Passion and Purpose:

A Portrait of Leadership Practices

Supporting Implementation of a Dual Language

Spanish-English Elementary School Program

A Capstone Project

Presented to

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APPROVAL OF THE CAPSTONE PROJECT

This capstone project, "Passion and Purpose: A Portrait of Leadership Practices Supporting Implementation of a Dual Language Spanish-English Elementary School Program," has been approved by the Graduate Faculty of the School of Education and Human Development in partial fulfillment of the requirements for the degree of Doctor of Education.

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DEDICATION

To Cecilia Nancy and Eva Pauline, for whom I am prodigiously proud.

To Steve, for your persistent support of my passion, since we were kids.

To my mom and dad who are no longer present, to my extended family, and to my community of friends, for your presence, which provided me with the perseverance and patience to complete this project.

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Thank you, Cohort IV. You offered laughter, perspective, encouragement, and solidarity. Without you, I surely would have become lost. You are educational giants. I am privileged to know you.

Thank you to the visionaries and implementers in the dual language community, especially at Green Valley elementary, Claremont Immersion School, and within Arlington Public Schools. To the leaders, teachers, and family-oriented staff at Green Valley, thank you for sharing your passion and stories with me. I wish you courage to continue the work to which you are committed. To the Claremont Immersion school community, let me express my gratitude to the leaders, teachers, staff, students, and families for your desire to create a caring and inclusive community. To the four knowledgeable and dedicated assistant principals who taught me what great leadership is: Susan Allen-Burnett, Carlos Ramirez, Denise Santiago, and Iliana Gonzales, I have been honored to partner with you. To the dual language leaders in Arlington Public Schools, let me express my appreciation for your collaboration and collective wisdom. Thank you to Dr. Marjorie Myers, Marleny Perdomo, Dr. Lori Wiggins, and Dr. Chris Willmore who continue to lead by example. *Muchas gracias*.

Thank you to Steve, Eva, and Cecilia, who encouraged me, fed me, and steadied me through this process from beginning to end.

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EXECUTIVE SUMMARY

Dr. Sara Dexter, Advisor

With the three goals of bilingualism, academic achievement, and cultural competence, dual language schools have grown in popularity across the United States, in part because of their unparalleled success to close the academic achievement gap between English Learner students and non-English learner students (Center for Applied Linguistics, 2018; Gándara & Escamilla, 2017; Kim, Hutchison, & Winsler, 2015). Longitudinal and large studies have established that dual language schools implemented with fidelity can achieve their stated goals. Compared to their peers who attend monolingual schools, students who participate in an elementary dual language school become bilingual, achieve academically as well or better, and are equipped with cultural competencies to navigate a diverse world (Collier & Thomas, 2017; Marian, Shook, & Schroeder, 2013; Steele et al., 2017).

However, several challenges confront the effective implementation of the vision of a dual language school, which is built on the premise of additive bilingualism, or the concept that all languages students speak are valued as much as English (Collier & Thomas, 2004; Howard et al., 2018). Leadership is critical for any school (Leithwood & Louis, 2011), but a dual language school requires additional leadership practices to address the challenges of implementing a dual language model (Hunt, 2011; Montecel & Danini, 2002; Roque, Ferrin, Hite, & Randall, 2016). Using three leadership frameworks (Hitt & Tucker, 2016; Honig & Hatch, 2004; Khalifa et al., 2016), this study paints a portrait of the leadership practices supporting implementation of a Spanish-English elementary dual language school.

The conceptual framework for this study posited that effective implementation of a dual language school was a combination of the clarity of the dual language model and a specific set of

leadership practices. The first research question investigated if the components of a dual language model existed at the focal school. The second and third research questions sought to understand what leadership practices supported the model and the extent those leadership practices aligned to the Culturally Responsive School Leadership framework (Khalifa et al., 2016).

Three themes emerged from the study. First, the four practices of the Culturally Responsive School Leadership framework: critical reflection, promotion of an inclusive and equitable culture, development of responsive teachers and teaching, and inclusion and engagement of the community appear to be essential practices for effective implementation of the dual language model. Second, the model itself appears to attract people who are passionate about equity for English learner students, love languages, and are willing to do the additional work required. Thus, leadership practices which support staff's capacity and tenacity to implement the instructional core are critical. Finally, the viability of the vision of a dual language model is always at risk. To address this existential threat of the program either being eliminated, or the mission being subverted, leaders must become advocates for dual language by educating and engaging families, the surrounding community, and colleagues at the district level.

Based on these findings, two sets of recommendations are provided. For practitioners who are implementing or sustaining a dual language school, the recommendations are to 1) maintain the mission and vision of the dual language model; 2) plan for the people who will implement the instructional core; 3) allocate the resources needed for full implementation; and 4) actively engage, educate, and advocate for the program. Researchers are urged to continue to investigate the leadership practices necessary to implement a dual language model in order to better understand how creating an equitable educational environment for English learners can be

emulated in other schools, and furthermore how to continue to support the success of a school model which produces such positive linguistic, academic, and cultural outcomes for all students.

Chapter 1: Introduction

The Promising Potential of Dual Language Schools

While the failure of public schools to meet the goals of producing academically and socially prepared students, an informed citizenry, and a competitive workforce has been well-documented, some schools appear to have greater potential in developing students who have the linguistic, academic, and cultural skills to contribute as democratic citizens and to work within the global community (Collier & Thomas, 2017; Labaree, 2012; Marian, Shook, & Schroeder, 2013). The current rise in the popularity of dual language schools reflects this success by aiming to improve academic outcomes for English learner students, increase the number of students who are proficient in more than one language, and equip students with cultural competencies to interact positively within the national and global community (Gándara & Escamilla, 2017; Kim, Hutchison, & Winsler, 2015). While the impact of such programs has been documented and educational researchers continue to investigate the types of leadership needed for schools to be effective (Hitt & Tucker, 2016; Leithwood & Louis, 2011; Khalifa, Gooden, & Davis, 2016), agreement on the necessary leadership practices to implement dual language schools is still emerging. This study aims to contribute to this research by describing the leadership practices that support the implementation of a dual language program in an elementary school and investigating the extent to which such practices are aligned with the Culturally Responsive School Leadership framework (Khalifa et al., 2016).

Dual language schools claim three goals for their students that differentiate their educational offerings from other schools. Students will become bilingual and biliterate, academically achieve at high levels in all content areas, and develop cultural competencies (Howard et al., 2018). Dual language schools are the most recent iteration of a long history of

bilingual education in which educators have wrestled with how to best instruct non-English-speaking immigrants (Flores & Garcia, 2017; Gándara & Escamilla, 2017; Kim et al., 2015). What sets apart dual language schools is their premise of additive bilingualism in that a student's first language is valued as an asset rather than a deficit, particularly for students who speak languages other than English (Collier & Thomas, 2004; Howard et al., 2018). In essence, additive bilingualism is a stance in which students' home language is deemed equally important as any new additional languages, such as English, that students are learning (Alvear, 2018). The instructional program of a dual language school actualizes the concept of additive bilingualism (Wiemelt & Welton, 2015). Speakers of the program's target or partner language, and English speakers learn together in the same class. Half of the academic content is taught in the target language in a 50/50 model, whereas in a 90/10 model, 90% of the academic content occurs in the non-English language. Students, therefore, acquire language through instruction in the classroom and interaction with their classmates. The ideal of dual language is all students benefit from this educational experience by attaining the three goals of bilingualism, academic achievement, and cultural competency (Collier & Thomas, 2017; Howard et al., 2018; Marian et al., 2013; Scanlan & Palmer, 2009).

A growing body of research documents dual language schools can achieve their three stated goals. In dual language programs, English Learner students are more likely to gain English academic proficiency earlier than their peers in traditional schools and have sustained improved educational outcomes (Burkhauser et al., 2016; Collier & Thomas, 2004; Lindholm-Leary, 2016; Lindholm-Leary & Block, 2010; Steele et al., 2017; Umansky & Reardon, 2014; Valentino & Reardon, 2015). Moreover, large scale longitudinal research studies demonstrate English Learner students and English speakers who attend elementary dual language immersion schools perform

at or above their peers in monolingual schools in math and English reading (Collier & Thomas, 2004, 2017; Marian et al., 2013; Steele et al., 2017). Students who attend dual language schools benefit from what is termed the bilingual advantage or increased brain benefits, such as higher levels of executive functioning (Adesope, Ungerleider, & Lavin, 2010; Bialystock, Craik, & Luk, 2012; Esposito & Baker-Ward, 2013). Dual language schools often promote the idea students will be better prepared to work in the global economy, and some data exists being bilingual increases students' future outcomes (Callahan & Gándara, 2014). Thus, in addition to being seen as the best educational approach for English Learner students, dual language schools have become increasingly popular across the United States (Center for Applied Linguistics, 2018).

As evidence of the growth of dual language programs, in 2015 the U.S. Department of Education published a study on state policies and noted seven states (Delaware, Georgia, New Mexico, North Carolina, Rhode Island, Utah, and Washington) have broad guidelines or visionary goals supporting dual language education. Furthermore, six states (Delaware, Georgia, Indiana, Kentucky, Oregon, and Utah) offer funding for the development of dual language programming (U.S. Department of Education, 2015). Researchers continue to document the popularity and growth of dual language schools, noting most dual language schools are Spanish-English elementary immersion programs (Gándara & Escamilla, 2017; Kim et al., 2015).

However, significant challenges exist in implementing dual language schools. Accreditation pressures from the use of English-based standardized exams, teachers' lack of professional knowledge of dual language and/or language acquisition, and weak support for the program or its equity-driven mission by school or district leadership are reasons cited for programs not reaching full implementation (Menken & Solorza, 2014, 2015; Palmer, 2007; Palmer, Henderson, Wall, Zúñiga, & Berthelsen, 2016; Valdez, Freire, & Delavan, 2016).

English Learner students have historically been marginalized and under-served in public schools (Fry, 2008; U.S. Department of Education, 2011). Dual language programs which are not implemented well can replicate the historical oppression of minority students by prioritizing the needs of the English majority students (Cervantes-Soon, 2014; Flores, 2016; Flores & Garcia, 2017).

In spite of these challenges, dual language schools, when fully implemented, can close the achievement gap between English Learner students and English speakers, increase students' proficiency of languages, and create a culturally responsive experience for all students (Collier & Thomas, 2017; Howard et al., 2018; Marian et al., 2013; Steele et al., 2017). The definition of a dual language program implies a commitment to the academic and social-emotional success of English Learner students, who are traditionally underserved. Leaders have successfully attained the goals of a dual language program by supporting teachers' capacity to deliver instruction in two languages using best practices for language learners (Hunt, 2011; Kirk-Senesac, 2002; Montecel & Danini, 2002) and by advocating for culturally responsive practices within the school and in partnership with parents and community (DeMatthews & Izquierdo, 2016, 2018; Scanlan & Lopez, 2012; Scanlan & Palmer, 2009; Wiemelt & Welton, 2015).

In fact, implementation of such a program is not possible without leadership (Genesee, 2018; Howard et al., 2018). The influence of principal leadership on student outcomes within schools is well-established (Leithwood & Louis, 2011; Hitt & Tucker, 2016; Khalifa et al., 2016). A portrait of what is needed to lead dual language schools is beginning to take shape as researchers describe and document effective programs, as well as programs which have struggled to reach their goals. Successful leaders of dual language programs, similar to those of other school programs, enact research-based effective leadership practices, such as described in the

unified leadership framework introduced by Hitt and Tucker (2016). However, leading a dual language program demands additional leadership qualities and practices because of the students served and the program implemented (Montecel & Danini, 2002; Mora, Wink, & Wink, 2001; Roque, Ferrin, Hite, & Randall, 2016). Thus, the concept of crafting coherence detailed by Honig and Hatch (2004) and the Culturally Responsive School Leadership framework introduced by Khalifa et al., (2016), can also be used to understand the complex work of leading a dual language school.

This study contributes to the knowledge base for both researchers and practitioners around how to support the success of dual language schools, especially given the growth of these programs nationwide and the positive academic, linguistic, and cultural outcomes for students who attend such programs. The literature on dual language schools details the components of successful dual language programs and student outcomes (Collier & Thomas, 2017; Howard et al, 2018; Marian et al., 2013; Steele et al., 2017). What is not clear yet are the leadership practices needed to implement and sustain an effective dual language program. This proposed qualitative case study will help fill in this gap of knowledge. Although this study will focus on leading a dual language school, the leadership practices that enable a school to produce positive academic and social-emotional outcomes for historically minoritized students, such as English Learner students, is also critical information for all school leaders who seek to lead equitable schools.

Problem of Practice

Public schools produce different academic results for students based on their language, economic status, and race (Skrla, Scheurich, Garcia, & Nolly, 2004). Below is a description of the national and historical academic outcomes of Latino students; the limited language skills of

some students; and the challenge and necessity for schools to be responsive to the diverse needs of all students.

Academic Achievement Gap of English Learner Students

English Learner students make up 9.5% of students in public schools or 4.8 million students in 2015, with eight states having more than 10% of its students as English Learner students (U.S. Department of Education, 2018). Although the classification of English Learner students includes students who speak many different languages, 3.7 million or 77.1% of all English Learner students speak Spanish. In total, 7.6% of all K-12 public school students speak Spanish and identify as Hispanic (U.S. Department of Education, 2018). Overall, the Hispanic population is about 16% of the United States population, or approximately 50.5 million people according to the 2010 U.S. Census Bureau. Half of the population growth between 2000 and 2010 was Hispanic (U.S. Census Bureau, 2011).

A documented academic achievement gap between Hispanic and white students exists (U.S. Department of Education, 2011). Results from the National Assessment of Educational Progress (NAEP), a nationally administered exam, most recently administered in 2009, show white students outperformed Hispanic students in grades 4 and 8 in math and reading by significant point differences and with little change compared to the results from 1992 (U.S. Department of Education, 2011).

The historically low academic achievement by English Learner students of Hispanic origin is a significant problem implicating the inability of schools to serve a high portion of the student population. Furthermore, the 2010 U.S. Census Bureau data confirms this population is growing and suggests schools must address these inequitable outcomes in order to reach the promise of the public school system to educate all students.

Limited Language Skills within the United States

Addressing the academic achievement gap of English Learner students is reason enough to consider how to replicate the success of dual language schools. However, it would be short-sighted to see dual language as just the next best educational step in helping students acquire English. The United States has over 350 languages spoken, and yet, the public education system traditionally only begins teaching language in high school, which is beyond the recommended age to learn language (Hartshorne, Tenenbaum, & Pinker, 2018; U.S. Census Bureau, 2015).

The Commission on Language Learning recently published a report urging Congress and the public to make learning additional languages a national priority akin to the focus on math and English (American Academy of Arts and Sciences, 2017). As a response to a bipartisan congressional request, this report cites the benefits of dual language based on higher academic outcomes of students and the cognitive advantages of being bilingual. In conclusion, the authors advocate learning additional languages is a key to the economic growth of the country and dual language education is a promising pathway to achieving this goal (American Academy of Arts and Sciences, 2017).

Proponents of language learning have also used brain research to support the cognitive advantages of learning in two languages. Students who have more than one language show an increased capacity for executive functioning overall (Adesope, Ungerleider, & Lavin, 2010; Barac & Bialystok, 2012; Esposito & Baker-Ward, 2013). Other benefits include increased cognitive flexibility, attention control, working memory, and cognitive reserve, which may explain the delay in the onset of Alzheimer's disease in patients who are bilingual as compared to those who are monolingual (Bialystok, Craik & Luk, 2012; Craik, Bialystok, & Freedman, 2010; Foy & Mann, 2014).

Insufficient Access to Culturally Responsive Schools

Public schools have a historic inability to meet the academic, social, and emotional needs of minoritized students primarily because of institutionalized racism and marginalization of students (Skrla et al., 2004; Theoharis & Scanlan, 2015). Reardon and Galindo (2009) in their exploration of the Hispanic-White achievement gap showed the quality of schools predominantly attended by Hispanic students contributes to the perseverance of the academic gap, and this later impacted the lower high school and four-year college graduation rates of Hispanic students as compared to white students. Fry (2008) also found English Learner students are more likely to go to schools with lower standardized test scores for all students.

Despite this bleak landscape, there are exemplar schools and programs that are meeting the needs of all students in a culturally responsive way. Researchers have studied schools in which students of color and language minority students thrive, in spite of the more overwhelmingly negative trajectory of other schools (Khalifa, 2018; Khalifa et al., 2016; Theoharis, 2007; Theoharis & Scanlan, 2015). Among these more positive examples, dual language schools offer an instructional program and socially-just oriented mission in which students' language and culture are valued and have proven positive academic and social-emotional outcomes for English Learner students (Cheung & Slavin, 2012; Rolstd, Mahoney, & Glass, 2005).

Purpose of the Study

Given the popularity and growth of dual language schools, this study contributes to the literature on what supports the implementation of such programs in order to achieve their documented success in closing achievement gaps for English Learner students and developing academic, linguistic, and cultural skills of all students. Dual language elementary school

programs exist in different contexts depending on the state and school district within which they reside (Flores & García, 2017; Gándara & Escamilla, 2017; Kim et al., 2015). As noted in the US Department of Education Report on Dual Language Programming and Policies (2015), educational officials at the state level are largely leaving the program decisions for the local level. The implication is principals and local school districts have significant discretion for how dual language programs are implemented. Since principal leadership appears to be a critical component of successful dual language programs (Alanis & Rodriguez, 2008; Hunt, 2011; Kirk-Senesac, 2002), the purpose of this study is to explore what leadership practices most effectively support successful programs.

Key Terms Defined

Dual Language Spanish-English Programs

Dual language Spanish-English programs teach academic content in Spanish and in English, enroll children who speak Spanish and English, and identify three foundational goals for all students: biliteracy, academic achievement, and cultural competence (Howard et al., 2018).

Students and Families in Dual Language Programs

Sometimes referred to as “emergent bilinguals,” students in dual language programs have varying proficiency levels across multiple languages (Beeman & Urow, 2013). Programs are built on enrolling a blend of students who speak only Spanish or English, who may be bilingual across both languages, and who may speak additional languages beyond English and Spanish. The instructional design of the program has students learn language from each other as well as through instruction and, thus, is responsive to the diverse linguistic background within the student body (Beeman & Urow, 2013; Howard et al., 2018).

Hitt and Tucker's Unified Framework of Effective Leadership Practices

Based on the review of 56 empirical studies that connect leadership to student achievement, Hitt & Tucker (2016) crafted a unified framework which categorizes effective leadership practices into five domains. The domains describe leadership practices that promote a clear vision of student achievement, construct and increase teachers' professional capacity, create the conditions for organizational learning, ensure an effective learning environment for all students, and build relationships with families and communities both within and outside the school walls. Their unified framework is used to identify the leadership practices enacted by dual language leaders within the literature, informs the conceptual framework of this study, and will be used to interpret the data collected.

Honig and Hatch's Model for Crafting Coherence

Honig and Hatch (2004) put forth a model to explain how school leaders "craft coherence" out of multiple external demands placed on a school by setting goals, bridging and buffering such demands, and enlisting the support of central office to create an implementable and comprehensible instructional program. Their description of this process provides a framework for understanding how dual language leaders navigate multiple and contradictory pressures connected to implementing a dual language program and thus, plays a role in this study's conceptual framework.

Khalifa, Gooden, & Davis' Culturally Responsive School Leadership Framework

The Culturally Responsive School Leadership framework encompass a wide array of leadership practices which result in documented increased student achievement of minoritized student populations. A culturally responsive leader is one who "influences the school context and

addresses the cultural needs of the students, parents, and teachers" (Khalifa et al., 2016, p. 1274) by enacting four strands of leadership behaviors: engaging in critical reflection, prioritizing teachers' cultural responsiveness capacity, demanding inclusive school environments, and lowering the metaphorical wall between school and community. Since dual language programs explicitly serve minoritized students, this framework will be a critical element of this study's conceptual framework in order to describe the work of dual language leaders.

Research Questions

The following research questions will guide this qualitative case study:

Research Question 1: To what extent are the components of a model dual language program implemented in the focal school?

Research Question 2: What leadership practices support the implementation of the dual language program?

Research Question 3: What leadership practices are in alignment with the Culturally Responsive School Leadership framework?

Limitations

This descriptive qualitative study takes a post-positivist approach in that it is assumed leadership practices can be quantified, described, and compared (Butin, 2010). The researcher gathered data from the perspectives of key stakeholders. The results are limited by those who were able to participate and share their perceptions and may not reflect all of the leadership practices that support implementation of the dual language program. Additionally, given each dual language school has a particular context, the findings from this study may not be transferable to other school sites.

Delimitations

This study focuses on a Spanish-English dual language program at the elementary school level. A school in which all students participate in the immersion program, as opposed to a program within a school was selected. The student population met the criteria for the dual language guidelines, in which at least half of the students speak Spanish or are bilingual (Howard et al., 2018).

The selected school site had the dual language program for over five years and with the same leadership for at least three years, in order to avoid studying a school which may be undergoing a leadership or programmatic transition. The selected school has an explicit commitment to dual language as evidenced by its mission incorporating the three pillars: bilingualism, academic achievement, and cultural competence (Howard et al., 2018).

Conceptual Framework

The researchers of *The Guiding Principles of Dual Language* posit "the higher the quality of implementation of the dual language education model, the stronger the results of dual language over English-only instruction for English learners" (Howard et al., 2018, p. 10). If implementation of the programmatic components affects students' outcomes, then leadership matters. Dr. Fred Genesee, a prominent dual language researcher, summarized 50 years of research on dual language by simply stating leadership is critical to implementation (2018). Therefore, the conceptual framework of this study posits the components of a dual language school in combination with leadership practices supporting implementation results in the desired student outcomes of closing achievement gaps between English Learner students and non-English Learner students, increasing students' language skills, and creating a culturally responsive school environment.

Role of the Researcher

As a current principal of a dual language elementary school, the researcher's purpose is to paint a portrait of the leadership practices that support effective implementation of the program so leaders, including the author, can better fulfill the promise of dual language schools for all students. Previous experiences in leadership and teacher roles within an immersion school environment informed the researcher's interest and engagement in this topic. Working in four different dual language schools led to an understanding: having the components of the program in place is not enough to produce the desired student outcomes; leadership is critical.

Study Overview

This qualitative case study contributes to an understanding of the leadership practices supporting implementation of a dual language school. Chapter Two is a review of the research on dual language schools, which informs the purpose of the study, the research questions, and the proposed research methodology. Included in the literature review are a description of what a dual language school model is, the documented student academic and social-emotional outcomes of such programs, and a synthesis of what is known about the leadership practices supporting dual language schools. In Chapter Three, the conceptual framework and the research methods are explained in detail. The proposed study uses a conceptual framework constructed from the literature base on dual language and in combination with three research-based leadership frameworks. The researcher uses research methodologies aligned with a qualitative case study, including conducting semi-structured interviews with key stakeholders and reviewing relevant documents. Within the selected focal school, the researcher documents what components of a dual language program exist, what leadership practices support effective implementation of the program, and to what extent those practices are aligned to the Culturally Responsive School

Leadership framework. The conceptual framework for the study guides the analysis of the data, the interpretation of the results, and subsequent recommendations for practitioners and researchers.

Chapter 2: Literature Review

Introduction to the Literature

Overview of the Literature Reviewed

The literature review synthesizes the literature on dual language schools by answering the questions: 1) what are the components of a dual language school? 2) what are the outcomes of an effective dual language program? and 3) what is known about the leadership of dual language schools? By describing the components of a dual language school, this literature review distinguishes dual language programs from other educational approaches designed to serve English Learner students. The positive academic, linguistic, and socio-emotional student outcomes of dual language programs are the reasons why dual language schools are worthy of implementation by practitioners and of study by educational researchers. The final section on leadership summarizes what is known about leading dual language schools, including what may support a school's capacity to achieve equitable academic outcomes for historically marginalized student populations such as English Learner students.

Literature Review Methodology

In order to identify literature that addressed these three areas, Google Scholar, EBSCO, and Proquest were searched using the following combination of keywords: dual language, two-way immersion, bilingual education, English language learners, principal, leadership, and implementation. Only articles published in peer-reviewed journals or research-based books on dual language schools from the past 20 years are reviewed. Most studies are qualitative in nature and use a combination of site visits, field notes, interviews, focus groups, observations, and document review to describe an individual school or a group of schools within a school district.

Quantitative studies included use of standardized test scores to document the academic outcomes for students and survey results to quantify students and families' experiences. Although only studies that occurred within the United States are covered, the literature represents a wide geographical area of where dual language schools exist, including Arizona, California, Illinois, New York, North Carolina, Oregon, Texas, and Utah.

What are the Components of a Dual Language School?

Dual language schools, also sometimes referred to as two-way immersion, emerge from a history of attempts by public schools to instruct non-English-speaking students (Gándara & Escamilla, 2017; Ovando, 2003). Over time, the range of approaches from various forms of bilingual education to English only programs are more of a reflection of the political and social climate of the United States than a result of educational research (Falits & Smith, 2016; Flores & García, 2017; Gándara & Escamilla, 2017; Ovando, 2003). A challenge of the dual language school model is primarily "in the minds of most Americans, bilingual education is for the purpose of teaching English and not about actually educating a student in two languages" (Gándara & Escamilla, 2017, p. 5). A dual language school is not just an educational approach in which both languages are valued, but also a political and socio-cultural statement about the value of languages other than English and the students and families who speak those languages (Falitis & Smith, 2016; Flores & García, 2017; Gándara & Escamilla, 2017; Kim et al., 2015). Flores & Garcia (2017) situate the history of dual language schools within the context of the history of creating affirmative spaces for Latinx students and argue, "we must work to connect our advocacy for bilingual education with broader efforts to dismantle the racial hierarchies of U.S. society" (p. 27).

The description of dual language schooling reflects this contested political and social environment in which a dual language school operates. To understand the characteristics of a dual language school, the components are organized into four categories: foundational pillars, instructional core, family and community engagement, and leadership. Each of these components, although part of any school, have distinguishing aspects that reflect the nature of a dual language school.

Three Foundational Pillars

Dual language schools are built on the three foundational pillars of bilingual/biliteracy, academic achievement, and creating a culturally responsive and inclusive school environment for English Learner students (Alanís & Rodríguez, 2018; Collier & Thomas 2004, 2017; de Jong, 2016; Escamilla, 2018; Howard et al., 2018). These three goals are often explicitly addressed in the stated mission and vision of schools and evidence of the commitment to these goals are found in the words and practices of teachers, leaders, students, and families, as well as within the instructional delivery and resources at the school (Howard et al., 2018; Hunt, 2011; Kirk-Senesac, 2002). Christian (2011) in the *Handbook of Research on Second Language Teaching and Learning* explains although dual language is an approach for English Learner students to learn English, the program itself is steeped in the context of bilingualism.

Academic achievement is a key goal and outcome for a dual language school. Dual language schools explicitly are focused on closing the academic achievement gap for English Learner students as students learn content in their first language while developing language proficiency in the target language (Alvear, 2018; Collier & Thomas, 2004, 2017). In addition, English speakers learn academic content via another language without any academic detriment (Alvear, 2018; Steele et al., 2017). Academic achievement as a foundational pillar has been a key

area for researchers and a major reason cited for the growth and popularity of dual language schools (Collier & Thomas, 2017; Gándara & Escamilla, 2017; Kim et al., 2015).

Finally, dual language schools are built on the idea all students benefit when they are exposed and immersed in diverse cultures. Language is only one reflection of culture, and dual language schools value the culture of the language being taught (Collier & Thomas 2004, 2017; deJong, 2016; DeMatthews & Izquierdo, 2016, 2018). This can be seen in the staff who is hired, instructional resources, such as authentic texts, culturally responsive curriculum and assessments in both Spanish and in English, and the degree of family and community engagement (Scanlan & Lopez, 2012; Howard et al., 2018; Wiemelt & Welton, 2015).

Instructional Core

Like all schools, teachers implement the instructional program of a dual language school, and impact students' academic goal achievement and experience of the school environment (Ascenzi-Moreno, 2016; Colón & Heineke, 2015; Hernández, 2017; Lachance, 2017). The dual language leader influences who is hired, what professional learning is offered, the way in which teachers are organized, such as collaborative communities of practice, and access to appropriate instructional resources (DeMatthews & Izquierdo, 2016, 2018; Hunt, 2011; Kirk-Senesac, 2002).

Dual language schools deliver academic content via the target language, Spanish, which has implications for staff recruitment, hiring, and retention. Finding highly qualified bilingual staff is one of the biggest challenges in implementing a dual language program (Collier & Thomas, 2017; Gándara & Escamilla, 2017). At least half of the teachers need native or near-native proficiency in the target language (Gándara & Escamilla, 2017; Howard et al., 2018). Furthermore, since all students in the program are language learners by program design, having teachers who have the capacity and knowledge to deliver high quality instruction for language

learners is an essential programmatic ingredient (Ascenzi-Moreno, 2016; Hernández, 2017; Howard et al., 2018; Lachance, 2017). Additionally, curriculum resources and assessments should be in the target language and reflective of the culture of the students enrolled in the program (Howard et al, 2018).

Dual language schools equipped with the necessary qualified staff and implemented as intended, incorporate best instructional practices for English Learner students (Collier & Thomas, 2004; de Jong, 2016; Howard et al., 2018). Research on reading programs for English Learner students found that bilingual or dual language education has a positive effect size of .21 and receiving instruction in the target language was critical in combination with the quality of instruction (Cheung & Slavin, 2012).

Family and Community Engagement

Studies have shown parents both desire their child to be enrolled in dual language and are satisfied with the program (Parks & Ruth, 2011; Shannon & Milian, 2002). Parks & Ruth (2011) surveyed 724 parents of students enrolled in eight different dual language programs in the southwestern United States and found over 96% of the parents were satisfied with the program. In Colorado, 1,043 families whose children attend dual language programs responded to surveys and the results show parents understood the purpose of dual language education and valued their child learning a second language in this type of program (Shannon & Milian, 2002).

Leadership

Leadership is critical to the implementation and sustainability of dual language schools (Alanís & Rodríguez, 2008; Babino, 2017; de Jong, Gort, & Cobb, 2005; Hunt, 2011; Kirk-Senesac, 2002; Rocque et al., 2016). However, leading a dual language school requires

additional skills and knowledge beyond those necessary to be a principal of a monolingual school (Hunt, 2011; Rocque et al., 2016). Genesee (2018) in his presentation at the Center for Applied Linguistics conference on Dual Language argued strong leadership is "knowledgeable about dual language education" and "ensures effective advocacy to counteract negative or indifferent attitudes" (p. 12). What is known and not yet known about the leadership practices supporting implementation of a dual language school are detailed in the final section of this chapter.

What are the Outcomes of an Effective Dual Language Program?

Students develop literacy in two languages, reap the cognitive benefits of becoming bilingual, and academically achieve at high levels in dual language programs (Alvear, 2018; Collier & Thomas, 2017; Howard et al., 2018; Marian, et al., 2013; Steele et al., 2017). Dual language schools have the potential to address the challenges described in the problem of practice: the persistent academic achievement gap between English Learner students and non-English Learner students, the limited language educational opportunities for all students, and the lack of cultural responsiveness of schools.

Closure of the Academic Achievement Gap

In the comprehensive review of their research on the impact of dual language in closing the achievement gap between English Learner students and non-English Learner students titled, *The Astounding Effectiveness of Dual Language Education for All*, Collier and Thomas (2004) write, "this is a wakeup call written for both researchers and practitioners. We use the word astounding in the title because we have been truly amazed at the elevated student outcomes resulting from participation in dual language programs" (p.1). With more than 32 years of

research on dual language education, Collier and Thomas have analyzed over 7.5 million student records and consistently documented how English Learner students enrolled in dual language schools outperform their peers in monolingual schools in math and in English reading over time, and furthermore close the achievement gap between their English-speaking classmates (Collier & Thomas, 2004, 2017; Thomas & Collier, 2002). They posit English Learner students achieve at higher rates academically in dual language schools because of learning academic and linguistic content in their first language and from the positive socio-cultural experiences of being in a school setting which values students' home language as an asset rather than a deficit (Collier & Thomas, 2004). In fact, the influence of socio-economic status on students' achievement drops to only 5% for English Learner students who attend dual language schools, as compared to 18% for English Learner students in monolingual schools (Collier & Thomas, 2017).

Other studies have confirmed their findings (Burkhauser et al., 2016; Lindhom-Leary & Block, 2010; Marian et al., 2013; Steele et al., 2017; Umansky & Reardon, 2014; Valentino & Reardon, 2015).Tran, Behseta, Ellis, Martinez-Cruz, & Contreras (2015) showed students enrolled in dual language programs achieved higher levels of math and science based on standardized exams compared to statistically similar students in monolingual schools In a large scale research study in Portland, Oregon, students were randomly assigned to dual language and monolingual schools to investigate the academic and linguistic outcomes of dual language education on English Learner students and English speakers (Burkhauser et al., 2016; Steele et al., 2017). Over 1,280 English Learner students in the dual language programs achieved academic gains at the same level or higher than English speakers and had a higher rate of becoming English proficient earlier as compared to English Learner students in the monolingual schools (Steele et al., 2017). This is consistent with other research documenting how effective

dual language programs have been able to close the achievement gap between English Learner students and non-English Learner students.

Bilingual, Biliterate, and Academically Ahead Students

Not only do English Learner students enrolled in dual language schools outperform their peers in monolingual schools and close the academic gap with English-speaking classmates, all students appear to benefit academically from dual language schooling (Steele et al., 2017). In other words, learning in an additional language other than English does not hinder students' capacity to learn the core content - math, science, and English reading.

In a study of immersion programs in Portland, Oregon, students in dual language schools outperformed students in monolingual schools in English reading by about 7 months in grade 5 and 9 months in grade 8 (Steele et al., 2017). No evidence existed that peer, teacher, or class size characteristics were the reasons for the increased academic achievement and bilingual skills of the students randomly enrolled in immersion classes. Although dual language students did not achieve higher in math and science, which were taught in the target language, the researchers did not find any statistical detriment. In addition, they found by 8th grade, on average, immersion students achieved intermediate levels of proficiency of the target language, significantly higher than peers learning language in more traditional classes (Steele et al., 2017).

In a study with 2,009 students from the Chicago area, Marian et al. (2013) report both majority and minority language speakers in dual language programs outperformed academically as compared to statistically similar students in transitional English or English only programs. Even though they were learning math in a second language, the English-speaking students in the immersion program outperformed similar students in English only schools in math in 3rd, 4th, and 5th grade. By fifth grade, the minority-language immersion students outperformed their

counterparts enrolled in the English only programs. The authors conclude, “two-way immersion models are beneficial in multiple ways and should be seriously considered when designing and implementing educational programs” (Marian et al., 2013, p. 182).

A Culturally Responsive and Inclusive School Community

Research on dual language schools provides evidence historically marginalized students succeed because of the approach of additive bilingualism (Alvear, 2018; Collier & Thomas, 2004, 2017). Case studies of dual language programs show the goal is to create not only positive academic experiences, but also positive social-emotional experiences for English Learner students (Alvear, 2018; Cortina, Makar, & Mount-Cors, 2015; DeMatthews & Izquierdo, 2016, 2018; Wiemelt & Welton, 2015). The effect of attending a dual language elementary school extends beyond the elementary experience and has a later impact on the trajectory of English Learner students enrolling in math and science classes and having goals of attending college (Lindholm-Leary & Borsato, 2002; Tran et al., 2015). Additionally, interviews of students and parents convey the experiences of students have a positive impact of their conception of themselves as students and of their schools (Block, 2012; Parkes & Ruth, 2011; Shannon & Milian, 2002). The voices of students enrolled in immersion highlight this point best. Surveying 788 fifth through eighth graders in immersion programs, Lindholm-Leary (2016) discovered students identified academic advantages and career opportunities would be available to them because of their enrollment in the program.

What is Known about the Leadership of Dual Language Schools?

A growing cadre of leaders are serving dual language schools and seeing positive linguistic, academic, and cultural outcomes for all students and especially for English Learner

students. Although principal leadership has been shown to be the second most influential factor on student achievement after classroom teachers (Leithwood & Louis, 2011), the leadership practices necessary to implement a dual language program are not yet clear. Three research-based leadership frameworks are used to interpret what is known and not yet known about leading a dual language school. The first is Hitt and Tucker's (2016) unified leadership framework, which delineates five domains of effective leadership practices leading to improved student outcomes. The second is Honig and Hatch's (2004) model of crafting coherence which describes how school leaders negotiate the multiple and conflicting external demands placed upon a school. The third leadership framework used to understand the context in which dual language leaders work is the Culturally Responsive School Leadership framework (Khalifa et al., 2016). By analyzing the findings of case studies on dual language schools through the lenses of these research-based leadership frameworks, essential leadership practices supporting implementation of dual language schools are identified.

Effective Leadership Practices

Case studies document principals who lead successful programs demonstrate a personal commitment to the program's mission, have professional knowledge about dual language, build teacher capacity, and sustain collaborative school environments (Alanís & Rodríguez, 2008; Hunt, 2011; Kirk-Senesac, 2002; Menken-Solorza, 2015). Hitt and Tucker (2016) explain, "once leaders embrace and demonstrate what they personally can do to promote the vision, and consider how to engage teachers, their attention turns to developing others, and themselves" (p. 548). "Building trust, establishing communities of practice, and creating a supportive organization for learning" are effective leadership practices that also emerge in the descriptions of successfully implemented dual language schools (Hitt & Tucker, 2016, p. 549).

Professional knowledge on dual language encompasses best instructional practices for English Learner students, such as appropriate use of curriculum and assessments for language learners, and an understanding of how dual language programs work to create an equitable learning environment for English Learner students. For example, Alanís & Rodríguez (2008) document an exemplary dual language school in Texas, and explain, “The consensus among teachers was that the principal’s support and knowledge regarding dual language instruction had been crucial in program sustainability" (p. 266). Similarly, de Jong, Gort and Cobb (2005) show how three administrators in Massachusetts were able to implement dual language programs in spite of new English only laws, because they had extensive professional knowledge of the benefits of dual language and a personal commitment to the program.

In contrast, Colon and Heineke (2015) explained the reason for the failure of a dual language urban school to implement the program was because, "consistent among teachers was the frustration with the 'unclear and inconsistent' approach to bilingual education" (p. 282). Their qualitative case study of an urban school in Illinois described how the lack of a clear mission articulated by school leaders allowed staff to succumb to the pressures of English only accountability and undermine the program’s implementation. The researchers argued for the necessity of dual language leaders "defining personal and professional beliefs and commitments to guide bilingual teaching and learning" will be about "promoting additive bilingualism" (p. 288).

To carry out the core vision, effective dual language leaders seek highly qualified teachers and provide professional development for their teachers. In her qualitative study investigating how dual language principals in North Carolina select and support teachers, Lachance (2017) documents “dual language school administrators identified and affirmed

perspectives regarding programmatic necessities related to dual language" (p. 13). Other researchers of dual language schools describe how principals must seek, select, and build the capacity of teachers, because, ultimately, they mediate the instructional program (Alanís & Rodríguez, 2008; DeMatthews & Izquierdo, 2016, 2018; Hunt, 2011; Rocque et al., 2016).

A shared understanding of what a dual language education signifies amongst staff as well as the instructional skills to implement the program underpin the leaders' chances for successful implementation. In addition to a clear mission, Hunt (2011) establishes the three leadership structures supporting a successful program are shared leadership, trust, and flexibility. She posits the nature of a dual language program demands teachers to collaborate in a learning community to fulfill the mission of the program. Because of this, leaders and teachers must have high levels of trust, as well as flexibility, to share the leadership of the school and implement the program.

Similarly, in two case studies of schools, DeMatthews & Izquierdo (2016, 2018) affirm the leader and teachers must work in collaboration to sustain implementation of the program. Their 2018 study of a successful dual language school documents how the principal had both technical expertise to develop teachers' capacity to implement the components of dual language education and adaptive approaches to work with teachers, students, and parents to create a more culturally responsive school.

When this collaborative teaching environment is not present, the program appears to fail. Palmer et al. (2016) describe how dual language programs were undermined at two schools in a large urban district, in part, because of high stakes testing pressure. The researchers discovered teachers received mixed messages about the importance of dual language coupled with the need to meet accountability measures. At one school there was a higher degree of collaboration which led to more enriching experiences for students, but at the other school, in spite of having support

from the district, the dual language program was not implemented. Additional studies show a lack of teacher collaboration towards programmatic goals is consistent among other failed programs (Menken & Solorza, 2014, 2015; Palmer, 2007, 2010).

Much, though, is not known about dual language leadership practices, and this is an area ripe for further research. Although some of Hitt and Tucker's effective leadership practices appear in the literature, this does not imply dual language leaders do not incorporate other practices. The practical implications point, though, establishing a core vision, building professional capacity to implement the vision and sustaining teachers in the work are essential for the success of dual language schools. The two subsequent research-based leadership models illuminate additional leadership practices supporting implementation of a dual language program from the literature.

Crafting Coherence to Support Implementation

Leaders of dual language schools must navigate implementing a dual language program while also meeting federal, state, and local policies which frequently do not align with the goals of dual language programs (Ovando, 2003; U.S. Department of Education, 2015). In fact, even when they do exist, policies do not necessarily provide the support for dual language programs as might be intended. Within the research not only on dual language leadership, but also about how to best serve English Learner students, there exists a tension between how leaders are or are not able to withstand the pressures of English-based accreditation and associated expectations of serving the English language majority students and families (Flores & Garcia, 2017; Gándara & Escamilla, 2017; Kim et al., 2015; Ovando, 2003). This tension exists because of the nature of dual language programs which by design enrolls English Learner students and non-English Learner students and instructs content across languages. Thus, by simply putting into effect the

components of a dual language program, leaders find they must address competing priorities and demands from different stakeholders.

Li et al. (2016) studied how dual language programs were implemented in a large school district in the Northwest with over 48,000 students. With 8% overall students enrolled in dual language programs in the 2012-2013 school year, the school district increased its participation of students in dual language to 18% of kindergartners enrolled in 2014-2015. With the 10%-point increase in enrollment over a two-year period, the researchers argued, "as the number of these programs continues to grow, the question of *how* these programs are implemented is as important as *why* because the fidelity of implementation influences the extent to which the programs might achieve the desired outcomes, if we assume that the programs are appropriately designed" (Li et al., 2016, p.31). In other words, the way in which leaders implement the program, or their leadership practices, are as important as the program components themselves to achieve the intended outcomes for English Learner students and all students.

Applying the research-based model of how leaders "craft coherence" (Honig & Hatch, 2004, p. 16) out of competing priorities is helpful to better understand the context in which dual language leaders operate. Honig and Hatch (2004) proposed three ways in which leaders align copious and often in conflict policies, priorities, and desired outcomes from multiple stakeholders. They argued effective leaders "strategically use external demands to strengthen school performance" (p.17) by setting school-wide goals and strategies, which in turn provide a guidepost for whether to bridge or to buffer them as part of an on-going process and partnership with central office and school leaders. Honig and Hatch explain, "regardless of how standards, curricula, and assessments may be organized, the same arrangement may be experienced differently by principals, teachers, and other implementers" (p. 17). This can be seen within the

dual language literature, because having the components of a dual language school does not guarantee the program will be successfully implemented (Cervantes-Soon, 2014; Flores, 2016; Freire et al., 2017). Thus, leaders of dual language programs, in addition to enacting effective leadership practices, must take on additional roles and responsibilities in order to implement a program that requires navigating competing external demands (Alanís & Rodríguez, 2008; Menken & Solorza, 2015; Roque et al., 2016). In fact, all three leadership practices as described by Honig and Hatch (2004) can be found in the literature base of dual language.

Establish goals and strategies. Effective dual language leaders ground their vision for the program in the knowledge of and commitment to dual language and then engage staff and families in a way that results in shared goals for the program (Alanís & Rodríguez, 2008; Cortina & Makar, 2015; DeMatthews & Izquierdo, 2016, 2018; Hunt, 2011; Wiemelt & Welton, 2015). In their model of how leaders are able to move an organization forward amidst the complexity of different individual and organizational demands, Honig and Hatch (2004) explain the research, "suggests three activities consistent with what we call productive goal and strategy setting: (a) creating collective decision-making structures; (b) maintaining collective decision-making structures, and (c) managing information" (p. 21). In dual language schools, successful leaders develop a vision of the program in partnership with teachers and families (Hunt, 2011). As Honig and Hatch explain, they are able to use this vision as "simplification systems" in which teachers and other stakeholders are clear about their roles and responsibilities in implementation of the program (2004, p. 21).

For example, in her 2011 study of three dual language schools in New York City with over ten years of success, Hunt found a clear mission grounded in professional knowledge of dual language and commitment to the programmatic goals. Furthermore, the larger community -

teachers, leaders, and families - worked in a collaborative way to collectively implement the program. She explains:

> in these schools the community begins with the premise that what they are working toward is an education that develops full bilingualism, biliteracy, and multicultural understandings in their students. This universal understanding holds these learning communities together…. the mission centers and stabilizes these learning communities of adults and children (p. 195)

In their case study of the superintendent who converted his whole district in Texas to dual language, DeMatthews et al. (2017) found the superintendent leveraged his vision of dual language as a means to gain equity and social justice for English Learner students by building a multi-layered approach to create buy-in for this vision. The researchers relate:

> Despite a press for time and a sincere belief that dual language was the best way forward, Cabrera and his deputy did not utilize authoritarian approaches or mandates in the name of social justice. Instead, they created forums and professional development opportunities where teachers and principals across the district could pose questions, share strategies, and problem-solve the unique challenges. (DeMatthews et al., 2017, p. 22)

Their case study highlights how a leader can craft coherence by establishing goals that allow for collaboration among leaders, teachers, and families to move collectively towards fulfillment of a vision.

Bridge and/or buffer policies. Schools exist within a context of multiple external demands, and dual language schools often are a distinct program within a school district. As described by researchers, leaders of dual language schools navigate in ways Honig and Hatch (2004) labeled as “bridging or buffering.” The authors explain, “Bridging activities involve

organizations' selective engagement of environmental demands to inform and enhance implementation of their goals and strategies" (p. 23). In contrast, the authors write, "schools may advance their goals and strategies by buffering themselves from external demands. By buffering we mean not the blind dismissal of external demands but strategically deciding to engage external demands in limited ways" (p. 23). Effective dual language leaders are able to bridge and buffer external demands; and the lack of this capacity results in a failure of implementation (Cervantes-Soon, 2014; de Jong et al., 2005; Valdez et al., 2017).

In a study of 29 leaders of dual language schools in Utah, Rocque et al. (2016) identified five additional roles of dual language principals, which they labeled as immersion guru, immersion proponent, immersion overseer, cultural unifier, and agent of change. These various roles a dual language leader must assume include ways in which principals buffer and bridge policies in order to implement the program. Immersion gurus refer to how leaders become experts in dual language and immersion overseers describe how principals are able to manage the complex nature of dual language schools. The role of cultural unifier depicts how principals work to connect the diverse languages and cultures within the school at the student and staff level. The researchers found principals become agents of change and "in their roles as dual immersion proponents, principals noted they must be, or become advocates, supporters, champions, and promoters of dual immersion programs" (p.811). Effective dual language leaders must demonstrate the capacity to craft coherence for an immersion program by aligning and connecting goals of the program to the existing desires and demands of teachers, families, the community, and external school mandates.

Central office partnerships. Leaders of dual language schools, therefore, have additional roles as advocates for the program, within the school and at the school district level.

Summarizing the research on leaders' capacity to craft coherence, Honig and Hatch (2004) discuss the role of external partners, and specifically the ways in which central office staff can enable school leaders to achieve their goals. Although they acknowledge more research is necessary in this area, they consider "school district offices as the third leg of crafting coherence" (p. 26). Central office leadership can support school-based leadership when their priorities are aligned and are knowledgeable of the school's goals and strategies. When applying this to the literature on dual language, case studies highlight how leaders of successful dual language schools keep the central office informed and enlist their support of the program.

For example, in a case study of a 10-year dual language program in Texas, researchers document how the principal is able to work with the central office by communicating about the program and enlisting their support by providing professional learning. They note:

> As a savvy instructional leader, she maintained close ties with central office personnel to support her teachers and students. Through continued resource allocation she supported program implementation and professional development as indicated in the following statement: 'Sometimes you have to be creative. You only have so much money to use for professional development.'" (Alanís & Rodríguez, 2008, p. 315)

Another example of how school leaders and the central office interact to support the implementation of dual language programming is the Menken & Solorza (2015) study of 17 schools in New York city which either kept or dismantled dual language programs. Leaders noted one of the factors which supported schools keeping dual language programs is they were meeting the accreditation standards, an aligned goal for the school and central office.

Honig and Hatch (2004) argue, "coherence as a state of affairs is not a technical matter but a social construction produced through continual interactions among teachers, students,

organizational structures, curriculum, and other tools of schooling" (p. 17). Leaders use three strategies - setting goals and strategies, bridging and/or buffering external demands, and partnering with the central office - to support a coherent instructional program. Because of the instructional model and the students served, leaders of a dual language school find themselves in a place of contested policies and external demands from stakeholders. By applying the model of crafting coherence to the work of dual language leaders, the leadership practices of establishing goals and working to bridge and buffer other demands with the support of external partners can be seen. The third research-based leadership framework, Culturally Responsive School Leadership, also shines light on the work of dual language leaders and helps to identify what leadership practices are necessary to implement a dual language program.

Culturally Responsive School Leadership Practices

Dual language schools are designed to create and expand cultural and linguistic space for language minority students, and yet this mission can become subverted when schools succumb to the pressure of primarily serving those wishing to learn Spanish rather than underserved Spanish-speaking students (Scanlan & Palmer, 2009; Valdez et al., 2016; Varghese & Park, 2010). In their research of different models of dual language schools, Mora et al. (2001) highlight how the varying prestige and sociocultural contexts of the target language and majority language play a role in the implementation of the program. The authors argue "when dual language programs are well-implemented, students have access to optimal conditions for academic development in both languages" (p.454). However, navigating the sociocultural pressures and staying true to the mission of dual language and the students requires enacting certain leadership practices.

In a review of 79 empirical studies of how school leaders can best serve culturally and linguistically diverse students, Scanlan and Lopez (2012) conclude school leaders must cultivate

language proficiency, provide access to high quality teaching and learning, and promote social cultural integration of students. In alignment with these recommendations, case studies of dual language schools document principals leading from the lens of social justice or cultural responsiveness in order for Latino students and their families to be served within an equitable school environment (Cortina et al., 2015; DeMatthews & Izquierdo, 2016, 2018; Wiemelt & Welton, 2015). However, other case studies explore how the mission of dual language failed, because school staff became more focused on serving the needs of English-speaking families (Cervantes-Soon, 2014; Flores, 2016; Freire et al., 2017; Menken & Solarza, 2014; Palmer et al., 2016).

Relating the researched-based practices of a culturally responsive school leader to those of dual language leaders provides a framework for understanding the leadership practices necessary to achieve the mission of a dual language program. A culturally responsive school leader is one who "influences the school context and addresses the cultural needs of the students, parents, and teachers" (Khalifa et al., 2016, p. 1274). In their literature review on such leaders who resisted racist, oppressive, or deficit models of traditionally marginalized students and affirmed the cultures and communities being served by the school, Khalifa et al. (2016) propose four categories of practices. The four Culturally Responsive School Leadership framework practices are 1) engaging in critical reflection; 2) prioritizing teachers' cultural responsiveness capacity; 3) demanding inclusive school environments; and 4) lowering the metaphorical wall between school and community. These same practices emerge in the descriptions of leaders of successful dual language programs, and the lack of these practices are cited as reasons for schools' inability to meet the mission of dual language schooling (Cervantes-Soon, 2014;

DeMatthews & Izquierdo, 2016, 2018; Flores, 2016; Freire et al., 2017; Menken & Solarza, 2014; Palmer et al., 2016; Wiemelt & Welton, 2015).

Engage in critical reflection. First, culturally responsive school leaders engage in "critical self-reflection" (Khalifa et al, 2016, p. 1285) by being self-aware of their own race, culture, and identity. Through ongoing self-reflection about their background and the influence it may have on how they perceive their students, staff, and school community, culturally responsive school leaders are perceptive of how their leadership may impact diverse student populations in different ways. In case studies of effective dual language leaders, researchers document this essential ingredient of the Culturally Responsive School Leadership framework in the way a leader is conscious of their influence in the fulfillment of the mission of dual language to meet the academic and socio-cultural needs of English Learner students (Alanís & Rodríguez, 2008; Cortina & Makar, 2015; DeMatthews & Izquierdo, 2016, 2018; Hunt, 2011; Scanlan & Lopez, 2012; Wiemelt & Welton, 2015).

For example, DeMatthews & Izquierdo (2016, 2018) explore the work of schools implementing dual language. In addition to finding principal leadership as crucial to implementing the program and ensuring equity for English Learner students, they report how successful principals are self-reflective about their own positional power to address previous inequities for English Learner students. They describe for the principal "to create a thriving dual language education school, she consistently engaged in what we call 'corrective reflection,' 'values-driven fidelity to the model,' 'addressing systems of oppression,' and 'tenaciousness toward resistance'" (DeMatthews & Izquierdo, 2018, p. 25). Another exemplary dual language principal "viewed the establishment of a dual language school as the foundation and starting point for achieving equity within her school community" (Wiemelt & Welton, 2015, p. 90). By

engaging in critical reflection, leaders of dual language schools develop an awareness of the ways their leadership can address historical inequities for groups of students.

Prioritize teachers' capacity for culturally responsive teaching. Second, culturally responsive school leaders prioritize teacher capacity to deliver instruction that is "continuously responsive" (p. 1274) to the students being served through access to professional learning and to the collaborative process of revision of curriculum, materials, and methods of instruction. In other words, teachers implement the program, and a leader's work is in the facilitation and support of the teacher's professional knowledge and skills to deliver such a program. Like the description of a culturally responsive school leader, dual language leaders who effectively implement the program clearly articulate the vision for the school and capacitate the staff to enact such a vision.

DeMathews and Izquierdo (2018) argued a dual language principal in Texas "was truly a culturally responsive leader in how she tenaciously advocated to teachers that dual language provided an opportunity to recreate a curriculum reflective of Mexican American identity and the uniqueness of the borderlands" (p. 26). In this case the program itself, dual language, provided the means in which teachers could create and deliver a curriculum relevant to the students in their classes. In another example, Wiemelt and Welton (2015) describe how an effective dual language principal hired teachers from the Latino community who had both an experiential knowledge of growing up as a language minority student and a professional knowledge of language acquisition and bilingualism.

In her research on three successful dual language schools in New York City, Hunt (2011) finds "the longevity of dual language programs rests on leadership that builds capacity and relies on the collective input of many, extending far beyond the parameters of the principal. In this

regard, administration and teachers are collaborative and share leadership." (Hunt, 2011, p. 203). Hunt explains the vision of dual language must be understood and implemented by the teaching staff in order to be maintained. She concludes with two important findings:

> First, the research shows that for dual language programs to promote students' academic achievement and bilingual language and literacy development over time, school leadership must view multiple languages and cultures as resources and find creative ways to both build on and promote them within children's schooling. Second, identifying ways to build capacity within a learning community so that leadership is collaborative and shared allows any organization to move beyond dependence on any one individual. (Hunt, 2011, p. 203-204)

The implication is the longevity of a dual language program is tied to the Culturally Responsive School Leadership framework leadership practices of ensuring the teaching of a curriculum responsive to the needs of all students. Furthermore, a leader must share this responsibility with the teaching staff who implement the program. In fact, Hunt's results support the assertion made by Khalifa et al. (2016) that, "the crucial role of the school leader [is] in *ensuring that teachers are and remain culturally responsive*. Thus, we focus on the ability of the school leader to articulate a vision that supports the development and sustaining of culturally responsive teaching" (p.1281). Effective dual language leaders not only articulate a vision, but they also sustain teachers who can implement it.

Demand inclusive school environments. Khalifa (2018) writes in his ethnographic study of a culturally responsive school leader, "When educators enter a school, they will assume control over systems that have been oppressive to students, particularly minoritized students. Educational leaders and teachers will either reproduce oppression, or they will contest it" (p. 19).

A third category of culturally responsive school leadership practices is how leaders actively create inclusive school environments for students. Dual language schools serve minoritized students and majority language and culture students, thus the capacity of a leader to create an inclusive school environment is essential for the successful implementation of the program (Babino, 2017; Cortina, 2015; DeMatthews & Izquierdo, 2016; Wiemelt & Welton, 2015).

Cortina et al. (2015) finds the dual language principal is the one who must honor the programmatic goals to prevent the school from becoming an enrichment program for English-speaking children. DeMatthews and Izquierdo (2016) argue dual language "principals must create an inclusive environment…. Without this environment and the appropriate leadership as a catalyst for change, school leaders will struggle to establish dual language programs and other equity-oriented reforms that meet the needs of all students" (p. 290). Babino (2017) studies two dual language schools, and notes implementation varies in accordance with the ability of leaders to be responsive to the different student demographics within the school. She argues leaders must take into account the wide diversity of experiences, language, and culture within a student group and successful dual language schools respond to the students present in the school and the community. Finally, Wiemelt and Welton (2015) describe an effective dual language principal who enacts "transcaring" or "critical caring" about students as it relates to their particular language, cultural, and ethnic identity (p. 93).

Like dual language leaders, culturally responsive school leaders prioritize inclusive school environments that resist deficit models of marginalized students and incorporate the language and culture of their students. Without this leadership practice, researchers document how a dual language program can fail its mission and the majority language and culture of English dominates resources, or even worse, the school takes advantage of students' cultural

language and heritage. For example, Cervantes-Soon (2014) uses an analysis of published documents along with interviews to show how two dual language schools in North Carolina became more focused on serving the privileged than the migrant English Learner students enrolled in the program. Valdez et al. (2016) describe how the state-wide expansion of Utah dual language program is being threatened by gentrification, or "how the educational outcomes can come about *at the expense* of the equity effects of the bilingual education lineage" in how it is promoted in policy and publicity documents (p. 621). Both studies exemplify how the mission of dual language can be subverted.

The recommended action in the Valdez (2016) study is to forge "a collaborative dual framework where equity/heritage and globalized human capital concerns get equal treatment - backed institutionally with truly equivalent financial resources and representation for their respective student beneficiaries" (p. 621). The enactment of such a recommendation aligns with Khalifa's description of dismantling oppressive structures and creating affirmative approaches for historically marginalized students.

Community and school partnerships. Finally, culturally responsive school leaders are involved within the community they serve and "may play [a role] in promoting overlapping school–community contexts, speaking (or at least, honoring) native students' languages/lexicons, creating structures that accommodate the lives of parents, or even creating school spaces for marginalized student identities" (Khalifa et al, 2016, p. 1282). Similarly, Wiemelt and Welton (2015) argue, "Ultimately, critical bilingual principals must challenge the subtractive system in which they work and transform the learning opportunities for students by leading their school communities forward with the goals of long-term bilingual programs such as dual language immersion" (p. 96). Both culturally responsive school leaders and dual language leaders envision

their role as not bound by the schools' walls but as encompassing the larger community within which their school exists. Cortina et al. (2015) summarizes this by describing seven successful schools "had strong connections between their dual language programs and their communities, which included not only the students' families, but also the organized and institutionalized neighborhood groups such as the multilingual committees or the community education councils" (p. 12).

Khalifa et al. (2016) argue principals are woefully unaware and unprepared to address the diversity of students within the schools they will lead, and yet, effective dual language leaders, like culturally responsive school leaders, have the professional preparation and the personal commitment to lead schools in which minoritized students academically achieve. As Menken and Solarza (2015) found in their study of 17 schools in New York City which either kept or eliminated dual language programs:

> ... principals are particularly crucial to the survival and success of a bilingual school. We found that principals of bilingual schools must have a deep knowledge of and belief in theories and practices proven effective in bilingual education, a strong commitment to bilingualism and diversity…. and the tenacity or chutzpah to resist external English-only pressures. (p. 693)

The leadership practices within the Culturally Responsive School Leadership framework align with the leadership practices of dual language leaders, which are to engage in critical self-reflection, develop an instructional staff capable of being culturally responsive, create school environments which are inclusive of minoritized students, and build relationships within the community in which they serve. Without implementing such practices, leaders struggle for a dual

language program to meet its mission of serving the underserved students in schools. The courage to act upon a commitment to equity is the cornerstone of dual language leadership.

Conclusion

Dual language schools, when implemented as intended, close the academic achievement gap between English Learner students and non-English Learner students, increase the number of languages in which students are proficient, and create a culturally responsive experience for students (Alvear, 2018; Collier & Thomas, 2017; Howard et al., 2018; Marian, et al., 2013; Steele et al., 2017). Given these positive student outcomes, dual language schools have proliferated within the United States (Center for Applied Linguistics, 2012; US Department of Education, 2015). Many dual language schools exist without state or local policies guiding their implementation (US Department of Education, 2015). Principals, who are highly influential in a schools' capacity to produce positive student academic results (Hitt & Tucker, 2016; Khalifa et al., 2016; Leithwood & Louis, 2011), assume responsibility for implementing the program (de Jong et al., 2005; Hunt 2011; Lachance, 2017; Menken & Solorza, 2014, 2015). However, dual language programs require more than just effective leadership practices because they serve English Learner students, a minoritized population that has been historically underserved (Babino, 2017; de Jong, 2016; Fry, 2008; Gerena, 2010). Dual language programs can fail to implement and worse, those schools which do so can replicate dominant power structures, undermining the foundational mission of a dual language program (Cervantes-Soon, 2014; Colon & Heineke, 2015; Freire et al., 2017). What is known is dual language principals enact effective leadership practices, craft a coherent vision across disparate external demands, and employ culturally responsive school leadership practices to implement a dual language program. Dual language leaders require professional knowledge of dual language and a personal value system

aligned to equity. However, much is still unknown and left to be researched. Although the literature on dual language points to the leadership practices of the Culturally Responsive School Leadership framework being important for a dual language school leader to navigate the competing goals of serving English Learner students equitably and resisting the pressures of the majority dominant culture, a gap exists within the current literature regarding the leadership practices necessary for implementation of a dual language program.

Chapter 3: Methods

Conceptual Framework

Students who attend dual language schools become bilingual and biliterate, academically achieve at or above their peers in monolingual schools, and experience a culturally responsive school environment (Alvear, 2018; Block, 2012; Collier & Thomas, 2017; Marian et al., 2013; Steele et al., 2017). To achieve these significant positive outcomes, leaders employ effective, coherent, and culturally responsive school leadership practices to implement a dual language program. The conceptual framework for this study, therefore, has three parts: the components of a Spanish-English dual language elementary school, the leadership practices within the school, and the student outcomes (see Figure 1).

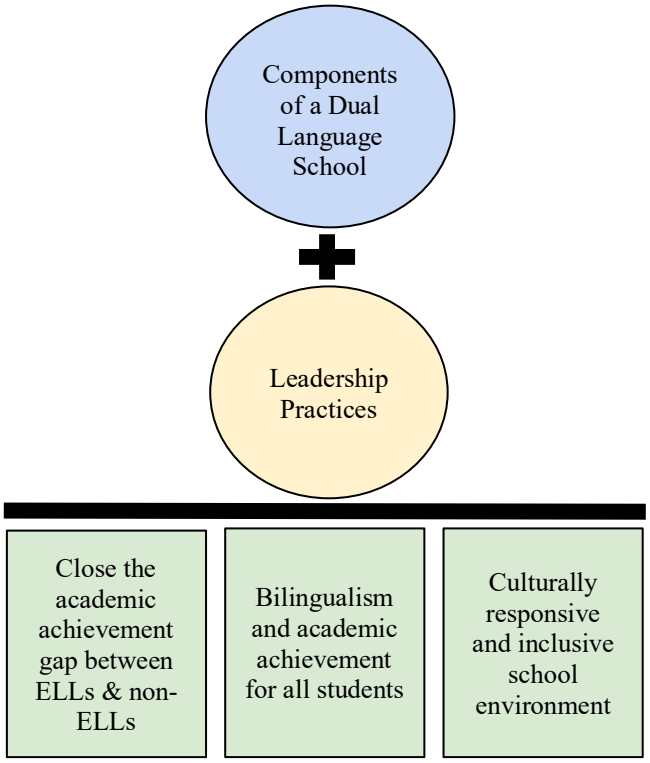


Figure 1. Overview of the Conceptual Framework

Components of a Dual Language School

The conceptual framework organizes the components of an effective dual language school into categories based on the literature: the foundational pillars, the instructional core, family and community engagement, and leadership (see Figure 2). The three pillars of dual language schools are bilingualism and biliteracy, academic achievement, and cultural competence (Howard et al., 2018). These overarching concepts are both the explicit desired outcomes for students and the visionary aspirations which guide the implementation of the program (Alvear, 2018; Collier & Thomas, 2004; Howard et al., 2018). The instructional core label refers to the qualifications of the teaching staff, their capacity to deliver the intended instruction, and curricular resources. These three factors of teachers, teaching, and teachers' tools affect implementation of a dual language program (Alanís & Rodríguez, 2008; Colon & Heineke, 2015; de Jong 2016; Lindholm-Leary, 2012). The label of family and community engagement represents how the community, the make-up of the student body, and the families of students influence a dual language school's foundational goals and instructional core (Alanís & Rodríguez, 2008; Cortina & Maker, 2015; Fitts, 2006; Palmer, 2007; Palmer, 2010; Valdez, 2015). Thus, the conceptual framework shows the components of a dual language program visually as the instructional core built upon the foundational pillars, with both components surrounded by family and community engagement (see Figure 2).

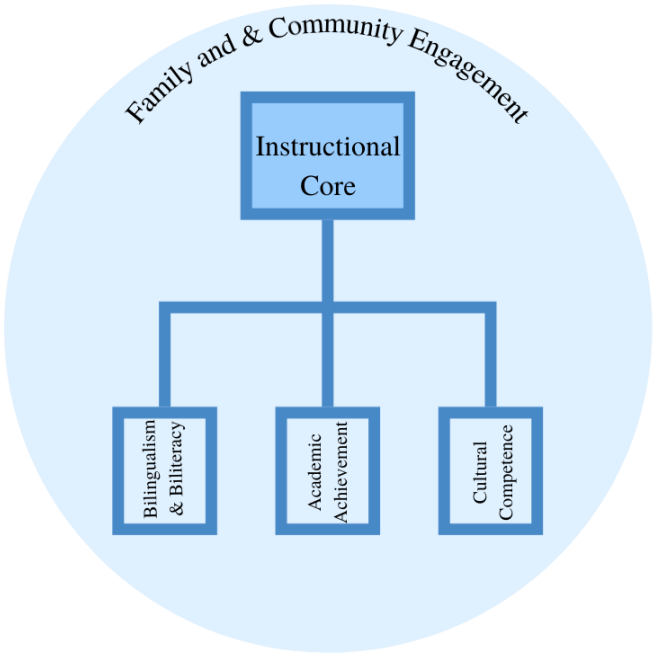


Figure 2. Components of a Dual Language School

Leadership Practices of a Dual Language School

The conceptual framework combines three research-based frameworks to describe the leadership practices supporting implementation of a dual language Spanish-English program. First, Hitt and Tucker's (2016) unified framework delineates effective leadership practices for all school leaders. Second, Honig and Hatch's (2004) concept of crafting coherence explains the process in which leaders mesh external mandates, policies, and pressures into an implementable vision for staff, students, and families. Third, due to the explicit mission of dual language schools to produce equitable outcomes for English Learner students, the Culturally Responsive School Leadership framework as described by Khalifa et al. (2016) helps to illuminate the work of dual language leaders.

Visualized as a rotating fan, the conceptualization of the leadership practices has each of these three frameworks as one of the fan's blades. The three blades spin to create three rings of leadership practices (see Figure 3).

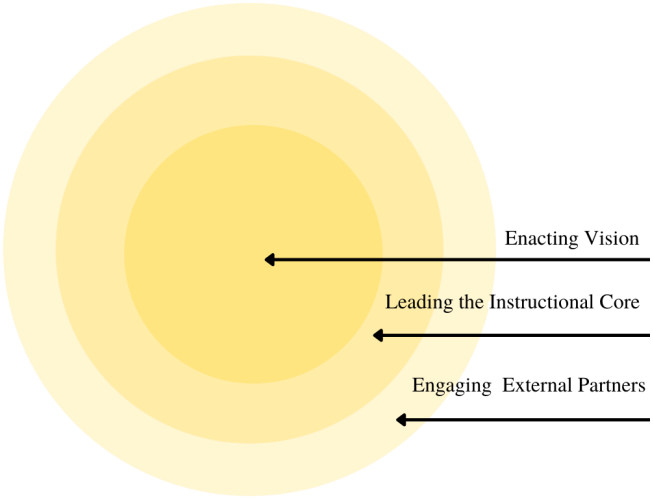


Figure 3: Three rings of leadership practices: enacting vision, leading the instructional program, and engaging external partners.

The inner ring represents the internal work of the principal to reflect critically on their positional power to influence the work of the school, set a vision, and convey that vision to other stakeholders. The middle ring captures what happens within the school, such as how leaders influence the experiences of students in the classroom by hiring teachers, providing professional learning, and finding the right curricular resources. The outer ring represents the work of dual language leaders outside the school building by engaging families and communities. How the elements of the research-based leadership frameworks fit into the three rings of enacting vision, leading the instructional program, and engaging external partners are described next (see Figure 4).

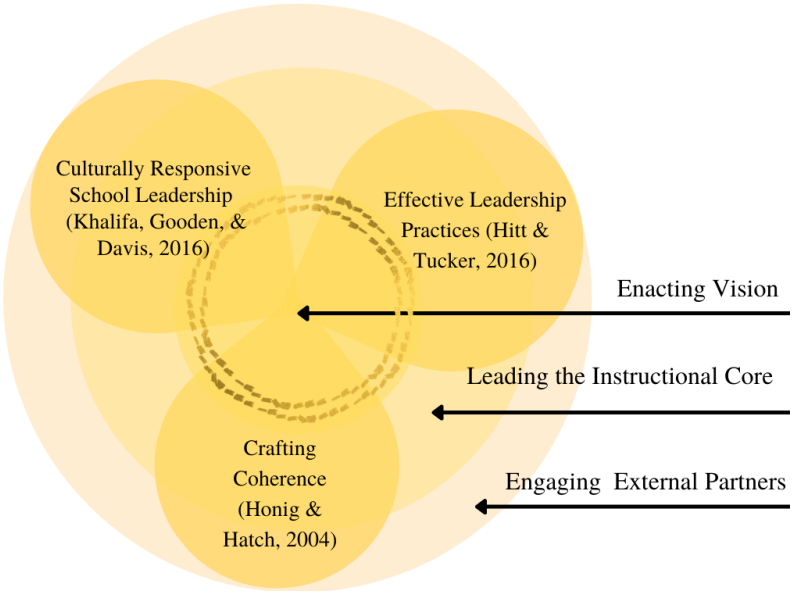


Figure 4: Conceptualization of leadership practices supporting implementation of a dual language program.

Leadership practices: enacting vision. All three frameworks document what leaders do to move the vision of the school forward. Within the Hitt and Tucker category of leadership practices labeled "establish and convey the vision" are a multitude of actions leaders take such as engaging key stakeholders, modeling the vision in words and deeds, and aligning the goals of continuous improvement by using data (2016, p. 546). Honig and Hatch explain setting goals creates a "simplification system" in which at both the individual and organizational level can guide the actions of people in the face of complex external demands and information (2004, p. 19). This act of creating, enabling, and sustaining goals, although led by the leader, is successful when there is buy in from teachers and staff. Finally, Khalifa et al. write culturally responsive school leaders critically reflect in order to "develop and support the school staff and promote a

climate that makes the whole school welcoming, inclusive, and accepting of minoritized students" (2016, p. 1275).

For a dual language leader, the foundational pillars of bilingualism and biliteracy, academic achievement, and cultural competence are necessary components of the vision of the school. The inner ring of the leadership practices of the conceptual framework represents the way in which effective dual language leaders are critically reflective, have a vision grounded in the three pillars of dual language, and extend this vision to engage and include teachers and families (DeMatthews & Izquierdo, 2016; Hunt, 2011; Wiemelt & Welton, 2015). Additionally, dual language leaders must do this work within a context of conflicting external demands and with an explicit goal to raise up the academic achievement and social-emotional experience of English Learner students (Flores, 2016; Menken & Solarza, 2014).

Leadership practices: leading the instructional program. The middle ring of leadership practices influences how students experience school. The three leadership frameworks address how leaders impact the instructional core by determining who is teaching, how they approach teaching and assessing students, and what instructional resources and materials are available for the use of teachers and students. The leadership practices within this sphere shape the responses to the questions: 1) What are students learning? 2) How are students learning? 3) What materials are students able to access to support their learning? and 4) What assessments are used to measure students' learning?

Hitt and Tucker label the three areas of leadership practices which influence the instructional core as: "facilitating a high-quality learning experience for students," "building professional capacity," and "creating a supportive organization for learning" (2016, p. 542). Facilitating a high-quality learning experience includes what curriculum and assessments are

used. Building professional capacity consists of the hiring of teachers, on-going professional learning, and the ways in which teachers collaborate to teach and assess students. Creating a supportive organization for learning describes how principals acquire the resources and materials and enlist teachers needed for an effective learning environment for diverse groups of students.

Honig and Hatch (2004) explain how leaders bridge and buffer external mandates and policies to implement the instructional core. Dual language leaders must navigate ways to meet federal or state policies that may have been designed to hinder the program by interpreting the meaning of the policy to maintain the integrity of the dual language mission (Menken & Solarza 2014, 2015). An example is dual language principals may need to hire teachers who do not meet initial credentialing or find alternative structures to support instruction (Lindholm-Leary, 2012). Leaders, thus, shape the ways in which teachers meet mandates, guiding whether compliance is at a surface or a deeper institutional level.

Finally, teachers are critical to the successful implementation of a dual language school (Howard et al., 2018; Lachance, 2017). To be effective, dual language schools need qualified teachers who can teach Spanish, have the skills and knowledge to instruct second language learners, and have access to instructional resources in the target language (Howard et al., 2018). Furthermore, teachers in successful programs have an awareness of their students' cultural, racial, ethnic, and linguistic backgrounds and are responsive to the needs of their students within the classroom (Alvear, 2018). As Khalifa et al. (2016) contend:

> .... principals must play a leading role in maintaining cultural responsiveness in their schools. This outcome can be achieved by recruiting and retaining culturally responsive teachers, securing culturally responsive resources and curriculum, mentoring and modeling culturally responsive teaching, or offering professional developments. (p. 1281)

Therefore, this middle ring represents the leadership practices which impact the instructional core of a dual language school: teachers, instructional delivery, and curricular resources.

Leadership practices: engaging external partners. The outer ring of leadership practices represents the work of leaders to engage families and the larger community in supporting the mission of the school. Hitt and Tucker (2016) label this domain as "connecting with external partners" (p. 542). Honig and Hatch (2004) discuss how effective leaders enlist central office staff to support the goals of the school. Khalifa et al. (2018) describe how culturally responsive school leaders are advocates for the community. Similarly, effective dual language leaders are responsive to the community in which the school is situated by hiring staff, who are representative or understanding of the local context, championing the dual language program within the school district and outside in the community, and advocating for the needs of students and families served by the school (Cortina & Makar, 2015; DeMatthews & Izquierdo, 216, 2018; DeMatthews et al., 2017; Roque et al., 2016; Wiemelt & Welton, 2015).

Conceptual Framework for a Model Dual Language School

The conceptual framework for this study includes the components of a dual language elementary school: the foundational pillars, the instructional core, and family and community engagement. Three rotating fan blades of research-based leadership frameworks creates the focal rings of dual language leadership practices: enacting vision, leading the instructional program, and engaging external partners. The conceptual framework posits the addition of these leadership practices to the components results in the positive student outcomes of dual language schools (see Figure 5).

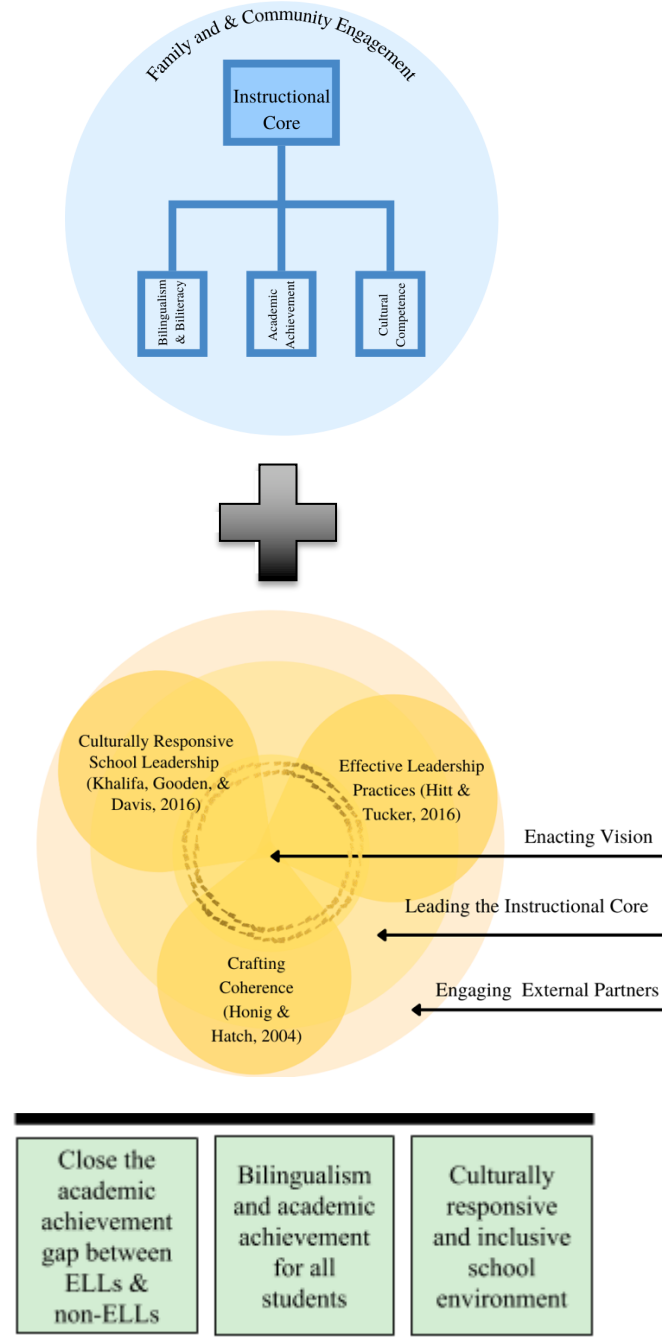


Figure 5. Detailed Conceptual Framework of a Model Dual Language School

Role of Conceptual Framework

The conceptual framework is developed from the literature on dual language schools and research-based leadership practices as detailed in Chapter Two. In a qualitative case study, the conceptual framework allows a lens by which to understand a particular context (Hamilton & Corbett-Whittier, 2013). The conceptual framework guides the research questions, determines what data to collect, and how to analyze the results (Hamilton & Corbett-Whittier, 2013). Furthermore, the conceptual framework is used to interpret the findings and shape recommendations for current practitioners and researchers of dual language elementary schools.

Research Methods

This qualitative case study investigates the leadership practices which support the implementation of a Spanish-English dual language elementary program. The first part of the research study focuses on understanding the degree to which the components of the dual language program are established as perceived by key stakeholders. Second, the researcher learns from key stakeholders their perceptions of what leadership practices support implementation of these components. The third aspect of the research is an investigation of the extent to which the described leadership practices align to the Culturally Responsive School Leadership framework.

Research Orientation

The researcher assumes that there are leadership practices which can be quantified, described, and compared but they are bound by the perceptions of those describing them (Butin, 2010). From an interpretive theoretical framework, the researcher acknowledges the level of implementation and the described leadership practices are subjectively described by the key

stakeholders and are related to their own experiences of those phenomena (Hayes & Singh, 2012).

Research Questions

This study addresses the following three research questions:

Research Question 1: To what extent are the components of a model dual language program implemented in the focal school?

Research Question 2: What leadership practices support the implementation of the dual language program?

Research Question 3: What leadership practices are in alignment with the Culturally Responsive School Leadership framework?

Each of these research questions is explored from the perspectives of three stakeholder groups: school-based and central office-based leaders, teachers, and staff who work with families of students enrolled in the school. School-based leaders include administrative roles, such as the principal and assistant principals, as well as instructional coaches. Central office-based leaders refer to the curriculum supervisor, specialists, and instructional coaches who support the dual language program. Classroom teachers who teach in Spanish and in English as well as teachers who teach encore subjects such as music or art responded to the questions. Staff who work directly with families included roles such as the social worker, counselor, or family liaison.

Study Design

The research design is a single qualitative case study. A case study is an appropriate research methodology to answer the research questions, because "the boundaries between phenomenon and context may not be clearly evident" (Yin, 2018, p. 38). The extent to which the

components of a dual language school are implemented, the leadership practices supporting the implementation of the components, and the alignment of such practices to the Culturally Responsive School Leadership framework is not able to be studied without the particular context in which a dual language school is situated. Furthermore, the results of this case study provide "lessons learned" that can contribute to understanding what may be necessary for leadership of other dual language schools, or schools with goals to equitably educate English Learner students (Yin, 2018, p. 38).

The school site was selected based on having: 1) the mission explicitly reference the three components of a dual language program (the foundational pillars, the instructional core, and family/community engagement); 2) program and leadership stability; 3) a student population in which at least half of the students speak Spanish and is socio-economically diverse; and 4) a demonstrated history of academic achievement, in particular showing a closure of the academic gap between English Learner students and non-English Learner students. Additionally, the school selected is an elementary school in which all students enrolled in the school participate in a comprehensive Spanish-English dual language program. These criteria served to eliminate schools undergoing a programmatic or leadership transition that could alter the focus on the dual language program. By selecting such a school, this single case study will provide a "common case" in which to better understand dual language schools (Yin, 2018, p. 50).

Data Collection Process

Multiple sources of data were gathered in order to develop an in-depth understanding of the case (Yin, 2018). Two types of evidence were collected: semi-structured interviews and documents. Semi-structured interviews were used to describe the perceptions of the following key stakeholders: school-based leaders, central office-based leaders, teachers, and staff working

directly with families. School-based leaders include the principal, assistant principal, and additional school leaders, such as instructional coaches. Central office-based leaders included the instructional supervisor of the dual language program or other staff involved in supporting the implementation of the dual language program. Staff working directly with families included the school social worker, administrative staff in the front office, and a family liaison. A small subset of teachers was randomly selected to participate based on three identified groups: 1) classroom teachers who teach in English; 2) classroom teachers who teach in Spanish, and 3) non-classroom teachers.

The second type of data collected were documents, including internal and external-produced documents. The collected documents aligned to the three research questions. First, documents which illuminated the nature of the dual language program, such as the website or pamphlets describing the program were included. Instructional documents, such as planning templates, curriculum maps, or types of assessments were gathered. Finally, any documents which shed light on the use of culturally responsive school leadership practices, such as professional learning practices, curriculum adoption reviews, or family engagement documents were also reviewed. Internal documents were requested from participants at the conclusion of every interview.

Assembling evidence from multiple stakeholders and different sources of data increase the descriptive validity of the case (Yin, 2018). Member checking, by confirming transcripts of interviews with stakeholders, enhance the validity of the data (Hamilton & Corbett-Whittier, 2013). Raw data, including transcripts from interviews and original documents are stored in an organized and confidential database. Finally, the researcher followed a replicable protocol to document the “chain of evidence” to produce reliable results (Yin, 2018, p. 134).

Data Analysis

The conceptual framework guided the data analysis, however open coding allowed for inductive coding, in addition to deductive coding. Data analysis began with organizing the evidence, determining categories, identifying themes and patterns, and making connections to what is significant relevant to the research questions (Hamilton & Corbett-Whittier, 2013). Furthermore, the data was analyzed keeping in mind "plausible rival explanations" that may not align with the proposed conceptual framework (Yin, 2018, p. 172).

Research question one investigated the extent to which each component of the dual language program is implemented at the focal school. The data was analyzed for the following components of a dual language program: the foundational pillars, the instructional core, family and community engagement, and leadership. Additionally, the researcher analyzed the results to see if other components emerged across multiple sources as significant to the nature of the focal dual language school.

The second research question investigated the leadership practices supporting implementation. The leadership practices were looked at in terms of the three rings of leadership identified in the conceptual framework: enacting vision, leading the instructional program, and engaging with external partners. Other findings from the data did not align with this conceptualization of the leadership practices were analyzed and reported.

Finally, the third research question specifically addresses the alignment of leadership practices to the Culturally Responsive School Leadership framework. The data was coded based on the four strands of the Culturally Responsive School Leadership framework: 1) leaders are critically reflective of practices; 2) leaders promote a culture of inclusion and equity; 3) leaders develop culturally responsive teaching/teachers; and 4) leaders include and actively engage

community members. The extent to which evidence exists within these four categories was analyzed and reported.

Data Triangulation

To provide a richer description of the extent of implementation of the program and supporting leadership practices, the researcher collected data from different groups of stakeholders (Hayes & Singh, 2012). Document review and analysis contributed to the overall portrait of leadership practices supporting implementation of the dual language program. The data collected from multiple sources of evidence, interviews and documents, allowed for data triangulation of the findings (Yin, 2018).

Methodological Limitations

A limitation of such a holistic case study is the two subunits of study, the components and the leadership practices, may lead to different conclusions (Yin, 2018). Furthermore, the particular context of the findings is limited to the specific school, however the case may result in analytic generalizations that could be applied to other dual language schools or schools with similar missions (Yin, 2018).

Researcher Bias

As a practicing dual language elementary school principal, the author brings her own professional and personal experiences to this research. She gained invaluable knowledge working beside and with leaders and implementers of dual language programs. Although these experiences have brought insight, they also bring bias, and the researcher is conscious of the importance of being aware of her own role within this research. As a white English-speaking

woman who learned Spanish as a second language, she recognizes and acknowledges her own privilege and the ways in which it may influence her perceptions and experiences. The author is deeply committed to the work of dual language schools and believes in their potential to create culturally responsive environments that produce equitable outcomes for English Learner students, and especially for students who experience marginalization because of their race, ethnicity, culture, or language background. She acknowledges the complexity of implementation and the integral involvement of teachers, parents, students, and the larger community which interacts within and as part of the school. She hopes this study will describe ways in which not only principals, but other leaders – coaches, teachers, parents, and community members can support the implementation of a program which values the languages and cultures of its students and their families.

Chapter 4: Findings

Research Questions and Conceptual Framework

This study examines the components of a dual language school and identified leadership practices that contribute to the positive linguistic, academic, and cultural outcomes of a dual language school. The three research questions are: 1) To what extent are the components of a model dual language program implemented in the focal school? 2) What leadership practices support the implementation of the dual language program? 3) What leadership practices are in alignment with the Culturally Responsive School Leadership framework? The analysis of these findings can contribute to the base of understanding about what leadership practices may support the full implementation of a dual language program at an elementary school.

The results are reported in order of the research questions and organized by the elements of the conceptual framework. The first research question describes the extent to which the components of a dual language program are present in the studied school. The data is categorized by each component: the foundational pillars, the instructional core, family and community engagement, and leadership. For the second research question, the evidence is presented relative to each of the three leadership practices laid out in the conceptual framework: enacting vision, leading the instructional program, and engaging external partners. In response to the third research question, the data collected for each of the four leadership practices of the Culturally Responsive School Leadership framework is explained. A summary of the findings for the three research questions concludes each section.

Research Question 1: Components of a Dual Language Program

The first research question addresses the degree to which the components of the dual language program are present as perceived by leaders, teachers, and staff who work directly with

families, as well as are evident in internal and external documents. The four components of a dual language program are the foundational pillars, the instructional core, family and community engagement, and leadership. A summary of the results for each of these components follows a description of the evidence from the three stakeholder groups and the document analysis. Concluding this section is a synthesis of the findings in response to the first research question.

Foundational Pillars: Bilingualism, Academic Achievement, and Cultural Competence

The foundational pillars hold up the dual language program, providing its mission, vision, purpose, and goals. Listening for the foundational pillars presence within interviewees' responses and studying the documentation of such pillars was the first step in establishing if the stakeholders perceived their school as implementing a dual language program as described in the literature. Across all four domains of data gathering, evidence exists of an alignment of the schools' goals to a dual language program and the socio-cultural competence pillar is seen as a strength at the studied school.

All six of the leaders interviewed, including the principal, assistant principals, and instructional coaches reported Green Valley (a pseudonym) was a dual language school built on the foundational pillars of bilingualism and biliteracy, academic achievement, and cultural competence. One leader noted, "we have our big three goals, which are to develop bilingualism and biliteracy.... the big one that's been a focus for us of late is... the socio-cultural competence because it kind of weaves [the other components] together." Leaders remarked how they appreciated the clarity of the school's mission and vision and could synthesize the three goals, as a leader claimed, "the bottom line is we want them to grow up comfortable in two languages at least, and comfortable in the world around them."

Similarly, each of the five teachers interviewed was able to describe the mission and vision in their own words. For example, one teacher mentioned that “the mission is for us to be able to teach...in a different language so that the kids can acquire the language and the culture of ... Spanish… at the same time that they're learning.” Another teacher said, “all the kids need to see that this is an asset…. amazing when you are bilingual, it will make you more employable. It will make you more diverse. It will make you understand it's... an asset to be multilingual.” One teacher stated the mission of the school as, “teaching language and literacy and oracy ... in a rigorous space, but for me personally, even more than ever is it's the cultural competency.” Each of the three components of bilingualism, academic achievement, and cultural competence are listed as part of the core mission and vision of the school. Similar to the leaders interviewed, teachers stressed the importance of developing cultural competency within students.

The two staff members who work directly with families described the foundational pillars of a dual language program. What emanated was the ethic of instilling cultural competence as important to the mission and vision of Green Valley. In the words of one staff member, “the component of a dual language program that's really important is the cultural competence, an understanding of cultures, a tolerance...building community relations, which in my mind, nobody does better than [our] school.” The second staff member throughout her interview spoke of building community between students and families and saw this as an integral part of the school program.

The school is portrayed on the website as a dual language program. Linked documents reference literature on the benefits of dual language, connect to news articles about dual language programs, and list frequently asked questions and responses about dual language. The parent-teacher association (PTA) developed a Dual Language handbook for families which

references the goals of bilingualism, academic achievement, and cultural competency skills. Internal curriculum and professional learning documents spell out the mission and vision of the school aligned to the dual language principles.

The clarity of dual language as the focus of the school is the first link to connecting leadership practices from the studied school as possibly related to the positive outcomes for students participating in a fully implemented dual language program. The three stakeholder groups and documents establish the mission and vision of a dual language program are foundational to the studied school. As one leader summarized, “We didn't have to sit around and think of what our school was all about.” Furthermore, interviewees emphasized the cultural competency pillar as both valued at the school and implemented well.

Instructional Core: Qualified Teachers, Instructional Delivery, Curricular Resources

The instructional core is the heart of the program - who is teaching, what content is taught, how is instruction delivered and with what resources. Drawn from interviews and documents, the evidence supports a commitment to a dual language program within the instructional core. Half of the curriculum is taught in the target language, Spanish, by native Spanish speakers. Teachers receive professional learning in language acquisition instructional strategies and are expected to develop students’ biliteracy skills. When instructional resources in Spanish do not exist, teachers create educational materials for the content area and the development of the Spanish language.

With a clear mission and vision established, leaders were able to focus on promotion of the instructional goals of the program, in particular developing students’ capacity to read, write, speak, and listen in both Spanish and English. They discussed having goals for the development of the language and the need to measure students’ linguistic progress, specifically in Spanish.

Leaders also raised how to improve students' proficiency in Spanish by building time for Spanish language arts and setting expectations for students' proficiency levels by using standardized assessments in the upper grades. As one leader summarized, "you want [students when they leave the school] to be proficient enough in a language where they can read and speak and listen and write."

To accomplish these goals, leaders listed both instructional practices, such as setting learning objectives, and leadership practices, such as establishing dedicated time for each language and creating space for teachers to collaborate and reflect on students' learning. For example, one leader said, "helping staff to see how language objectives and cultural objectives connect to academic achievement… helps us build [students'] bilingualism and biliteracy skills." Another leader explained how students can develop high levels of language proficiency in Spanish and English by, "mapping out what students should be able to know and do at each grade level." This same leader emphasized the importance of having "dedicated time" for both languages. She recounted the iterative process of "teach and measure and teach and measure…gives a picture of...have [students] learned how to be proficient [in Spanish/English] ...if they haven't...what might be the next steps." Leaders specified instructional goals aligned to the foundational pillars - high academic achievement in Spanish - and their responsibility for reaching those instructional goals.

When discussing the instructional program, teachers expressed how critical for half the content to be taught in Spanish and holding to this in the encore program (music, art, and physical education) and within the gifted and special educational settings. In relating her personal experience at the school, a teacher narrated her feelings when she began at the studied school that it was, "exciting to find a school that was fully immersion...and it was on such a large

scale. So many students, so many teachers, native Spanish speakers...really exciting to be part of." Students learn the language as they learn the content, as one teacher explained, "science is in Spanish and math is in Spanish. They're not sitting there teaching the kids -o -as -amos, how to conjugate the verbs. What they're teaching is the actual content in the language." Another teacher exclaimed about having Spanish taught in the gifted program, "We are the only school in the whole district who does that." The interviewed teachers expressed confidence about the staff's capacity to deliver instruction in Spanish by native speakers of the language. As a teacher stated, "I try to give everything, everything, everything in Spanish…. I'm... very faithful."

Furthermore, staff who work with families commented a critical component of the Green Valley program was, "obviously following a dual language curriculum, making sure that...the language of instruction is maintained." In other words, leaders, teachers, and staff all expressed how they actively worked to implement the dual language instructional program by delivering math, science, and language arts content in Spanish and maintaining the allocation of instructional time to at least 50% in Spanish.

Internal curriculum guides document this commitment to the dual language instructional program. For example, the school has curriculum documents outlining the aligned literacy standards between Spanish and English in the early grades, Kindergarten through second. A progression for professional learning for teachers to build their skills in using research-based language acquisition instructional strategies demonstrates a considered approach in how to support teachers' delivery of the curriculum. Teachers shared their lesson plans of how they collaborate with their language partners, so students build linguistic bridges between Spanish and English. When resources to teach in Spanish or to build bridges between languages were not

available, teachers created their own materials, including writing books, developing songs, and creating anchor charts.

In summary, the data suggest Green Valley has the staff and curriculum in place to implement a dual language program. Half of their teachers teach in Spanish and collaborate with their English partners to build students' bilingualism and biliteracy skills. Although teachers and leaders reflected on areas for improvement, there was a universal understanding and commitment to specific content (math and science) being delivered in Spanish throughout all grades. Curriculum documents and professional learning guides point to a systematic approach to supporting the dual language program and helping students build their academic skills as they also develop language skills. When resources did not exist to support the dual language program, teachers created them. The interviewees consistently expressed the Green Valley school community is implementing a dual language program, based on who is teaching, how they are teaching, and with the resources they are using.

Family and Community Engagement

Many schools have diverse populations of students; dual language schools, by design, combine a linguistically and culturally diverse student and family community. Family and community engagement are integral to the mission and vision of a dual language program due to this intentionality of enrolling students from Spanish-speaking and English-speaking families. As one teacher shared, "I think parent involvement in dual language schools is very important." Leaders, teachers, and family-oriented staff echoed consistently this sentiment.

First, interviewees depicted the Green Valley parent community as a combination of two types of families depending on the language spoken at home, English or Spanish. Second, because the English-speaking families tend to have more access to economic and social-political

resources as compared to Spanish-speaking families, the interviewees reported differences in how the school communicates and builds relationships with the two linguistically and economically diverse groups of families. The majority of those interviewed cited a program which had fomented friendships between families who otherwise may not have become close had it not been for the school. Third, all three categories of those interviewed expressed their belief both parent communities support the dual language program because of the potential benefits for their children.

Leaders, teachers, and staff agreed with what one leader stated, “there's two very different communities that we teach.” The English-speaking community was labeled as more politically active with economic resources. For example, a leader explained “the PTA, the majority of the families are Anglos or English-speaking families.” Another leader labeled the English dominant community as “an area where there's a lot of political movement. If something happens here [at the school] ...then the first thing they say is that they contact the mayor or the city council, the school board.” In contrast, a staff member explained within the Spanish-speaking parent community “a lot of our population struggle immensely socioeconomically.” This recognition of the majority of Spanish-speaking families facing far greater economic challenges than English-speaking families came out in the interviews across all three stakeholder groups.

Leaders, teachers, and staff expressed sensitivity to the differing ways parent communities interacted with the school. With the English-speaking parent community, there was a sense for the need to respond to their requests of the school, whereas, in contrast, leaders, teachers, and staff explained the importance of the school reaching out to the Spanish-speaking parent community. As a staff member made clear:

> Culturally, people...who come from other countries aren't accustomed to participating in the education and academics of our children. When someone says to them, 'Are you a partner in your child's education?' They say, 'Sorry, what?' That is my work. My work is to help the parents, in a cordial and effective way, to be a partner in the education of our children.

A leader put it this way, "Spanish-speaking families, for a lot of them…it's in the hands of the educators." The leader continued, "we try to empower them with knowledge, with information, with how they can become involved with a dual language program." One of the leaders explained the dynamic of having the two disparate parent communities within the school, "there's always that push and pull...oftentimes you are serving two communities, one community may be somewhat more privileged than the other one." Across stakeholder groups and confirmed by multiple interviewees, there was a recognition of the differences in how diverse parent communities engaged with the school.

With the understanding students' families have varying resources and perspectives, interviewees enumerated the ways the school tries to connect with both parent communities by communicating in Spanish and English. A leader explained the importance of being welcoming:

> As a teacher in a dual language school, it's hard to balance the needs of all the different families and to make sure you're making everyone feel welcome in the way that you're sending out communication. Another important component of a dual language program is ...when you message anything out...it has to be in both languages.

A teacher confirmed, "anytime we present anywhere in the school, it's done bilingually, every parent presentation, every letter that goes home, anything in English, has to be in Spanish."

Although examples of newsletters sent home to families were in Spanish and English, the public website however is not consistently in both languages and is predominantly in English.

School staff reflected on how to create a welcoming environment for all families and to build community between the parent groups. One leader reported, “trying to include the parent communities from both sides and to bring them together…. building community.” Two interviewees verbalized the same example of how the PTA would change locations for their meetings from the school to a building which housed a Spanish-speaking community-based program, with the intention to make the location of the meeting more welcoming and accessible to Spanish-speaking families.

In fact, more than half of the interviewees referenced a specific program at Green Valley designed to forge relationships between a Spanish-speaking parent group and the predominantly English-speaking PTA. The program was cited as a success because parents, mostly women, developed authentic friendships across language, culture, and economic differences, a rare alliance. The friendship program was featured in a local newspaper article which described how key leaders within the school helped this to happen from the family liaison, to the principal, to the head of the PTA, and to a teacher at the school. A teacher described not only what she witnessed, but how such friendships support the mission of a dual language program. She disclosed:

> I see [parents] in the cafeteria…and they're conversing back and forth ... I think that has been a long process and it's taken commitment by those parents. There's a small core group that really have grown together as friends. I think that's only helping the program.

A different staff member reported:

> Those two groups linked up and started teaching each other each other's languages. It was neat – Spanish-speakers would teach Spanish and the English-speakers would teach the Spanish-speakers. It's basically like the parents were in a dual language program, voluntarily. They would meet weekly and build this relationship through conversation.

All three stakeholder groups, leaders, teachers, and staff working with families, expressed bridging the two communities benefited the school and was worth the required intentional work to do so.

Finally, leaders, teachers, and staff believe both parent communities value the dual language program. One leader succinctly summarized the parental support as there is, "trust in the program and support for the program, because these programs don't survive without a lot of community support." Teachers, in particular, discussed the perceived parental support across both language communities. "It's because the parents want the program. They want it. They have searched for it," stated one teacher. Another teacher explained, "there are many parents that are super excited that their child is going to emerge from this program multilingual." A different teacher reflected, "I have appreciated how the non-Spanish-speaking families have embraced the dual language program." Finally, a leader reported, "parent involvement in dual language schools is very important." Describing her experience in a focus group with Spanish-speaking families, she related "many of the parents [shared], 'We love this program. Every time we go visit relatives - they're so impressed with our child's Spanish. Their Spanish is better than my Spanish and they also know English.'" Examples of parental support from both English-speaking and Spanish-speaking parent communities were cited across leaders and teachers.

In summary, a staff member told a story of how both communities respond to the question of why they enroll their children in the program:

> I always ask the families. We always have two populations of sorts. I'll ask the Hispanic families, 'Why do you like dual language?' They say, 'because I want my kids to continue their culture, to keep learning, so that they can communicate when they talk to their family from another country, and so that they can have better opportunities in the future.' I ask the English-speaking parents, 'Why do you want your child in the dual language program?' They want their kids to be culturally enriched by the program, to have exposure to a different language from a young age, and to have this language in the long-term to help them achieve a higher level of education and a higher-level job.

Both parent communities are selecting the child to be enrolled in the school because they want their child to be bilingual and view this as a needed skill for future employment. Spanish-speaking families valued the connection to their own language and culture, which is not the majority culture and language of the community, whereas English-speaking families see the program as enrichment for their child.

Interviewees across all three stakeholder groups acknowledged the challenge of engaging with the linguistically, culturally, and economically diverse parent community. The diversity of the parent community was generalized into two categories of English-speaking and Spanish-speaking families. Based on these broad categories, interviewees reflected on how to partner directly with families in their child's education, and moreover, as part of the dual language mission, build connections among the two groups. Even though the commitment to provide information in both languages was expressed, the website provides an example of not everything being communicated in both languages. Familial support of the school program was reported, even though the diverse parent community may engage with the school differently and have distinct goals for why they have enrolled their child in the program.

Leadership

The conceptual framework includes leadership as a component of a dual language program. Indeed, the need for leadership emerged from the interviews with leaders, teachers, and staff, as well as can be seen in documents. Two themes about leadership arose from the data. First, those interviewed acknowledged the importance of leaders who understand what is necessary to lead a dual language program. Second, the commitment to and knowledge of dual language must be spread across not only those occupying the position of a leader, but also across other roles, including teachers, family liaisons, and parents. Interviewees attributed the necessity of widespread committed and dual language informed leadership to the complex instructional tasks required by a dual language program and the challenge of leading an intentionally diverse school community.

Leaders, teachers, and staff corroborated the finding: leaders must believe in a dual language model and have the skillset to implement it. Describing the essential components of a dual language program, one of the leaders commented, "I think... the most important one is the leadership." The leader added:

> We need strong leadership that understands [dual language] ... that is willing to stay up to date with the research... leadership that is willing to advocate for the program, leadership that is willing to get the community involved…. these programs cannot operate if we don't have that.

Similarly, after responding about the components of a dual language program, another leader stated, "I know these are the three tenants [bilingualism, academic achievement, cultural competence] but [it also] definitely takes commitment and advocacy on the behalf of the leader."

Both the knowledge of how to lead instructionally and to build community buy-in was referenced as essential to those in leadership positions across interviewees. "I think that a dual language school needs a leader who is…[an] instructional leader and someone who is going to sit down with you and do the work with you," explained one leader. "The whole [administrative] team has to be in, in order to make it work," commented a different leader. Teachers added it is not just leaders having the skills to implement the instructional program, but the capacity to navigate the community demands inherent in a dual language program. According to a different leader, a leader must understand, "the purpose of dual language… and be willing to fight for that, because it really is an equity issue." Moreover, the same leader asserted having the knowledge of dual language and the skill to advocate for it signifies a dual language leader has "a different layer of knowledge than an average administrator would have to be versed in."

A second theme emerged: the knowledge of and commitment to the dual language program is required across different roles within the school community. A leader explained, "there [is] a commitment schoolwide. We are going full dual language. This is what we're going to be about...this is what we're going to do. I think that [is] very important for Green Valley specifically." Interviewees linked the leadership to the practice of selecting and supporting who worked at the school. A teacher articulated this:

> The administration...are all in for the language, [which] is the most important thing, because they're going to be hiring the teachers that also have that commitment and are team players. I think that's important from the leadership side...and that's where the commitment of the staff comes in. If they're even a little bit unsure when they're taking the job...when that difficulty hits, they're going to be throwing dual language out the door. They're going to start speaking in English in math class.

The concern is it would not be possible to ensure the fidelity of the program (teaching in Spanish) without hiring people who are fully committed to the program. The teachers who are implementing the program matter; thus leadership, who select the teachers, must be informed and committed to the program.

In terms of the components of a dual language school, the data suggests people within the positional roles of leaders require an understanding of the dual language instructional model and the skills to advocate for it. Leaders influence who will be hired at the school, and this in turn is important because for the program to be implemented, teachers and staff working with families must have the knowledge, skillset, and commitment to do so. Additional findings for the leadership practices identified at the studied school will be addressed in research questions two and three.

Summary of Evidence for Research Question One

The first research question addresses whether the studied school is implementing a dual language program as perceived by stakeholders and in documents internally and externally. The evidence suggests the school community has an identity of a dual language program. The core components of a dual language program - the foundational pillars of bilingualism, academic achievement, and cultural competence, the instructional core, family and community engagement, and leadership - were specified by those interviewed and documented on the website, in internal curriculum and professional learning documents. The commitment to teaching content in Spanish was consistently and thoroughly expressed in the interviews, including examples of finding qualified educators who are native Spanish speakers, teachers creating instructional materials in Spanish when they did not exist, and preserving instructional time in Spanish even when pressures or logistics to not do so pushed up against the time. Not

only does the school view itself as a dual language school, but its identity also extends into the parent community. The school staff make efforts to connect two diverse parent communities, as part of the dual language vision and mission. Those interviewed for the study came from the perspective the school is a dual language program. Therefore, what interviewees relate in terms of the leadership practices necessary to lead such a program reflects their understanding of what it takes to fully implement a dual language elementary school program in Spanish and English.

Research Question 2: Leadership Practices

The second research question addresses what leadership practices support the implementation of a dual language program. Below the findings are reported in three categories of leadership practices as laid out in the conceptual framework: enacting vision, implementing the instructional core, and engaging external partners.

Leadership Practices: Enacting Vision

Enacting vision encompasses the ways in which leaders are aware of their positional power, set a vision for the school, and influence people to act in support of such vision. The researcher coded for leadership practices of enacting vision when interviewees reflected on their own role or the actions of others impacting the implementation of the dual language program. A common theme emerged across all stakeholders: to fulfill the vision of a dual language program requires a "passion" for the work. This passion was credited for professionally keeping leaders' focus on the successes of students who are English Learners and for personally supplying the energy to do the work necessary to implement a dual language program.

Implicit in this idea of "passion" as an ingredient for enacting the vision of a dual language program is such programs require additional work. Interviewees attributed part of the

additional work to navigating the demands of politically connected English-speaking families while staying true to the programmatic goals of serving Spanish-speaking students. Another reason cited for additional work is because the instructional program necessitates hiring and supporting a bilingual staff, coordinating high levels of collaboration between teachers, offering professional learning for language acquisition, and finding instructional resources in Spanish which are not readily available. The results for leadership practices of enacting vision are reported under those two categories of passion inspired work: the focus on the success of English Learner students and the willingness to go the extra mile to implement an instructional program in two languages.

Focus on the Success of English Learner Students

The interviewed leaders attributed a passion for the work as a means to maintaining the focus on the success of English Learner students, even with the pressures of demands from families of English-speaking students. For example, a leader stated:

> This takes a lot of passion and we can't do this without people's passion…. because if teachers or anybody involved in this type of education is not here because of the belief they have that this type of education is making a difference in the population that requires these types of schools…. [if] that is something that we don't keep with us...that passion, that purpose, that goal, we're not going to be able to deliver the way that we are supposed to, and to fulfill that vision and that mission.

The leader clarified the purpose is to serve students who are in the program because they find a school in which their home language, Spanish, is spoken and taught. Using the word, "requires" indicated her belief a dual language program is necessary for English Learner students to be successful academically and socially-emotionally.

Similarly, a different leader confirmed the school's commitment to the education of English Learner students, while also expressing the school is for all students. She shared:

> I care about all students. But I want to help the lowest students get to where they need to be so that I can be successful. The lowest students tend to be stuck in a language…. it's putting those students, not first necessarily, but always remembering to consider the students who are struggling....We have to tap into their language that they know to get that content and then teach them the language through that.

In her comments, she connects her achievement as a leader to the students who struggle the most, in particular those who might be "stuck in a language." Similar to the first leader, she stated dual language schools are designed to help students whose first language may be Spanish, and who in other educational environments might not find school success. She revealed:

> You have to be a little bit crazy to work in an immersion school because it's extra work. It's hard work. At the end of the day, I think I stay because I know I'm doing right by these students, as difficult as it may be.

In alignment with other leaders' sentiments, she reflected her own commitment to English Learner students makes the extra work to lead a dual language school worthwhile.

A third leader repeated the word "passion' to describe what influences herself and others to implement the vision of a dual language school, "I think you have to have a passion for it." She proposed her own belief in the program and her commitment to English Learner students for the reasons to do the work, "I feel very strongly in my heart that dual language started as a service delivery model for English learners. That is the heart of dual language, not that dual language is an enrichment for very privileged children." To enact the vision of the dual language program, she connected these two ideas:

> I have a personal belief in it and want it to be successful and want all of our kids to benefit from it to the fullest extent possible. I think you have to have that belief at your core to effectively lead one of these programs. Otherwise, it does truly become a magnet program that only benefits a segment of the population.

When she expressed her concern, it could become a "magnet program that only benefits a segment of the population," she referred to the influence of English-speaking families on the program's resources. As she emphasized, the mission is for students from both linguistic backgrounds to be successful, however this requires leaders to uphold the commitment to the success of English Learner students.

In the same vein, teachers remarked on the "passion" needed for leaders to implement the vision as intended. A teacher described her perception of leaders' hiring practices, "They have done a good job of getting people who are first committed to teaching at a dual language school, who believe in it." Teachers further went on to report in order to enact the vision, leaders also sought teachers who were passionate about the mission of dual language.

Just as leaders had, teachers shared why they personally believed in the power of a dual language program to serve English Learner students. For example, a teacher narrated her experience growing up speaking in Spanish and English and wanting to help students have pride in their Spanish language and culture as part of their educational experience. She said, "[my personal experience has] always been near and dear to me. As an adult, when I decided that I wanted to become a teacher, I always focused on immersion programs and immersion schools. I knew that that's where I wanted to be." She concluded her remarks about her commitment to the students who are growing up with Spanish in their homes, stating "this paradigm of dual language is very important to me."

Another teacher shared her commitment to equity and working with English Learner students to increase their opportunities. She related, “I came to this school because this is my passion. We have a lot of work to do, but we're headed in the right direction.” She knew leadership prioritized the on-going equity work. In fact, she said she had left a previous position where she felt people were not interested in the equity work. At Green Valley, she could put her efforts into serving English Learner students and creating equitable educational opportunities.

Staff who work with families also related their personal experience to the passion and commitment to the mission of the dual language program and to supporting English Learner students and families. One staff member shared her own immigrant experience and how it influenced her professional goals. As her career expanded, she always remembered her experiences of struggling when first arriving in the United States, “I did everything I had to survive as an immigrant.” She credited this experience to her commitment to the students and families of Green Valley, reflecting, “[My personal story is] the strength I brought with me. That is my treasure which I put in service of families.”

Across the three interviewed groups, the idea of a personal commitment to serve English Learner students emerges. In the review of external documents for the school, the mission is portrayed as supporting all students. Links to articles about bilingual students' success in dual language programs are on the website. For example, under the neutral heading, “Supporting your Emerging Bilingual Child,” the references listed explain how learning in a student’s primary first language will support the development of a second language, provide cognitive advantages such as increased executive functioning, and enhanced future employment opportunities.

Willingness to Do the Work

Leaders, teachers, and staff define passion as the necessary ingredient to do the work of implementing a dual language program. As seen above, people linked their personal experiences to their focus on the success of English Learner students in a dual language program. What also came through in interviews was a love of the program in terms of developing linguistic and cultural skills for all students.

For example, one leader shared, "I was attracted to the school because I had an interest in languages. I... loved the possibility of learning another language through my job. I also value second or third language acquisition." Another leader explained, "I do believe the world should be bilingual or trilingual. I think anyone who's lived in Europe for sure understands that; everybody in Europe speaks at least two, if not three languages." She declared, "I have always said I think every school in the country should be a dual language school." Leaders expressed their whole-hearted belief in the dual language model because of a conviction in the benefits of increasing students' repertoire of languages.

Leaders expressed this passion for languages, like a commitment to English Learner students, can sustain the "challenge" of working at a dual language school:

> It is trying to find that passion within people, for language learning as a process and then also that flexibility, because it's different, dual language. I think it can be more demanding on staff with some of the expectations; people have to be up for that challenge.

The leader explicitly stated the work at a school can be "more demanding" and a "challenge." A second leader reinforced this concept, "It is okay if you don't speak Spanish, as long as you're willing to work with our program…you need to be open to [learning Spanish] …I don't know

how to quantify it, but there's a personality." Her comments highlight how staff needs an openness to languages, and struggles with describing what the essential characteristic is, calling it a "personality."

In fact, one leader described how her role at times is to bridge the communication between the parent community and teachers. She notes that in the dual language setting, "teachers come with so much passion...there's diversity in our staff that sometimes we kind of have to explain to the community...I find myself kind of facilitating that." She discussed because of this strong "personality" or "passion," she became a translator sometimes for those in the community who may not understand the focus of the program on developing students' second language. Also, she confirmed this type of teacher is willing to do the extra work within a dual language setting in part because of their dedication to bilingualism.

This commitment to the implementation of the vision of two languages was reflected in teachers' and staff interviews as well. One teacher disclosed, "as a teacher, we're really going to commit to supporting bilingualism." Another teacher described, "I am passionate about this language....All the schools should be bilingual schools, because I think that we are missing a chance, in the best time of the lives of these kids, to teach another language." The teacher advocated for why the dual language program is important at the elementary level and claimed the students "are going to be so much better." Her conviction in the capacity of being multilingual is tied to why it is worth working hard to make this program a reality for students. A third teacher reinforced this idea:

> I think that the goals for students is that when they leave the program, they're more competent in the world because they not only have mastered the academic standards and skills that they need, but they are all also have a competency in more than one language

> that will just enable them to be even more successful as our culture and our world becomes more diverse and more connected through the internet.

In agreement with the other teachers, she confirmed her belief students will be "even more successful" because of their enrollment in the program.

A fourth teacher explained this combination of dual language being more challenging to implement, and yet worth it:

> For many people to pursue a role in dual language or immersion, it is so much harder. It is so much more work because for people whose second language is Spanish...they have to think within their second language, while making a lesson plan, while delivering the instruction, while providing feedback to a student and that's mentally exhausting… Having gone through that as a language learner myself, it's a lot…It never gets easier….If they show a strong passion for the language, if they show a passion for teaching… [they should] join this particular type of profession, because it's not for the faint of heart.

The teacher elaborated how teachers often have to teach in their own first language, but interact with parents, students, and colleagues in a second language, and that in it of itself is difficult. Furthermore, she proposed it does not "get easier," but a "passion for the language" and a "passion for teaching" bolster the individual's willingness to do the work.

Moreover, the staff who worked with families commented about the essentialness of the vision of the program. Enacting vision was described by one staff member as "basically making sure that your daily actions uphold the vision of our school, which is biliteracy and biculturalism in essence." Another staff member shared her belief in the mission of the program and the subsequent work. She disclosed, we have a "clear mission and vision" and "good leadership." With that clarity of vision and supportive leadership, she commented, "We have that guide that

drives us and helps us out. I think we just need to keep working. Keep working, keep pressing. I think that we're on a good path." The willingness to do the work is tied to the commitment to the program's purpose.

The internal professional learning planning documents include statements such as, "all school staff will read the publication to get a clear understanding of the guiding principles for dual language education including the research, key points and indicators" and a plea to "more fully embrace your role as a dual language advocate." Explicit in the language in the documents is to "fully embrace" the dual language model is critical and requires intentional work by all staff.

Enacting Vision: A Passion for Dual Language

"Passion" appears to be fundamental to enacting the vision of a dual language program. Passion is defined in various ways - as a commitment, a belief, a value, and even a personality. First, people's passion is for the mission and vision of dual language programs, specifically, a commitment to the academic and social-emotional success of English Learner students and a love of languages. Second, the power of passion is credited as the reason why leaders, teachers, and staff undertake the hard work of implementing a dual language program. The work is in relation to two leadership practices: implementing an instructional program in two languages and enlisting the support of the central office and community to do so. Both categories of leadership practices are addressed in the next two sections.

Leadership Practices: Implementing the Instructional Core

The following leadership practices supporting the instructional core emerged from interviews and review of documents: hiring bilingual, qualified and committed teachers,

delivering professional learning opportunities on language acquisition instructional strategies, protecting instructional time in Spanish, providing autonomy for teachers to create instructional materials in Spanish, and valuing collaboration. The most cited leadership practice by leaders, teachers, and staff was ensuring the right people are present to make possible the program.

After the first priority of hiring, leaders, teachers, and family-focused staff placed different emphasis on which practices were highlighted as important for implementation of the dual language model. Leaders focused on determining the use of time within the master schedule, advocating for instructional materials in Spanish, and fostering collaboration among teachers. Teachers, on the other hand, raised professional learning first and foremost, followed by time, instructional resources, and teacher collaboration. Family-focused staff echoed teachers' sentiments that a strong instructional model was essential for success. Internal documents outlining professional learning priorities, schedules, curriculum documents, and examples of created instructional resources in Spanish confirm what emerged from the interviews. Having qualified, committed, and bilingual staff was the foundation for the fulfillment of the complex two language instructional model.

Hiring Bilingual, Qualified, and Committed Teachers

All six leaders interviewed affirmed hiring staff was the most important leadership practice to fully implement the dual language program; the word "challenge" was used repeatedly. Finding bilingual staff is essential as encapsulated by a leader's comments, "you have to have bilingual staff...you can't even begin to think about [the program] without bilingual staff." A second leader confirmed, "another struggle is staffing...staffing is very difficult - finding people that are experienced and finding people that are capable of dominating both languages." A third leader expressed, "it takes a lot of effort to find the staff…[it's] a challenge

sometimes to find highly qualified teachers who also are proficient in Spanish and able to teach in Spanish, but also able to work in English." Literally, a barrier to the program was locating people who were fluent in Spanish and were certified teachers.

Additionally, leaders expressed the difficulty of getting qualified bilingual teachers across different grades and subject areas to teach at the school. One leader commented, "finding teachers that know Spanish to teach physical education, art, music, gifted and talented…. another challenge." Another leader commented, "finding bilingual special education teachers is a whole other level of staffing. We're fortunate at [Green Valley]. We have three or four of our special education teachers who are bilingual - that's a needle in a haystack type of situation." Leaders spoke to the broad range of staffing needed and to the feeling of fortune of finding staff who could serve in such specialized roles, such as special education teachers. The "needle in a haystack" notion of the challenge of staffing resonated in every leader interview.

If recruiting bilingual staff was problematic; hiring bilingual teachers with professional knowledge to teach within a dual language program was onerous. A leader expanded on what is meant by qualified teachers for a dual language program:

> One of the most challenging things is staffing a dual language program. That's critical because in the beginning a lot of the focus has been on just getting teachers who speak Spanish. Now dual language programs are becoming more popular across this region and in the country in general. We are focused a lot more about getting bilingual teachers who know about dual language, because those two things don't mean the same.

Not only do teachers need linguistic and pedagogical skills, but commitment to the vision of dual language was cited by leaders as an important qualification. As the leader said, they became "focused" on finding teachers who "know about dual language."

Furthermore, leaders linked the commitment to and knowledge of the program with effective teaching. A leader explained, "it can vary from team to team-the level of commitment…. people who are there and ... fully support immersion and they're working, working, working ... there is a different layer of energy that certain people bring to the team." Another leader reported, "you will have teachers who are really committed within the program and then they stay and... within that commitment, they start to develop these understandings and develop these expertise and knowledge." In other words, a dual language program is actively implemented, improved, and created through the work of teachers. One leader summed it up, "another critical component is having teachers committed to the program who are involved in developing and improving that curriculum every year." Leaders stressed the significance of hiring staff who are bilingual, possess professional knowledge of best instructional practices for language learners, and exude a passion for dual language.

Echoing the six leaders' sentiments, all five teachers expressed the importance of who implements a dual language program. When describing the essential components, a teacher used almost the same words as one of the leaders, "We have to have the right staff. You have to have native speakers." When asked what the essential components of a dual language program were, she exclaimed: "Teachers! Teachers! I think Spanish-speaking teachers, native speaking teachers, teachers who are really committed to the program." A second teacher responded to the same question:

> Recruitment is a big one…[We want] the teachers that are going to work well in a team, that are going to be committed to the program, who are going to understand our population, our demographic and the kids that we're working with. That's the first thing that is important.

Characterizing the current staff, a third teacher stated, “there are a ton of bilingual teachers and…teachers that are very dedicated to making sure that the content that they teach includes the language that they're teaching it in.” A fourth teacher expressed a similar sentiment, stating an ideal dual language school would have teachers, “able to manage a conversation in Spanish...and all specialized programs, in Spanish - special education, encore, counseling services.” The four teachers described the types of teachers who worked at the school and reflected on the qualities of teachers who effectively implement a dual language program. Similar to leaders, they reiterated in addition to being bilingual, teachers should have the instructional capacity to teach content and a second language and the commitment to serving English Learner students by implementing the dual language instructional model with fidelity.

The fifth teacher narrated how two of her colleagues had similar experiences to many of the students whom they serve. She recounted how one teacher immigrated to the United States as a child after being raised by her grandmother in her home country with her siblings while her parents worked in the United States. The teacher explained, “probably 70% of the kids when they come to our country, that's what happened to them. They stayed behind or they were there [in their home country] first.” The other teacher she characterized as a first generation born in the United States with her parents from Central America. She commented, “that's been really amazing, to have that shared experience with them... I think [school leadership] have been very intentional about who they hire.” She implied not only having bilingual, certified teachers, but teachers who have relatable experiences to the students they serve improves the program.

Overall, teachers pointed out they valued the communication between teachers and the ability to “bridge’ the languages. In other words, it is important teachers are able to speak some of both languages - it’s not just hiring Spanish-speaking and English-speaking teachers, but

rather teachers who are language learners and willing to personally learn and teach their students linguistic connections. Teachers within a dual language program have specialized skills beyond having a second language; they also have instructional skills to teach content in a language half of the students are still developing. Teachers highlighted successful teachers bring an energy to the program, because they are collaborative and dedicated to the "kids that we're working with."

Leaders and teachers talked about the importance of hiring teachers, but staff who worked with families connected hiring teachers as related to leaders' work. Both staff members explicitly linked leadership to the ability of the school to recruit, hire, and retain teachers. When commenting on the essential components of a dual language program, staff who worked with families reflected on the benefit of consistency of leadership who understand the dual language program. The staff members declared their confidence in the leadership of the school, agreed with the direction the school had taken to implement the vision of a dual language model, and desired to see the people in leadership remain in order for the program to continue to successfully serve students and families.

Short biographies of the staff were available on the school's website and reflected a diversity of backgrounds and bilingual skills both for the English and Spanish teacher roles. Furthermore, bilingual staff filled a variety of roles, including assistants and administrative support. Although having bilingual, qualified, and committed staff was the crucial leadership task, none of the documents shared laid out a plan for recruitment or retention. There could be several explanations for this. First, the researcher did not ask for specific documents, so a recruitment or on-boarding document was not requested. Second, recruitment and hiring may be something considered more of a central office process. Nevertheless, staffing a dual language program came through as the essential leadership task from those who were interviewed.

Providing Professional Learning

Professional learning is another leadership practice supporting implementation of a dual language program. All five teachers discussed the language acquisition instructional strategies they had been trained in by staff from the school district. In contrast, leaders reflected more on their own learning on the job as they adjusted to their role within a dual language school. During the past year, the focal school had offered professional learning for teachers by central office staff and a dual language consultant. An internal professional learning document showed an annual plan to teach language acquisition instructional strategies to teachers and to inform them about best practices within a dual language school.

Not all of the leaders discussed professional learning as a key practice for implementation of the program. What leaders did consistently was reflect on their own personal and professional journey in leading a dual language program. Three leaders used almost identical language when talking about their own experiences: “it’s been a really big learning year for me;” “this year was just a lot of learning for me;” and “there was a learning curve...I had to shift a lot of my thinking, a lot of my experience in a way that support students, families, in this role...I had to quickly learn.” A fourth leader chronicled her experience as a dual language leader: “It's been a whole learning curve. I mean, every year, there's a new challenge...this is what we committed to [implement dual language]. We didn't realize, I didn't know it was that difficult. Yet, it is worth it 100%, but it's not easy.” Two key takeaways are an affirmation of the professional learning leading a dual language school might demand of leaders, as well as a consistency across leaders’ interviews of their capacity to acknowledge this learning.

In addition to leaders professing their own professional growth in serving the dual language community, three of them commented on how an investment in professional learning

for teachers was paramount. One leader listed professional development as one of the key elements of a dual language program. The leader shared:

> Even though they'll work in a dual language program, some of [the teachers] don't understand what a dual language program is and how the program supports biliteracy, bilingualism, academic achievement, the socio-culture pillar - the three pillars - the guiding principles. [My role is] informing the staff, providing them professional development opportunities.

Another leader described:

> There's a lot of education of the community and professional development for the staff that has to happen. Not all dual language programs are created equally or are even necessarily alike sometimes in terms of their goals and the way they've been designed. There's a lot of professional development and education of the community that goes into that. As an instructional leader, you have to be able to lead that.

She connected leading professional learning for teachers with effective implementation of the instructional program. The same leader expanded on what was expected of teachers to learn:

> We have to think about language learning strategies for all of our kids all day long. For a lot of teachers, that's a big transition in thinking. Helping people to realize that there is overlap between the strategies of effective instruction in both [content and language] areas…We need to make sure we're …having an effective dual language program and developing language skills in either English or Spanish.

The implication is this level of instructional expertise is not commonly acquired by teachers, and thus would need to be taught. Furthermore, to implement the dual language model hinges on teachers having this pedagogical knowledge of instructing content and language simultaneously.

A different leader confirmed the school used a particular approach to language acquisition strategies. When she first started at the school, she was sent to training and understood the expectation was all staff become trained in using these strategies. As was true of the above leader, she also saw her role as leading the professional learning. She elucidated, "the focus of our conversations on my teams [is] trying to bring in the strategies to support the language learning." These leaders specifically focused on their role in helping teachers access professional learning about language acquisition instructional strategies. From leaders' perspectives, the unique set of abilities needed to instruct in a dual language program demands on-going professional learning for teachers in order to effectively implement the dual language program.

All five teachers agreed the leadership practice of offering on-going professional learning was necessary for implementation of the program. One teacher advocated teachers should be required to have knowledge of dual language instructional strategies. She argued teachers, "might benefit from having a specific type of certification for dual language because then we would all be speaking the same language in terms of foundational knowledge." Two teachers recounted how they used language learning strategies to teach their content area. One explained how she approaches lesson planning, "thinking about the language before I engage the kids, what is the vocabulary? Where are the sentence frames? How can I show this in pictures?" Similarly, the other teacher made apparent how she thinks through her lessons in ways she can connect to students' experiences and, in collaboration with her teaching partner, build linguistic bridges. The fifth teacher explained, "we have to continue to have professional learning on pedagogy of how students learn ... how students absorb language and content …if they're learning Spanish and English at the same time." Professional knowledge of how to teach students language

through content within the context of a dual language program was repeatedly remarked upon by teachers.

Furthermore, the family liaison confirmed her belief professional learning on language acquisition instructional strategies supported the curriculum and the collaboration between teachers. She explained, "to truly strengthen the dual language, the [language acquisition] training has been huge.... our school improvement plan includes goals that obviously support the dual language program very specifically." In order to implement the instructional program of teaching content through language, interviewees confirmed teachers needed to not just be dedicated to the mission of the school but possess the skills and knowledge to enact the mission.

Staff shared documents on the professional learning plan that included a prominent outside consultant in dual language coming to the school and working directly with staff. The consultant laid out the fundamentals of why learning in students' home language honored and celebrated students' background and cultural heritage. The documents showed the consultant hit on the twin ideas that students succeed academically because they have access to content in a language in which they are proficient and because they are in a school which celebrates and values who they are as a person and a learner.

Additionally, the documents contained a yearlong plan for teaching language acquisition strategies for staff through a coordinated series of classes. Teachers are organized in a professional learning structure and specific time is allotted in their weekly schedule to plan instruction, analyze student data, and share expertise across teacher teams. Thus, providing professional learning is seen across all stakeholder groups and evident in the documents as a key leadership practice.

Safeguarding Spanish Instructional Time

Leaders spoke about using time to support fidelity to the dual language model. To safeguard content being taught in Spanish, leaders focused on the master schedule. One leader explained a key leadership practice for implementation of the program was focusing on, "time." The leader explained, "scheduling is huge. Scheduling the timing, finding the allotment for being able to teach Spanish and English and having a balance, because the English really dominates the schedule." Another leader expanded on this same theme, "the master schedule goes back to... what do you need in the dual language program? … [the] master schedule needs to reflect [that and] a major thing….is allocation of time." Echoing this focus, a third leader responded to the question about the essential components of a dual language program as "the schedule itself or the weekly schedule, a monthly schedule, the time allotted to be sure Spanish is being taught or the content is being taught in Spanish." With half of instructional time taught in Spanish, determining how time will be used is a leadership practice supporting implementation of the dual language model.

An example of influence on time allocation is the struggle to find additional minutes to teach Spanish Language Arts in the upper grades. One leader explained, "[in] third to fifth, the students receive science and math in Spanish, but the Spanish Language Arts is integrated into science…. it's challenging for students to develop their Spanish Language Arts when you don't have a Spanish Language Arts space." A different leader depicted the difficulty of dedicating those minutes to Spanish Language Arts:

> we need to do more to bolster and celebrate and hold in the same esteem Spanish as we do English…. maybe we need to work in a literacy or a Spanish language arts block.

> Then looking at our master [schedule], looking at the minutes we need for math, and then the minutes we need for science, it's – 'where is that going to come from?'

The questioning of how and when to find time within the instructional day reflects leaders work of aligning the priorities of protecting time to instruct content in Spanish with the goals of the program.

Leaders focused more on their influence of time than the other two stakeholder groups. Teachers mentioned time in relation to the instructional program, as did family liaisons. One teacher explained we "work hard to make sure…. this is our protected time to have this content taught in Spanish." Although family-focused staff did not specifically mention time, however, like teachers, they emphasized which content is taught in Spanish. The master schedule reflects the complex tasks of ensuring a 50/50 split of time between Spanish and English. The designation of instructional time was seen as under the control of leadership and as a manifestation of the schools' commitment to teaching half of the day in Spanish.

Investing in Instructional Resources

Overall, leaders emphasized advocating for curriculum and instructional resources in Spanish as a pressing leadership practice. One leader specified, "the lack of resources is huge for [the] dual language program....to find authentic Spanish materials is challenging." A different leader disclosed how the paucity of assessments in Spanish hinders the valuation of the program:

> In an ideal world, our program would be fully aligned to our language allocation in all aspects of instruction and assessment, both with the local district and state level. We would be fully aligned to measuring literacy in Spanish and English. If kids are performing better in Spanish, then that's the score that we use because the kids are still developing literacy. If that's their dominant language right now, then they should be

> assessed in that language for literacy skills...In my ideal world… all the things we do in school would be in the appropriate language.

What she argued is the measure of success for a dual language program should be based on the linguistic ability of students regardless of the language - Spanish or English. If this underpinning were held true, then the instructional materials and assessments would be available in both languages.

Other leaders confirmed her assertion the availability, or lack thereof, of instructional resources in Spanish determines whether the program can be fully executed. For example, a leader argued, "there needs to be district level support for assessments that help us to know, 'What are we doing? Are we teaching students what they need to know to get to this point where they can be proficient in Spanish?" She spoke of the use of standardized assessments to measure Spanish proficiency and added they were going to be using a normed Spanish assessment in the future. However, in part, she emphasized valuing the program equated with measuring what they intend to do, which is to increase Spanish and English proficiency in all students. As a leader, she wished for Spanish assessments to validate the outcomes of the program. Therefore, leaders saw it as part of their role to advocate at the central office level for investment in instructional materials and assessments in the target language, Spanish.

In alignment with leaders, teachers justified having instructional resources in Spanish as fundamental to implementing dual language with fidelity. Additionally, they appreciated the autonomy to create resources when they did not exist. One teacher lamented:

> It will be great if the district will consider more resources in Spanish for us, the truth is that...they also chose some materials that are only in English. There are flashcards and things that you could use in stations…. They are all in English…. There was one book of

> resources that they use, but sometimes the language is not very appropriate for the level of Spanish that the kids come with. It's complicated.

The teacher pointed out it is not only the textbooks in English, but additional resources - such as flashcards, anchor charts, and other materials that are not in Spanish. Her frustration seeped out between her words about the materials used in a classroom are not just books, but all of the materials should be in Spanish. Other teachers bemoaned the challenge of finding instructional resources, as one explained, "[authentic resources] are a little trickier to find…. even finding translations, they're finding out - Is this really authentic? ... Resources. Another big wish is authentic resources." The difficulty was not only were resources in Spanish scarce, but whether they were culturally appropriate and responsive and written with accessible vocabulary and a suitable comprehension level. The five teachers contended instructional resources in Spanish were often not available, not appropriate, or not purchased.

In response to this reality, teachers created their own resources designed to fill in this gap. One teacher illustrated this point:

> I had a choice. I could either translate the entire thing or I could see what it was that needed to be done. Then I could create my own materials, which quite frankly, they worked out a lot better for me. I just created everything from scratch.

When asked for documents, all the interviewed teachers provided multiple examples. The materials made by teachers included songs, chants, anchor charts, and even bilingual books which they had authored. The richness and extensiveness of the instructional materials exhibited a commitment to the dual language program by the interviewed teachers, as well as an autonomy extended to teachers to implement the program with fidelity.

Staff members who work directly with families connected the instructional program - half of the content taught in Spanish - to the overall success of the school. One family liaison put forth, “we need...consistency in the curriculum… [the leadership] has worked hard to establish this curriculum...because we can do all of this in the community, but when there isn’t a strong curriculum, then there’s work to be done, right?” The point is to achieve the intended outcomes of a dual language program requires both a curriculum and resources with which to teach in Spanish and English. Such resources are not readily available, and thus the people implementing the program must build them over time. Without a consistency of leadership to uphold the instructional plan, without the ingenuity of teachers, the instructional program cannot be implemented and the goals for students' success cannot be reached.

Cultivating Collaboration

Related to the development of and advocacy for instructional resources, collaboration was elevated as an element for a successful program by leaders, teachers, and staff. Sometimes the level of collaboration was an implied concept, as leaders stated how some teams work better than others. One leader explained the difference between co-teaching and teaching with a language partner in a dual language school:

> We had people who had had co-teachers before, but now this is an added layer of collaboration because...you're working with someone else who also has your kids...and then you have their kids. It's just such a different level of collaboration that's required and not all personalities or teaching styles are made for that.

Occasionally a singleton class was taught by a bilingual teacher, but for the most part every student had a Spanish and English teacher. The teachers taught different content, but worked together to plan instruction, determine grades, conduct parent-teacher conferences, and establish

classroom communities. This kind of collaboration is built into how the program functions, and leaders pointed out this is not something all teachers are able to or want to do.

Considering administrators determine who is placed on which teams and with which language partners, one leader described the process:

> In thinking about staffing, [we are] thinking about who would be good partner teachers and who do we need to make sure that we do not put as partners? .... It's not just what grade they're going to teach, [but] who are they going to partner with all through the year? That's a big one.

Leaders had to think carefully about who would work well with each other on top of putting together the jigsaw puzzle of staffing. Another leader corroborated, "it's really difficult to do, and it's easy on paper to say, this is what we do: we're a Spanish immersion school, but a lot...hinges on the people on the team that you're working with." Again, staffing came to the forefront, as the leader articulated the importance of the "people on the team." Although collaboration may be a valued approach for effective schools, the dual language program "hinges" on collaboration between language partners. Leaders' conviction "not all personalities" are made for this level of collaboration can be seen as their perspective about who teaches in the program impacts implementation.

Collaboration is also described as a tool for professional learning and a way to expand teachers' knowledge and skill of dual language practices. A leader expounded:

> Some people were superstars and doing amazing things…[so we are] trying to leverage teachers learning from each other because we have some veteran folks who are well versed in dual language best practices, but then we also have some newer people who maybe are not. [We are] trying to build collaboration and job embedded learning.

From this perspective, collaboration is a means to an end for distributing professional knowledge across teachers. A second leader described the process:

> The work we do as teams in our PLC (professional learning community) meetings is where a lot of the collaboration happens. As a leader I try to get everyone to participate and to recognize that we all are coming from different places and different experiences…. [and to lead planning that] aligns with what I know is best teaching practices….[and ask questions such as] How are you going to get them to practice their language during your lesson?

The leader stressed the reality of staff being literally from "different places" at Green Valley and coming from a range of cultural and linguistic backgrounds. Collaboration about what best teaching practices are within a dual language school happens within the context of a diverse school staff.

The concept of collaboration emerged from the interviews with every teacher; however, collaboration was described as an implied ingredient for success. For example, one teacher explained, "one person does not have the time to do it all. It just makes it easier when we can share resources and ideas." She expanded, "the planning time, the communication link, has to be there. Everyone has to be able to access each other and share ideas and bridge across everything." Describing her relationship with her teaching partner, she stated, "We work well together. We always seem to be on the same page...planning as teachers. We do plan together every week. We're constantly on email back and forth." Another teacher repeated this idea, "that partnership with your co-teacher...that system has to be super tight." Although they never used the word "collaboration" explicitly, their description of their interactions with their teaching partners implies the meaning of the word.

Additionally, the other three teachers told stories of how they shared resources, navigated push-in services with teachers, and taught using the "bridge" which is a language acquisition strategy to link vocabulary and conceptual ideas across both languages. Their description of having to write curriculum, create instructional resources, share with others all spoke to an implicit sense of collaboration among staff committed to the dual language program. Only one teacher used the word "collaboration," when talking about the need for instructional resources in Spanish. She spelled out that to teach at a "high level…takes experience, pedagogy, learning, then time and collaboration." What was threaded throughout the teacher interviews was the essentialness of collaboration to implement the instructional core.

Collaboration was planned for and embedded within the program as a leadership practice supporting implementation of the dual language model. Even the family liaison commented, "the partner teachers, we've given them a ton of support in recent years to build that relationship." Time set aside for formal collaborative structures, such as weekly grade level meetings, based as a professional learning community, were documented in the schedules shared by leaders. All three stakeholder groups confirmed creating collaboration within the school was a necessary leadership practice, because of the design of the instructional program, in which teachers share students, align instructional content, and create common instructional resources.

Implementing the Instructional Core: Leadership of People

The number one priority cited for implementation of a dual language school with fidelity was having bilingual, qualified, and committed teachers. Without this, the program is simply not possible. After having the right people, leaders emphasized how time was allocated in the program, their own professional growth in leading a dual language program, advocacy for instructional resources in Spanish, and the essentialness of collaboration. To implement the

instructional core well, teachers affirmed three main areas: 1) professional learning about language acquisition instructional strategies; 2) the creation of instructional resources; and 3) the collaboration between partners to make dual language work sustainable. Family liaisons detailed how critical it was to have a strong instructional program so students and families are supported within the mission and vision of the program. The documents shared provide evidence of the hard work of all staff - from instructional schedules, lesson planning documents, and teacher created materials in Spanish and in English. To implement the dual language instructional program requires a staff with a commitment to the mission of dual language and the capacity to learn, create, and collaborate. In other words, leaders must enact a set of leadership practices which sustain and support teachers implementing the instructional core of the dual language model.

Leadership Practices: Engaging External Partners

Engaging external partners refers to a leader's ability to bring about the vision of a dual language school by building support for the program within the school division and the larger community. Leaders, teachers, and staff remarked on the influence the central office has on recruiting staff, purchasing instructional resources, and providing professional learning. All three of these items were enumerated above as important to the enablement of the instructional core. Leaders acknowledged the schools' data did not always meet the federal and state accountability guidelines, and part of their work was to inform and advocate for the program with central office staff in the face of this pressure. However, family liaisons attributed wide family and community support to helping the school withstand such accountability pressures. Based on documents, leaders participated in structured conversations with the central office about what was working with the model and what could be improved.

Collaboration with Central Office

Leaders discussed building knowledge and fomenting a commitment at the central office level to support the dual language program. First, leaders expressed an awareness dual language programs could lose their financial support. Second, they combatted this concern with advocacy for the program by developing relationships and extending awareness of what dual language programs can do for students. Third, they desired a commitment from central office staff that would tangibly result in the purchase of instructional resources appropriate for use in a dual language program. In reality, this meant purchasing for the division resources available in Spanish and English or setting aside additional funding to purchase supplemental materials in Spanish. Finally, a few of the leaders expressed excitement about the school district exploring expanding the dual language program at the middle school level and hoped this would translate into more investment in resources at the focal school.

Leaders worried the school would not have the financial resources to implement the program as needed if the district leadership was unsupportive. For example, a leader commented, "There's questioning with budgeting. Some of these things are going to be taken off the table just because of budget issues. Dual language will be the first program that they're going to look into in terms of taking things away." Another turned this concern into actively reaching out to central office staff:

> Obviously, all principals and school leaders have some level of autonomy, but we're often connected to different funding sources, different central office folks. There's a lot of political things that can go into that - there's that collaboration with central office to keep your program alive and well funded.

A third leader reiterated division support is critical and listed it as one of essential components of a dual language program. The leader explained, “it's very difficult to get [instructional resources] if the division is not on board with the fact that we're going to need a little bit extra.” Leaders expressed awareness of the reliance on division support for the sustainability of the dual language program as well as their role in the “political” navigation of relationships with central office staff. The same leader explained, “there’s a lot of advocacy” so “district leadership has some type of understanding.” Another leader stated, “sometimes it's just building bridges to connect to offices that don't always think about having a dual language program.”

In fact, leaders used the word “commitment” when describing their desired relationship with the central office. For example, one leader contended:

> We need commitment from the district…We need district leaders to understand...these programs are not only an added value…[but] are making a difference in helping students succeed... The main thing is that support, because inside [the school] there's passion, there's knowledge…now [we need] the supports from the outside. It's having *the commitment*.

The leader recognized the program cannot just have passion to run the program in the school but must also have passion to promote the program beyond its walls for success. She attached student success in the program as the reason the central office would support the dual language model. She also discussed how the central office should understand how a dual language program works instructionally. Not everyone knows the research. Informing district level staff how developing a students’ first language will propel them academically, and eventually linguistically ahead is critical. If the instructional program is not able to offer a rigorous academic setting in Spanish, students will not reap the benefits of developing their first language,

learning academic content in their first language, and experiencing the social-emotional environment in which the Spanish language and culture are valued.

Moreover, a different leader urged central office support for the successful implementation of the instructional program:

> In a perfect world, in a dual language program, your division is supportive and not to say that [the district staff] aren't supportive, but the special programs often are the things that kind of get forgotten. When you have textbooks adoptions and they roll out all these beautiful math materials and they're all in English… the teachers, their morale goes down…It's that bigger perspective that the division needs to remember if they really want us to be successful in what we are setting out to do so that we're not asking our teachers to translate these beautiful new materials that they can't use, because we're trying to stay faithful to the language of instruction.

In other words, the instructional materials matter. They matter from a staffing perspective, because teachers do not want to be used just to translate. They matter from a student perspective, because the materials in Spanish should be just as appealing or "beautiful" as the materials in English. They matter for the integrity of the dual language program.

Leaders commented on the district's exploration of dual language for middle school. One leader described:

> What is really exciting now is the vision for this whole school system continues beyond fifth grade. Now you're teaching Spanish in content areas in sixth grade, seventh grade, eighth grade. That's going to make a big difference in terms of the commitment level from the school system to carry into middle school.

Other leaders reflected this was a positive development and demonstration of the district's commitment to students' success in dual language. One leader recognized the support of the district because a dual language coordinator exists and explained, "we have a dual language coordinator... [This] communicates support to the schools…it's somebody to bounce ideas off of...who's a specialist in that area who can provide more support." Leaders acknowledged the existence and need of district level support, as well as the work to ensure such support continued at the central office.

Like leaders, teachers discussed the central office's role in providing for the program, specifically in relation to acquiring instructional resources in Spanish. In addition, teachers brought up the professional learning offered on language acquisition strategies. One teacher told a story of how the district sent her across the country for a specific dual language training. What most emerged from the story was her gratitude and appreciation for the recognition and respect of the school district for her work as a dual language teacher that this experience endowed on her.

However, teachers consistently expressed frustration with the lack of instructional resources and shared about a time when the school district did not select an instructional material in Spanish. One teacher narrated a story about how she asked the district to please, "choose a publisher that has some resources in Spanish, but nobody...had looked...nobody had anything in Spanish, at least for elementary." She reiterated, "we have to have instructional resources and district support would be awesome." Another teacher recounting a similar story, recognized the challenge from the perspective of the central office stating, "why would the...department purchase a program that also had a Spanish version only to benefit one school? Doesn't make sense." In part, teachers held the district office accountable for not purchasing the resources for

the program and in part recognized those materials are difficult to find and accepted creating resources in Spanish as integral to teaching in a dual language program.

The staff who worked with families recognized and appreciated the central office, specifically because of their support of the role of the family liaison at the school. She shared how Green Valley was one of the first schools in the district to have such a role, and explained:

> It's a huge advantage to have a translator in the school, because when there's a notice that has to be sent out right away, we don't have to wait for it to go to the central office so they can translate it and send it from there to home.

By her own account, and others interviewed, she accomplished much more than just translating documents, but was an integral asset to connecting and engaging families and building community within the school. What is notable is her acknowledgement of central office and the role a district can play in supporting staff at a school.

In a review of the documents, central office staff are included in the school's "improvement" plan which all schools in this division write and submit annually. As part of the action steps to improve reading scores based on the state accountability parameters, "teachers will attend division and school-level professional development." Second, teachers will also participate in "targeted school-based professional development to support their integration of [language acquisition instructional strategies] into core instruction." Third, the district's coordinator for dual language and the staff developer of the language acquisition instructional strategies will "develop a crosswalk document aligning newly adopted reading materials with the dual language literacy materials." The document, therefore, provides evidence of the supporting role of the central office in providing professional development and assistance with an alignment of the curriculum. However, it is important to note this is the school's planning document, and

therefore, it can also be seen as a desire to include and recognize the work of the central office as integral to the functioning of the program.

The division website has information about the dual language program. For example, there is an overview of the instructional program and links to "frequently asked questions." The answer to "What will my child's school day look like?' has a description of how students will learn academic subjects in Spanish and English and explains students will learn the language "as the class sings songs, reads books…. plays games, works on projects, carries out experiments," indicating and affirming instructional materials will be in the target language. In fact, the document explicitly says, "teachers and visitors to the classroom are strongly encouraged to adhere to the target language during instructional time." The explanation given is students do not benefit from translation to learn a language, rather they will "'wait' to hear the instruction in their stronger language" which "impedes opportunities to acquire the second language." This indicates an understanding of the dual language's instructional program and the reasons behind it.

Further supporting the program is a two-page document available on the website detailing the "grade level expectations for Spanish Language Arts." Expectations are written as "students will be able to" in a chart organized by language domains (Oral Language, Phonics, Reading, Writing Process, and Language Usage). These documents serve as supporting evidence of the role of the central office as committed to the dual language program. The documents demonstrate the recognition the program will have bilingual staff, a curriculum aligned to the dual language mission, and instructional materials in the target language, Spanish.

Connecting with the Community

Engaging external partners as a leadership practice encompasses not only relationships with district level colleagues, but also refers to how leaders build support for the school with families and the surrounding community. As discussed previously, family and community engagement are a priority for the focal school and seen as part of the mission and vision of a dual language program. Leaders, teachers, and staff stressed a supportive parent community would positively influence the central office's support of the program. As described above, staff's concerns were related to the school division's investment in staffing, instructional resources, and professional learning. Parental and community support, staff believed, strengthened the likelihood of continued investment in the dual language program at Green Valley.

In particular, interviewed leaders described their actions as "advocacy" and "outreach" to the community. As one leader shared not just about her experience at the focal school, but working in other dual language contexts, "you've got to convince the community to support you…. I always had to do a lot of community outreach, community conversations, try and get the broad community to understand. But more than that, convince a few parents." Another leader within Green Valley reiterated this point claiming "there's a lot of education of the community" in response to her role in implementing the program. A third leader discussed the various ways parents participate in the dual language program, not just within the PTA, but as in different family engagement activities. Additionally, two leaders relayed how a regular advisory meeting between staff and parents existed to support and strengthen the program.

Although leaders explicitly described it as part of their role to reach out to parents and build community support, teachers expressed both the importance of parents believing in the program and how supportive parents are. For example, one teacher related,

> Going back to the parents, I think that it's important for the parents to believe that this program works and that the more they promote Spanish in the house, as far as reading and listening and speaking, if they can speak it then better, the kids are much more confident.

As other teachers did, she expounded on the difference parents can make when they "really believe" their child will become bilingual. From the teachers' perspective, parental support of the program is connected to achieving the outcomes of the school - bilingual and biliterate students.

The other point teachers made was parents, in general, are supportive of the school. One teacher listed the many different events the school hosts, such as "international night" which had a "huge turnout." She connected this participation in the events with the success of school by stating, "The parents are starting to see the participation of their students - how the kids are blossoming and all the things they're learning about different Spanish-speaking countries." Another teacher shared the support of the parent community by describing the relationship with the surrounding neighborhood, "they love us, and we love them back. [The neighborhood is] special. I've never, ever taught in an area that's that tight knit, but also complex." She alludes to the "complexity" of the diverse community acknowledging the span of social-economic resources and backgrounds of the parent community.

Moreover, the staff who works directly with the families talked about parental support of the program and partnerships with the community. For example, one staff member described her coordination with a soccer coach from the local league who would pick up students who could not come to practice or games because of transportation. She described this as "advocating for students as a person" and part of her role within the school. She shared about other after-school

programs that provided tutoring or mentoring to students. In addition, she also saw as part of her role as informing families about the school, from everything to "what is the school psychologist?" to the gifted and talented program. Finally, both family liaisons recounted the work of bringing parents into the school in structured events and unstructured ways to build community and support of the program.

Engaging External Partners: Advocacy for the Program

The leadership practices grouped under engaging external partners result in a school supported by the central office and the external community. All three stakeholder groups acknowledged the influence of the central office and the larger community. In particular, leaders cited the role of the central office for funding professional learning and instructional resources. To advocate for the program, leaders described building relationships, educating others, and making connections across departments within the central office. Similarly, teachers and family liaisons recognized the need for central office support and attributed community belief in the program as a key to bolstering such support. Engaging external partners, in other words, were acts of advocacy to undergird the successful implementation of the program.

Summary of Evidence for Research Question Two

The research question asks what leadership practices are necessary to implement a dual language Spanish-English elementary school. Used as a lens, the conceptual framework focuses on three groups of leadership practices: enacting vision, implementing the instructional core, and engaging partners. Within each of these three areas, certain leadership practices stood out because they were discussed by multiple stakeholders or consistently raised by one group of stakeholders, or repeatedly found within the shared documents. To enact the vision of a dual

language school, “passion,” embodied either as a character trait or in the actions of individuals, surfaced repeatedly. Passion was the fuel for staying true to the mission of serving English Learner students and possessing the stamina for the additional work of a dual language school. Having bilingual, qualified, and committed staff was critical to implement the instructional core. Two leadership practices that addressed the need for finding people with the capacity and tenacity to enact the mission were hiring and providing professional learning. Cultivating collaboration and allowing for autonomy to create instructional materials were two additional leadership practices supporting staff’s success. Finally, advocacy for the program was a key leadership practice to enlist the support of the central office and the community. Together, these leadership practices sustained the complex work of implementing a dual language model at the focal school which produced positive academic, linguistic, and social-emotional outcomes for students.

Research Question 3: Culturally Responsive School Leadership

The third aspect of the research is to investigate the extent to which the identified above leadership practices of the studied school align to the Culturally Responsive School Leadership framework. The four actions embedded in this framework are: 1) the leader is critically reflective of practices; 2) the leader promotes a culture of inclusion and equity; 3) the leader develops culturally responsive teaching and teachers; and 4) the leader includes and actively engages the community. The model stipulates these behaviors are characteristics of leaders of schools in which culturally and linguistically diverse students succeed academically and socially-emotionally. Given dual language schools produce such positive outcomes for English Learner students, this question investigates whether any of the leadership practices from the Culturally

Responsive School Leadership framework are identifiable in the focal school. The evidence for the extent of each leadership practice within the school is presented.

Engage in Critical Reflection

Critical reflection refers to leaders being aware about how their positional role within an organization can sustain or alter the status quo of power within a school community. As reported above, staff described the difference in access to economic and political resources between the English-speaking and Spanish-speaking parent community. "Critical reflection" was noted during interviews as leaders, teachers, and staff spoke about their internal struggle to reconcile the variance of power within the school community.

Despite no question in the interview protocol directly asking about the differences within the parent community, all six leaders explicitly addressed the issue when talking about the focal school. For example, one leader said, "when I think about education, I think about language learners, I think about different socioeconomic [and] economic statuses that come together and how we can meet the needs of all the groups of people." The structure of a dual language program combines students with different linguistic backgrounds, which generally translates into different economic familial resources. Leaders wove their sense of responsibility in meeting "the needs of all the groups" throughout their answers, demonstrating their awareness that certain groups of students and their families have more privilege and they, themselves, were in a position of power to influence how that privilege played out in the school context.

Another illustration of this is from a second leader who described how, "we serve two very different student populations, which is really common in a lot of dual language schools, but equity is always at the heart of what we do." Here she claimed "equity" as part of the core vision of dual language. She explained further:

> You are oftentimes straddling two communities. You have to be able to hear the needs of both of those communities and find an equitable balance in terms of the decisions that you make and how they're going to affect the different members of your school community.

Like the first leader, she acknowledged the "difference in academic and social privilege" and wrestled with how to "meet the needs of all" by "balancing the voices."

A third leader corroborated what the first two shared, and in turn described her own critical reflection. When describing the parent program which combined English-speaking and Spanish-speaking parents to learn language skills from each other, she commented, "we have certain parent groups who feel like they have all the power...to put them in the position of needing something from the parent group that doesn't necessarily always have the power - that process was very powerful." She refers to how the power dynamic was switched from the English-dominant families "needing" something of the Spanish-dominant families, because they wanted to learn Spanish. This leader, then, shared her own personal experience about when she lived overseas and found herself in a situation of not speaking the dominant language. She described:

> I'm the only person at the table who doesn't understand what's going on and I was like, "Oh my goodness!" I just remember having that experience and then thinking about, especially, as it applied to my students with disabilities and thinking about their parents sitting around the table while we're discussing an IEP and this very important document that's going to hopefully make their child more successful. But just thinking about, "Oh my gosh, what if you're the one sitting at the table?"

She made this connection with the Spanish-speaking families and how they might experience being at the school, and in particular in school meetings for their child, such as a special education meeting. Her words expressed her empathy:

> One of the biggest things I do personally every day is trying to think back to that situation that I explained: that was such a turning point for me. Thinking about relationships with parents...trying [to] always keep that in mind, in any conversation that I'm having with a parent.... thinking about, 'How would I want somebody to explain to me what just happened with my child? What's the best way that I can offer support if needed, or care, comfort, or anything like that?"

She took from her own personal experience, related to families with whom she works, and made a commitment to come as an empathetic leader and to "keep that in mind" when interacting with families.

A fourth leader described in greater detail the difference in access to economic and educational resources of the students. For some students, she explained, although their parents were literate, they had not attended college because they had to move to the United States for economic or political reasons. Additionally, some students' parents may not have been able to come legally, creating an additional barrier for their families. She elaborated, "when you have that type of situation in a school setting, in a population, it's going to take a while because anything that happens with those students happens because of what we do here [at Green Valley] - when they go home it's very hard." In other words, students counted on the school for support in many aspects of their lives.

The leader contrasted this with the experiences of other students who were enrolled at the school because their English-speaking parents wanted them to learn Spanish. Those students

might have a nanny who speaks Spanish and whose parents view the dual language program as enrichment. In her words, some students "receive a lot of support, but [for the other students] there's nobody home right now to talk about social studies...and let me go to the library and get a book and read it with [you]." She contrasted the realities of students with access to enriching experiences outside of school to students without those opportunities and owned an obligation for delivering an education and enriching activities, or in her words, "it's all on us." Furthermore, she declared the reason for her on-going studies, "because I truly believe that we need more people like us at levels in which decisions can actually be made and we can impact what happens, especially policy." In other words, she saw herself and others as needing to take responsibility for the imbalance of opportunities by ensuring the school provided not just an education, but to provide "what we do here at [Green Valley]."

Three of the leaders critically reflected about their interactions with the PTA. Two of the leaders specifically called out their concerns given the wealth difference for families. For example, one leader described how the PTA could raise $30,000 in one night and gave teachers new to the school $200 to spend. The leader explained:

> They do a lot for this school financially, but I've always had to have serious conversations with them about, 'This is your line. Don't cross this one because this one is for leadership. You support. You ask, 'How can we support the school? How can we support all of our families?'

The leader expressed an awareness the gift of money can sometimes come with an expectation of what the money will be used for at the school. She clarified her role, and those within leadership, are to make those decisions, but nevertheless, this is a "line" that needs to be held.

Another leader made similar remarks about the PTA:

> There's PTA events and fundraisers and who attends those fundraisers is often the white families, the English families…. One of the big fundraisers [Green Valley] does is [this event] and you pay $50 for a ticket. You go and there's food and drink in someone's backyard and they have auction items. And it seems like they made an effort to [include everyone]. 'If you don't have the financial means, please still come!' which I thought was a great effort, but how do you, if you don't have the money to attend, say I want to come?... It was an effort they made, but I don't know. I don't know if anyone took them up on that.

The leader appreciated the desire for the PTA to be inclusive but demonstrated an awareness just an invitation might not be enough for families to feel welcome. It is not only the lack of money to buy the ticket that might prevent families from attending; the social setting, among other factors, may preclude participation.

Critical reflection, as one of the core practices of the Culturally Responsive School Leadership framework, states leaders must first be aware of how some people have more privilege and be cognizant of how they might help or hinder the power imbalance within the school community. Without being asked directly about this, the school-based leaders volunteered their understanding of the disparity of privilege and power, and how they personally engaged in ongoing reflection. One leader summarized the issue, "we have a very robust PTA and a lot of community support for the program, but it's just making sure that we're balancing the voices, considering the difference in academic and social privilege that we have in our school." "Balancing the voices" was a theme in leaders' interviews as they committed to supporting all students, while also recognizing that to serve English Learner students required awareness and action.

Like the leaders, teachers brought up the power differential within the school setting. An apt description is in the words of a teacher:

> You hear the white parents saying, 'Is my child not mastering the content because they don't understand the language?'.... The underrepresented Latino parents are not as vocal…you don't hear the other side of it where with their kid [they say], 'Oh, math and science! I understand it because it's in my language. Now I go to language arts and social studies. It's way harder because it's not in my language!' But those parents…. you don't hear them going and demanding to meet with the principal, demanding social studies in Spanish.

What the teacher highlighted are the inequities in the perceived power of the language, i.e., English is the dominant language and English-speaking parents expect access to decision makers. Even though Spanish-speaking students are taught half the content in a language they are acquiring, the parents do not "demand" changes to the teachers or to the content as English-speaking families do for their child learning Spanish.

Teachers saw part of the mission and vision of dual language to not only be aware of the differences, but to take action. One teacher illustrated:

> Our whole *shtick* is how do we bridge community? How do we build quality? How do we have these two communities, for lack of better term, reconcile and find the commonalities? … I think that that's why so many people fight so hard for [Green Valley] to do what it continues doing.

She alluded to the "fight" or advocacy embedded in the dual language program, and in particular at the school. She called out their goal to "bridge community" as the core element of their school's mission and vision.

Another teacher talked about how the school is “like the nest” and “for me personally, even more than ever, is it's the cultural competency. Knowing...who you are, where you come from and then also respecting where other people come from and who they are.” She added, “I think you have to be really open and be able to check your own biases about working with kids and working with different families. That part is very important.”

Staff who worked with families were aware of the varied experiences of the students. One staff member shared:

> Some of our students...bring with them a lot of heavy burdens…. There are children at our school that have experienced more than you could ever imagine...then the other half of our school seems to be in there and opt in for an educational enriching experience. Their backgrounds are quite different.

The awareness is combined with action, as the staff member described how she was involved with a student activity, and she confessed, “I kept thinking, how can we make this more representative of our school population?” She went on to list her efforts to change how students were selected for the program, “ensuring that all voices were heard and empowering some of our students that may have felt that their voices were not as important.” She used the word “advocacy” in describing hers and others’ work. She summarized to say their goal was, “We want more of a blended cohesive student body.”

Similarly, the other family staff member considered herself an advocate in changing the power differential within the school and how families experienced the community. She elaborated:

> When you believe in what you do…at the end of the day that translates to the children, who are going to feel better when they go to school, to the parents, who are going to feel

> more comfortable…My work is to help the parents…to be a partner in the education of our kids. All of this is done through a social service, through an understanding, to help them via workshops to understand that the cultures are different but if we want the results that we need, then we have to do the work.

Staff who worked with families expressed their commitment to serving culturally and linguistically diverse students by working to include their voices, aid their participation, and invite families in to give them the tools and resources to interact effectively with teachers and the school system. In their own words, they showed how they personally reflected and cared about the work. As the staff member said, "when you believe in what you do" makes all the difference.

Finally, a review of the professional learning documents provides evidence of critical reflection. During the pre-service week for teachers, they were asked to participate in a workshop led by a well-known dual language advocate, entitled: "Testimonios: Achieving Equity through Dual Language Education." Part of the workshop included staff participating in "testimonios," which were defined as a "a personal narration of socially, emotionally, and/or politically significant experiences that may have an impact on others." The very definition of a "testimonio" is to critically reflect. The two objectives of the workshop were for staff to be able to "explain underlying connections between equity work and dual language education" and "craft and record testimonios that speak to their experiences as dual language educators." The workshop materials embrace the idea of culturally responsive leadership practice, which is that we must have a personal understanding of our own selves and our role, before we can effectively embark on equity work. In fact, the material states, "we may find it difficult to serve" without

this critical reflection. Therefore, embedded in the professional learning documents was how to enact critical reflection as a "dual language advocate."

Within the documents and the interviews of all three stakeholder groups, evidence of the first of the four leadership practices proposed by the Culturally Responsive School Leadership framework exists. The critical reflection is directly tied to the mission and vision of a dual language school. During interviews, participants asked reflective questions of themselves as they were talking. One leader asked, "'How would I want somebody to explain to me what just happened with my child?' What's the best way that I can offer support if needed or care, comfort, or anything like that?" A teacher asked, "How do we have these two communities, for lack of better term, reconcile and find the commonalities?" A staff member asked, "I kept thinking, how can we make this more representative of our school population?" In their modeling of questions as they spoke, interviewees demonstrated how they ask themselves and others the questions that speak to their awareness of the imbalance of privilege and power within the school community, and where their role and responsibility lies. Finally, the professional workshop that began the year for them was an invitation and an expectation to critically reflect, to share their own "testimonios" so they could be more effective dual language advocates. The evidence is clear: critical reflection is interwoven within the dual language program at the focal school.

Promote Culture of Inclusion and Equity

Leaders promote a school culture of inclusion and equity is the second leadership practice in the Culturally Responsive School Leadership framework. The vision of a dual language program is founded in equity as a means to provide an education to English Learner students in their home language while they are developing their English skills. The instructional model with

half of the day taught in Spanish and half of the day taught in English is constructed on students' linguistic strengths. At a minimum, the implementation of the instructional core of dual language includes students' linguistic backgrounds. Leaders, teachers, and staff spoke to students' proficiency in Spanish as a strength, rather than a detriment. Interviewees recognized the incorporation of Spanish-speaking students is not only a necessary component of the program, but is the purpose of the program, which is access to an equitable education designed for English Learner students' academic and social-emotional success.

Leaders focused on the balance and inclusion of both languages and what that represented for the students within the program. One leader explained how important it was, "not to have one language be superior to the other because it's very hard in this country where English is the dominant language." The leader added the program strove to have "a fair or a balanced acceptance, an equal acceptance of both languages." She connected the instructional program within the classroom of being able to teach and learn in two languages as effective when there was an "equal acceptance of both languages." Ultimately, she argued this meant, "it was clear ... we accepted everybody - we accepted both languages and we were proud to speak in both languages." More than just the acceptance of Spanish, but students and staff exhibiting pride in speaking Spanish, was a mark of success in her estimation.

Another leader equated balancing the languages with the inclusion of English Learner students. The leader asserted:

> I think there are many different personal experiences that people can have [to] lead them to become that type of person or have that empathy. But I think that that's just really important if you're working in a dual language program and thinking about language as

> additive and not anything that would be a detriment, whatever your home language you're used to speaking.

The leader used the word "empathy" as a characteristic of a staff member, who sees languages as "additive." She advocated against a perception speaking Spanish is a "detriment," rather than an asset. To promote a culture of inclusion is not simply to use Spanish in the instructional program half of the day, but to make sure the Spanish language is valued equally.

Other leaders specified the challenge within Green Valley to maintain the purpose of serving English Learner students by addressing the process of enrollment in the school. One leader described the evolving situation:

> One of our challenges is that we get a lot of applications from outside of our zone and we usually have some space. We end up with some people who are not zoned for us. Sometimes those are English learner families, who the English Learner office [helps when] there's space. "Do you want to be in a school where your child will continue to learn in their home language?" And they'll say, "yes." But oftentimes we have more and more folks who are from a privileged background or privileged community in other parts of the state trying to get into [Green Valley] because they know the benefits of dual language. I think one of the challenges we're starting to confront is that in terms of our enrollment, we're still technically like 50%. But if you look at our lower grades, it's starting to shift. That's something that we're starting to talk about. How do we maintain the 50/50 and make sure that people who live in the neighborhood are definitely getting registration first?

The point is the program is grounded in inclusion of students who speak Spanish or English Learner students. If the enrollment shifts because of policies or neighborhood changes, it requires action by leaders. Another leader addressed this situation:

> Dual language programs are not just enrichment programs. [English Learner students] just don't come here to become an added value. There's a purpose for this program and the purpose is to connect the families and the children with the school in a way that is going to allow them to participate to be successful.

The inclusion of English Learner students as essential to the program is about equity as in an educational program built specifically for their participation. To further cement English Learner students' access requires action argued the leader:

> I want to become a strong advocate for our program and our English Learner students… I believe that the only way that we're going to be able to have more of these programs happening is if we participate in the development of policy and we are there attesting to the fact that these are good programs, these are programs that we need. Now! When we're talking about equity!

The leader saw it as her personal responsibility to advocate for such programs. She believed changes in policy were a path forward to ensuring the availability of dual language programs which promote inclusion and equity.

Thus, leaders at the focal school saw the instructional core of a dual language program as the means to an end to be inclusive of English Learner students' linguistic background and to promote equity. However, implementation of the instructional core required advocacy to ensure the program did not become an "enrichment" or "magnet" program. Leaders were conscious of the balance of the languages, not only in terms of time allocation, but in terms of what they

represented. Honoring and highlighting Spanish as equally valuable as English was mentioned. Moreover, leaders discussed how to maintain the enrollment to ensure English Learner students accessed such programs by looking at district policies.

In interviews with teachers, an example cited related to the leadership practice of promoting a culture of inclusion and equity was student enrollment within the talented and gifted program. The concern was raised about the lack of diversity of students who had been selected for the program and the misalignment to the mission and vision of the school. One of the teachers defined the problem as "something that it's true in many districts, it's the lack of Hispanics representation in the [talented and gifted] programs... the majority are English-speaking at home." Out of a concern for this disproportionality, three teachers raised this issue in their interviews as an area in which the school was wrestling. A teacher explained:

> Kids who have all the essentials in Spanish linguistically, they're guaranteed to never be placed for English language arts talented and gifted programs because they don't speak the language. For me, that's a huge frustration and I want to see how we can identify these kids. The nonverbal piece can only be used in certain occasions or in certain times to identify students for math. I've always pushed for that…. this kid has a nonverbal, so I guess they're going into [talented and gifted] math.

The teacher spoke she has and will "push' for students to be included. A second teacher echoed the frustration of the policy for admission to the gifted and talented program. She explained:

> There's still an issue with equity...the more affluent white parents advocate, and they know how to navigate the system to get their children into the gifted and talented program. Whereas our Latino parents who typically are less affluent and do not really know how to navigate the system - do not even know how to put their child into a gifted

> and talented program... it's really a problem, it's a big concern. And I know [leadership] knows about it.

The teacher identified the problem, believed leadership not only knew about the program but was working to address it, and she also wanted to take action on how to make it more inclusive. She subsequently related:

> The English Learner kids that are super brilliant with tons of potential, but yet they don't get identified to go into the gifted and talented program…. unless the teachers really push, push, push for these children and do the referrals that typically would be done by a parent, those kids don't get into the program, [it's] been like a passion of mine.

Similar to the other teacher, this teacher argued the "the criteria that we use to get children into gifted and talented programs needs to be modified."

Just as the first teacher argued students should be in the program based on their Spanish ability, this teacher considered additional criteria, such as "perseverance and motivation." She gave an example of a child in second grade who translated for her whole family. She argued, "the criteria is messed up." Lastly, she concluded, "I think to change the way the gifted and talented program works and to make it more diverse, what we need to do is change that criteria." Teachers identified an area where there was an inequity and were advocating or "pushing" to make changes to rectify the lack of inclusion of English Learner students in the gifted and talented program.

Furthermore, staff who worked with families brought up the work the school is doing to increase participation in the gifted and talented program. One staff member explained, "a model that we've grown at [Green Valley] school is identifying children that haven't had advocacy or access to experiences that might support them to be identified for gifted services." She explained

students in first and second grade were invited to participate in a "young scholar's program" with the long-term goal to "get children into higher rigorous honors classes." She described "working with the community to inform parents what the [talented and gifted] program is [and] the benefits of being a young scholar and enriching educational experiences for children at home." In order to promote the program and increase access, she discussed the need to be culturally aware of the terms used, asking staff who are native speakers to reach out directly and have a conversation with families instead of just sending home a letter. She summarized the efforts explaining, "it's about equity - providing equitable experiences to support the growth of students and develop students and provide them for experiences that they may not have otherwise had exposure to." Advocating for students to be included by identifying them earlier in the process and reaching out to families personally by telephone are examples of efforts to promote an inclusive and more equitable environment.

Finally, a teacher shared a paper she wrote in a master's class for a prominent university about the school's talented and gifted program which she shared with the researcher. Setting out the purpose of the paper, she wrote:

> This paper will describe current identification practices and examine ways to increase equity in the gifted program to accurately reflect the population of the school. Increasing equity is beneficial for all learners, and the lack of diversity in the [talented and gifted] program decreases its effectiveness.

In addition to outlining the problem, the teacher provided concrete ideas and steps to remedy the lack of diversity. The paper provides evidence of the depth of thinking and consideration this issue has for staff and their work towards promoting inclusive and equitable practices.

The Culturally Responsive School Leadership framework stipulates leaders promote a culture of inclusion and equity within the school. Leaders worked towards implementing the instructional core with half of the content taught in Spanish to be reflective and honoring of Spanish-speaking student's language and culture and were wary of the program becoming an enrichment school for English-speaking students. Additionally, leaders exhibited an awareness of how enrollment policies could affect who had access to the school. Finally, the talented and gifted program was mentioned across stakeholders as an area of focus for their equity work. Recognizing students participating in the talented and gifted program did not reflect the overall student demographics, leaders, teachers, and staff were reflective about what needed to change and actions the school should take to rectify the current reality.

Develop Culturally Responsive Teaching and Teachers

The third leadership practice identified in the Culturally Responsive School Leadership framework is to develop culturally responsive teachers and teaching within a school. Although the scope of this research did not investigate teaching practices, what did emerge was the essentialness of finding the right people to teach within the dual language school. Characteristics of the "personality" described by stakeholders were a passion for the work and a commitment to English Learner students. The degree to which this translated into culturally responsive teaching is not able to be determined, however, teachers, leaders, and staff expressed sensitivity and awareness of the culturally and linguistically diverse students served at Green Valley. This attunement to the different backgrounds, experiences, and ways of knowing of students is an essential step in being responsive pedagogically.

One aspect of the interviews not previously discussed related to culturally responsive teaching is creating a welcoming space within the school for all students. One leader pointed out

how the school environment should make all students feel included. In her words, this meant "keeping the buildings visually representative of the culture and the vision of a dual language setting." She connected this idea with the mission of the school and the ways in which the school's instruction must be responsive to the students in the building. She argued teachers should be asking, "What are we doing for the kids?" The answer to the question and to what she saw as their role was, "to just make sure that the kids can access this content in a way that is accessible to them when they're here." She advocated it was the responsibility of school staff to adjust what and how they were teaching to meet the needs of the students.

Although other leaders did not talk specifically about the physical space, they did repeatedly come back to the idea of inclusion of all students' backgrounds. One leader stated, "trying to always be sensitive to the home languages of families is just a courtesy any school should do, but especially a dual language school should do." This leader discussed how teachers would work as a team to contact families about school related items in order to speak to families in their home language or use a language line if the families' home language was not Spanish or English.

Another leader shared about recognizing the diversity of the students in the school and the need to be responsive to each student:

> Every community has needs, all kids have needs…[but] needs are different sometimes...[Families] feel 'My child is in this dire situation. They need this help.' But then all the other children that are also in a much different situation might need even more help! [We are] always balancing the demands of families and the two communities for them to have some mutual understanding and empathy for each other.

What she described was how to balance being responsive to all students, knowing some students have "even more" needs. Interspersed in her interview was how as a dual language school, they had a responsibility to build this "mutual understanding and empathy for each other." In terms of culturally responsive teaching, the acknowledgement that some students have very different needs than other students and are having varied experiences when they are outside of school is an important step.

Nevertheless, it is important to note neither leaders, nor teachers, specifically used the term "culturally responsive teaching." What leaders repeatedly reported was the importance of having the right people doing the work. Additionally, leaders were keenly aware of the differences within the student population they served and were taking proactive steps to be inclusive to all families in how they created the physical space, how they communicated, and how they were aware of the expansiveness of students' needs and backgrounds.

Similarly, teachers expressed a sensitivity to their students' home realities, but in addition, raised their intention to know, understand, and respond to who their students were. For example, a teacher stated, "I think one thing that I learned is knowing your students, who they are, what their profile is, without being invasive, but you really have to take that time, getting to know the students at the beginning of the year." Furthermore, teachers linked being responsive to their students as an expected aspect of the implementation of the dual language instructional core.

All five teachers directly associated the stories of their students to why dual language instruction is culturally relevant pedagogy. The first teacher explained:

> The mission is for us to be able to teach in a different language so that the kids can acquire the language and the culture of the Spanish-speaking language and the culture at

> the same time that they're learning. That for society is huge, especially in the United States…. we need to change the mentality of the society that speaking another language, especially speaking something like Spanish is bad. Because [Spanish-speakers] - they're poor or they're laborers, or they come from poor countries…. No! There is a rich [heritage]…You are gaining so much by being able to speak another language…. It's a great resource when [students] are looking for jobs. It is very important and it's something that will make them be better and understand culture and life better.

She argued directly Spanish can be perceived as "bad" and it would take work to "change the mentality" of society to see language as an asset. She wanted students who spoke Spanish to appreciate their culture and language and see it is a desirable skill.

A second teacher confirmed this notion of conveying to students the value of speaking multiple languages. She illustrated her point with a story:

> I taught this year [a student] who's from Guatemala. She spoke Mam at home. She's got different languages, Mam, and then some Spanish and then English at school. [I talk with her], "Wow! That's so cool! It's amazing that you know all these different languages!"....I think it's really important to celebrate all of the students and what they're about….you really have to get to know the kids and the parents and...make them feel like they're a part of the community.

The teacher celebrated who the child is, recognizing the child is actually learning two additional languages beyond her home language, Mam. The first step is you "really have to get to know the kids and the parents," in order to be responsive to the students in your class. She explained how she does this:

> In terms of multiculturalism again...I try to model for my students being intellectually curious about a particular country or letting students kind of lead me, especially when it comes to talking about their own countries or their own experience. Because I feel when we start to understand not everybody from Mexico has the same background or not everybody from El Salvador [or] not everybody from Guatemala has the same language experience. It's just really helpful setting the stage and in some ways by me modeling that for the students, it helps to start to lower their affective domain and be a little bit more open.

The teacher pointed out assumptions can be made about students being the "same" from one country. She countered this with being "intellectually curious" and to "let the students lead." She concluded by talking about creating a "more open" classroom environment in which students are able to have their own backgrounds understood and recognized by teachers and their peers.

A third teacher declared, "I don't think you can teach any language without the cultural competency part of it." She related:

> It's really important when I'm doing a ... concept that I'm pulling a song from a particular culture or a particular country. They're all represented. The students aren't looking at the language, your one particular cultural lens, [but] it's broader that way. They feel identified. They feel that they are part of the learning. They feel it relates to them. My students got excited...when we did a song from Colombia…[they said] My family is from Colombia! They had that connection.

Here was an example of seeing the dual language instructional core as being representative and responsive to the students in the class. By selecting a song student related to because of their own family background, the teacher was using a principle of culturally responsive teaching.

A fourth teacher expounded on the importance of students finding their own reasons for being in a dual language school by spelling out why it would be important to them to learn in Spanish and English. She talked about having students write about the "the benefits of you being in this program and how you can take advantage of them while you're here." Furthermore, she stated her goals for her Spanish-speaking students were, "making sure that they felt [and] know their voices were amplified, that they were heard, that they were building a community through math and that they were confident in speaking in this [English] language." She added on, "you have to tailor [your instruction] to the classroom and to the goals of the school." Two key takeaways from her perspective are the amplifications of voices that are more often than not underserved and under amplified and the tailoring of the classroom and the goals to the students.

In a final example, the fifth teacher told a story about the tough situations some students were experiencing and the ways in which the school was responding to them. She revealed:

> One of the classes...has some stories of kids that would break your heart. One of them living in a homeless shelter...I think they're new to the country. I'm not sure if they're documented, but they don't have any money. They rent a closet in someone's apartment because they can't afford an apartment. For $5 a night, this little boy and his mom live in a closet in someone's house. We're dealing with their food insecurity and they don't have jobs. We're just so worried about those kids, but when they come to school and they hear their language and their culture, it does more than just teach a language, it honors them. It honors who they are as human beings and validates them.

The teacher painted a picture of what the school did to support the student and the family with essential needs, but also the dual language program "honored and validated" students. She explained the instructional program "is validating that their language (Spanish) is a language of school too... we embrace it...we think your culture and your language, and it even extends even more - who you are as a person is amazing." Within the scope of this research, it is not possible to determine the implementation of culturally responsive teaching. However, teachers' desire to know their students, to be responsive to their needs, and to be inclusive of their linguistic and cultural backgrounds came out in the interviews.

Akin to these sentiments, staff who worked with families revealed stories of how the school staff worked to create community and get to know families better. For example, one talked about an interactive community building activity to learn about different vocabulary used in Spanish-speaking countries for common words. She related the story:

> We decided that we were going to put out a few sheets of paper where we wrote, for example, 'How do you say *pacha* (baby bottle) in your country?' 'How do you say *mamila* (another word for baby bottle)?' We put about twenty different words and everyone wrote! The best thing that happened was that people who work in the school who are from other countries said, 'This is more for people who speak Spanish because we don't know how they say these words in other countries!' It was lovely.... We speak in English and we speak in Spanish, so everyone feels comfortable.

An emphasis on understanding cultural and linguistic differences within the Spanish-speaking community was highlighted by the staff who work with families. In the words of the other family liaison, "it's all about relationships and [Green Valley] is really good at building relationships and we know our kids."

Leaders, teachers, and family-oriented staff told stories of how they get to know their students at a deeper level, and ways they can think about being responsive to the students in the classroom and at their school. As part of the documents shared, a leader shared an article about two-way immersion programs, which she believed highlighted the work of the school. The article references the goals of dual language programs to "bring together students from different language, racial, ethnic, and socioeconomic backgrounds" and to "allow students to learn first-hand about cultures that are different from their own." The article goes on to cite the research supporting evidence of this happening in programs, but also research showing "particular attention may need to be paid to this goal." The leader saw [Green Valley] as working towards intentionally creating a school environment in which culturally responsive teaching occurs.

The Culturally Responsive School Leadership framework stipulates leaders promote culturally responsive teaching and teachers. Leaders emphasized who taught in the program was critical for successful implementation and conveyed an expectation of teachers to be welcoming and inclusive of students' linguistic and cultural background. Teachers reiterated the expectation and the intention of knowing their students well and associated the implementation of the instructional program as "honoring" students. Family-oriented staff disclosed examples of creating community in response to the students who were enrolled in the school. Foundational pieces of culturally responsive teaching were identified, but evidence of culturally responsive teaching is beyond the scope of this study.

Include and Actively Engage Community

The fourth leadership practice identified in the Culturally Responsive School Leadership framework is the way in which leaders involve families of students and the larger community in the school. At Green Valley, leaders, teachers, and staff reached out in various ways to engage

families in their child's education and partnered with neighborhood organizations to support the school's mission. Documents provide additional evidence of the practice of including and actively engaging the community.

Leaders recognized the value of engaging and connecting with the diverse parent community. A leader explained, "the most successful recommended [leadership] for this type of program [is] leadership that is willing to advocate for the program. Leadership that is willing to get the community involved…is willing to just have...discussions with the community." Another leader confirmed, "the essentials are you have to have - you've got to convince the community to support you. The general neighborhood around the school, the more they know what's going on and can help support it with volunteers or donations." A third leader reiterated "family and community" involvement are one of the "keys" to the dual language program. A fourth leader declared, "we have a very involved parent community."

Leaders discussed how the role of the school's family liaison helped to achieve the goal of connecting the parent community with the school. A leader described her work, "we do have more active participation of both communities - our parent liaison has been instrumental in that. She's amazing." Another leader confirmed, "she has done a lot of work with kind of bringing the two communities together." She explained to "build that community...I think that component is really important to address in a dual language school, when you have different kinds of populations coming together." Therefore, leaders acknowledged including families and community as an essential and valued component of the dual language program.

Two specific examples were repeated in the interviews. The first example was the program discussed earlier as the "mutual language exchange program between parents who are native speakers of either language that's kind of built some relationships there for folks who,

even though they live right near each other, don't interact usually." Another leader described the results of the program "it was just great to see people all working together and…. I think that process was very powerful." Multiple interviewees cited the program as exemplary of the goals of the school.

The second example cited in interviews was the work of the PTA to be more inclusive. One leader explained:

> One of our biggest challenges has been trying to make sure that we have involvement across all of our families. I think things have gotten a lot better on that front, especially in large part, I think to our PTA. Our last two PTA presidents have been bilingual, which I think it was really helpful for all parents to feel like they can communicate with the PTA president in their own language.

In addition to supporting the program which paired English-speaking and Spanish-speaking families, the PTA hosted meetings at the school and at the local community center. A different leader explained the reasons:

> There's lack of transportation, there's a lack of babysitting. When we have them at this community center...support is there because there's babysitting...because they live close to this community center, it's walking distance and they don't have to take transportation. Plus, it's a sense of something that they know, something that they are very familiar with.

Beyond reducing the barriers to participation, the leader added the active participation of the Spanish-speaking families was important because, "they can be part of the development of the dual language program." The leader engaged in this work with Spanish-speaking families describing the "work with families" as "informing families in terms of where we're at as a dual language program, really listen to their concerns as well - in terms of what they perceived the

program to be and how to improve the program." The idea is not just to include Spanish-speaking families but to invite their participation in the development of the program.

Teachers confirmed the program was designed to include and engage the community at the school. Like the leaders, the teachers valued the work of the family liaison and recognized the PTA in bridging the parent community. For example, one of the teachers commented how the members of the PTA "have formed a really cool alliance and a friendship group with Latino parents." Another teacher described the accomplishments of the parent liaison:

> Our parent liaison has had a lot to do with that bridging [of community] ...There's a small core group that really have grown together as friends. I think that's only helping the program. I think if that spreads, if they're able to spread that friendship and that same kind of commitment to 'this is a community; this isn't my children' ... I think the school will improve in every area if we can get more parents involved like that.

The teachers attested to the work of others, the parent liaison and the PTA to involve all families, and in particular to span the two diverse parent communities. In addition, teachers linked involving parents to improving the dual language program.

Furthermore, teachers spoke about actions they took to be inclusive of families. A teacher talked about how she could increase inclusivity. She stated:

> I would like to see how I could bring more representation and bring parents into the classroom for - I don't want to say being a room mom... but where parents are visible in the school. I want to figure out how to do that and do more community building.

A different teacher added on to this point of what the school does to include and engage the parent community. She reported:

> They're giving voices. They're continuously pushing to give the microphone over, pass the microphone. It's great to see... that's really just worked out in our benefit because our families, especially our families who have come to the country with some difficult circumstances feel really supported, which allows them to feel like our school is not just a school. It is actually a community; it is a beacon. For many parents they've expressed that this school is a community to them. It is a beacon of community...like church.

The teacher equated the representation of voices of parents who are usually underrepresented results in the school being a place of refuge, or "beacon of community...like church."

In relating their work, the staff who worked with families repeated the three themes: the school placed a high value on inclusion and engagement of families, their work was to help make this happen, and they collaborated with the PTA. They believed partnering with the community would support students. One explained, "I don't know if this is specific to dual language, but any opportunity to partner with the community...it's all about the access and the advocacy." Supporting students was more successful when there were strong relationships with the community. The other staff member agreed, "They know me in the community, which helps when we run into situations that are a little bit difficult. If you've already established relationships with the families, it's easier to explain things to them better, because they really feel welcome and they feel like us, as employees of the school, are here to offer them the best we have."

In addition to building relationships and engaging the community, the staff who worked with families saw their work as integral to the mission of the dual language school.

> We also integrate people through opportunities...we give space for all of that, so that the kids and their families can all get to know each other…. We give these opportunities

> where they can really get to know each other at a personal level…. all of the programs work to create unity, to create this idea that "we are all in the same space here."

In addition, she added the importance of the relationship with the PTA, "they're building a strength of community between families." Finally, she explained:

> A lot of people tell me that they need more people to get involved in the school, and I tell them, those people need to feel welcome, integrated, and when this person enters, you smile at them, and you tell them hi. This is what we need as immigrant families. The rest, we'll figure it out ourselves.

The actions to include diverse families are straightforward: they are to create a school which is welcoming and inclusive. This work to include and engage families is seen as critical to achieving the mission of the dual language school.

On the website, the school district posted a "frequently asked questions" document. The document includes the question, "We speak a language other than Spanish or English at home. Can our child benefit?" The answer is, "Yes! The Dual Language program is a great place for students from all language backgrounds, because every teacher has been trained to use strategies that support second (or third) language learning." The district website affirms an inclusive environment is the goal stating the school is a "a great place for students from all language backgrounds.''

Summary of Evidence for Research Question Three

Elements of the leadership practices described in the Culturally Responsive School Leadership framework are found in the leadership practices supporting implementation of the dual language program at the focal school. Leaders were critically reflective in their interviews, desired to promote an inclusive and equitable school environment, focused on hiring teachers

who could implement a dual language program with implications for culturally responsive teaching, and prioritized engaging the parent community as part of the mission and vision of the program. Teachers substantiated their commitment to serving English Learner students equitably, particularly citing the talented and gifted program as an area of growth. Furthermore, teachers talked about their intentional practice of knowing their students well as a foundation for their teaching practice and the ways in which parents were invited in and included in the education of their students. Family liaisons were seen as critical partners in creating a culturally responsive school environment in which all families were included and invited to be part of the community. Documents provided additional evidence of some culturally responsive school leadership practices. Although evidence exists of elements of such leadership practices at the focal school, further research is needed to determine the extent to which leadership practices described by the Culturally Responsive School Leadership framework are integral to implementing a dual language model with fidelity.

Conclusion

The findings from this study provide evidence the focal school has the components of a dual language school and that three types of leadership practices - enacting vision, implementing the instructional core, and engaging external partners contribute to fidelity to this model. Furthermore, this study suggests the Culturally Responsive School Leadership framework may help to illuminate the leadership practices necessary to fully implement a dual language program with the mission of serving historically underserved students, such as English Learner students.

CHAPTER 5: DISCUSSION, RECOMMENDATIONS, AND ACTION COMMUNICATIONS

Currently and historically, culturally and linguistically diverse students have not achieved academically at the same levels as their English-speaking peers (Fry, 2008; U.S. Department of Education, 2011). Longitudinal research establishes dual language models have produced different results with English learner students performing academically at or above non-English Learner students in math and English (Collier & Thomas, 2004, 2017; Marian et al., 2013; Steele et al., 2017). School leadership influences student outcomes (Leithwood & Louis, 2011; Hitt & Tucker, 2016; Khalifa et al., 2016) and is critical for effective implementation of the dual language model (Genesee, 2018; Howard et al., 2018). However, what is less established are the specific leadership practices that support and sustain the implementation of a dual language model. The purpose of this study was to illuminate what leadership practices are present in a focal dual language school in order to better understand how to support a program which produces such beneficial outcomes for English Learner students.

Based in the literature, the conceptual framework posited the positive academic, linguistic, and cultural outcomes for dual language students were produced by a combination of leadership practices and the dual language model. Three research questions guided the investigation. The first question aimed to understand and establish to what extent the components of a model dual language program were apparent at the focal school. Based on the findings, the four components of the model, the foundational pillars, the instructional core, family and community engagement, and leadership, were realized within the focal school. Thus, the identified leadership practices at the studied school could be understood within the context of a fully implemented dual language model.

The second two research questions focused on the leadership practices which sustain the dual language model. Applying the conceptual framework, the research looked at three categories of leadership practices to understand what supported the dual language model and to identify if any leadership practices were aligned with the Culturally Responsive School Leadership framework. Certain leadership practices emerged as prevalent in the focal school: enacting the vision of the dual language model, finding the people to implement the instructional core, providing professional learning, safeguarding time for Spanish instruction, investing in instructional resources, cultivating collaboration, connecting with the community, and advocating for the program. Three of the four Culturally Responsive School Leadership framework practices stood out at the studied school: engaging in critical reflection, promoting a culture of inclusion and equity, and actively engaging the community. The scope of this study prevented a complete investigation of the degree of culturally responsive teaching within the school, however developing culturally responsive teachers was a priority. What the findings indicate is the dual language model and the leadership practices to enact such a model are grounded in the tenets of culturally responsive school leadership.

Three themes emerged from the study. First, actualizing a dual language model demands specific leadership practices. Second, people's passion and purpose for the work propels the program. Third, sustaining a dual language school model requires advocacy for the program, education about the goals, and engagement with families and the community. Each of these themes is discussed below in relation to the findings of this study and the literature.

Based on this study, four recommendations are enclosed for school districts which have or are considering having a dual language Spanish-English elementary school. Additionally, two recommendations for further research on the leadership of dual language schools are

discussed. Action communications are part of the final section, including a memo to the principal of Green Valley, a presentation for the school district in which this focal study occurred, and a memo to researchers in the field of educational leadership.

Theme One: Effective implementation of a dual language model equates to enacting Culturally Responsive School Leadership practices.

This study investigated both the model of dual language and the leadership practices required to implement such a model, which in turn result in the positive academic, linguistic, and cultural outcomes for students. A subtext which emerged across the three research questions is whether the driving force of the beneficial results for students was either the model of dual language or the leadership practices. Although the conceptual framework, based on the literature, posited a combination of the two, interviews with leaders, teachers, and family-oriented staff and a review of the documents indicate the implementation of the dual language model necessitated specific leadership practices. In other words, the findings suggest full implementation of the dual language model itself demands specific leadership practices.

The dual language model is predicated on the core of culturally responsive school leadership, which is to be responsive to the students being served by the school. Resting on the foundational pillars of biliteracy, academic achievement, and cultural competence, the dual language model is explicitly designed to support the students for whom the model is built: an intentional combination of English Learner and non-English Learner students. The instructional program incorporates research-based best practices for English Learner students by providing the instruction in the home language and developing biliteracy and academic content simultaneously. Subsequently, in order to enact the vision and implement the instructional core

of the dual language model, culturally responsive school leadership practices are necessary leadership practices.

At the focal school, all three categories of the leadership practices identified by the conceptual framework, enacting vision, implementing the instructional core, and engaging with partners were found to be grounded in culturally responsive school leadership practices. The first tenet of Culturally Responsive School Leadership is leaders are critically reflective (Khalifa et al., 2016). Throughout the interviews, leaders asked questions of how they could best serve English Learner students and in what ways they could influence positive outcomes. A recognition of the two parent communities and the call to balance and respond to the different needs of the communities was discussed across stakeholders. Interviewees spoke about the imbalance of economic and political power of the parent groups, and how their work as a school was not only to create community with families, but to build bridges between parents. Leaders, teachers, and family-oriented staff reported how they reflected on their own roles and what actions they could take within the sphere of their influence to support all students, and specifically English Learner students who did not have the same access to economic, social, and linguistic resources. Leaders, teachers, and family-oriented staff repeatedly shared the sentiment encapsulated in the words of one leader, "equity is always at the heart of what we do."

Furthermore, the other three Culturally Responsive School Leadership tenets: promoting an inclusive school environment, cultivating culturally responsive teachers and teaching, and involving the surrounding community were not only all found at the focal school, but recognized as what is required of a dual language school. The reality of the underrepresentation in the talented and gifted program was a strong concern because it contradicted the model; a call to action to change and remedy the situation was expressed by leaders and teachers. Culturally

responsive teaching tenets were reflected in every interview of teachers, leaders, and staff, as they expressed there was a "personality" of someone who worked well in a dual language school. The program which connected families across linguistic and cultural barriers to foment friendships was heralded by multiple interviewees as emblematic of their dual language school. The framework of Culturally Responsive School Leadership acted as the scaffolding at the focal school to uphold the dual language model.

Within the dual language literature, case studies document leaders as culturally responsive leaders (DeMatthews & Izquierdo, 2016; Wiemelt & Welton, 2015). In fact, the literature highlights the importance of leadership for implementation and sustainability of the program (Alanís & Rodríguez, 2008; Babino, 2017; de Jong, Gort, & Cobb, 2005; Hunt, 2011; Kirk-Senesac, 2002; Rocque et al., 2016). Effective dual language leaders are knowledgeable about the research on dual language instruction for English Learner students and have a clear vision for the program (Alanís & Rodríguez, 2008; Cortina & Makar, 2015; DeMatthews & Izquierdo, 2016, 2018; Hunt, 2011; Wiemelt & Welton, 2015). This clear vision for whom the dual language model serves supports leaders' capacity to enact the program with fidelity by implementing Culturally Responsive School Leadership practices, such as reflecting critically, sustaining an inclusive school environment and culturally responsive teachers, and engaging with the community and families in support of the program. (Babino, 2017; Cortina, 2015; DeMatthews & Izquierdo, 2016; Wiemelt & Welton, 2015).

This study contributes to the idea that Culturally Responsive School Leadership practices are necessary practices to implement the dual language model. The dual language model itself could be considered an exemplar of a culturally responsive school, because the model is specifically designed to serve the students who are intentionally enrolled in the

program. Culturally Responsive School Leadership practices were found across stakeholders and within the documents reviewed at the focal school. The literature on dual language schools' points to the Culturally Responsive School Leadership practices necessary to implement such a model (Babino, 2017; Cortina, 2015; DeMatthews & Izquierdo, 2016; Wiemelt & Welton, 2015). Without leadership being grounded in the principles of dual language or Culturally Responsive School Leadership practices, the model can become subverted and the vision unrealized (Cervantes-Soon, 2014; Flores, 2016; Freire et al., 2017). What this case study finds, is Culturally Responsive School Leadership practices are foundational practices, not only as expressed by the leaders - principals, assistant principals and coaches - but also by the teachers and family-oriented staff. Furthermore, supporting documents from the study demonstrate a commitment to creating an inclusive school environment, responsive to the students' linguistic and cultural backgrounds, and a call for leaders, teachers, and staff to reflect on their own role and influence in realizing this vision for the school.

Additionally, since the vision of the dual language model is defined, the energy and focus for leaders is on implementation of the model, rather than on what the school's focus should be. As one leader from the study said, "We didn't have to sit around and think of what our school was all about." The four Culturally Responsive School Leadership practices of critical reflection, promoting an inclusive environment, developing culturally responsive teachers and teaching, and engaging the community were essential to implementing the mission. However, the results of this focal study indicate leading a dual language school not only requires Culturally Responsive School Leadership practices, but additional effective leadership practices.

Studies of dual language leaders point out leaders of dual language schools demonstrate additional skills and knowledge, beyond those needed to lead a monolingual school (Hunt, 2011;

Rocque et al., 2016). As one of the leaders in the focal study explained, the skills and knowledge necessary for a dual language leader represent, "a different layer of knowledge than an average administrator would have to be versed in." The findings from this study indicate leading a dual language school demands two additional categories of leadership practices beyond the foundational Culturally Responsive School Leadership practices.

First, the leadership practices necessary to attract and sustain staff was an emergent theme from the study. A dual language model requires teachers with a particular skill set. The primary challenge cited by stakeholders was staffing the school with people who have the capacity and tenacity to do the work. Effectively teaching content in a language, in which a portion of the students are not proficient, requires pedagogical skills, in addition to at least half of the staff being able to teach in the target language, Spanish. Furthermore, ensuring the vision of the program to serve English Learners is not compromised depends on the people who are leading, teaching, and partnering with families.

Second, the level of advocacy, education, and engagement a leader must undertake to ensure the ongoing existence of a dual language program is an additional set of leadership practices and the third theme from this study. The dual language model is a choice model for the school district, and as a result remains at risk for being eliminated as a program. A leadership challenge to fully implement a dual language program is to ensure the program exists at all. Although according to federal policies English Learner students must be served with specific programmatic requirements, there is no federal or state mandate for dual language programs. A dual language program is optional for a school district and this existential threat necessitates this set of leadership skills.

In conclusion, an effectively implemented dual language school is a culturally responsive school. The dual language model rests on foundational pillars valuing culturally and linguistically diverse students and promotes a research-based instructional practices responsive to the academic and social-cultural needs of English Learner students. To implement the dual language model is to enact the majority of the practices outlined in the Culturally Responsive School Leadership framework. However, the dual language model and Culturally Responsive School Leadership practices are not enough to sustain a dual language program. They are, in fact, the foundational structure on which leaders stand. Upon this base, leaders then must find and lead the people who will do the work while at the same time advocating and educating to ensure the continued existence of the program for students. These next two themes are discussed below.

Theme Two: People's passion and purpose for the work propels the program.

A conundrum arose during the study in which interviewees stated a dual language program requires additional work, and yet, the people who were working at the school exhibited not only a willingness to do the additional tasks, but a love of their work. The interviewees spoke about their passion for dual language and often related to the mission of the school with a personal connection. Their personal narratives were about their own upbringing and their children's education. In other words, working at a dual language school was personal, and in fact, several interviewees had only worked at dual language schools throughout their careers.

The model of dual language appeared to provide a pathway for people's passion and purpose for work. Interviewees described their colleagues' commitment to dual language, describing the characteristics of someone who was successful by consistently using the word "passion" and remarking "there's a personality." One leader proclaimed, "I've always said I

think every school in the country should be a dual language school." On the one hand, interviewees spoke about equity and serving English Learner students and were proud to be part of an instructional model which served students who are often marginalized in other school settings. On the other hand, interviewees also loved the challenge of teaching students in Spanish and English. The instructional model itself appeared intriguing, for both English and Spanish-speaking staff. Just as passion seeped through when talking about providing an equitable education, there was also a sense of pride in implementing an instructional program in which that teacher may be "the only one in the district" who was teaching in Spanish a specific content area.

Although interviewees shared about the challenges of implementing the instructional program, including finding staff and a lack of instructional resources in Spanish, they also spoke with a sense of accomplishment for being able to implement the program. They were, in fact, collaborating as teams, designing curriculum, creating instructional resources, and connecting with national leaders in dual language to deliver professional development. Interviewees were reflective about their pedagogy, modeling questions during the interviews about whether the instructional materials support language and content objectives across two languages - how else could they improve their instruction? Although stakeholders acknowledged the need for additional resources, the implementation of the program being based on its mission and desired outcomes was not tied to a particular curriculum or resource. Subsequently, teachers and leaders were able to bend to the program's needs and be responsive to the students in their classrooms. Since the core mission is tied to student outcomes of biliteracy, academic achievement, and cultural competence, leaders and teachers were able to adapt their instruction and curriculum resources to those goals.

What this suggests is the dual language model itself is critical for the successful implementation of the program, because people are attracted to the mission, vision, and instructional core. The irony is staffing was cited as the biggest challenge by the stakeholders, because without teachers who have the linguistic and instructional skills and knowledge, the program is not possible. Yet, the model allows those with that skill set to thrive. Since the mission and vision are clear and the model is also laid out, the educators can invest their time, knowledge, and energy in implementing an instructional model in which they believe. Student success in the program was cited by interviewees not in terms of raised test scores, but in terms of life skills. When talking about the proposed middle school option for dual language, a leader explained the reason is because "[the dual language] vision and mission is inclusive and equitable as an ideal." She went on to add students will "take that with them and that's going to become something else that they are bringing into the workforce or college or to whatever they're going to do." The model itself, therefore, appears to be critical to implementation, because of how it attracts and sustains the staff.

Similar to the focal study, finding highly qualified bilingual staff is cited as one of the biggest challenges for dual language programs within the literature (Collier & Thomas, 2017; Gándara & Escamilla, 2017). The dual language model requires people with pedagogical and linguistic abilities and knowledge to teach within a dual language program; without highly qualified people with those particular skill sets, the program is simply not possible (Ascenzi-Moreno, 2016; Hernández, 2017; Howard et al., 2018; Lachance, 2017). However, what emanated from the study is although staffing was cited as foundational for the program, no documents or discussion was presented about recruitment of staff. (The researcher did not specifically ask about recruitment, and it may have been a focus of leaders and the division.)

Instead, what stood out was an appreciation of the people who implement the program within every stakeholder group. Leaders appreciated the talents, skills and contributions of teachers and family-oriented staff. Teachers valued the work and support of the program by leaders and family-oriented staff. The family-oriented staff praised the dedication and commitment of teachers and leaders. Moreover, the professional learning documents highlighted the bilingual, instructional, and interpersonal capacity of staff to serve in a dual language setting. In other words, the collective interviews and documents embodied a recognition the people make the program possible. In alignment with the research, the focal study shows staffing is a lynchpin for successful implementation of the program.

What the findings also suggest, though, is the model of dual language may attract and appeal to leaders, teachers, and staff with those particular skill sets. As discussed in the first theme, the dual language model is grounded in Culturally Responsive School Leadership practices with a commitment to serving English Learners. The literature on dual language posits the vision of the model as serving English Learners is critical for the program not to become an enrichment program for English-speaking students (Scanlan & Palmer, 2009; Valdez et al., 2016; Varghese & Park, 2010). Without clarity of commitment to the vision or knowledge of dual language by leaders, teachers may receive mixed messages about the priorities of the school and result in programs failing to implement (Colon and Heineke, 2015; Menken & Solorza, 2014, 2015; Palmer, 2007, 2010).

At the focal school, stakeholders enacted a clear vision tied to the positive linguistic, academic, and social-emotional success for the students served by embedding Culturally Responsive School Leadership practices. To implement the model of dual language, the additional leadership practices necessary are aligned to effective leadership practices as outlined

by Hitt and Tucker (2016) in the group of practices labeled as "building professional capacity." Hitt and Tucker (2106) explain when staff and leaders learn side by side to improve and implement an instructional model, they develop a shared understanding of professional knowledge. Furthermore, by having individual and collective opportunities to learn, teachers see leaders, as both learners and co-collaborators in the work (Hitt & Tucker, 2016).

At the focal school, the people within the school - leaders, teachers, and family-oriented staff - focused on the collaborative learning necessary to implement a model in which they agreed upon the goals. Leaders and teachers were creating the curriculum, instructional resources, and schedules to meet those goals. The findings align with the following effective leadership practices under the domain of "building professional capacity: building trusting relationships, providing opportunities to learn, creating communities of practice, and engendering responsibility for learning" (Hitt & Tucker, 2016). Mirroring other case studies of effective leadership of dual language schools, the leaders in the study created a collaborative school environment which honored and built upon teacher capacity to implement the model (Alanís & Rodríguez, 2008; Hunt, 2011; Kirk-Senesac, 2002; Menken-Solorza, 2015). Ultimately, this clarity of conviction of what the dual language model could produce for all students, and in particular English Learner students, provided a sense of purpose, pride, and passion for people to embark on the collaboration and learning necessary to fulfill the promise of the model.

Theme Three: Engagement with families, education about the goals, and advocacy for the program underpin the viability of the vision of a dual language school.

A third theme which arose from the study is the degree to which the school staff prioritized engagement with external partners to bolster support for the dual language

program. In the conceptual framework, family engagement is posited as a component of the dual language model and was found to be an integral part of the work at the focal school. Evidence existed of the efforts of staff to build community with and among families in order to educate about the goals of the program - biliteracy, academic achievement, and cultural competence. Leaders and teachers discussed their politically savvy advocacy at the central office to support the school with Spanish instructional resources and targeted professional learning. The tasks of engagement, education, and advocacy undertaken by school staff were embedded in their work as educators at a dual language school.

Three reasons appeared to undergird these additional responsibilities assumed by the focal school's staff. First, engaging students' families in the education of their students is foundational within the school's vision. Recognizing and honoring a diversity of students' backgrounds, their cultural and linguistic familial heritage, is explicit within the goals of developing biliteracy and building cultural competency (Howard et al., 2018). As discussed earlier, the Culturally Responsive School Leadership practices within the category of including and engaging the community are enmeshed in achieving these stated goals. In both the focal school and case studies of successfully implemented programs, staff enacts Culturally Responsive School Leadership practices to create an inclusive and welcoming school environment for all students (Babino, 2017; Cortina, 2015; DeMatthews & Izquierdo, 2016; Wiemelt & Welton, 2015). Creating programs which foment friendships between families, connecting families to the school, and crafting messages in which all families are invited into the school community were ways in which school staff at the focal school were able to fully implement the model of dual language. Consequently, in part, the engagement with families is

essential because this is what it takes to achieve the goals of a fully implemented dual language school program.

Second, education about the program goals is also necessary. Without clarity of mission to serve English Learner students equitably, a dual language school can become a magnet school in which the social-political power of English-speaking students and families becomes predominant (Scanlan & Palmer, 2009; Valdez et al., 2016; Varghese & Park, 2010). At the focal school, stakeholders expressed a commitment to serving English Learner students along with the understanding of the disparity of power between the parent communities at the school. Leaders reflected on how to "balance the needs" of both parent communities and appreciated the efforts of the PTA to counterbalance the social imbalances by having some of their meetings located at the local community center and providing translation. Furthermore, staff's focus on changing the underrepresentation of English Learner students in the talented and gifted program prompted their desire to continue to educate about the purpose of the talented and gifted program with families and the role of the school to support all students' success. Similar to the struggle at Green Valley, the dual language literature alludes to the challenges of external demands that can comprise the mission of the school (Cervantes-Soon, 2014; de Jong et al., 2005; Menken & Solorza, 2015; Valdez et al., 2017). As a result, efforts to educate families and the community about the goals of the dual language model are ongoing and necessary actions by staff.

Third, leaders acknowledged the school would not exist without community support. In fact, leaders expressed concern for the survival of the program if there was not an understanding of the value of the school's instructional model at the community level, and subsequently at the central office level. This existential threat was perceived greater by stakeholders since the dual language model is a district choice and the sense was most people outside of the school

community may not perceive what the program is about or how the program supports student success. One leader commented there is passion within the school, but the role of leaders was also to cultivate passion outside of the school at the central office and the community in order to sustain the program. Leaders needed tangible resources from the central office, not just to protect the program, but to provide instructional resources and professional learning appropriate for the dual language instructional model.

The literature on dual language schools documents how leaders must take on additional roles and responsibilities, advocacy being one of them, to sustain the model (Alanís & Rodríguez, 2008; Menken & Solorza, 2015; Roque et al., 2016). Crafting coherence was used as part of the conceptual framework to explain how dual language leaders use the goals of the program to bridge and buffer external demands (Honig & Hatch, 2004). This work can be seen at Green Valley, in which the vision of the dual language program is clear and compelling, rooted in an equitable education for English Learner students and shared across stakeholder groups. Leaders at Green Valley used the mission of dual language to stay true to the instructional goals of safeguarding Spanish instructional time, even if that meant not meeting accountability expectations in the short run. By knowing the research and the positive outcomes the model could produce for students, leaders were able to buffer teachers from a pressure to teach in English and bridge with the central office by advocating for the program. Finally, the findings show the awareness of leaders at Green Valley to build support with external partners, such as leaders within the central office to sustain the school's program. Partnering with the central office, bridging and buffering external demands, and maintaining a clear vision for the school as defined by Honig & Hatch (2004) as effective practices for school leaders can be found

at the focal school. Crafting coherence, therefore, appears to be a relevant task related to leading a dual language school.

This study aligns with the literature on dual language which establishes dual language leaders assume a myriad of roles and responsibilities in order to implement the program (Hunt, 2011; Roque et al., 2016). Implementation of the program necessitates a layer of family engagement, which is integral to the foundational pillars of dual language - biliteracy, academic achievement, and cultural competence (Howard et al., 2018) However, dual language programs are at risk for becoming enrichment programs for majority language students if leaders do not educate about the goals and purpose of the school (Valdez et al., 2016; Varghese & Park, 2010). Since dual language programs are choice programs and often a lack of knowledge about the research-base for the positive outcomes for English Learner students exists, leader's advocacy for the program's sustained implementation is critical. Education, engagement, and advocacy can be seen as essential tasks for the leaders of a dual language school. Dual language schools exist in spaces where the community supports the program and advocates tell the story of success for students.

Summary of Themes

The three themes from this study provide insight and possible next steps for practitioners and researchers. Successfully sustaining a dual language program signifies assuming additional roles and responsibilities by leaders, teachers, and family-oriented staff. The Culturally Responsive School Leadership framework of leadership practices as laid out by Khalifa., et al (2016) scaffold the work necessary to enact a dual language model. The four practices identified include critical reflection, creating an inclusive school environment, cultivating culturally responsive teachers, and engaging with the larger community. Upon this structure, school staff,

with a specific set of linguistic, pedagogical, and culturally competent skills, must undertake the work of implementing the instructional core. The implications of the instructional demands on staff include not only teaching in Spanish but collaborating closely with colleagues and creating instructional resources in Spanish (Howard et al., 2018; Hunt, 2011). Building and sustaining the capacity of teachers capable of this work are essential leadership practices, because the people are the program (Hitt & Tucker, 2016). Finally, because dual language is a choice by the district and by parents, school leadership must craft a coherent vision that buffers the school from external demands of the majority language and builds bridges to the community and the central office (Honig & Hatch, 2004).

This study sought to better understand the leadership practices necessary to implement and sustain a dual language school. The well-documented long-term academic, linguistic, and social-emotional success of all students, and in particular English Learner students (Collier & Thomas, 2004, 2017; Marian et al., 2013; Steele et al., 2017), calls practitioners and researchers to understand how leadership sustains a dual language school. The series of leadership practices necessary to implement a dual language program lead to the purpose, passion, and ultimately pride, people experience. A dual language school, in other words, produces positive outcomes for students and staff alike, and in this synergy is a place which invites more implementation by practitioners and more investigation by researchers.

Recommendations for Practitioners

The following four recommendations are intended for those leading, sustaining, or implementing a dual language school.

Maintain the mission and vision.

The mission and vision of a dual language school must be centered in the positive academic, social-emotional, and linguistic outcomes for all students, and in particular for English Learner students. A dual language school provides a place in which English Learner students learn content in their home language, while they simultaneously acquire English. The mission and vision of the program grounded in English Learner student success strengthens staff's ability to withstand the explicit and implicit social-political pressures of the English-speaking community. When the mission and vision is focused on the communal success of all students, school staff has the necessary clarity to implement the program with fidelity.

Plan for the people.

Attract and sustain bilingual, knowledgeable and critically reflective leaders and bilingual, culturally responsive and committed teachers and staff to support the dual language model. The people will come because the model attracts those who seek to be a part of a dual language program as a means to an equitable education for English Learner students and as an opportunity to share the Spanish language and culture. The vision, mission, and instructional core of the dual language model, although entailing extra work, also nourishes the staff with a purpose in which they can direct their passion and experience pride in their accomplishments.

Allocate the resources.

A dual language program requires sustained and targeted professional learning to implement an instructional core in two languages. Additionally, teachers need instructional resources specific to teaching content in Spanish, either through granting teacher autonomy to create them or by the school district purchasing available culturally and linguistically appropriate resources.

Engage, educate, and advocate.

Without community and parental understanding and support of the program, a dual language school will be difficult to sustain. Leaders inside and outside the school walls must assume the roles of educators and advocates about the benefits of a dual language education for all students, and especially for English Learner students.

Recommendations for Research

Educational leadership researchers are recommended to continue to investigate the leadership practices of effective dual language leaders. Two reasons underpin this recommendation.

This study suggests the leadership of a dual language school is a multi-faceted practice but is possible. What can be learned from successful schools and from schools that fail to implement the model will provide insight into how school districts can sustain programs with such highly proven results for English Learner students. Identified leadership practices may be applicable to other school models seeking to create inclusive educational environments for English Learner students, who continue to lack access to the educational supports necessary to attain equitable academic and linguistic outcomes.

Second, the Culturally Responsive School Leadership framework lays out four practices for leaders that appear to be foundational for the success of any dual language program. More research into those specific practices at fully implemented dual language schools would provide insight into whether those practices are in fact foundational and should be integrated and explicit as part of a dual language model. Such studies can strengthen the knowledge base of what practices are necessary, supporting the on-going growth of a model with positive academic, linguistic, and socio-cultural outcomes for all students.

Action Communications

The intent of this study was to contribute to the knowledge base of what it takes to lead a dual language school. In order to fulfill this aim, three action communications were created and are included below. First, a briefing memo to the principal of Green Valley highlights the findings and recommendations in order to support and sustain the ongoing work at the school. Second, a presentation to the faculty of the Green Valley school community describes the study in context with the dual language literature and the recommendations for their consideration. Third, an open memo to researchers studying leadership at dual language schools is included to encourage attention and focus on the work of leaders striving to create school communities in which the linguistic and cultural backgrounds of students are honored and inherent to the success of the school.

Briefing Memo for the Principal of Green Valley

Memorandum

To: Principal, Green Valley Community School

From: Jessica Panfil, Ed.D.

Date: February 2021

Passion and Purpose: A Portrait of Leadership Practices Supporting Implementation of a Dual Language Spanish-English Elementary School Program

The purpose of this memorandum is threefold. First, I want to express my gratitude and appreciation to you and your staff for sharing the work you do at Green Valley with me. Second, I highlight a few summary points from my study below. Third, I have attached a PowerPoint presentation that could be shared with the Green Valley staff at your discretion.

I am grateful to your leadership team, who shared the passion in which they have embarked on this work and their dedication to all students' success, and in particular to being mindful of creating equitable educational opportunities for English Leaner students. Thank you to your teachers who demonstrated their unique instructional skill sets of being able to teach bilingually, collaborate with colleagues, create instructional lessons and materials responsive to their students, and engage in on-going professional learning. Finally, I would like to express my appreciation to the family-oriented staff who shared their stories about supporting all students' educational success by creating Green Valley school community as a place for all families.

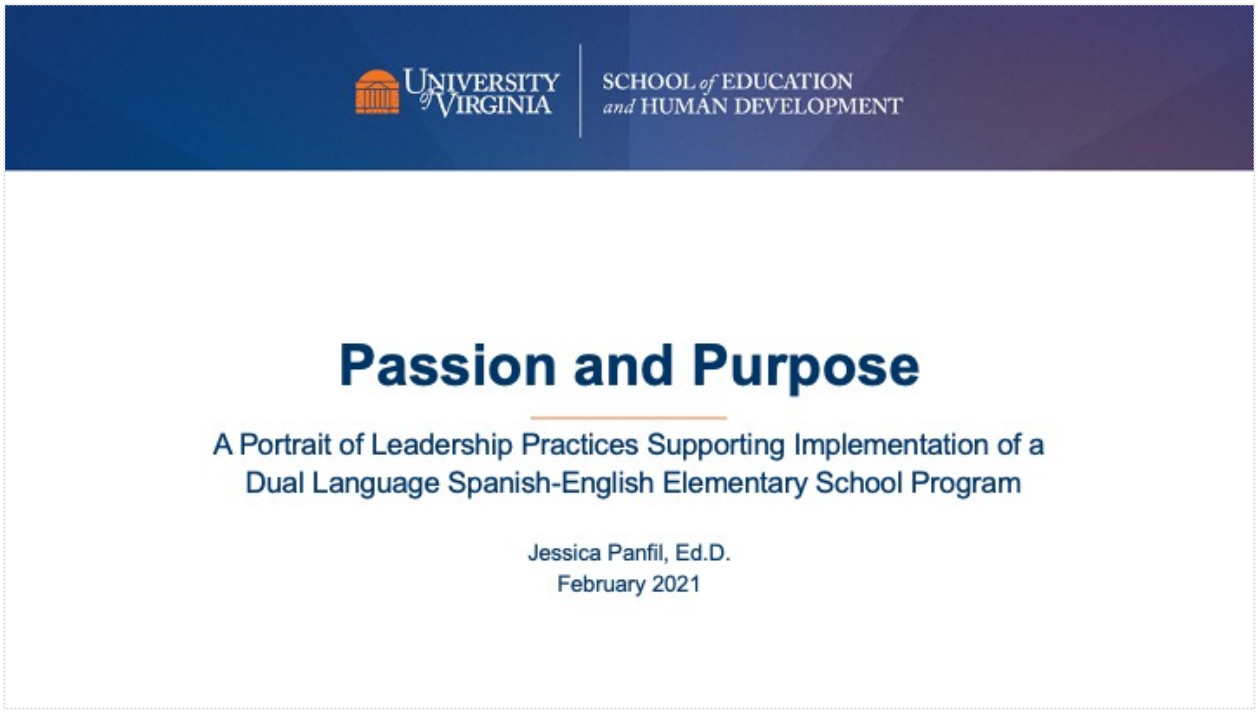
What the findings of my study show is the staff at Green Valley are implementing a dual language model, which makes it possible to better understand what it takes to implement such a

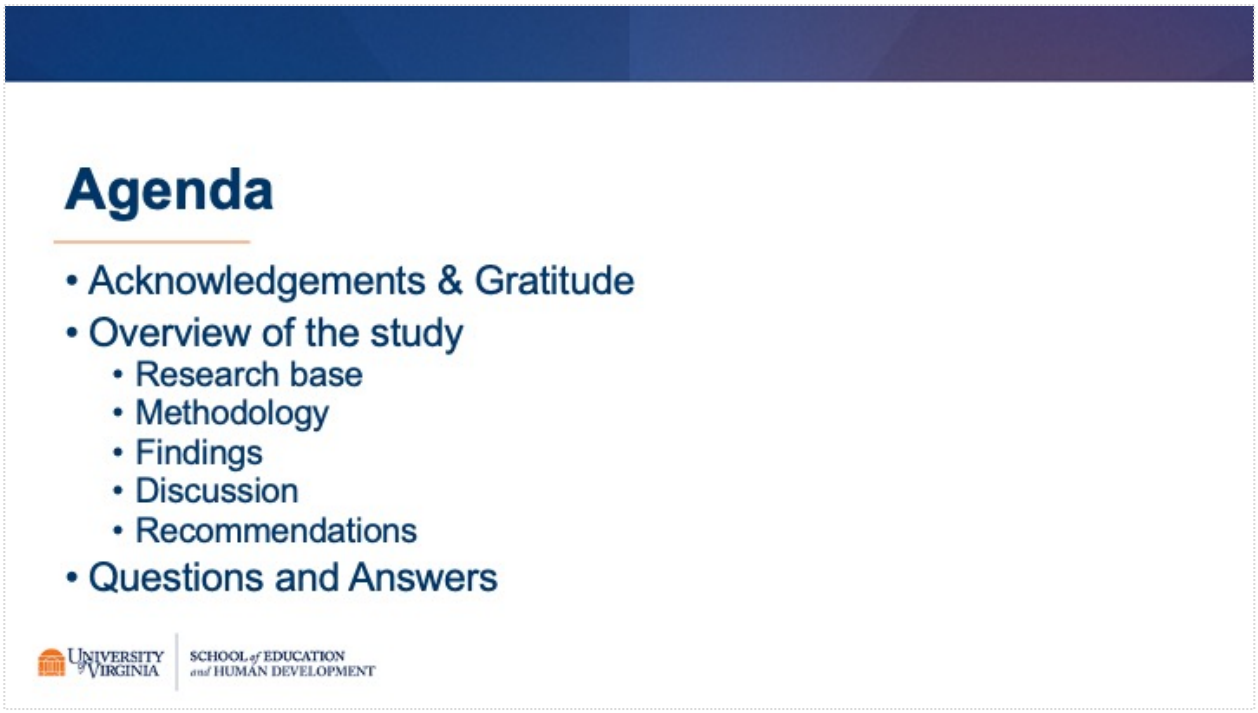
model. Based on interviews and document review, three themes emerged. First, leadership practices aligned to the research based Culturally Responsive School Leadership framework appear to be foundational practices at Green Valley. This means staff is able to describe what it takes to create equitable educational environments and opportunities for English Learner students who historically have been marginalized in other school settings. Second, the people at Green Valley exhibit a passion for their work; they tackle the additional tasks necessary to implement a dual language program. With that passion comes purpose as seen in staff's actions to share about the program. The third theme, therefore, is how the staff advocates, engages with families, and educates colleagues in the central office or the community in order to continue to have the resources for the program within the district. In other words, Green Valley is fortunate to have such a committed group of leaders, teachers, and family-oriented staff.

Finally, please see the attached presentation which provides more details from the study. Included in the presentation are a brief summary of the research base, the methodology, the findings, the discussion of the evidence, and a list of recommendations for educators who are implementing or sustaining a dual language program. I am available to present to the Green Valley school community if that would be helpful in support of the work you and your team have undertaken.

Thank you again for making this study possible and thus helping to contribute to the research base on dual language leadership. Most of all, thank you for leading a school in which all students may find success in learning to be bilingual, academically strong, and culturally competent.

Presentation to the Green Valley School Community





¡Muchas Gracias!

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Why study dual language schools?

Educational Challenges:

- Academic Achievement Gap of English Learner Students
- Limited Language Skills within the United States
- Insufficient Access to Culturally Responsive Schools

Dual Language Solutions:

- Close the Academic Achievement Gap of English Learner Students
- Bilingual, Biliterate, and Academically Ahead Students
- Culturally Responsive and Inclusive School Community

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What defines a dual language school?

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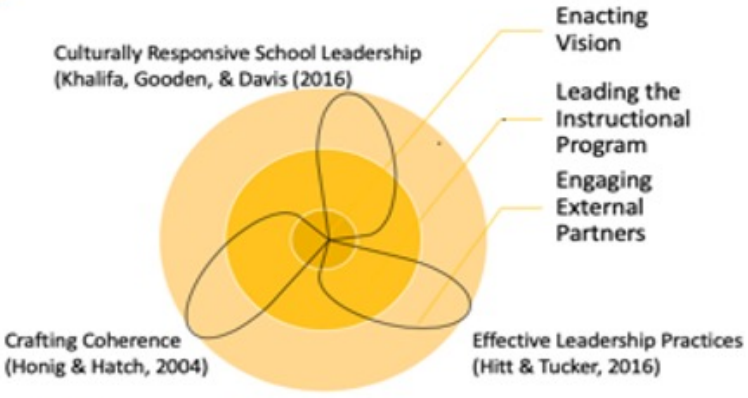
What do we know about dual language leadership?



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Three Research Questions

- To what extent are the components of a model dual language program implemented in the focal school?
- What leadership practices support the implementation of the dual language program?
- What leadership practices are in alignment with the Culturally Responsive School Leadership framework?

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How did Green Valley help?

- Exemplified a dual language program
- Interviews with three stakeholder groups: leaders, teachers, and family-oriented staff
- Review of internal and external documents

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What were the findings?

To what extent are the components of a model dual language program implemented in the focal school?

Green Valley is implementing the components:

- ✓ **the foundational pillars (bilingualism, academic achievement, and socio-cultural competence)**
- ✓ **the instructional core**
- ✓ **family and community engagement**
- ✓ **leadership**

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What were the findings?

What leadership practices support the implementation of the dual language program?

Three types of leadership practices support the program at Green Valley:

- ✓ **Enacting Vision: A Passion for Dual Language**
- ✓ **Implementing the Instructional Core: Leadership of People**
- ✓ **Engaging with External Partners: Advocacy for the Program**

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What were the findings?

What leadership practices are in alignment with the Culturally Responsive School Leadership framework?

The four practices of the Culturally Responsive School Leadership framework are found at Green Valley.

- ✓ **Engage in Critical Reflection**
- ✓ **Promote a Culture of Inclusion and Equity**
- ✓ **Develop Culturally Responsive Teaching and Teachers**
- ✓ **Include and Actively Engage Community**

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What was learned?

Effective implementation of a dual language model equates to enacting Culturally Responsive School Leadership practices.

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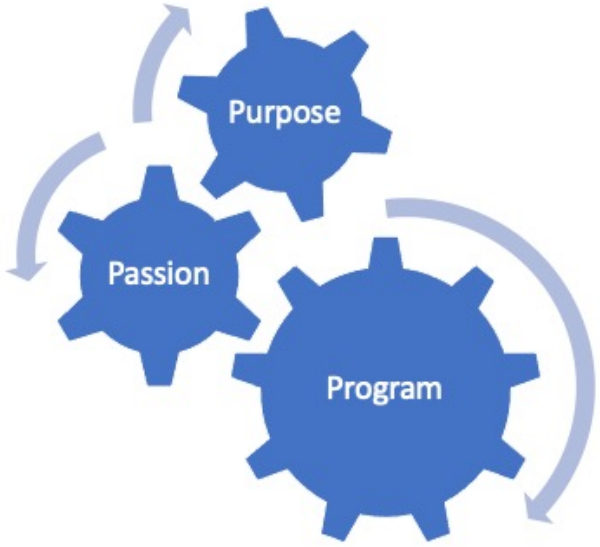
What was learned?

People's passion and purpose for the work propels the program.



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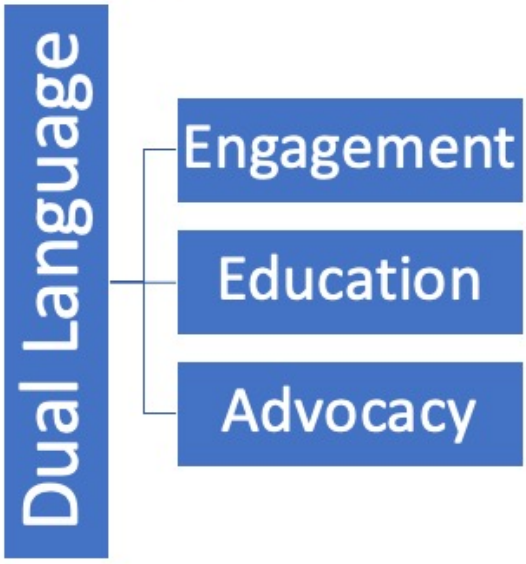
What was learned?

Engagement with families, education about the goals, and advocacy for the program underpin the viability of the vision of a dual language school.



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Recommendations for Practioners

- Maintain the mission and vision
- Plan for the People
- Allocate the Resources
- Engage, Educate, and Advocate

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Recommendations for Researchers

Study the Leadership within Dual Language Schools

Why?

- Understand what it takes to create equitable educational environments for English Learner students so other schools may replicate similar leadership practices.
- Strengthen the success of a model that produces positive linguistic, academic, and socio-cultural outcomes for all students.

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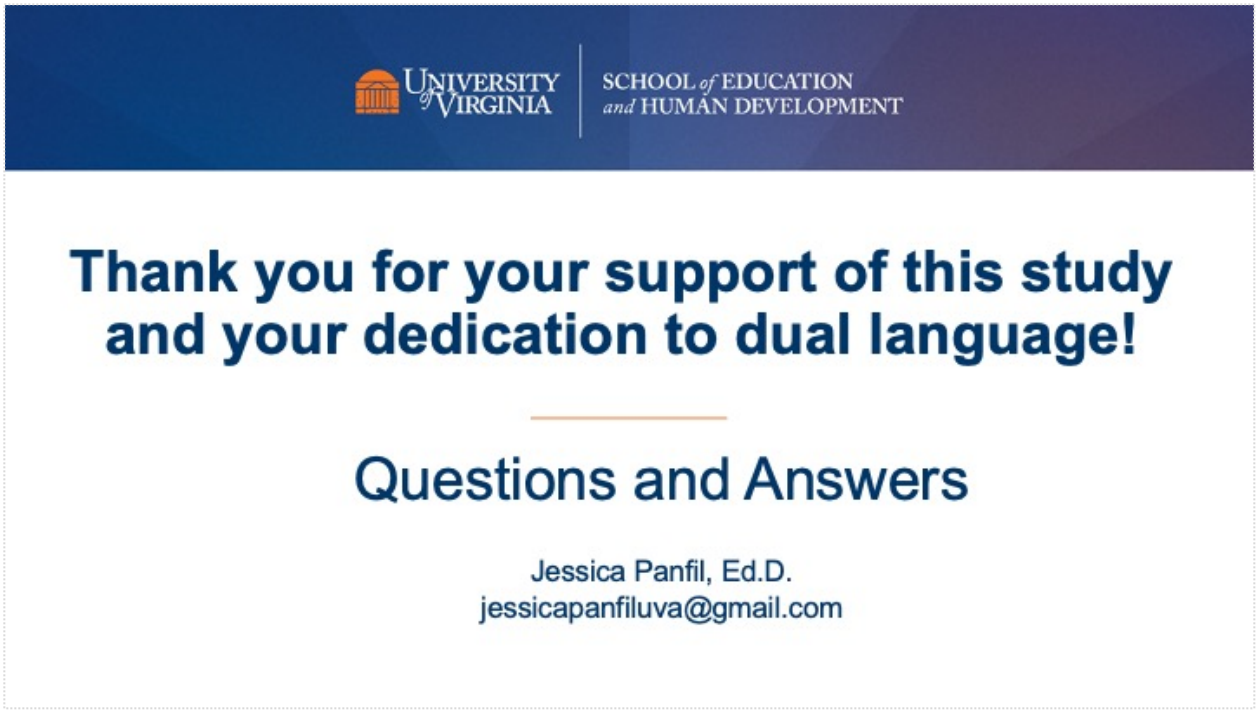
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Thank you for your support of this study and your dedication to dual language!
Questions and Answers
Jessica Panfil, Ed.D.
jessicapanfiluva@gmail.com

Memo to Researchers of Educational Leadership

Memorandum

To: Educational Leadership Researchers

From: Jessica Panfil, Ed.D.

Date: February 2021

Passion and Purpose: A Portrait of Leadership Practices Supporting Implementation of a Dual Language Spanish-English Elementary School Program

In completing this capstone at the University of Virginia, I would like to respectfully provide two reasons for researchers in the field of educational leadership to continue to study the leadership practices necessary to implement a dual language model with fidelity.

The work of school leaders to effectively lead schools in which all students succeed is urgent given the continued inequities that occur for culturally and linguistically diverse students (Fry, 2008; U.S. Department of Education, 2011). A solid base of research supports dual language models are producing positive academic, linguistic, and cultural outcomes for students (Collier & Thomas, 2004, 2017; Marian et al., 2013; Steele et al., 2017); however what leaders do to make this possible is still being learned. The findings from this study show existing leadership frameworks provide insight into what it takes to lead a dual language school (Hitt & Tucker, 2016; Honig & Hatch, 2004; Khalifa et al., 2016). The pressure of a privileged community subverting the purpose of the dual language mission is documented (Cervantes-Soon, 2014; Flores, 2016; Freire et al., 2017), and yet leaders are successfully navigating this social influence to create a school environment in which all students are welcomed and can learn from

each other (Alanís & Rodríguez, 2008; Cortina & Makar, 2015; DeMatthews & Izquierdo, 2016, 2018; Hunt, 2011; Wiemelt & Welton, 2015).

I urge researchers to continue to investigate dual language school leadership practices. First, this knowledge would contribute not just to the efficacy of implementation of dual language schools, but also to the efficacy of all leaders working towards creating equitable educational opportunities for historically marginalized students. The question remains if these leadership practices can be emulated in other types of schools in order to promote and support the academic success of English Learner students.

Second, if dual language schools are producing such positive outcomes, specifically researching the leadership of dual language schools can help continue a successful educational model for students. Investment in this type of research is essential not just for our English Learner students, but also for our English-speaking students. All students benefit when they are in an environment in which the contributions of their classmates are equitably valued and appreciated. The exponential growth of dual language schools provides evidence for the support of such schools (Center for Applied Linguistics, 2018). This one, albeit small, case study provides some evidence to support the research based Culturally Responsive School Leadership framework may provide insight into the work of dual language leaders. More research on whether the framework is a scaffold that supports the dual language model could strengthen the knowledge base of what works to keep dual language models implemented with fidelity. A greater understanding of what leadership practices are enacted by effective leaders of dual language schools can support expansion of a successful model that produces bilingual, academically capable, and culturally competent students.

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Appendix A: Semi-Structured Interview Protocol for School-Based Leaders

#	Questions
1.	**Tell me about your experiences working in dual language schools.**
2.	**What do you consider are the essential components of a dual language program?** *Probes: How would you describe what is essential about the mission, teachers, instructional delivery, instructional resources, parent/family engagement, or leadership of the dual language program?*
3.	**What is your role in implementing the dual language program?** *Probes: What are some of the challenges you face? What do you do that supports the implementation of a dual language program that might be different from other school programs?*
4.	**What supports, such as additional funds, professional learning opportunities, or instructional resources, does the immersion program receive as compared to other school programs?** *Probes: In what ways does the immersion program receive support from the central office, parents, or the community?*
5.	**What roles do families or parents play within the dual language program?** *Probes: In what ways are families involved in their child's education? What differences exist between families in terms of their involvement? How do you maintain the 50/50 enrollment*? *How might you describe the level of involvement of immersion parents in comparison to other families within the district?*

6.	**To what extent is the larger community involved or supportive of the dual language program?** *Probes: What external partnerships does the school have, if any?*
7.	**As a leader at the school, what actions do you take personally or professionally that support the implementation of the program?** *Probes: What systems are in place to implement the program with fidelity? What is the ideal teacher profile for the program? What are the support systems for the immersion student? In what ways are these supports different because of the dual language program?*
8.	**In order to implement the immersion program with fidelity, what would be the ideal supports to make it successful?** *Probes: What are the challenges to implement the dual language program? Who are the key supporters or allies that support the program and what role do they play?*
9.	**Would you be able to share any documents that provide insight into how implementation of the dual language program is supported?**
10.	**Is there anything else you would like to share about what it takes to lead a dual language program successfully?**

Appendix B: Semi-Structured Interview Protocol for Central-Office based Leaders

	Questions
1.	**Tell me about your experiences working with dual language schools.**
2.	**What do you consider are the essential components of a dual language program?** *Probes: How would you describe what is essential about the mission, teachers, instructional delivery, instructional resources, parent/family engagement, or leadership of the dual language program?*
3.	**What is your role in supporting the implementation of the dual language program?** *Probes: What are some of the challenges you face? What do you do that supports the implementation of a dual language program that might be different from other school programs?*
4.	**What supports, such as additional funds, professional learning opportunities, or instructional resources, does the immersion program receive as compared to other school programs?** *Probes: In what ways does the immersion program receive support from the central office, parents, or the community?*
5.	**What roles do families or parents play within the dual language program?** *Probes: How might you describe the level of involvement of immersion parents in comparison to other families within the district? What differences exist between families in terms of their involvement? How do you maintain the 50/50 enrollment*?

6.	**To what extent is the larger community involved or supportive of the dual language program?** *Probes: What external partnerships does the school have, if any?*
7.	**How does your role support the dual language program?** *Probes: What systems are in place to implement the program with fidelity? In what ways are school leaders supported? What is the ideal teacher profile for the program? What are the support systems for the immersion student? In what ways are these supports different because of the dual language program?*
8.	**In order to implement the immersion program with fidelity, what would be the ideal supports to make it successful?** *Probes: What are the challenges to implement the dual language program? Who are the key supporters or allies that support the program and what role do they play?*
9.	**Would you be able to share any documents that provide insight into how implementation of the dual language program is supported?**
10.	**Is there anything else you would like to share about what it takes to implement a dual language program with fidelity?**

Appendix C: Semi-Structured Interview Protocol for Teachers

	Question
1.	**Tell me about your experiences working with dual language schools.**
2.	**What do you consider are the essential components of a dual language program?***Probes: How would you describe what is essential about the mission, teachers, instructional delivery, instructional resources, parent/family engagement, or leadership of the dual language program?*
3.	**What is your role in implementing the dual language program?** *Probes: What are some of the challenges you face? What do you do that supports the implementation of a dual language program that may be different from other school programs?*
4.	**What supports, such as professional learning opportunities or instructional resources, does the immersion program receive as related to implementing the program?** *Probes: In what ways does the immersion program receive support from school leaders, central office, the community, or parents to implement the dual language program?*
5.	**What roles do families or parents play within the dual language program?** *Probes: In what ways are families involved in their child's education? What differences exist between families in terms of their involvement?*
6.	**To what extent is the larger community involved or supportive of the dual language program?**

	Probes: What external partnerships does the school have, if any?
7.	**How does your role support the dual language program?** *Probes: In what ways are teachers supported? What are the support systems for the immersion student? What support would you wish for in your role?*
8.	**In order to implement the immersion program with fidelity, what would be the ideal supports to make it successful?** *Probes: What are the challenges to implement the dual language program? Who are the key supporters or allies that support the program and what role do they play?*
9.	**Would you be able to share any documents that provide insight into how implementation of the dual language program is supported?**
10.	**Is there anything else that you would like to share about what it takes to implement a dual language program with fidelity?**

Appendix D: Semi-Structured Interview Protocol for Families

	Questions
1.	**How does your role support the dual language program?** *Probes: What is your main role within the school? In what ways are you involved with the dual language program?*
2.	**What do you consider are the essential components of the dual language program?** *Probes: How would you describe what is essential about the mission, instructional model, parent/family engagement, or leadership of the dual language program?*
3.	**In what ways do families participate in their children's education?** *Probes: Are their differences of involvement between types of families? How do you maintain the 50/50 enrollment*?
4.	**Would you share ways that your school supports the dual language program that might not be typical?** *Probes: What are some of the challenges you face? In what ways do you see your work as supporting the implementation of a dual language program?*
5.	**In what ways do you receive support from the school or central office to support the dual language program?** *Probes: What support would you wish for from the school or central office?*
6.	**In what ways do you receive support from parents or the community to support the dual language program?**

	Probes: What external partnerships does the school have, if any? What support would you wish for from parents or the community?
7.	**In order for a dual language school to succeed, what supports are needed?** *Probes: What are the challenges to implement the dual language program? Who are the key supporters or allies that support the program and what role do they play?*
8.	**Would you be able to share any documents that provide insight into how implementation of the dual language program is supported?**
9.	**Is there anything else that you would like to share about what it takes to implement or sustain a dual language program successfully?**