the researcher understand the application of procedures and practices in the dual language setting

Participation in this study will involve no more than two hours of your time: approximately thirty minutes to complete the individual interview, sixty minutes for the focus group interview and forty minutes for the classroom observation. The interviews will be held two weeks apart.

There are no known risks associated with your participation in this research beyond those of everyday life.

Although you will receive no direct benefits, this research may help the investigator better understand how a school principal's leadership and decision-making processes exert influence on the operations of two-way dual language programs that include English Language Learners/Multilingual Learners at the elementary school level.

Your interviews will be audio taped. You may review these tapes and request that all or any portion of the tapes be destroyed. This includes your participation in the focus group interview. Confidentiality of your research records will be strictly maintained by the researcher using a personal system of record keeping, coding and keeping consent forms separate from data to protect the identity of subjects with any information they have provided. Your responses in the focus group will be kept confidential by the researcher, but the researcher cannot guarantee that others in the group will do the same.

Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. For interviews you have the right to skip or not answer any questions you prefer not to answer.

If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Ana R. Martinez-Fuentes at 631-889-2993 or ana.martinez20@stjohns.edu

or the faculty sponsor, Dr. Anthony J. Annunziato at (631) 218-7775 or annunzia@stjohns.edu, St. John's University School of Education, Sullivan Hall 521, 8000 Utopia Parkway, Queens NY 11439. For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, 718-990-1440.

Your signature acknowledges receipt of a copy of the consent form as well as your willingness to participate.

_____	_____
Participant's Signature	Date
_____	_____
Investigator's Signature	Date

REFERENCES

- Alanís, I., & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 305–319.
<https://doi.org/10.1080/15348430802143378>
- Arias, M., & Fee, M. (Eds.). (2018). *Profiles of dual language education in the 21st century*. CAL Series on Language Education, 3. Multilingual Matters.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175-1184. <https://doi.org/10.1037/0003-066X.44.9.1175>
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational behavior and human decision processes*, 50(2), 248-287. [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L)
- Berlak, A. (2004). Confrontation and pedagogy: Cultural secrets and emotion in antioppressive pedagogies. In M. Boler (Ed.), *Democratic dialogue in education: Troubling speech, disturbing silence* (pp. 123–144). Peter Lang.
- Black, W. R. (2006). Constructing accountability performance for English language learner students: An unfinished journey toward language minority rights. *Educational Policy*, 20(1), 197–224. <https://doi.org/10.1177/0895904805285948>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.
- De Cohen, C., Deterding, M., & Clewell, B. C. (2005). *Who's left behind? Immigrant children in high and low LEP schools*. The Urban Institute.
<https://www.urban.org/research/publication/whos-left-behind>

- DeMatthews, D. E., & Izquierdo, E. (2018). The importance of principals supporting dual language education: A social justice leadership framework. *Journal of Latinos and Education, 17*(1), 53–70.
- DeMatthews, D. E., & Izquierdo, E. (2020). Leadership for social justice and sustainability: A historical case study of a high-performing dual language school along the U.S.-Mexico border. *Journal of Education for Students Placed at Risk, 25*(2), 164–182.
- Freeman, Y., Freeman, D. E., and Mercuri, S. (2005). *Dual language essentials for teachers and administrators*. Heinemann.
- Guilamo, A. (2020). *Coaching teachers in bilingual and dual language classrooms: A responsive cycle for observation and feedback*. Solution Tree.
- Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Center for Applied Linguistics.
- Hunt, V. (2011). Learning from success stories: leadership structures that support dual language programs over time in New York City. *International Journal of Bilingual Education and Bilingualism, 14*(2), 187–206.
<https://doi.org/10.1080/13670050.2010.539673>
- Lachance, J. (2017). A case study of language program administrators: The teachers we need. *NCPEA International Journal of Educational Leadership Preparation, 12*(1). <https://files.eric.ed.gov/fulltext/EJ1145450.pdf>

- Lachance, J., & Honingsfeld, A. (2023). *Collaboration and co-teaching for dual language learners: Transforming programs for multilingualism and equity*. Corwin.
- Leithwood, K., Mascal, B., & Strauss, T. (Eds.). (2009). *Distributed leadership according to the evidence*. Routledge.
- Lessow-Hurley, J. (2005). *The foundations of dual language instruction*. Pearson Education.
- Menken, K. (2017). *Leadership in dual language bilingual education: A national dual language forum white paper*. Center for Applied Linguistics.
<https://www.cal.org/wp-content/uploads/2022/07/NDLF-White-Paper-October-2017.pdf>
- Menken, K., & Solorza, C. (2015). Principals as linchpins in bilingual education: The need for prepared school leaders. *International Journal of Bilingual Education and Bilingualism*, 18(6), 676-697. <https://doi.org/10.1080/13670050.2014.937390>
- Murphy, A., & Torff, B. A. (2012). Administrators' sense of self-efficacy in supervision of teachers of English as a second language. *Journal of International Education and Leadership*, 2(3) 1–12.
- National Center for Education Statistics at IES. (2022). *Report on the condition of education 2022* (NCES Publication No. 2022–144). U.S. Department of Education. <https://nces.ed.gov/pubs2022/2022144.pdf>

- New York State Education Department. (n.d.). *Bilingual education toolkit: Glossary of terms*. The University of the State of New York, Office of Bilingual Education and World Languages. Retrieved March 1, 2024, from <https://www.nysed.gov/sites/default/files/programs/bilingual-ed/appendix-a-glossary-of-terms-final-a.pdf>
- Palmer, D. K., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019). Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. *Theory into Practice*, 58(2), 121–133.
- Pashiardis, P. (1993). Group decision making: The role of the principal. *International Journal of Educational Management*, 7(2), 8–11.
- Schunk, D. (2020). *Learning theories: An educational perspective* (8th ed.). Pearson.
- The State Education Department. (2014). *Blueprint for English language learner/multilingual learner success*. The University of the State of New York, Office of Bilingual Education and World Languages. Retrieved September 12, 2020, from <http://www.nysed.gov/common/nysed/files/blueprint-for-ell-success.pdf>
- Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43(2), 221–258.
- Vroom, V., Yetton, P., & Jago, A. (1998). *The new leadership: Managing participation in organizations*. Englewood Cliffs, NJ: Prentice Hall

Yıldırım, İ., Akan, D., & Yalçın, S. (2019). Participation in decision-making process as a predictor of organizational cynicism at schools. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 8(2), 487–506.

Vita

Name	<i>Ana R Martínez-Fuentes</i>
Baccalaureate Degree	<i>Bachelor of Science, SUNY Old Westbury, Old Westbury Major: Childhood Education and Special Education with a Bilingual Extension</i>
Date Graduated	<i>May, 2008</i>
Other Degrees and Certificates	<i>Professional Certification in Educational Administration, The College of Saint Rose, Albany (2014)</i> <i>Master of Science, Alfred University, Alfred, Major: Literacy, B-6</i>
Date Graduated	<i>December, 2009</i>
	<i>Master of Science, Touro College, Bayshore, Major: TESOL, K-12</i>
Date Graduated	<i>May, 2012</i>