

LEADERSHIP STYLES, TRAITS, AND BEHAVIORS
THAT LEAD TO SUCCESSFUL DUAL
LANGUAGE PROGRAMS

by

SARAH HUTTON

A COMPARATIVE CASE STUDY ANALYSIS

Submitted in partial fulfillment of the requirements for the
degree of Doctor of Education in Educational
Leadership, Education Department
Delaware State University

DOVER, DELAWARE
May 2018

This thesis is approved by the following members of the Final Oral Review Committee:

Dr. Richard Phillips, Committee Chairperson, Education Department, Delaware State University
Dr. Patricia Carlson, Committee Chairperson, Education Department, Delaware State University
Dr. Yvette Pierre, Committee Member, Education Department, Delaware State University
Dr. Suchitra Hiraesave, External Committee Member, Boys & Girls Clubs of Delaware

© Sarah Hutton

All Rights Reserved

DEDICATION

I dedicate this work to my parents, who always gave me the space to forge my own professional path, and the trust that I would make the right choices. To my Dad, for refusing to co-sign over one hundred thousand dollars in undergraduate loans, which was what allowed me to go on to get a master's and now a doctorate without being burdened with debt from my bachelor's. And, also for telling me not to go into a field just because it would pay a lot of money if it wasn't what I really wanted (even if deep down you probably wanted to say the opposite at the time). To my Mom, for always being more proud of and excited for me than I was for myself; for never questioning my decisions about school, jobs, or student loans; for always listening to me complain; for always sneaking a twenty (or two) into my purse when I first embarked on a new career path and was making very little money (and occasionally after that); and, for always not-so-subtly making it clear that if all else failed I could just move to the low country and live with you.

I also dedicate this to my dog, Lana, for always knowing the exact moments over the past few years that I needed cuddles and the moments I needed to be left alone.

ACKNOWLEDGEMENTS

I first want to acknowledge my parents, for the reasons outlined in my dedication, as well as the rest of my family for being an amazing support system over not just the past several years, but also my entire life.

I want to thank Dr. Hiraesave and Dr. Pierre for volunteering their time to serve on my committee. I couldn't have done this without you. And, endless gratitude to my fabulous co-chairs, Dr. Phillips and Dr. Carlson, for always providing feedback so quickly, for reading this research so many times, and just for generally putting up with me (not only in my committee but in so many classes). My time in this program would not have been the same without you two, and you are both true assets to DSU.

Thank you to my fall 2015 cohort - our group texts clarified so much for me and saved my sanity numerous times over the years.

Thank you to all of my friends who have been there for me over the past few years as I completed my master's degree and then this program. To anyone who listened to me complain, bought me a drink, and was patient with me when so many of my weekends were busy and I had less time for you - you will never know how much you mean to me! It would be impossible to name everyone that I am lucky enough to have in my life, but I wanted to give special thanks to a few. To Faith for helping me through a time of a lot of upheaval in my life and for always offering to watch Lana when I needed to get away; to Rachael for being such a constant in my life for the past 11 years and for always being there to send and receive texts about any and all topics, from the ridiculous to the serious; to Jess for being one of very few friends consistently willing to visit me in Delaware and always pretending to be excited to do so; to Bianca, my Transatlantic Twin, for always being there for me no matter how trivial the issue and for sending

me wake-up messages every day for several months straight to ensure I got up to work on this research; to Melody for reaching out to give me advice on the type of format to choose for this research, and for being kind enough to share family stories and wisdom to help me make the right decision - you played a big part in my choice and me being able to finish on time; to Zoe for always listening to me vent, for swapping writing highs and lows with me, and for teaching me about the pomodoro timer; and, to HiPupDogFace for being my daily source of entertainment, inspiration, and motivation, especially during the final stages of this research. Lastly, special shout out to the Semester at Sea program for initially fostering my interest in the topics I address in this research, and for introducing me to people for whom I am eternally grateful. To the SASholes, I have been so lucky to go through my adult life with you all thus far and I can not wait to see what we all accomplish in the future. And, same to Megan, who in addition to just being generally amazing, is also a saint for having to live with me in the tiniest bedroom ever to exist. I love all of you.

Leadership Styles, Traits, And Behaviors That Lead To Successful Dual Language Programs: A Case Study Analysis

Sarah Hutton

Co-Chairpersons: Dr. Richard Phillips, Dr. Patricia Carlson

ABSTRACT

The purpose of this comparative case analysis was to explore the leadership traits, styles, and practices that lead to successful and sustainable dual language programs. This study sought to answer the following research questions:

1. What behaviors and traits are common among leaders of successful dual language programs?
2. Is there a particular leadership style that is best suited for leading a dual language program?
3. Are there any specific behaviors, traits, or leadership styles that are specifically best for implementing a new dual language program versus sustaining a dual language program?

This qualitative analysis was conducted via within-case and cross-case analyses, as well as with ATLAS.ti 8 software. Ultimately, this research did not find any indication that there is any particular leadership style that leads to successful dual language programs, but this research did identify leadership behaviors that can impact programs' success. There are also common challenges that dual language leaders face, regardless of whether the program is new or established. This research has several implications for both higher education and educational policy.

TABLE OF CONTENTS

LIST OF TABLES	viii
LIST OF CHARTS	ix
	Page
CHAPTER I: INTRODUCTION.....	1
Introduction to Research Topic.....	1
Problem Statement	2
Purpose of the Study	3
Significance of the Study	3
Relevance to Educational Leadership	4
Theoretical Framework.....	5
Limitations and Delimitations.....	7
Definition of Terms.....	7
Research Questions.....	9
Summary.....	9
CHAPTER II: LITERATURE REVIEW	10
Introduction.....	10
Background	10
Historical Studies	13
Current Research on Implementation and Leadership.....	17
Summary	34
CHAPTER III: METHODOLOGY	35
Introduction.....	35
Case One: Description of Case	36
Case One: Methodology	39
Case One: Significance of Study	40
Case Two: Description of Case.....	42
Case Two: Methodology.....	44
Case Two: Significance of Study.....	45
Case Three: Description of Case.....	45
Case Three: Methodology.....	47
Case Three: Significance of Study.....	48
Methodology of Case Studies	49
CHAPTER IV: FINDINGS	51

Introduction.....	51
Case One: Study Design	52
Case Two: Study Design.....	54
Case Three: Study Design.....	55
Cross-case Analysis: Study Design	57
Case One: Findings.....	58
Case Two: Findings	60
Case Three: Findings	62
Cross-case Analysis: Findings	63
Research Question One.....	64
Research Question Two	68
Research Question Three	69
Summary.....	72
CHAPTER V: DISCUSSION.....	73
Introduction.....	73
Summary	73
Recommendations for Future Research	75
Implications.....	76
Conclusion	78
REFERENCES	80

LIST OF TABLES

Table 1: Important Qualities for a Dual Language Leader	64
Table 2: Codes and Groundedness.....	68

LIST OF CHARTS

Diagram 1: Challenges of Dual Language Programs	72
---	----

CHAPTER I: INTRODUCTION

Introduction to Research Topic

The benefits of dual language programs are well-documented. Cornell University (Lang, 2009) best summarizes the benefits of language immersion programs with this simple statement: “Cognitive advantages follow from becoming bilingual as these cognitive advantages can contribute to a child's future academic success” (para. 4). Researching best practices for bilingual education is a particularly important issue in the State of Delaware right now, as immigrant populations are increasing in this state. Ed Simon, a Research Analyst commissioned by the Delaware Economic Development Office, put together a presentation (2012) outlining issues regarding Delaware’s Hispanic population. Simon (2012) found that between 2000 and 2010, the overall population of Delaware grew by 14.8%, but Delaware’s Hispanic population grew by 98.1%, almost doubling (slide 3). The median age for Hispanics in Delaware is only 24.4, although the median age for the overall Delaware population is 38.8 (slide 7). This indicates that Hispanics are more likely to have children in the coming years than non-Hispanics are. It is important to ensure that these Hispanic children grow up learning English, but also that their English-speaking peers learn Spanish in order to understand their classmates’ cultures and help them communicate with the adults in their community as they begin to get older and become contributing members of society. Additionally, according to the Delaware Department of Education (2017), “During the 2017-18 school year, there are 31 schools housing immersion programs affiliated with the Governor's World Language Expansion Initiative. These programs are located in 12 school districts across the state. There are 3 charter school immersion programs outside of the state initiative.” Within these 34 schools, there are 28 Spanish immersion

programs, six Chinese immersion programs, and one Greek immersion program. One school offers both Spanish and Chinese.

Although Spanish is not the only language that can be implemented in a dual language program, it is important to be aware of immigration trends in the state as many dual language programs are aiming to be “two-way immersion” programs. According to the Center for Advanced Research on Language Acquisition (2017), two way immersion programs consist of student populations that are made up of a combination of majority-language (in the case of the United States, this would be English) and minority-language speakers, with as close to a 1:1 ratio as possible. Meanwhile, one-way immersion programs consist of student populations made up of mostly majority-language (English) speakers with “limited to no proficiency in the immersion language” (para 6). For the purpose of this paper, the term “dual language” will be used in the same way it is used by the Center for Applied Linguistics (2016), which is, “An umbrella term that includes foreign language immersion for native English speakers, developmental bilingual programs for native speakers of the partner language, two-way immersion programs that combine these two populations, and heritage language programs” (para. 1). However, it is worth noting that the majority of studies cited in this paper focus on two-way immersion programs.

Problem Statement

Although there is much existing research on the benefits of dual language programs, and some existing research surrounding best practices for dual language programs from teachers’ perspectives, there is very little existing research on the leadership styles, traits, and school structures that can make these programs most effective. Forman (2015) notes, “Existing research provides little direct knowledge about how disagreements and competing interests influence dual

language policies and programs” (p. 433). Rocque, Ferrin, Hite, and Randall (2016) corroborate this idea, explaining that while many studies have investigated the demands made on principals in public schools in general, few studies have specifically explored “the training and traits in principals of dual immersion schools, who add to the customary duties, roles, and demands “of typical principals” (p. 802). It is important to address this gap in the literature in order to ensure dual language schools obtain, train, and retain high-quality leaders that are attuned to the specific needs of a dual language program.

Purpose of Study

The purpose of this comparative case study is to explore the leadership traits, styles, and practices that lead to successful and sustainable dual language programs. The study will investigate a mixture of one-way and two-way immersion programs in order to compile a broad range of perspectives and best practices that could be applied to a variety of settings throughout the United States.

Significance of Study

Dual language programs are rapidly increasing in popularity around the country. For example, in 2015, New York City announced the addition of 40 dual language programs (Garcia, 2015, para. 1). In Washington, DC, existing programs often have long waiting lists; one program had 1,100 applications for 20 slots (para. 2). However, although the programs are becoming increasingly popular, very little research currently exists regarding the leadership styles that are most suited to implement and maintain high-quality dual language programs. López (2014) notes that, “The lack of attention to the role of school leaders in the implementation of dual language programs is striking” (p. 4). Thus, this study seeks to compile, analyze, and synthesize

what little research does exist in order to create a more comprehensive understanding of leadership as it relates to dual language programming.

Relevance to Educational Leadership

This research directly relates to educational leadership as it focuses on the leadership styles, behaviors, and practices that lead to successful dual language programs. Unfortunately, research is currently lacking in this area, despite school leaders being one of the most important factors in implementing or maintaining a major change in a program such as this. López (2014) explains:

The paucity of information on dual language programs aimed specifically at school leaders is problematic for various reasons. Evidence accumulated through educational leadership research suggests that school leaders are *the* primary agents for school improvement. In part, successful school leaders foster organizational growth by having a clear mission, setting directions, providing professional development, and restructuring and managing the instructional program. (Hallinger, 2005; Hallinger & Murphy, 1985; Leithwood, Jantzi & Steinbach 1999; Leithwood & Riehl, 2003; Purkey & Smith, 1983, p. 4)

Although there is some overlap between factors that lead to high-quality schools in general and factors that lead to high-quality dual language schools, dual language programs add a unique set of issues and challenges that a non-dual language leader may not encounter. It is important to gain a specific understanding of the leadership that best fits these programs, as these programs will likely continue to increase and expand around the nation in the coming years.

Through this study, school leaders can gain a clearer idea of things they could implement, change, or modify in order to increase the success of their dual language programs.

Additionally, leadership preparation programs could utilize this information to help prepare a

new generation of educational leaders that are attuned to the unique needs of a dual language program.

Theoretical Framework

This study is a qualitative study, completed through the lens of process theory. Maxwell (2013) explains the difference between variance theory and process theory by saying;

Quantitative researchers tend to see the world in terms of variables; they view explanation as a demonstration that there is a statistical relationship between different variables. Process theory, in contrast, tends to see the world in terms of people, situations, events, and the processes that connect these; explanation is based on an analysis of how some situations and events influence others. (p. 29)

In a school or district attempting to implement a dual language program, there are many moving parts, and the way the different stakeholders (e.g. students, families, and teachers) interact will have an impact on the success of the program. Thus, process theory allows for an analysis of how different situations interact with, and influence, one another while still recognizing that each situation is different, as opposed to variance theory, which requires more clearly defined variables.

In addition to process theory, this research was conducted through the lens of Vygotsky's Social Constructivist Theory. Johnson (2003) notes that there are many different versions and definitions of constructivism (p. 1). Despite the various different types of constructivism that have been formed, most constructivists agree that learners construct, rather than acquire,

knowledge (Johnson, 2003, p. 8). WNET (2004), a division of New York Public Media, also notes that Jean Piaget and John Dewey's "progressive education" theories eventually led to the creation of constructivism (para. 2). Vygotsky introduced the social aspect of learning into constructivism, noting that students can solve problems beyond their developmental level under adult guidance or in collaboration with peers (WNET Education, 2004, para. 6). This idea that students can move beyond their developmental level under certain circumstances is known as the "Zone of Proximal Development", and is one of the ideas for which Vygotsky is most well-known. Vygotsky also focused on the social influences of individual learning and stressed the role played by language in shaping an individual's construction of knowledge (Johnson, 2003, p. 4). Vygotsky believed community and culture play a central role in the process students undergo as they make meaning of what they are learning (McLeod, 2014, para. 2). Although, as noted in the previous paragraph, many believe that social constructivism stems from Piaget's work, McLeod (2014) points out a few key areas in which Vygotsky and Piaget differ in their thinking. Some of these differences include the fact that Vygotsky emphasizes the idea that culture affects and shapes cognitive development, while Piaget emphasizes universal stages of development, and Vygotsky believes cognitive development results from language learning, while Piaget believes thought comes before language (para. 6-9). McLeod also notes that Vygotsky, while putting strong emphasis on social and cultural factors in learning, believed that adults were an important source for transmitting their knowledge and culture; by contrast, Piaget put more emphasis on peer-to- peer interaction (para 10).

Vygotsky's theory is important when considering dual language programs because of the emphasis he put on language in regards to learning. Additionally, his focus on culture and

community is important because in some (though not all) dual language programs in the United States, there is a mix of ELL students who are native speakers of the second language, and NES students. In these programs, there is often a sharing of culture in the classrooms, in addition to language. Lastly, Vygotsky believed adults were important sources of knowledge in the classroom; in dual language classrooms, it is important for the adults to ensure languages are being spoken appropriately and in the right proportion (whether 90:10 or 50:50). Steele, Slater, Zamarro, Miller, Li, Burkhauser, and Bacon (2017) do a good job outlining the difference between a 90:10 and 50:50 model, noting that in a 90/10 model, 90% of the school day is conducted in the partner language and 10% in English. Often, the partner language proportion then declines a little bit as kids move up each grade, until eventually instruction is either done 50% in English and 50% in the partner language, or some classes will be offered strictly in English and others strictly in the partner language (p. 288). In a 50/50 program, half of the instruction in each core subject occurs in the partner language, and half occurs in English (p. 288).

Limitations and Delimitations

One important limitation of this study is the lack of generalizability due to this research being qualitative in nature. Another limitation is the fact that because research on this topic is rare, it is challenging to find current literature to review. However, this also speaks to the need for the study in order to fill an existing research gap.

A delimitation of this study is that it focuses specifically on leadership within dual language programs and not on best practices in general. Research on best practices in dual language environments is more abundant; however, narrowing the topic to leadership will help

fill a need, as well as provide some structure and focus to the study.

Definition of Terms

Dual language program. This paper will define “dual language” in the same way it is used by the Center for Applied Linguistics (2016), which is, “An umbrella term that includes foreign language immersion for native English speakers, developmental bilingual programs for native speakers of the partner language, two-way immersion programs that combine these two populations, and heritage language programs” (para. 1). With this in mind, “dual language programs” will occasionally be used interchangeably with “bilingual program” and “immersion program”, depending on the research being cited. However, in any original writing that is unique to this paper, the term “dual language” will be utilized.

Two-way immersion program. A dual language program that consists of student populations that are made up of a combination of majority-language and minority-language speakers, with as close to a 1:1 student ratio between these groups as possible (Center for Advanced Research on Language Acquisition, 2017).

One-way immersion program. A dual language program that consists of student populations made up of mostly majority-language (English) speakers with “limited to no proficiency in the immersion language” (Center for Advanced Research on Language Acquisition, 2017).

90/10 or 90:10. An immersion model in which the partner language, “Is used most or all of the day in the primary grades and the partner language and English are used equally in the later grades” (Center for Applied Linguistics, 2009).

50/50 or 50:50. An immersion model in which, “The partner language and English are

used equally throughout the program” (Center for Applied Linguistics, 2009). May also be referred to as “partial immersion” (Center for Applied Linguistics, 2016).

Partner language. This is an, “Alternative term for the language other than English that is used for instruction in programs in the United States” (Center for Applied Linguistics, 2016). This is in contrast to the “majority language,” which in the cases outlined in this paper, is English.

Diversity and multiculturalism. Many studies in this research use these two words interchangeably, even if they should not. The National Association of Independent Schools (2018) notes that “diversity” is quantitative and can be determined by race, gender, culture, etc., whereas multiculturalism is “The shift that occurs when we stop defining everyone by one cultural norm and move to an understanding of multiple norms” (para. 2). When studies are quoted directly, the word they used will remain.

Research Questions

This research seeks to answer the following questions:

4. What behaviors and traits are common among leaders of successful dual language programs?
5. Is there a particular leadership style that is best suited for leading a dual language program?
6. Are there any specific behaviors, traits, or leadership styles that are specifically best for implementing a new dual language program versus sustaining a dual language program?

Summary

Although there is extensive research on the benefits of dual language programs, this study seeks to fill an existing gap in regards to leadership of these programs. Specifically, this study seeks to understand the leadership behaviors, traits, and styles that can lead to successful dual

language programming. This comparative case study analysis was conducted through the lens of process theory and social constructivist theory.

CHAPTER II: LITERATURE REVIEW

Introduction

There is extensive research touting the benefits of dual language programs. However, there is far less research regarding best practices for implementing a dual language program. As more school districts begin to explore the possibility of adding dual language programs, it is important to have a full understanding of the benefits of dual language education, the best practices for teachers and classrooms, as well as the leadership traits and qualities necessary to lead and sustain dual language programs. For example, in Delaware, a World Language Expansion Initiative launched during the 2012-2013 school year; four schools took part in this initiative. During the 2015-2016 school year, an additional six schools were added to the program (State of Delaware, 2015). If even a few other states were to expand their dual language offerings at similar rates, then school and district leaders would need to have a full understanding of dual language best practices. With this in mind, this literature review addresses the benefits of dual language programs, as well as previous studies that have attempted to gain an understanding of how school leaders have implemented successful programs in the past.

Background

There are numerous sources that tout the benefits of dual language learning at an early age. However, this was not always the case. Groot and Kroll (1997) explain that some of the main reasons people do not want American children to grow up learning a second language is because they believe learning a second language as a young child makes children less proficient or slower in their native language (pp. 281-282). However, the experiments they reference are outdated; many of them occurred over 30 years ago. Later experiments, observations, and case studies have replaced these ideas from the 1970s.

Padilla, Lindholm, Chen, Duran, Hakuta, Lambert, and Tucker, (1991) refute Groot and Kroll's (1997) claims by explaining that when children learn a second language, the two languages "share and build on a common underlying base rather than compete for limited resources" in a child's mind (p. 125). The American Council on the Teaching of Foreign Languages (2011) says that language immersion programs can have a positive effect on intellectual growth, more flexibility in thinking, greater sensitivity to language, a better ear for listening, and an improved understanding of the child's native language. Padilla et al. (1991) agree, saying bilingualism may lead to higher cognitive functioning, especially in areas like concept formation and creativity and that "bilingual education can promote achievement, dual language proficiency, and psychosocial competence" (p. 125). Lang (2009) best summarizes the benefits of language immersion programs with this simple statement: "cognitive advantages follow from becoming bilingual. These aforementioned cognitive advantages can contribute to a child's future academic success" (para. 4). Lang also notes the earlier the child learns a second language, the more likely the child will quickly attain native-like proficiency in the language

(para. 6).

As more research has been done on the benefits of dual language education, and older research citing negative aspects of these programs has been replaced with more modern research, the popularity of these programs has grown around the country. Lindholm-Leary (2013) explains that initial growth in these programs began in the 1980s when the US Department of Education wanted to develop more effective programs for English Language Learner (ELL) students. The author notes, “Considerable research over the past 30 years on both the 90:10 and the 50:50 programs in public (and public charter) schools from preschool through high school have demonstrated the programs’ success” (para. 8). Both ELL and Native English Speaker (NES) students enrolled in these programs test comparable to, or higher than, peers on standardized tests. Additionally, students in these programs are less likely to drop out of school and are as likely, or more likely, to be enrolled in high-level math courses (para. 9). Gross (2016) confirms the rapid growth in these programs by noting:

Such programs are growing in popularity all across the country. In 2000, there were an estimated 260 dual-language programs in the U.S. when then-Secretary of Education Richard Riley called for an increase to 1,000 by 2005. The federal education department was unable to provide an exact number of such programs operating in schools today, but according to an article out of the Harvard Graduate School of Education in 2011, it’s estimated that the number has reached 2,000. A joint U.S. Department of Education-American Institutes for Research report shows 39 states and Washington, D.C. were offering dual-language education during the 2012-13 school year, with Spanish and Chinese programs cited as the most commonly used languages. (Nationwide Growth section, para 1-2)

Former secretary of education Richard W. Riley was in favor of dual language programs and recognized their importance in today’s society. He is quoted as saying:

Anyone who has traveled to Europe knows that your people all over Europe are fluent in two and often three languages. I see no reason why our children should not be their equals. Some children already come to school with the ability to speak two languages. We should build on this linguistic base and recognize that our nation will be better for it in the global environment. (Linton, 2004, headnote section, para. 2)

Murphy (2016) echoes these comparisons of the United States and other countries, explaining dual language programs, “have flourished for decades outside the United States” (p. 45) in places like Canada, several European Union countries, Latin America, and Asia.

Despite the recent growth in these programs in the United States, there is very little research on the leadership styles, traits, and school structures that can make these programs most effective. Forman (2015) notes, “Existing research provides little direct knowledge about how disagreements and competing interests influence dual language policies and programs” (p. 433). Rocque, Ferrin, Hite, and Randall (2016) echo this sentiment and provide more detail to the research gap, explaining:

In the current political, social, and cultural climate, school principals increasingly need to attend to changing expectations driven by rapid shifts in student demographics, ever-changing accountability requirements, and increasing demands to document teacher effectiveness and student learning (Byrnes, 2007; Ramirez et al., 2009). Many studies have investigated the demands made on principals in American public schools and the training and traits that are needed to meet those demands. However, few studies have explored the training and traits of principals in dual immersion schools, who add to the customary duties, roles, and demand the unique challenges of leading a school: for example, building support among many constituencies, including parents and teaching staff, legislators, and district leaders. (p. 802)

With this in mind, it is important to view the literature that does exist on these topics, and

to synthesize and compare this research in order to create a comprehensive list of best practices and suggestions for any schools or districts that want to build or sustain dual language programs.

Historical Studies

Genesee (1985) reviewed different second language programs that already go on in the United States at private schools. In “total immersion” programs, almost all of the instruction is given in the second language for the first few years of elementary school until English is gradually phased in. In “partial immersion” programs, 50% of the curriculum is given in English and 50% in the second language, beginning in kindergarten. Genesee points out that in total immersion programs, there is often a lag in English development during the first few years. This lag self-corrects during the first year of English being re-introduced into the classroom (p. 546). Thomas, Collier, and Abbott (1993) found that by the fifth year of a partial immersion program, a group in Virginia was outperforming all comparison groups and remained high academic achievers throughout their schooling (p. 174). Additionally, Foger (2006) speaks highly of partial immersion methods in pre-K dual language programs, noting “the results showed that students had a ‘higher fluency and a higher grasp of the concepts of reading than the Non-Immersion students in both languages” (Abstract, para. 4) when they participated in a partial immersion English/Hebrew program. Meyerhoff (2003) discusses the need for early immersion in detail in an article for *Pediatrics for Parents*, saying:

Infants and toddlers quickly, easily, and quite effectively learn to understand and speak whatever language they are exposed to. Furthermore, when very young children are exposed to two languages, they manage to pick up both with virtually no problems...Regrettably, this extraordinary flexibility and efficiency fades with age. Evidently, the wiring in the brain becomes somewhat rigid after a while. So, with each passing year, it becomes increasingly arduous to work with systems other than those that already have been installed. (para. 1-6)

Wildman (2011) claims that the benefits of being bilingual can extend late into life. Wildman cites a study from the Rothman Research Institute and York University in Toronto, Ontario that found “using two languages interchangeably throughout life... leads to a lifelong advantage in attention and concentration and actually delays the onset of dementia and Alzheimer's disease by 4.3 years” (para. 2). Wildman goes on to make a point that is especially pertinent to the population I am studying, explaining the study’s findings as “especially welcome news for Hispanics, who have a 1.5 times greater chance of developing Alzheimer's than non-Latino whites” (para. 2). Wildman goes on to quote a language immersion professional:

Learning a language will not make you smarter, but being multilingual definitely gives you cognitive advantages,’ says Raúl Echevarria, cofounder of Spanish- and French-immersion preschools in the Washington, D.C., area. ‘People who are multilingual face greater ambiguity in day-to-day life; they have to decide which linguistic pool they will draw from. This requires them to really key in and be selective. That is a high-level cognitive skill. (para. 3)

The article notes that learning a language later in life could have some benefits, but not as many, pointing out that it is being truly bilingual that contributes to the “mental agility” that helps combat cognitive loss. The study goes on to explain that it does not so much know the vocabulary in different languages that helps combat Alzheimer’s, it is being truly bilingual. The author explains:

This ability to suppress one language while using another one nurtures mental agility, a skill researchers believe is far more useful than vocabulary lists. Mental agility is key in fighting against cognitive loss. The conclusion, which is really quite dramatic, is that speaking two languages does have this effect," says Craik, which seems to "buffer a person against the symptoms of dementia." And while

chatting equally well in Spanish and English doesn't actually stop deterioration, what happens for bilinguals — used to translating, each day, between ideas and concepts as well as words — is that "parts of the brain are fitter and better able to compensate for losses in other parts." And that keeps the brain working better, for longer. (para. 5-6)

Elena Izquierdo, chairman of the Department of Teacher Education at the University of Texas at El Paso and an associate professor in bilingual/ESL education, echoes this sentiment, noting dual language programs are preferable to the ways Americans typically learn languages, explaining:

It is a better way to learn, certainly, if you want to have oral language proficiency. Look at most of your [Advanced Placement] programs in Spanish in high school. That guarantees anybody is proficient but only that they know grammar. . . . Immersion programs mean getting away from your typical magical phrases that are never really used to more useful content-based literacy language that students can use in life. (The Washington Post, 2007, para 1-3)

There are also social benefits to implementing immersion programs at an early age, particularly in an area with a lot of ELL students. Miller (2003) notes that when “the first language of the student goes unrecognized, untapped and undeveloped, and where proficiency in English is or remains very limited, identity work in the public arena may be seriously affected” (p. 4). Miller goes on to say it can ruin one’s sense of self to be told his or her language is not functional in schools (p. 4). One study on dual language pre-K programs (Montague & Meza-Zaragosa, 1999) backs up Miller’s claims as the author explains one of the biggest benefits of dual language early childhood programs:

As a rule the minority speaker of Spanish usually has the unfortunately frequent experience of stumbling through trying to express themselves in a second and weaker language that their English-speaking peers have mastered. To show all of the children that the hesitant and quiet native Spanish speaker can actually speak quite fluidly in their home language is tremendously important for all involved in the classroom. Most likely, minority speakers also saw that their fluency in Spanish was a desired goal for English speaking peers, which could contribute to validation of their home language. Language minority speakers became the "experts" for their peers during the course of this study. Once elicitation had taken place in this classroom, every child had the opportunity to witness their peers' struggle in producing one language or the other. (p. 295)

Although it is known that there are many benefits to dual language programs, and it is known that the earlier students enter these programs the more benefits they will receive, there is little current research on these programs or how best to implement them. However, of the research that does exist, there are some common ideas and themes that emerge.

Steele, Slater, Zamarro, Miller, Li, Burkhauser, and Bacon, (2017) studied the benefits of a dual language program utilizing a random assignment lottery. The researchers note that, while many studies outline the benefits of this type of program, not many can offer a full picture due to the lack of randomization, which their study attempts to address. This was a longitudinal study that utilized quantitative methods. They found:

Students randomly assigned to immersion outperform their peers on state accountability tests in reading by about seven months of learning in Grade 5 and nine months of learning in Grade 8. Examining mathematics and science scores, we find no statistically significant immersion benefit but also no detriment. (p. 302)

Current Research on Implementation and Leadership

Malen, King, Matlach, Bowsher, Hoyer, and Hyde (2015) explored the challenge of

developing organizational capacity to implement complex education reform initiatives (p. 133). Although their study was not specific to dual language environments, it is important to know ways in which leaders can support organizational changes in general. In the introduction and review of the literature, the authors explain that previous research has indicated schools might not have capacity to implement complex initiatives because other concurrent reforms use finite resources like time and attention (p. 135). Additionally, schools might encounter capacity challenges if there are multiple reforms being implemented at once. According to the authors, educator incentive programs can help with implementation, but if the incentives do not address the capacity challenges that go along with reforms, incentives alone will not help (p. 135). With this in mind, the authors chose to focus on a Teacher Incentive Fund in their research. This study utilized a mixed methods approach in which interviews, documents, memos, and various school data were analyzed. These data were used to create site-specific case narratives, from which themes were identified across study sites and then later examined (p. 140-141). This methodology allowed the researchers to synthesize a large amount of data while still focusing on the main themes that emerged from the research. Furthermore, the fact that this article created case studies in their approach highlighted the importance of case studies in this type of research and helps justify the idea of conducting a comparative case study analysis on the topics in this capstone document. The schools involved in this program encountered major capacity building issues; in order to combat these issues, they attempted to create an office to align the grant with other district and school goals, established an advisory committee structure, invested in data management systems, and sought sustainable funding (p. 143). Additionally, it was necessary to hire consultants to implement new professional development programs at the schools (p. 155).

The researchers ultimately found that, although there were many capacity issues with this grant found at multiple levels, some of the measures that best helped address the capacity issues were professional development sessions that were individualized, problem-focused and job-specific (as opposed to conducted en masse), as well as technical assistance on new electronic platforms (p. 165). One of the measures the authors say the district should have done, but did not do, was add staff or adjust schedules in order to give people more time to implement the new initiatives. These are all important findings to keep in mind when implementing a dual language program.

Quintanar-Sarellana (2004) studied a successful dual language program and found several factors that contributed to its success. The school implemented after-school programs to provide students more individual attention. These programs focused on reading and math. Additionally, middle school students were able to enroll in a high school foreign language equivalency course using the after-school time, and 91% of the students passed the high school Spanish exam (p. 97). Parent involvement was another important factor in this school's success. Parents were encouraged to volunteer in classrooms, plan cultural events, and work on fundraisers (p. 98). The author also emphasized the multicultural curriculum and the fact that the school recruited teachers with backgrounds from a variety of Spanish-speaking countries, so the students were "Exposed to the wealth and breadth of the Spanish language" (p. 98). Additionally, international visits were integrated into the social studies curriculum. The school's strong partnership with a credential program at a local teacher education institution was another factor that contributed to the school's success. More than 50% of the teachers graduated from the program, and several teachers also participated in the Bilingual Credential Program Advisory Board (p. 98). The school also makes an effort to constantly update its curriculum and utilize the latest technologies

(p. 99). These habits that contribute to the school's success are things that other schools could plan for when attempting to implement a new dual language program; the author notes in the article's conclusion, "This article contributes to our knowledge of successful two-way bilingual immersion programs by identifying additional factors which are instrumental in the planning of new programs" (p. 100).

Knight, Izquierdo, and DeMatthews (2016) studied school budgeting and resource allocation at a new dual language school. This article uses a narrative case study methodology, which, like the article by Malen et al. (2015), helps to justify the importance of utilizing case studies and comparative case study analyses when researching dual language environments. The article also highlights the lack of research on school leader preparation in these environments, noting, "The substantial body of research on the impact of resources on student outcomes has led to surprisingly little concrete conclusions for the preparation of school leaders" (p. 41). This article describes a case in which a new principal and a new superintendent work together to try to implement a dual language program for pre-k, kindergarten, and first grade students at a school with large achievement gaps between NES and ELL (primarily native Spanish-speaking) students. Some of the biggest challenges in implementing this new program were getting all of the teachers for those grade levels certified in dual language instruction, getting new textbooks and other curricular resources, and paying for professional development resources for teachers (p. 38). In order to get teachers certified, the principal partnered with local universities to offer certification classes which she paid for through a combination of professional development funds, discretionary funds, and federal grants. She also increased time that teachers had to plan and work in professional learning communities. The article went on to describe other ways the

principal utilized her budget creatively and also convinced various stakeholders (e.g., parents) to support the dual language plan. To summarize how the principal achieved her goals, the authors explain:

Dr. Hernandez engaged in three creative resource allocation strategies: (a) She lowered the cost of getting teachers certified in bilingual education by bringing certification courses to her campus; (b) she gained greater fiscal flexibility by seeking special permission for district, state, and federal officials; and (c) she used the budgetary flexibility to reassign specialty teachers to the classroom and teaching assistants/paraprofessionals to serve as family liaisons, the positions that her school did not previously have. (p. 41)

These decisions allowed the principal to lower class sizes in grades K-3, assign paraprofessionals to classrooms that could benefit from it, improve professional development programs, and reassign some teachers to different grade levels as the dual language program required (p. 42). Knight, Izquierdo, and DeMatthews (2016) summarize their findings by explaining that their case study could be used to help dual language implementation, and that, “When possible, school leaders implementing dual language can draw on the benefits of multiple languages by designing two-way dual language programs that promote peer teaching and learning between students” (p. 43). Additionally, they discuss resource allocation through the lens of economic theories of efficiency, and note that challenges of redesigning professional development and reassigning teachers are things that school leaders face on a regular basis, whether in a dual language environment or not.

Ewart (2009) explored challenges facing new teachers who graduated from a French teacher education program in Manitoba, Canada (p. 474). Although this research was not conducted in the United States, Canada does have two official languages (English and French).

However, the author notes there is a shortage of qualified teachers for schools that teach in French, whether in dual language schools or in French-only schools. The ways in which school or district leaders can best retain teachers willing to teach in the minority second language could be transferrable between countries. The article begins by reviewing literature on teacher retention from both Canada and the United States. Some of the issues that other studies have found contribute to teacher attrition include lack of pre-service training, poor working conditions, and lack of support programs (e.g. mentoring programs) for new teachers (p. 476-477). The author notes:

An explanatory mixed method design was used (Creswell, 2008) to allow initially for the collection of quantitative data followed by qualitative data. The first phase of the research involved a questionnaire. The second phase of the data collection involved follow-up interviews with five participants, designed to elaborate on the findings of the questionnaires. (p. 480-481)

Since Ewart (2009) invited 207 graduates of the French education program, this methodology was appropriate in order to collect data from a large group but also obtain more in-depth, nuanced data from a smaller group. Additionally, the interviews that were conducted were conducted via a semi-structured format, which is beneficial, as according to Glesne (2011), this structure involves interviews with pre-established questions that allow other questions to emerge in the course of interviewing, which may add to or replace the pre-established ones (p. 102). Semi-structured interviews allow the participants to share more in-depth thoughts. One of the most important findings in this study was that attrition among graduates of this program was not particularly high; only 7% of participants left the field of teaching, and of those, approximately

one third left to raise children and not due to anything related to the teaching profession. This means that getting participants to enroll in the programs in the first place might be a bigger challenge than trying to retain them in the field of teaching. However, there were still several challenges faced by this group in the field of teaching. Echoing the literature, many participants noted that the support from colleagues was what best facilitated their transition into the profession (p. 486). The second most popular response was pre-service training, including trainings in which a collaborating teacher helped facilitate the training and transition. Due to these responses, the author recommends mentorship programs and more attentive administrators as support systems for new teachers. In regards to more attentive administrators, many of the French teachers cited this issue in relation to overall teacher workload. The author notes:

The written comments suggest that participants wanted administrators to reduce workloads, increase planning time and limit extra duties, provide classroom placements that optimized chances for success, and facilitate participation in professional development activities. Several participants mentioned that administrators should receive special training to facilitate the transition of new teachers. One suggestion that emerged from the written comments revolved around the workload in the first year of teaching. Ten participants wrote about the possibility of a workload that would be less than 100 per cent. Others (eight) suggested more time for planning and less extracurricular obligations. Reducing the number of students in a new teacher's classroom, limiting the number of new courses to teach, and limiting the number of students with special needs were other suggestions. And another eight participants suggested they would have benefited from more information on a series of topics including classroom management, counseling, and dealing with students with special needs. (p. 491)

Despite the attrition among this group being low, not all participants would recommend teaching to other people. Four percent who stayed in the profession would not recommend teaching at all, while 11% said they would recommend it but people should be aware it is an

extremely demanding job, and 16% said they would only recommend it to people who were passionate about working with children (Ewart, 2009, p. 494). This study has several implications for dual language programs in the United States. U.S. schools and districts should consider establishing mentoring programs in dual language schools, altering the administrative structure and daily schedule in order to provide more support and reduce teacher workload in these environments, and should focus on recruitment for teacher training programs for these environments, as getting dual language teachers into the field can be just as much of a challenge as retention.

In their study titled, *Sustaining a dual language immersion program: features of success*, Alanís and Rodríguez (2008) researched an elementary school campus that has successfully been running a dual language program for over a decade. The researchers sought to learn to what extent participation in the program contributed to students' academic outcomes, and what factors contributed to the sustainability of the program (p. 307). The authors collected data using site visits and non-participant observations, taped and transcribed personnel interviews, and data from the fifth-grade standardized test (p. 307). The study was a mixed methods study; like other studies on this topic, this allows the researchers to obtain broad quantitative testing data in order to learn more about student achievement, but also more nuanced, in-depth qualitative data in order to learn more about teachers' and leaders' experiences with implementing the program. The authors note they utilized purposeful sampling within a case study methodology in order to decide who to interview, and that ten teachers and the school's principal were ultimately the interview subjects (p. 307-308). This study, like aforementioned studies, helps justify the usage of case studies and case study analysis when researching dual language programs.

In regards to student achievement, Alanís and Rodríguez (2008) found that the program helped both Native English students and Native Spanish speakers, and the focus on Spanish in the early years did not negatively impact the scores for either group. Both Native English and Spanish speaking students outscored peers in both the district and state in reading, math, and science (p. 310). Given this high level of achievement, the authors sought to learn what factors contributed to the success and sustainability of this program and eventually settled on four factors:

- (a) Pedagogical equity,
- (b) Effective bilingual teachers,
- (c) Active parent participation,
- (d) Knowledgeable leadership and continuity. (p. 312)

The staff at the school exhibited pedagogical equity by ensuring that the program followed best practices in second language acquisition; they did this by focusing mainly on Spanish for the first few years before moving on to English in third grade. This allowed them to ensure that the content standards were rigorous in both languages. Alanís and Rodríguez (2008) note:

In addition to rigorous content standards, the staff at City Elementary supported the notion of equal status of languages, as they were careful not to promote one language over the other, as suggested by one first-grade teacher: It is hard to elevate the Spanish language given the English influence, but we try everything we can to make students feel excited about knowing two languages. Teachers at City incorporated all forms of Spanish literature into their curriculum and lesson designs in their efforts not only to promote Spanish but also to increase the level of Spanish literacy. (p. 312)

In order to support the teachers' effectiveness, the school allowed teachers to enhance the

curriculum via integrated instruction and project-based learning (Alanís and Rodríguez, 2008, p. 313). Parent participation in the school was high, which the authors note is consistent with research on other dual language programs. Parents attended meetings frequently and were encouraged to volunteer in the classrooms. Additionally, teachers at the school offered English and Spanish classes to parents to allow them to experience second language acquisition along with their children (p. 314). In regards to knowledgeable leadership and continuity, the authors explain, “Recent research has determined that the principal’s level of commitment to a program is essential to implementing and maintaining enriched education programs such as dual language education” (p. 315). The principal at this school remained current on dual language research, state law, and parent rights so that she could properly advocate for the program, as well as assist parents; she also exhibited the qualities of an instructional leader (p. 315). The authors explain that the continuity of leadership was also a factor in the success of the program as the principal had been instrumental in the initial implementation of the program over a decade ago (p. 315). The authors share some information from interviews, noting,

The consensus among teachers was that the principal’s support and knowledge regarding dual language instruction had been crucial in program sustainability, as evidenced by the following comment: It is because of her that our program has lasted for so long and been so strong. Another teacher commented, I think that the strength of the program lies in that she’s been able to provide that leadership. She has taken it from the beginning and helped nurture it, and soften rough spots that we’ve had. As a result, teacher turnover was low, a factor that has also facilitated the longevity of the program. A kindergarten dual language teacher referred to City’s principal as a motivating force: She expects a lot from us, and then I think that sort of turns around on us, and then we expect a lot from our parents and our kids, too. (p. 315-316)

Notably, the principal also worked to build leadership capacity among teachers by letting them implement creative strategies in the classroom and encouraging them to take on leadership roles (Alanís and Rodríguez, 2008, p. 316). In her interview, she claimed to hold a democratic view of leadership and discussed her attempts to engage teachers in decision-making within the school.

Ray (2009) investigated the characteristics of teacher agency at an academically successful dual language school, and attempted to gain an enhanced understanding of effective teaching practices that resulted from this agency (p. 112). This study was conducted through the lens of human agency as part of Bandura's social cognitive theory.

Ray explains:

Bandura asserted that “the capacity to exercise control over one’s own thought processes, motivation, and action is a distinctively human characteristic” (Bandura, 1989, p. 1175). Human agency is therefore defined as an intentional act that results in a particular outcome (Bandura, 1997). Or in other words, it describes the process through which people intentionally change themselves or their situations through their own actions (Bandura, 1989). Bandura (1977, 1993, 1997) expanded previous understanding of this topic by pointing out the false dichotomy between the views that human beings are either independent and autonomous agents or that their actions were shaped and controlled entirely by external influences (Skinner, 1975). By introducing the theory of emergent interactive agency, Bandura (1989) presented a model that demonstrates that people are neither autonomous agents nor mechanical responders to the environment. Rather, personal factors, external events, and behavior all operate as interacting determinants of human agency. (p. 116)

Ray (2009) utilized a qualitative instrumental case study approach because research indicated this methodology offered an opportunity to better understand the general phenomenon by studying one specific case (p. 120). This study follows the pattern of other dual language

research in utilizing case studies as one of the primary methodologies. Data were collected through a series of semi-structured interviews (p. 125).

Some of the factors that Ray (2009) found had the biggest impact on teacher agency and, thus student achievements, were: mastery experiences, vicarious reinforcement, verbal/social persuasion, and physiological arousal (p. 128). Mastery experiences strengthen efficacy beliefs and allowed teachers to be reminded of and build on past successes. Teachers cited vicarious experiences such as visiting other dual language programs in other cities and states as a factor that strengthened their belief that their program could work. Verbal and social persuasion impacted teachers' beliefs by helping to convince them that the dual language model was the most effective and equitable for their group of students, which was primarily a mix of Native English and Native Spanish speakers (p. 130). Additionally, verbal and social persuasion played a role in helping teachers relate to one another and build empathy and support for one another. One teacher shared her thoughts on the pressures teachers feel in regards to high-stakes testing, and noted that sometimes she just wants to be left alone because she knows how to do her work, but by discussing these issues with fellow teachers, it allowed them to build a support network (p. 130-131). Lastly, physiological arousal played a role because the teachers were comfortable and enjoyed the overall climate at the school (p. 131). They expressed genuine enjoyment in working with the program. These four factors all led to teachers maintaining strong beliefs that the program was effective, making a consistent effort to motivate not only their students but also each other, and also made them likely to reach out to kids emotionally (p. 133). Ray notes, "These findings build on Bandura's notion of human agency by providing evidence that DL teachers at Bienvenidos are engaging in behaviors that correspond to his antecedents and

manifestations of agency” (p. 134). She summarizes the importance of these findings and the idea of considering implementing dual language programs through the lens of internal factors such as agency and antecedents by noting:

Recent research indicates that the number of DL programs is on the rise; however, there are concurrent reports that many DL programs revert back to more remedial forms of bilingual education due to the external influences that do not support the program (Alanis & Rodriguez, 2008). These findings elucidate the self-regulatory processes of teachers at an academically successful DL school. Although the sample size for this study is small, these findings suggest agentic factors that may be associated with high student achievement. Thus, they can be used as a source of information in researching best practices for supporting and sustaining DL programs. Rather than focusing on the external factors, over which schools have limited, if any, control, the evidence gathered from this study suggests that agentic practices are associated with high student achievement and therefore warrant further study. Given the evidence that DL programs can foster high levels of student achievement, it seems clear that further research into the inner workings of successful DL programs will render valuable information that can be used to perpetuate this model of success in other schools. (p. 135)

The idea of implementing new programs will be very important across the country and specifically in Delaware in the coming years.

Forman (2015) also studied implementing a new dual language program, but this time at the middle school level. Forman utilized qualitative research methods with an emphasis on interviews. The interviews,

Used a semi-structured, or open-ended interview approach (Patton 2015), asking participants to share their thoughts on the new dual language policy, how they understood the purpose of the policy, and their hopes and concerns for the new program. While I used the same initial interview protocol for each participant, the semi-structured format allowed for flexibility to explore the interests of each actor. (p. 439)

After an initial round of interviews and coding, Forman (2015) conducted more in-depth interviews with three of the participants whose interview themes most closely aligned with one another. Some of the most common themes discussed in initial interviews included concerns about equity, support for the dual language policy, and apprehension or anxiety about the implementation process (p. 439).

Forman (2015) found that one of the biggest concerns among teachers was the idea that, despite the fact that they had unanimously supported the switch to dual language education, they worried about how to properly support the second language development. Some staff members also worried that, for students whose native language was the second language, it might not be a good idea to expose them to English before they were fully proficient in the second language. Another major staff concern was job security. One teacher expressed the idea that the school would not be able to fully implement a dual language program without changing staffing (p. 443). The staff also expressed a dislike for top-down decision; the author notes, “Regardless of their support for the policy’s aims and values, staff members at the school bristled at not having more influence on decisions about implementation” (p. 445). Additionally, there seemed to be a lack of consensus on the district’s role in the changes and the implementation. This article raises important points for future school or district leaders trying to implement this type of policy. By learning what teachers at previous schools have had concerns about, it is possible for future leaders to mitigate some of these concerns.

Palmer, Henderson, Wall, Zúñiga, and Berthelsen (2015) also studied a group of teachers who, like those in Forman’s (2015) study, were concerned about properly developing students’

language abilities, particularly in the climate of high-stakes accountability testing. This study was conducted using an ethnographic approach, as well as the theory of sense making. According to the authors, sense making theory, “Helps reveal the decision-making processes of individuals working within complex systems, navigating multiple mandates” (Palmer et al., 2015, p. 396). The theory also acknowledges teachers’ preexisting beliefs and knowledge and helps explain why certain policies make their way into the classrooms (p. 396). The study focused on two third grade teaching teams. The study found that teachers at the first school were, “constantly frustrated by the absence of guidelines and resources” for implementing the dual language program, particularly as it related to standardized testing (p. 401). Teachers also expressed that the white, English-dominant students were harder to work with; native Spanish-speaking students who were learning English as a second language were more likely to work harder and persevere, while white students were more likely to give up easily when learning Spanish (p. 402). Ultimately, the teachers at this school ended up separating the students for much of the day. The students succeeded academically and on standardized tests, but the dual language program did not succeed in its goals of making students bilingual (p. 403). At the second school, the teachers were frustrated because they came to the school under the pretense of balanced classrooms, with fairly equal numbers of native English and native Spanish speakers. However, the population of the school turned out to be primarily native Spanish speakers (p. 405). At this school, students ended up being separated based on how they were doing on practice exams for the standardized test, and this separation wound up causing a de-facto separation among native language (there was one NES student with the Native Spanish Speakers due to low test scores), which like the other school, helped students succeed on tests but did not

lead to them being bilingual (p. 408). The schools had similar end results, but the authors note,

Yet, despite similar contexts and in some ways similar outcomes, there were some important differences between the experiences at Riverrun and Woodward. One key contrast was the principal's role in teachers' decision-making. At Riverrun, teachers were at the heart of their own classroom structures. Teachers were allowed a great deal of agency; their own beliefs played into their interpretations of the situation and their decisions played out into classroom and school policy-making. At Woodward, nearly all decision-making appeared to trickle down to teachers from above, either the district level or the principal. Teachers appeared to have little say in matters as close to their practice as their schedules, teaching materials, and formative assessment practices. Teachers' sense of agency, professional backgrounds, and prior experiences also contrasted in the two contexts (Coburn 2001; Palmer 2008, 2011; Weik 1995). Riverrun's teachers both had prior experiences working with education researchers; both had strong professional identities as experienced educators deeply invested in the community they served, and both articulated relatively well-developed critical perspectives about the ways that the educational system disadvantaged certain students and advantaged others. Both teachers were committed to righting these wrongs and made their decisions on these bases. (Palmer et al., 2015, p. 409)

Hence, although there was confusion in implementing this policy, and although the teachers at both schools were frustrated and had to prioritize test scores over true bilingualism, the researchers (Palmer et al., 2015) predict that teachers at Riverrun will continue to work to address the tensions and attempt to make improvements on the situation due to their sense of agency, whereas the teachers at Woodward need an increased agency and less of a top-down structure in order for themselves and their students to thrive (p. 410).

Hellawell (2011) studied school leaders' perceptions of change and the implications that had for dual language program success. According to the author:

Principals perform the role of gatekeeper to a new program (Fullan, 2007). If a principal fails to view Dual Language programs as a second-order change then the

gate of program understanding begins to close and the program will lose effectiveness. Without strong leadership fad cycle tendencies will dominate, including flawed understanding of the program and failed shifts in paradigm, which chip away at a program's success (Cuban, 1988). Without strong leadership, the sustainability of Dual Language programs is questionable. This research aims to study the importance of principal leadership in Dual Language programs. (p. 3-4)

The study by (Hellawell, 2011), employed a mixed methods methodology utilizing an online questionnaire. One of the key results of this study was:

In Dual Language program implementation, district wide support must be obvious. This is evident by district-wide acknowledgement of the program and districtwide training held in regards to Dual Language program goals and practices. Varying degrees of training should be required for all personnel. This ensures that all departments understand the depth of the program biliteracy goals, the length (five to seven years) of the program commitment, and the expanse of program implementation (K-12). (p 87)

The study also echoed what other studies have found in that the "tunnel vision" focus of state standardized tests can hinder the long-term development of a high-quality dual language program (p. 89).

Raubvogel (2016) investigated whether there were specific skills and qualities that help create and maintain a successful dual immersion program (p. ii). This study utilized a mixed methods approach; participants were teachers, administrators, and parents, and a combination of surveys, interviews, and focus groups were utilized. Communication skills were one of the highest-ranked "most important" practices for leaders in dual language programs. School vision was also highly ranked, as was "connections to teachers, parents, and students" (p. 78). Many of

the newer administrators expressed a need for more training in assessment, teacher evaluation, and budget planning in a dual language school (p. 100). Meanwhile, administrators who had been in their position for a while talked more about the complexities of a dual language program in which a high percentage of the school are native speakers of the second language, and the need to understand the community and culture of the parents (p. 100-101). “The administrators also listed that one strong indicator of a successful school was the level of involvement and happiness of the parents and teachers” (p. 101). Latinos noted they enrolled their children in the school to help maintain their native language and culture, while non-Latino parents noted they enrolled their children in the school to expose them to a second language and more diversity (p. 101-102). The author notes:

There is one practice of leaders of immersion programs that all stakeholders believe helps create academically successful learning environments and fosters a sense of belonging: building relationships. In fact, based on the overwhelming response from all stakeholders, including those parents interviewed for the pilot study, the importance of building relationships and making connections with teachers, parents, and students is the most significant finding from this study. (p. 107)

Although Raubvogel (2016) set out to see if a particular leadership style lent itself to successful dual language programs, their results ultimately indicated that building relationships and connections is more important than any particular leadership style. Although there is not a particular leadership style that goes along with this suggestion, there is a suggested list of behaviors. According to the author:

In 2003, the Centers for Disease Control and Prevention, Division of Adolescent and School Health and the Johnson Foundation convened a group of key

researchers and representatives from the education and health sectors to assess the state of knowledge about school connectedness and its effect on health and education outcomes. Through an extensive review of the research and in-depth discussions, the group identified six strategies that schools could implement to increase school connectedness (Raspberry, 2004). The strategies are

1. Create decision-making processes that facilitate student, family, and community engagement; academic achievement; and staff empowerment.
2. Provide education and opportunities to enable families to be actively involved in their children's academic and school life.
3. Provide students with the academic, emotional, and social skills necessary to be actively engaged in school.
4. Use effective classroom management and teaching methods to foster a positive learning environment.
5. Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of children and adolescents.
6. Create trusting relationships that promote open communication among administrators, teachers, staff, students, families, and communities. (p. 110)

These behaviors are important to be mindful of when implementing or sustaining a dual language program.

Summary

There are many benefits to dual language programs, and these programs have been popular outside of the United States for quite some time. Additionally, they are becoming increasingly more popular within the United States. However, despite their rapid growth and extensive research on the benefits of the programs and even the best practices for teaching within the programs, very little research exists on leadership within dual language programs. Although leadership is known to impact outcomes within a school, little research exists on leadership for dual language programs specifically. In the little research that does currently exist on this topic, researchers have found that some things that can help a dual language program to be more successful include: district-wide communications and support, teacher involvement in decision

making, clear communications on how second-language education will correspond with high-stakes accountability, parental involvement, and general communication skills of the school leader. This research conducted an in-depth analysis of three studies on this topic with the intentions of adding to this list.

CHAPTER III: METHODOLOGY

Introduction

This research was conducted using the comparative case study analysis method. Additional analysis was conducted with ATLAS.ti 8 software. Three case studies were compared and analyzed. Hamilton and Corbett (2012) explain that case studies gained prominence in education research in the 1970s in the United States and United Kingdom as a reaction to the use of statistical analysis as a means of learning about schools and classrooms (p. 4-5). Case studies grew in popularity as a way to gain greater understanding within education communities (p. 5). The authors note:

Case study research faces new challenges in the early part of the twenty-first century, where it is frequently positioned as a research approach which tends toward the a theoretical and which lacks warrant. We argue that case study research is an essential component of educational research rather than a luxury, and that there are achievable ways of making better use of this rich seam of evidence. (p. x)

Creswell (2018) explains that the case study approach is popular in psychology, medicine, law, and political science and that case study research has a “long, distinguished history across many disciplines” (p. 97).

Collier (1993) notes that, “Some analysts believe that political phenomena in general are best understood through the careful examination of a small number of cases” (p. 105). Collier also explains that data requirements for the comparative method are greater than for single case studies, but often not as demanding as experimental research, so the comparative method can be a great option for research “based on modest resources” (p. 106).

Roque, R., Ferrin, S., Hite, J., & Randall, V. (2016). The unique skills and traits of principals in one-way and two-way dual immersion schools. *Foreign Language Annals, 49(4)*.

Case One: Description of Case Study

In this study, Roque, Ferrin, Hite and Randall (2016) surveyed and interviewed over 40 principals of dual language programs in order to learn what they identified as skills and traits for the school leader that lead to their success in a dual immersion program (p. 801). The authors begin by explaining that dual immersion programs can help provide an academic base for speakers of the minority language and can help them to develop literacy skills in their home language, while also allowing Native English Speakers to become bilingual and bicultural (p. 802). The authors noted:

In the current political, social, and cultural climate, school principals increasingly need to attend to changing expectations driven by rapid shifts in student demographics, ever-changing accountability requirements, and increasing demands to document teacher effectiveness and student learning. (p. 802)

However, despite these changing and growing needs, there are few studies that have “Explored the training and traits of principals in dual immersion schools” (p. 802).

The study (Roque et al., 2016) then reviews literature that has shown that school leadership has an impact on student learning (p. 803). They noted, “effective school leaders influence the motivation and capacity of teachers and improve the climate and working conditions of the school, enabling teachers to effectively shape student learning” (p. 802). They

also explain the difference between a minor first-order change, and a large second-order change, and say that existing research on dual language programs has shown that principals need to view the adoption of a dual language program as a second-order change which requires extra effort, skills, and traits beyond a typical principalship (p. 803). Current studies have shown that:

The extent to which a principal recognizes and responds appropriately to the magnitude of the change in a school that a dual immersion program represents may have a powerful influence on the success and viability of such schools. (p. 803)

According to the article, existing research has shown that some of the skills that teachers value most in principals of dual language programs include creating a sense of community, advocating for the program, developing quality teachers, speaking the minority language, and challenging the status quo (p. 804-805).

In this study (Roque et al., 2016), 29 principals participated in an online Qualtrics survey; 31% were principals of two-way immersion programs and 60% were from one-way immersion programs (p. 805). The survey utilized Likert-scale survey items. Additionally, 12 principals participated in one-hour interviews. Both the quantitative and the qualitative data were analyzed using NVivo 10 software. The quantitative data, “Were analyzed as ordinal data using descriptive statistics – including bar charts and a summary of medians – and analyzed using nonparametric tests (chi-square)” (p. 805). Meanwhile, the qualitative responses to the interviews were coded using the constant comparative method.

Data from the survey showed that principals considered 13 of the 14 traits asked about to be important to success in a dual language environment. The only trait that was not deemed

important was the ability to speak a foreign language. The 13 traits that were viewed as important were: create a sense of community, provide resources, understand theory and practice advocate for the program, inspire and motivate faculty, communicate with others about the program, build relationships with faculty, observe/evaluate/train teachers, encourage cohesion between dual immersion teachers and other teachers, learn about dual immersion, praise teachers, challenge status quo, and set goals and follow up (p. 808). In the interviews, 27 themes were mentioned by at least 8 of the 12 principals; they were then ranked in order of frequency (Roque et al., 2016, p. 807). The authors also note that seven key responsibilities that have been shown to be associated with second-order changes were among the 27 themes mentioned in the interviews.

Among all of these responses, “Five distinctive roles were mentioned with sufficient frequency by all of the interview participants to merit consideration” (Roque et al., 2016, p. 810). The first of these roles was an “Immersion guru”, which involved being a visionary thinker and knowledgeable on dual immersion, but the authors specify that this involves getting specialized dual immersion training, as well as a strong knowledge of curriculum, instruction, assessment, and culture; the authors specifically note, “Immersion gurus were made and not born” (p. 810-811). The second role was an “Immersion proponent” which involved being an advocate, supporter, and champion of dual language programs. This includes advocating for the program inside and outside of the school. The third role was “Immersion overseer,” in which the principal, “Served as a manager, recruiting students, hiring quality teachers, documenting student learning, and making immersion sustainable” (p. 813). The fourth role was “Cultural unifier” which connects the three related responsibilities of communication, ethical and moral leadership,

and culture (p. 814). The fifth role involved being an “Agent of change,” which involved being flexible, creative, and innovative, and performing actions and duties beyond those required of typical principals (p. 814).

Although these responses were common in all principals, the researchers (Roque et al., 2016) did find a few differences between one-way and two-way program principals. In two-way programs, focus, involvement in curriculum/instruction/assessment, communication, and ethical and moral leadership were discussed 30% more often than in one-way programs. Meanwhile, equality and fairness were mentioned more among one-way principals, which is interesting given that the predominant group in a one-way program is the majority-language group (p. 815).

Case One: Methodology

This study (Roque et al., 2016) utilized a mixed methods approach. Hughes (2016) explains the benefits of a mixed methods (or MM) approach, noting:

An MM approach is helpful in that one is able to conduct in-depth research and, when using complementary MM, provide for a more meaningful interpretation of the data and phenomenon being examined (Teddlie & Tashakkori, 2003). Another strength of MM is the dynamic between the qualitative and quantitative portions of the study. If the design is planned appropriately, each type of data can mirror the other’s findings, so the methodology can benefit many types of research. (strengths and challenges section, para. 1)

The FoodRisc Resource Centre (2016) echoes these ideas, explaining:

By mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, i.e., the use of several means (methods, data sources and researchers) to examine the same phenomenon. Triangulation allows one to identify aspects of a phenomenon more accurately by approaching it from

different vantage points using different methods and techniques. Successful triangulation requires careful analysis of the type of information provided by each method, including its strengths and weaknesses. (para 2)

In this study, this idea of triangulating results did occur. There was definite overlap between the quantitative and qualitative results. Specifically, the authors (Roque et al., 2016) utilized the Chi-square test to analyze their quantitative data. McHugh (2013) explains the benefits of the Chi-square test, noting:

Unlike many other non-parametric and some parametric statistics, the calculations needed to compute the Chi-square provide considerable information about how each of the groups performed in the study. This richness of detail allows the researcher to understand the results and thus to derive more detailed information from this statistic than from many others. (para. 1)

This study (Roque et al., 2016) utilized interviews for the qualitative data. Interviews offer “an opportunity to learn about what you cannot see and to explore alternative explanations of what you do see” (Glesne, 2011, p. 104). Additionally, Seidman (2006) points out that interviewing gives people a chance to tell their stories, and “every word that people use in telling their stories is a microcosm of their consciousness...consciousness gives access to the most complicated social and educational issues, because social and educational issues are abstractions based on the concrete experience of people” (p. 7). Kolb (2012) explains that the benefit to utilizing the constant comparative method to analyze these data, as this study did, is that a substantive theory can emerge from raw data (p. 83).

Case Study One: Significance of Study

This study (Roque et al., 2016) showed that while there is some overlap between the

skills and traits needed of any principal and the skills and traits needed of a dual language principal, there are also some additional things that a dual language principal needs to possess. Some examples of skills and traits unique to dual language principals include, but are not limited to, being an advocate for dual language programming, being an expert in dual language best practices, and having the ability to act as a change agent. One surprising finding from this study was that principals do not consider it important to speak a second language. The authors note:

It was surprising, however, that as a group the respondents did not feel that immersion principals needed to speak, or even have studied, a language other than English in order to be successful and that it was not critical that the principal be proficient in the language that was taught in the school. It is possible that language issues are more central in two-way programs because principals need to communicate with students, parents, and others from the native or heritage language community, while principals in one-way programs can communicate with stakeholders in the predominant language (English). What does seem evident is that dual immersion is made up of different program groups, and the needs of leaders may be more nuanced than has been noted by many educational leaders. (p. 815)

Additionally, the study (Roque et al., 2016) points out the importance of school leaders seeing the move to dual language as a second-order, major change. This study is significant because it helps to highlight some ways districts could help to prepare new dual language principals, such as providing specialized training. Furthermore, the authors note:

In some cases the school district assumed many of the leadership tasks, thus freeing up the principal for more site-based tasks, while at other times dual immersion principals delegated some of their responsibilities to the state or to a dual immersion coordinator at the school or district level. Future studies might investigate the extent to which responsibilities can or should be shared. (p. 816)

This is a significant finding as it explains concrete things that districts could do to assist in the

move to dual language programming.

Monroy, J.K. (2012). *Leadership practice in elementary school dual language programs: a collective case study*. (Unpublished doctoral dissertation). University of Nevada, Las Vegas.

Case Two: Description of Case

This study (Monroy, 2012) set out to identify “Specific leadership practices of site administrators in established elementary school dual language programs...and to investigate leadership activities of district leaders that support the sustainable implementation of those programs” (p. 5). Five dual language elementary schools were studied and the leadership practices were compared to Leithwood and Jantzi’s 2006 transformational leadership practices. The nine dimensions of leadership practice within transformational leadership are: building school vision, developing specific goal and priorities, holding high performance expectations, providing intellectual stimulation, offering individualized support, modeling desirable professional practices and values, developing a collaborative school culture, creating structures to foster participation in school decisions, and creating productive community relationships (p. 7).

After analyzing the data, the researchers used the transformational leadership framework in order to identify five salient themes that align with the framework:

1. Building Vision
2. Setting Goals and Priorities
3. Holding High Performance Expectations

4. Resources

5. Collaboration and Shared Decision Making. (p. 84)

Within the district, teachers and principals were frustrated by the lack of a common district vision. They also struggled with understanding goals and priorities, as most of the district's goals and priorities centered on English standardized tests, and it was not always clear what the goals for Spanish were. Most participants agreed they were held to high performance expectations, but they did feel the expectations focused more on English than Spanish. In regards to resources, the district "Provided extensive professional development for dual language teachers" when the programs were first implemented (p. 118). The district also has a Dual Language Program Coordinator, but this person cannot go into the schools unless principals invite him/her. The district also provides all core curriculum materials for the dual language program. However, over time, resources dwindled in the district as some schools experienced enrollment declines. Some teachers had to request a voluntary transfer to other schools to avoid being laid off or to obtain higher salaries. Collaboration and shared decision making was well established in all of the schools studied. One principal noted that her teachers plan and assess together, and that she considers collaboration a culture that is present within the school (p. 125). However, the principals noted that they themselves don't get a chance to collaborate much as leaders.

Although the participants expressed frustration in some areas of the transformational leadership framework, these were common themes discussed frequently. It is important for leaders to always keep these issues in mind, even if there is room for improvement in some areas. Monroy (2012) notes:

Because the education of English language learners cannot be separated from the politics of nationalism, immigration, and language, building a vision of this magnitude requires leaders who can weather the storms of political upheaval and economic crisis without losing their moral compass (Rolstad, Mohoney & Glass, 2005; Starrat, 2005). When leaders commit themselves to transforming schools, to creating communities of excellence for the children and communities they serve, they commit themselves to a higher calling. Leaving the work half-done is not an option. (p. 154)

Monroy (2012) also explains that some schools studied were not following best practices for dual language education; however, there were some aspects of transformational leadership being attempted, such as collaboration and shared decision making and professional development and training. According to the author:

In this study, best practices in dual language education were aligned with concepts related to transformational and transformative leadership. The development of a professional development framework for leaders in dual language programs, integrating best practices in dual language education with current research in educational leadership, would provide a structure for leadership preparation and continuous improvement. (p. 157)

Case Two: Methodology

This was a qualitative study that utilized an instrumental, collective case study design.

According to the author (Monroy, 2012), this design allows researchers to:

Collect and analyze data related to the leadership practices of school administrators in five established elementary school dual language programs and the district leaders that oversee these programs. Creswell (2005) defined the instrumental case study as a form of qualitative study where the focus is a specific issue, with a case or cases used to illuminate the issue. The study is defined as a collective case study because it includes the study district and five dual language elementary schools, which taken together, provide insight into the issue of leadership practices in dual language programs. Yin (2009) described this design as an embedded case study, or a single case that gives attention to sub-units within the same organization. (p. 9)

Interviews were conducted with district personnel and district administrators. Additionally, observations and field notes were collected at the sites. Seidman (2006) explains the rationale for combining observations and interviews, noting, “to observe a teacher, student, principal, or counselor provides access to their behavior. Interviewing allows us to put behavior in context and provides access to understanding their action” (p. 11). Additionally, the researchers also collected and analyzed documents such as school handbooks, school improvement plans, and literature provided to school communities (p. 10). Atlas.ti qualitative data analysis software and detailed coding were used to analyze the data (p. 82).

Case Study Two: Significance of Study

Monroy (2012) explains that this study is significant because it is filling an existing research gap by noting:

While there is abundant literature in the field of bilingual education in general, and much has been written about dual language programs specifically, few connections have been made to leadership theory and practice. Research has centered on the efficacy of instructional models for improving student achievement and identifying key components of effective programs. Because dual language programs serve minority and immigrant students, there are concomitant social and political issues that are raised in the literature; however, these issues are not approached from a leadership perspective. (p. 13)

This study is also significant due to its focus on teachers as well as site leaders and district officials. According to the author (Monroy, 2012), “This information could prove useful to districts in the planning and structuring of programs, as well as in the selection and training of school administrators in dual language programs” (p. 14). Previous researchers have noted that transformational leadership is important in dual language programs and when working with

English language learners, so this study could also, “Prove useful to district leaders who support dual language programs” (p. 13-14).

Hunt, V.K. (2009). *Transformative leadership: a comparative case study in three established dual language programs.* (Unpublished doctoral dissertation). Columbia University, New York.

Case Three: Description of Study

This study sought to explore the role of leadership in sustaining dual language programs. It utilized the comparative case study method to analyze three programs in New York City. Specifically, the study, “Examines how the principal works with her staff to negotiate, envision, and support the goals of the dual language program in ways that make sense and provide opportunity within the given school community” (Hunt, 2009, p. 2-3). Additionally, the research sought to identify domains of leadership that appeared in all locations while also exposing the ways leaders react and adapt to their individual communities (p. 3). The researcher notes, “Dual language education has the potential to be transformative both for students and for leadership” (p. 7). The author explains that by looking at how principals work collaboratively with staff to capitalize on their individual strengths, leadership can be transformative because it moves beyond the individual and becomes the responsibility of the entire staff (p. 7). The study was guided by “Ideas of transformation within a social constructivist framework” (p. 11).

This study (Hunt, 2009) focused on three dual language programs that have been in existence for at least seven years. The school leaders varied in their time with the dual language program; one was a founding principal, one was the second principal and had been at the school for more than eight years, and one was the fourth principal of the school.

Between the three programs, “Four elements arose as crucial in sustaining a learning community. These elements encompass a shared mission of collaboration and shared leadership, trust, and flexibility” (p. 224). Additionally, the research revealed that the idea of supporting language and culture was very important in the schools. Specifically,

The study of leadership in each of these three programs demonstrated that administrators and teachers understood that academic success was aligned with the benefits of becoming bilingual, biliterate, and gaining an understanding of multicultural perspectives. The staff believed that gaining these skills would lead to greater opportunities for students' education and their future professional lives. The research uncovered the commitment of teachers and administrators to support a bilingual and biliterate community. Further, the research considered how multiculturalism was acknowledged, celebrated, and supported in the dual language community. (p. 228)

The research also revealed some challenges for dual language programs. The biggest challenge involved having to maintain, “The value and emphasis of two languages within a bureaucratic system and society that continues to promote the dominance of English” (Hunt, 2009, p. 231). Other challenges involved, “Systemic mandates that only recognize academic progress in English, the continued education of parents to understand the full value of Spanish in their children’s academic development, and securing an assortment of materials in Spanish” (p. 231). The author also notes that every school in the study demonstrated transformative leadership practices (p. 234). This is evidenced by collaboration between staff, administration, and principals, as well as school leaders’ ability to, “Move beyond individual assumptions and beyond expectations set by the state” (p. 236).

Case Study Three: Methodology

This study was a qualitative comparative case study; three cases were compared in hopes of constructing domains of leadership that could be useful to dual language

programs (p. 48). Hunt (2009) notes,

As a qualitative study, I wanted to provide rich descriptions of the interactions, relationships, and phenomenon of leadership in these settings (Merriam, 1998). Qualitative methods allowed me to "set up strategies and procedures to enable [me] to consider experiences from the informants' perspectives" (Bogdan & Biklen, 2003, p.7). (p. 48)

According to Hunt (2009), other research (Merriam, 1998) has shown that case study research can help investigate complex social units with multiple variables in order to understand a phenomenon.

Data were collected via shadowing the principals and collecting field notes, conducting interviews, and observing professional development events. Data were coded for themes and subthemes until patterns emerged (Hunt, 2009, p. 73). The author details the validity in this study by explaining the following:

External validity was supported through using a comparative case study. By using three different schools for the study, data could be compared and contrasted across context rather than bound to an individual case. While the specific findings of this research is confined to these particular cases, the similarities of these programs to the many other dual language programs in New York City and throughout the country can still be informed by them. Rich description of each site and the particular words of participants help to draw a clear picture of the particular context of the three cases. (Hunt, 2009, p. 71)

Hunt (2009) also identified things the schools could learn from each other. One school did not have dual language embedded throughout the entire population, but rather as one of many niche programs it offered. The schools that implemented dual language throughout the building

felt the dual language program was more embedded into their decision making and teachers felt more supported. One school continued to admit Spanish-dominant students into upper grades, which they felt enriched their program as it pushed native English speakers to use their Spanish more. The third school had the most multicultural population, and staff at that school felt the discussions of culture and variety of perspectives added to their program.

Case Study Three: Significance of study

Hunt (2009) corroborates the idea that there is very little research specifically on leadership in dual language programs. However, the research also notes that what research does exist mainly focuses on implementing new programs, and that existing research does not focus much on how to sustain a dual language program (p. 39). Hunt's study helps to fill that gap by focusing on existing programs and how to maintain them. Additionally, the author explains,

By looking at a variety of schools, this study attempts to move beyond what is particular to an individual context. This study looks for domains of leadership that support a dual language education program's longevity and continued growth. Further, the schools in the study have had programs that have weathered changes; students graduate, teachers and leaders move on, demographics and politics shift. Thus, how a program maintains itself while continuing to develop and adjust to the changing context are important considerations. This study is unique in that it concentrates on leadership beyond the initial implementation stage. While the literature on dual language education reflects an abundance of interest in the opportunities of using two languages for instruction, the effects on children's development and achievement, and the challenges of power differentials between languages and their speakers, the role of the leader in negotiating such challenges over time has been neglected. (p. 8)

This study aims to assist schools that attempt to not just implement, but also sustain high-quality dual language programs.

Methodology of the Case Studies

These three case studies were analyzed in order to attempt to glean insight into leadership styles, traits, and behaviors that can contribute to successfully implementing or sustaining a dual language program. The goal is not to argue that one study is more correct or more accurate than another, but rather to compare, contrast, and analyze all three studies in order to gain a thorough understanding of the topic. Hunt (2009) justified their use of a comparative case study methodology by explaining, “Cross case analysis provided the opportunity to ‘see processes and outcomes across many cases, to understand how they are qualified by local conditions, and thus to develop more sophisticated descriptions and more powerful explanations’” (p. 49). Hunt also explained, “Considering three cases also allowed for data to be triangulated across sites, providing the opportunity for enhancing the external validity and generalizing the findings to inform similar cases” (p. 50). In order to compare, contrast, and analyze these studies, two tables were created. The first table utilized a column for each case study, and different rows outlining the key features of each study, such as theoretical framework, methodology, and findings. This makes it easy to visualize similarities and differences among the studies. The second table had a column for each research question and included excerpts from all three cases that help to answer each question. In some instances it was possible that only one or two cases helped answer some questions, but utilizing a table layout helped to organize all of the available information. This method allowed common themes to emerge and differences to become more apparent. Creating two separate tables allowed for an analysis of both the key features of the study as well as assisted in answering the research questions. Yin (2002) explains that a case study analysis, “Consists of examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study” (p. 109).

These tables assisted in the analysis and categorization of the data in these three case studies.

Additionally, the findings or results sections of each case were coded with the assistance of ATLAS.ti 8 software, which is utilized for qualitative data analysis. Codes were created in alignment with the three research questions. The codes were analyzed in order to discern common themes, and the software will assist in determining and displaying semantic linkages.

CHAPTER IV: FINDINGS

Introduction

This chapter describes an analysis of the three cases studies (Roque et al., 2016; Monroy, 2012; Hunt, 2009), and establishes patterns within their findings. Both the study designs and the results are compared. The goal of this chapter is to find commonalities, as well as to answer the three research questions:

1. What behaviors and traits are common among leaders of successful dual language programs?
2. Is there a particular leadership style that is best suited for leading a dual language program?
3. Are there any specific behaviors, traits, or leadership styles that are specifically best for

implementing a new dual language program versus sustaining a dual language program?

Creswell (2018) defines this type of research, explaining, “In a collective case study (or multiple case study), the one issue or concern is again selected, but the inquirer selects multiple case studies to illustrate the issue. The researcher might select for study several programs from several research sites or multiple programs within a single site” (p. 98). Creswell also explains a procedure for conducting a comparative case study analysis, noting:

The type of analysis of these data can be a holistic analysis of the entire case or an embedded analysis of a specific aspect of the case (Yin, 2009). Through data collecting and analysis, a detailed description of the case (Stake, 1995) emerges in which the researcher details such aspects as the history of the case, the chronology of events, or a day-by-day rendering of the activities of the case. . . . Then the researcher might focus on a few key issues (or analysis of themes, or case themes), not for generalizing beyond the case but for understanding the complexity of the case. One analytic strategy would be to identify issues within each case and then look for common themes that transcend the cases (Yin, 2009). This analysis is rich in the context of the case or setting in which the case presents itself (Merriam, 1988). When multiple cases are chosen, a typical format is to provide first a detailed description of each case and themes within the case, called a within-case analysis, followed by a thematic analysis across the cases, called a cross-case analysis, as well as assertions or an interpretation of the meaning of the case. (p. 99-100)

With these procedures adhered to, this research focused on an embedded analysis of these cases, focusing specifically on the study design, findings, and the aspects of the case that help to answer the research questions. A within-case analysis of each study design and findings is provided, followed by a cross-case analysis for both the study design and the findings. Next, each research question is addressed utilizing information from any of the three case studies that helped to answer that question. Additionally, ATLAS.ti 8 software is utilized throughout this chapter in order to code the findings of each study and to assist with theming as it relates to the

three research questions. Semantic linkages are displayed utilizing this software.

Study Design

Case study one.

Roque, Ferrin, Hite, & Randall (2016)

The purpose of this study (Roque et al., 2016) was to explore the common skills and traits that principals of dual immersion elementary schools believed to be important to their success as educational leaders (p. 802). The research questions this study sought to answer were:

- (1) What do dual immersion principals identify as the skills and traits for the school leader that lead to the principal's success in a dual immersion context? And
- (2) What were the differences of opinion, if any, between principals of one-way and two-way dual immersion programs about the traits and skills required for the school leader? (p. 801)

The researchers utilized Marzano et al.'s (2005) meta-analysis, which identified 21 core leadership responsibilities, as a theoretical framework to assist in their coding (p. 806). This study was a mixed-method study, which as explained in chapter 3, can assist researchers in gaining breadth and depth of understanding of a specific topic. The study participants included principals who were leading either one- or two-way immersion elementary programs in Utah. There were 78 principals who fit this criteria; 57 of them got permission from their districts to participate in the study and subsequently received the initial survey. Of those, twenty nine participants completed the survey, which was comprised of demographic questions, Likert-scale questions, and open-ended questions. The Likert-scale questions focused on 14 items that addressed leadership traits and skills drawn from previous studies (p. 805). Participants rated each trait on a scale from "not important (1)" to "extremely important (5)" (p. 805). Next, "sets

of three principals—one two-way and two one-way principals, reflective of the proportion of 1:2 across the statewide distribution of dual immersion schools (Roberts, 2015)—were randomly selected to participate in one-hour interviews (Phase II). The selection and interview procedure continued until theoretical saturation was reached” (p. 805). This type of sampling is known as homogenous purposive sampling. Crossman (2017) explains, “A homogeneous purposive sample is one that is selected for having a shared characteristic or set of characteristics” (para. 4). In this case, the shared characteristic is being a dual language principal, as opposed to a principal of any other school. The researchers used NVivo 10 software to analyze the demographic information and the qualitative data, as well as chi-square tests for the Likert-scale questions. Responses to the open-ended questions and interviews were analyzed using the constant comparative method.

Case study two.

Monroy (2012)

The purpose of this study (Monroy, 2012) was “To identify specific leadership practices of site administrators in established elementary school dual language programs that impact the dual language program, and to investigate leadership activities of district leaders that support the sustainable implementation of those programs” (p. 5). The research questions this study sought to answer were:

1. What are the leadership practices that contribute to the implementation of dual

language programs? And 2. Which, if any, of the nine dimensions of transformational leadership, as defined by Leithwood and Jantzi (2006), are evident in the observed leadership practices of dual language administrators? (p. 8-9)

The researcher utilized transformational leadership as a theoretical framework. Monroy explains, “Leadership is expressed along a continuum from transactional to transformational, with transformational leadership described as that which unites leader and followers, “in pursuit of ‘higher’ goals” (p. 6). Specifically, the researcher utilized Leithwood and Jantzi’s 2006 framework for transformational leadership, which identifies nine dimensions of leadership. These dimensions are: building school vision, developing specific goals and priorities, holding high performance expectations, providing intellectual stimulation, offering individualized support, modeling desirable professional practices and values, developing a collaborative school culture, creating structures to foster participation in school decisions, and creating productive community relationships (p. 7). This study was a qualitative study, and utilized an instrumental, collective case study design. Specifically, this study is considered an embedded case study, because it focuses on sub-units within the same organization; in this instance, the sub-units are the study district and five dual language elementary schools (p. 9). The district had seven dual language elementary schools, and five with similar demographic characteristics were selected for the study (p. 10). Participants included the Deputy Superintendent of Instruction, the Director of English Language Learner Programs, the district’s Dual Language Program Coordinator, academic managers, five building principals, four assistant principals, and one program coordinator. Data were collected via interviews, observations, and document analysis. Atlas.ti software was utilized to assist with coding and theming. The researcher chose to “Approach the

analysis of collected data from a constructivist-interpretive paradigm, which posits that reality is constructed in the mind of the participant; therefore, there is no single, right way to interpret collected data” (p. 61). Next, “as the details of interviews, field notes, and documents came together, to tell a story, patterns and trends emerged in response to the research questions. It was in this process that data were transformed into findings” (p. 62).

Case study three.

Hunt (2009)

The purpose of this study was to examine “how leadership is structured and exercised” to allow dual language programs to grow and flourish (Hunt, 2009, p. 6). Specifically, the study focused on the role of leadership in sustaining dual language programs, as opposed to implementing new programs (abstract). The research questions this study sought to answer were:

- 1) In what ways do principals in dual language programs establish learning communities?
- 2) How does the dual language leadership support language and culture in the school community?
- 3) What challenges do leaders face that compromise the sustainability of a dual language program?
- 4) In dual language programs, what if any, are the ways that leadership is transformative? (abstract)

Hunt utilized a theoretical framework that was:

Guided by the ideas of transformation within a social constructivist framework. Transformation is when adults undergo a development and profound change in the very way they construct or make sense of an experience (Kegan, 2000 as cited in Drago-Severson, 2004). This change often comes through self reflection. It is not

informational learning, or the learning of new skills, but rather a type of learning that "helps adults to develop capacities to better manage the complexities of work and life," (Drago-Severson, 2004, p.23). Social constructivism provides a framework that "focuses on a person as an active meaning maker of experience, considering both interpersonal and internal experiences" (p. 28) that are developed through relationships built with others, and understandings constructed through these experiences. I use social constructivism because it allows me to consider the development of the interrelationships between individuals towards the development of the organization. (p. 11-12)

Additionally, the researcher (Hunt, 2009) notes that the idea of transformation was utilized both through the lens of transformational leadership, as well as the transformation that can take place for students in a dual language program. The study utilized a qualitative comparative case study design, which the researcher notes allowed them "To contextualize each site and develop an understanding of how dual language leadership is interpreted, implemented, supported, and sustained" (p. 49). The researcher studied three Spanish/English dual language programs in New York City and collected data via interviews and observations of principals and teachers. Three teachers from each school who have been in the dual language program for more than six years were interviewed, as well as three teachers in their first to third year of teaching (p. 52). Additionally, principals were also interviewed. Data were coded for themes and sub themes (p. 73).

Cross-case analysis: study design.

All three case studies utilized some qualitative methodologies; study one (Roque et al., 2016) also employed some quantitative methods in order to employ a mixed method research methodology. All three cases also utilized interviews as one of several forms of data collection. The other data collected were surveys in case one, and observations in cases two (Monroy, 2012) and three (Hunt, 2009). Case one (Roque et al., 2016) focused solely on principals, case two

(Monroy, 2012) focused on principals and district leaders, and case three (Hunt, 2009) focused on principals and teachers. This means that among all three cases, all levels of leadership were represented. All qualitative data were analyzed using coding and theming; case one (Roque et al., 2016) specifically utilized the constant comparative method, study two (Monroy, 2012) utilized Atlas.ti software for assistance, and study three (Hunt, 2009) was coded by the researcher. The quantitative data in study one were analyzed using chi square tests and NVivo 10 software.

In regards to research questions, case one (Roque et al., 2016) focused on general behaviors and traits for any dual language leaders. While case two (Monroy, 2012) did look at some older programs, the research questions focused specifically on implementation of programs; meanwhile, case three (Hunt, 2009) focused specifically on sustaining programs. By comparing these three cases, a broad perspective on leadership commonalities can be gleaned, regardless of the age of the dual language program. Cases two (Monroy, 2012) and three (Hunt, 2009) both utilized transformational leadership as part of their theoretical framework; case three also utilized social constructivism. Meanwhile, case one (Roque et al., 2016) utilized Marzano et al.'s (2005) meta-analysis.

All three cases had additional research questions that are somewhat left out of this research, but are still important to note. Case one (Roque et al., 2016) focused on the differences between one-way and two-way immersion programs, case two (Monroy, 2012) focused on the nine dimensions of Leithwood and Jantzi (2006) and case three (Hunt, 2009) focused on learning communities.

Findings

Case study one.

Researchers (Roque et al., 2016) found that 13 of the 14 skills and traits participants were asked about were viewed as important to success as a dual immersion principal. These 13 skills and traits were:

- create a sense of community
- provide resources
- understand theory and practice
- advocate for the program
- inspire and motivate faculty
- communicate with others about the program
- build relationships with faculty
- observe, evaluate, and train teachers
- encourage cohesion between dual immersion teachers and other teachers
- learn about dual immersion
- praise teachers
- challenge status quo
- and, set goals and follow up.

The one trait that was not rated as important was the ability to speak a foreign language (p. 808). During the interview portion of the research:

27 themes were mentioned by at least 8 of the 12 principals (65%). Themes are presented in order of frequency in Table 3. Average correlations (r) are also included. Among the 27 themes were 17 of Marzano et al.'s (2005) 21 leadership responsibilities. Four leadership responsibilities mentioned in Marzano et al.'s study data (relationships, affirmation, discipline, and contingent rewards) were not mentioned with sufficient frequency to be considered, although one (relationships) was noted by 58% of the

interviewees. In addition, interviewees mentioned 13 skills or traits that dual immersion principals should possess that were not included among Marzano et al.'s (2005) leadership responsibilities, 10 of which met the selection threshold level of 65%. (p. 807)

The 17 themes that came from Marzano et al.'s (2005) work were:

- change agent
- culture
- knowledge of curriculum, instruction, and assessment
- optimizer
- order
- outreach
- situational awareness
- ideals/beliefs
- flexibility
- input
- monitor/evaluate
- resources
- intellectual stimulation
- visibility
- focus
- involvement in curriculum, instruction, and assessment
- and, communication (p. 809).

The additional 10 themes mentioned frequently were: knowledge of culture; knowledge of

language; hiring; commitment and support; positive and passionate; scheduling and time management; encouraging; empathy; recruiting; and ethical and moral leadership (p. 809). From these findings, the researchers noticed, “Five distinctive roles were mentioned with sufficient frequency by all of the interview participants to merit consideration... immersion guru, immersion proponent, immersion overseer, cultural unifier, and agent of change” (p. 810).

Case study two.

Monroy (2012) separates the findings section into five sections to align with the nine dimensions of transformational leadership. Building school vision, developing goals and priorities, and holding high performance expectations were all given their own sections. The following sections were grouped into a section titled “Resources”: providing intellectual stimulation, offering individualized support, and modeling desirable professional practices and values. Meanwhile, developing a collaborative school culture, creating structure to foster participation in school decisions, and creating productive community relationships were grouped together into a section called “Collaboration and Shared Decision Making.”

Ultimately, Monroy (2012) found that these themes were discussed often in interviews and observations, but the schools’ adherence to these themes varied. Several district reorganizations, and some leadership changes within individual schools, made maintaining a strong vision for the dual language programs difficult. In regards to developing goals and priorities, while there were clear goals for the dual language programs, accountability seemed to solely occur through English-only standardized tests. Monroy notes:

The accountability process intended to close achievement gaps for English language

learners had the opposite effect in the five dual language schools included in this study. District leaders, including the immediate supervisors of dual language schools, did not recognize the importance of balanced assessment practices in dual language programs, nor did they establish a reporting system that included multiple measures of student performance in two languages. Assessment was not structured to guide program Improvement, which could have ultimately resulted in higher achievement on Standardized measures of achievement in English for all program participants. (p. 136)

Although dual language program students were assessed in both languages in the individual schools, there were no structures in place to support reporting and analysis of Spanish proficiency (Monroy, 2012, p. 135). In the “holding high performance expectations” section, Monroy found that this was done better in some areas than in others. For example, there were high expectations surrounding curriculum and instruction, but not around developing cross-cultural competence. In regards to resources, this district faced similar challenges as many other dual language programs do, such as encountering difficulty recruiting and retaining dual language teachers. Additionally, ongoing professional development was a challenge; extensive professional development was provided when the programs began, but when the funding for that ran out, continuing it was a challenge. The section that schools seemed to do the best in was the collaboration and shared decision making section. There were “established structures for teacher collaboration and shared decision-making embedded in the school cultures” (p. 149). Additionally, each school had a parent center and offered classes for parents (p. 150).

Case study three.

Hunt (2009) notes the importance of a clear commitment to a well-defined shared mission and to shared leadership and collaboration (p. 225). Trust was also noted as being very

important, both the trust that teachers feel in the importance and effectiveness of a dual language model and the trust administrators place in their teachers. Hunt explains that flexibility is very important, as well, particularly in the early stages of a program when teachers and leaders are figuring out what works best for their school, program, and students.

The next section of the findings chapter explains the importance of a strong commitment to not only bilingualism and biliteracy, but also to biculturalism. Hunt (2009) notes:

Structures were put into place to protect Spanish, a minority language in New York City. Among these protections were only accepting new students fluent in Spanish after second grade and constantly assessing language development in Spanish and English. Finally, teachers and administrators worked hard to have students understand how bilingualism could be an advantage for their future. Building from students' own culture and finding ways to build on the culture of others was understood to be an important part of the education in each dual language program. Though many individuals felt multiculturalism is an area for further development, all programs are clear in their desire to have students develop pride in who they are and the culture of their families. Practices that built from students' culture included units that focused on countries and customs of the children in the class. The topic of immigration was studied in one school to consider the experiences of many of the students in the class. Students were asked to consider what is given up and what is gained for immigrants when making such a move. These understandings were then used to study the migration of other groups throughout time. Culture was also a way to promote parent participation. Teachers and administration explained that many families enrolled their children in the dual language program because culturally they felt welcomed and supported. (p. 229-230)

Hunt (2009) also used their focus on established dual language programs that had been in existence for ten years or more to discuss some of the long-term challenges these programs can face. These challenges included the fact that systemic mandates only recognize academic progress in English, the need to continually educate English-speaking parents of the full value of Spanish being part of their children's academic development, and securing a variety of Spanish materials (p. 231). Hunt concludes their finding by noting that each school in the study

demonstrated transformative leadership practices “because leadership moved beyond the individual to build on the collective of teachers and administrators efforts and embodied the expanded opportunities that multilingualism and multicultural perspectives can provide” (p. 233).

Cross-case analysis: findings.

There was a lot of overlap in the behaviors that lead to successful dual language programming, much of which will be elaborated upon in the subsequent section. Some of the most commonly discussed themes were strong missions and/or visions, flexibility, collaborative communities, cultural knowledge, and managing resources. There were also some challenges that overlapped between the studies, particularly the challenges of district or state-wide accountability measures only being conducted in English, and recruiting and retaining qualified bilingual teachers. In the two studies that focused on transformational leadership, the study that focused specifically on established programs (Hunt, 2009) found a better adherence to transformational leadership. However, Monroy (2012) still found that the themes within transformational leadership were discussed often within interviews, and while the district sometimes struggled to execute this style, the effort was nevertheless visible.

The following table outlines some of the major themes discussed in more than one study, and which of the three studies mention those themes:

Table 1: Important Qualities For A Dual Language Leader

Theme/Finding	Studies That Mention This Finding
<i>IMPORTANT QUALITIES FOR A DUAL LANGUAGE LEADER:</i>	
Strong mission and/or vision	Roque et al. (2016) Monroy (2012) Hunt (2009)

Flexibility	Roque et al. (2016) Monroy (2012) Hunt (2009)
Creating collaborative communities	Roque et al. (2016) Monroy (2012) Hunt (2009)
Having an understanding of the cultures within student, parent, and teacher demographics of the school	Roque et al. (2016) Monroy (2012) Hunt (2009)
Managing resources	Roque et al. (2016) Monroy (2012) Hunt (2009)
Goal setting	Roque et al. (2016) Monroy (2012)
Ethical leadership	Roque et al. (2016) Monroy (2012)
Truly believing in the importance of dual language education	Roque et al. (2016) Hunt (2009)
<i>CHALLENGES FACED BY A DUAL LANGUAGE LEADER:*</i>	
District or state-wide accountability measures only conducted in English	Monroy (2012) Hunt (2009)
Recruiting and retaining qualified bilingual teachers	Roque et al. (2016) Monroy (2012)

*Although these were the challenges most heavily discussed or emphasized, several other challenges were also mentioned in the case studies. A chart displaying this linkage, created with ATLAS.ti 8 software, is included in the section that describes research question three.

Research Questions

Research question one: What behaviors and traits are common among leaders of successful dual language programs?

There were several behaviors, traits, and themes that were mentioned in all three case studies. The first involved having a strong vision and/or mission. Roque et al. (2016) explain that one of the five roles in their findings, immersion guru, involves being “A visionary thinker

and a scholar on all things related to dual immersion” (p. 810). One of the five themes identified by Monroy (2012) was building vision. Hunt (2009) notes, “leadership that supports the sustainability of a dual language program is grounded in a unified mission” (abstract). Additionally, they determine it is significant that the mission is understood by everyone (p. 121). The second trait mentioned in all three cases was flexibility. In Roque et al.’s (2016) study, flexibility was one of the 17 themes that came from Marzano et al.’s (2005) work that was mentioned with frequency in the interview portion of the study. In Monroy’s (2012) study, a principal noted that she gives teachers the flexibility to make decisions within their instructional program, because she believes they have the expertise required to do so (p. 125). Hunt (2009) delves into the idea of flexibility in several capacities, including flexibility in language policy, flexibility in decision making, and flexibility with students. The third behavior mentioned in all three cases was the idea of creating a sense of community and allowing for collaboration. In Roque et al.’s (2016) work, creating a sense of community was one of the Likert-scale questions that principals rated as very important to their work. In Monroy’s (2012) research, “The five dual language elementary schools in this study built structures for collaboration to take place on a regular basis, and it was embedded in the culture of the schools” (p. 123). Hunt (2009) described both informal and formal structures that support collaboration, including a schedule that allows for common planning, team teaching partnerships, dual language study groups, positive school climate, and mentoring student teachers (p. 90-104). The fourth behavior involves having an understanding of the cultures within the student, parent, and teacher demographics of school, including, at times, the second language being taught. In Roque et al.’s (2016) study, knowledge of culture and knowledge of language were two of the ten themes that

were mentioned frequently in interviews, despite them not being part of Marzano's (2005) work. One of Monroy's (2012) five identified themes was "holding high performance expectations," and they elaborate by saying, "this theme encompasses the third goal of dual language education, cross-cultural competence" (p. 137). Hunt (2009) writes, that one of the ways leadership supports the sustainability of a dual language program is by making sure "language and culture are constantly prioritized and supported by administrators, teachers and families" (abstract). The fifth and last issue raised in all three studies is the idea of managing resources, which can encompass staffing issues and professional development that are specific to dual language environments. Monroy (2012) makes a case for combining all of these ideas by explaining that the idea of adequate and equitable funding for dual language programs are interrelated with human resources issues, "Because the recruiting, retaining, and professional development of dual language teachers was tied to the adequate and equitable distribution of resources within and among schools in the study district" (p. 109). She elaborates by noting, "The consistent, on-going professional development of dual language site leaders and teachers was also related to the district's allocation of resources to the program, as well as policies, procedures, and organizational structures" (p. 109). With this in mind, those themes will all be combined here, as well. In Roque et al.'s (2016) study, "providing resources" was one of the 13 Likert-scale items that principals rated as very important. Additionally, five of the 27 commonly-mentioned themes were: resources; hiring; commitment and support; scheduling and time management; and, recruiting. In Hunt's (2009) study, he cited research in which some of the principals had previously taught in a dual language environment, and therefore understood the challenges of finding resources in the minority language, and "the need to adapt and adjust professional

development that is often geared to monolingual English settings” (p. 41). Additionally, in one of the schools Hunt studied, one of the principals had “Put a lot of time and resources into supporting teachers' professional development and understanding of language development” (p. 62).

In addition to these characteristics that were mentioned in all three studies, there were also three things mentioned in two of the three studies: goal setting, ethical leadership, and believing in the importance of dual language education. Roque et al. (2016) and Monroy (2012) both describe the importance of goal setting. Both these studies also describe a version of ethical leadership, with Roque et al. (2016) explaining that “ethical and moral leadership” was one of the 27 commonly mentioned themes in interviews, and Monroy (2012) noting that part of holding high performance expectations is “Openly valuing justice, community, democracy, excellence, and equality” (p. 102). Lastly, Roque et al. (2016) and Hunt (2009) also describe the importance of leaders truly believing in the importance of dual language education. Roque et al. (2016) calls this being an “immersion proponent” and explains that in this role, “principals noted that they must be, or become, advocates, supporters, champions, and promoters of dual immersion programs” (p. 811). Hunt (2009) explains, “trust is also created in these learning communities when both the administration and teachers trust the process of a dual language program as a means of preparing students linguistically and academically” (p. 111).

Although the aforementioned section was analyzed utilizing the entire case study for all three studies, whereas the ATLAS.ti 8 analysis was only conducted with the results and finding sections, ATLAS.ti 8 still largely corroborates these findings. The chart below details the codes that were most common in the results and findings sections of each study according to the

ATLAS.ti 8 software, as well as the number of times the codes occurred. Scales (2014) explains that the number of times a code occurs is equivalent to its “groundedness.”

Table 2: Codes and Groundedness

Code	Groundedness
Collaboration	12
Challenges of dual language programs**	11
Vision	11
Knowledge of culture or awareness of the importance of students' culture	9
Recruiting or retaining teachers	6
Set goals and follow up	6
Flexibility	4
Immersion guru	4
Mission	4
Professional development	4
Ethical and moral leadership	3
Immersion proponent	3

**the challenges will be discussed in a subsequent section

There were several other codes listed in the software with a groundedness level of 1 or 2, but for the purpose of trying to find the themes most commonly mentioned in more than one study, only groundedness levels of three or above are listed here. The only important issue raised in the cases as a whole that was not corroborated by ATLAS.ti 8 was the issue of trust. This is likely because trust was primarily mentioned in conjunction with other issues (e.g. being an “immersion proponent”) throughout the cases, and not specifically mentioned in the findings or results sections.

Research question two: Is there a particular leadership style that is best suited for leading a dual language program?

Ultimately, based on the analysis of these three case studies (Roque et al., 2016; Monroy, 2012; Hunt, 2009), it seems that particular leadership traits and behaviors, and the structure that

leaders put in place within schools, is more important to the success of a dual language program than any one particular style. Given that these items were discussed in all three cases, it can be argued that the most important things for dual language leaders to embody or do are:

- Having a strong vision and/or mission, and communicating them clearly.
- Flexibility
- Creating a sense of community and allowing for collaboration among teachers, as well as between parents and the school staff.
- Having an understanding of the cultures within the student, parent, and teacher demographics of school, even if the leader themselves is not bilingual.
- Effectively managing resources, which can encompass staffing issues and professional development that are specific to dual language environments. It is important to maintain a budget for professional development and materials, and to consider ways to best recruit and retain qualified teachers.

These five things could easily be effectively executed by leaders with a myriad of styles. However, the fact that two of the three studies (Roque et al., 2016; Monroy, 2012; Hunt, 2009) chose to specifically focus on transformational leadership as their theoretical framework does indicate that some research may show that this leadership style may be especially well-suited for running a dual language program. Nonetheless, these three cases do not concretely prove that transformational leadership is the most effective style for dual language programs; instead, they point out the importance of the five behaviors and traits listed above. In addition to these five items, other commonly discussed factors among two of the three case studies included goal

setting, ethical leadership, strongly believing in the importance of dual language education, and fostering a strong sense of trust. These things, like the five discussed in all three, could arguably be achieved by several different leadership styles.

Research question three: Are there any specific behaviors, traits, or leadership styles that are specifically best for implementing a new dual language program versus sustaining a dual language program?

As explained in research question one, there is a lot of overlap in the most important skills, behaviors, and traits for dual language leaders, regardless of whether the program is new or established. Based on these three studies (Roque et al., 2016; Monroy, 2012; Hunt, 2009), there do not seem to be major differences in the leadership styles or traits required for new and established programs. However, there are some challenges that are unique to certain types of programs that are important for leaders to keep in mind, and could impact the necessary behaviors. In one school that Monroy (2012) studied the found the following:

As new principals and assistant principals were assigned to dual language schools, there was no district requirement for minimal training related to district expectations and best Practices in dual language programs. Without this basic foundation, school leaders were not adequately equipped to lead teachers in the development of dual language curriculum and instructional practice. Nor were they prepared to advocate for the students, parents and programs. (p. 145-146)

The school also encountered issues recruiting qualified teachers with a bilingual endorsement, because there was no incentive to obtain this kind of endorsement as teachers have to pay to get it, but there is no signing bonus or stipends to teachers once they have it. Meanwhile, Monroy (2012) notes that there are other long-term issues once a program has

already been established, including the fact that “When schools struggled to maintain bilingual staff through district budget cuts and staffing reductions, they were advised, ‘Do what you have to do’ even if it meant eliminating entire grade levels in an existing program” (p. 143). Hunt’s (2009) entire study focused on established programs, as the researcher explains, “This study is unique in that it concentrates on leadership beyond the initial implementation stage” (p. 8).

However, despite this focus, many of the findings overlapped with those of the other two studies.

Yet, it is interesting to note that Hunt points out:

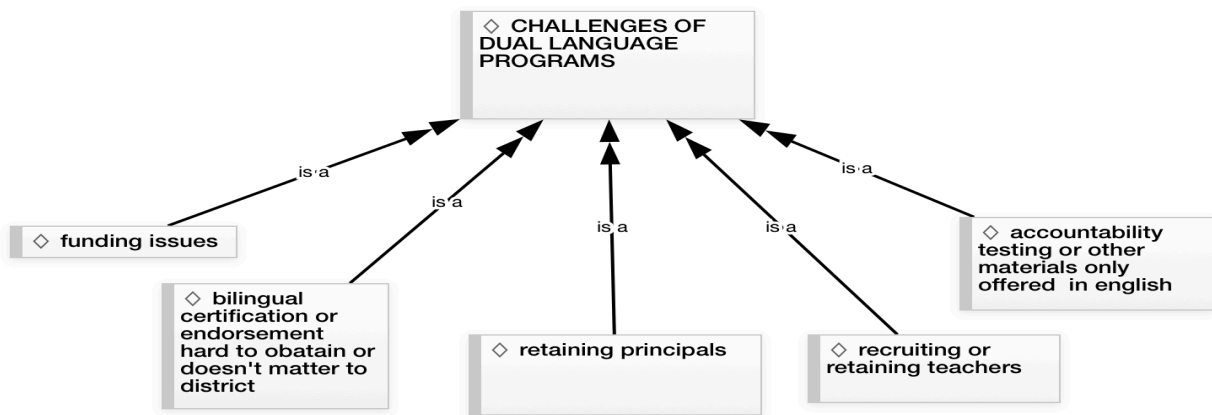
Four elements of a shared mission, a commitment to collaboration and shared leadership, trust and flexibility function collectively to support the dual language learning community. I found that it is the collectiveness and interdependence of each upon the other that allow the learning community to function productively. Leadership is shaped by the learning community. Ultimately the principal must ensure that each element is nurtured so they can function in unison. Temporary absence of one or more of the elements does not mean that the program will sink, but it will be compromised. When a new principal joins a staff and is in the process of establishing trust and structures to support the program, a group of committed veteran teachers can hold the community together temporarily. Over time the program will cease to develop itself further if the learning community is not supported and nurtured through each of the four elements. (p. 227-228)

This implies that, in some ways, principals who have been with an established dual language school for a long time might in some ways have an easier time leading if they have built a strong relationship with staff and can foster the trust, collaboration, and flexibility necessary in this environment. However, a new principal within an older program will have a unique set of challenges; although the program itself is established, the four “elements” will not be in place for the leader, and it will take some time to put these elements in place.

ATLAS.ti 8 software was utilized in order to recognize and display a semantic linkage

between some of the challenges faced by dual language school leaders. This linkage is shown in the image below:

Diagram 1: Challenges of Dual Language Programs



Summary

Based on these three cases (Roque et al., 2016; Monroy, 2012; Hunt, 2009), specific leadership traits and behaviors are more important to effectively running a dual language program than the leader's individual leadership style. The most important aspects of dual language leadership are: having a strong vision and/or mission, and communicating them clearly; be flexible; create a sense of community and allow for collaboration among teachers and between parents and staff; have an understanding of the cultures that student, parent, and teacher

groups are part of; and, effectively manage their resources. Goal setting, ethical leadership, strongly believing in the importance of dual language education, and fostering trust are also important for dual language leaders. Dual language leaders face many challenges, including some that are unique to the dual language environment. However, some of these challenges can be minimized or mitigated by focusing on these behaviors and traits.

CHAPTER V: DISCUSSION

Introduction

This chapter provides a summary of this study, recommendations for future research, implications of this research, and conclusions.

Summary

The purpose of this study was to explore the leadership traits, styles, and practices that lead to successful and sustainable dual language programs. The most important traits, styles, and practices, according to a reading of the cases were: a commitment to a strong mission and/or vision; flexibility; creating collaborative communities; having an understanding of the cultures within the school; providing or managing resources; goal setting; ethical or moral leadership; and, truly believing in the importance of dual language education. These results were largely corroborated with the use of ATLAS.ti 8 software, which helped analyze the findings and results sections of each study. This software coded the following traits or behaviors as important to dual language leaders (listed in order of groundedness): collaboration; vision; knowledge of culture or awareness of importance of the students' culture; recruiting or retaining teachers; setting goals and following up; flexibility; immersion guru (which involves knowing a lot of information

about dual language programs); mission; professional development; ethical and moral leadership; and, immersion proponent (which involves strongly believing in the effectiveness of dual language programs).

Although some of these findings may overlap with important traits and practices of leaders of any school, there are several challenges that leaders face that are unique to dual language programs, including recruiting or retaining teachers, the fact that accountability testing is only conducted in English and not in the minority language, retaining qualified principals, funding issues, especially in regard to second language materials and in teacher recruitment, and the fact that a bilingual certification or endorsement is often difficult to obtain and often does not really change a teacher's status within the district, outside of the dual language school. While all of these challenges are important to consider, the issue of accountability testing only being conducted in English is especially important in regards to the quality of dual language programs. If schools are struggling to benchmark, assess, and improve their dual language programming, it could result in students receiving a lower quality education in the minority language. This is definitely an area for future research and also possibly for policy adjustments.

None of the findings in this research indicated that a particular leadership style would be better suited to leading dual language programs. However, the focus in two of the three cases analyzed in this research was transformational leadership. This does not necessarily indicate that this leadership style is the most appropriate for dual language learning, but it does imply that there is research to support the idea that it might be a good leadership style for this environment. This could potentially be achieved by surveying leaders about their leadership styles before studying the effectiveness of their programs.

In regards to new versus established dual language programs, there were not many differences in the types of leadership styles required in each. However, there are some challenges that are unique to each type of program. Programs that are established need to think about sustainability in regards to leadership transitions, teacher retention, and ongoing financial concerns, whereas newer programs often struggle with teacher recruitment, initial professional development, and teacher anxiety around changes to the curriculum and what that means for their job security.

Recommendations for Future Research

Much of the existing research appears to focus on either newer dual language programs or more established dual language programs. It would be useful to have a study that directly compared the two in order to learn the differences between what was required of leaders in each type of program. Some of the cases in this research alluded to these differences, and noted that there are also challenges associated with a new principal coming into an established dual language program. However, there is more research to be done in this area. Additionally, there are future research opportunities among principals who were hired from within a school, compared to those who were hired from outside a school or district. For example, one study indicated that principals who have been with an established dual language school for a long time might, in some ways, have an easier time leading if they have built a strong relationship with staff prior to leading the school. In future research, it could be important to differentiate between the requirements of a leader that is brand new to a school or district and one that was once a teacher or other staff member at a school and is promoted to a principal level.

As mentioned in the previous section, it is also important to conduct further research into

accountability measures that are appropriate within the minority language. Although the accountability testing will likely never be the same as in English, it is important to have some form of assessment so programs can make sure their students are on track in the minority language and can coherently discuss and synthesize materials and topics learned in their minority-language classes. This may require exploring how other countries assess their students in their primary language, and adopting some of these assessments for our students here in the United States.

It would be useful to the State of Delaware to have a study that focused on dual language leaders within this state specifically, especially with the growth of immersion programs this state is experiencing. Delaware is unique in regards to how it implements school choice, and this may impact the dual language programs. It may also be pertinent to compare the results of this study to the findings from Delaware school leaders to see if they remain the same within this state.

Implications

This research has several implications related to the theoretical frameworks identified in an earlier section. One of the theoretical frameworks through which this research was conducted was social constructivism. As noted in an earlier section, McLeod (2014) explained that Vygotsky emphasized the idea that culture affects and shape cognitive development. This is corroborated by the fact that the school leader's knowledge of the students' culture was mentioned as an important factor in all three studies. Hunt (2009) also noted that social constructivism provides a framework that focuses on a person as an active meaning maker of experience, and considers both interpersonal and internal experiences (p. 28). Many of the factors that arose most frequently between all three studies were interpersonal and internal

experiences; very few were totally out of the control of the leader. The only factors beyond the leader's control were external challenges, such as accountability testing only being conducted in English. With this in mind, leaders should learn about social constructivism in order to not only assist the way they interact with their staff, but also so that they can train teachers in how to run constructivist classrooms.

The other theoretical framework through which this research was conducted was process theory. Morris (n.d.) notes, "In the process approach, one observes an effect and identifies the suspected cause(s), but does not have the option of manipulating the causal variables" (p. 3). Similarly, the International Institute for Strategic Leadership (n.d.) describes process theory as a system of "interdependent variables" (para. 1). This theory describes dual language environments because there are many interdependent factors that impact the success of an environment. Many of these factors can be found in the list of ATLAS.ti8 codes; factors such as collaboration, challenges, vision, leader's knowledge of students' culture, and more can all impact the success of a dual language program. Although it is possible to see which issues come up most frequently among leaders and staff, it is not entirely possible to know which factor is truly the most important. Instead, dual language schools must be viewed through the lens of process theory, where many factors impact one another, and all aspects of the program and the leadership must be given attention and care.

This research also has several implications for higher education. Many of the studies noted the challenges in getting teachers to obtain or maintain a bilingual certification or endorsement. In states where this is required, colleges and universities should consider adding it to their undergraduate coursework, in order to make their graduates more marketable.

Additionally, in regards to leadership programs, there are a lot of potential areas of improvement in school leader preparation programs. The importance of creating a collaborative working environment, not only for teachers to collaborate with one another, but also for teachers to collaborate with leaders and for leaders to collaborate amongst themselves, was mentioned in all three studies, and “collaboration” was the most grounded code on ATLAS.ti 8. Leadership preparation programs should ensure they are adequately preparing potential leaders for the realities of creating collaborative environments. This means not only teaching them to facilitate these environments, but also preparing them for the logistical struggles that this type of environment can entail, including the financial and time costs of adding additional planning time into teachers’ daily schedules.

Conclusion

Although there is not necessarily one specific leadership style that best lends itself to successful dual language programming, there are specific behaviors and traits that can contribute to the success of a dual language program. Additional research is needed to determine if these necessary behaviors and traits change among new and established dual language programs, as well as whether they are different for the State of Delaware, specifically. Dual language leaders also face several challenges that are specific to a dual language environment, in addition to the challenges that any leader of any program would face.

The fact that over 30 dual language programs currently exist within a state as small as Delaware is an indication of the fact that the popularity of these programs is exponentially growing. It can be assumed that the number of dual language programs will continue to increase within the coming decades. The more research states can conduct in the early stages of these

programs, the more successful their dual language programs will be in the future. Additionally, states like Delaware with rapidly expanding programs could learn from some of the lessons presented in this research. For example, although having a strong mission and or vision was discussed in all of the studies, and was the second most grounded code in ATLAS.ti 8, some districts within the cases struggled with having a district-wide mission or vision for dual language programs. States that have multiple districts implementing these programs at one time should ensure they have a state-wide mission and vision, and that all of the individual districts also adhere to their district-specific missions and visions. Nationwide, policies should also be implemented regarding accountability in minority language programs. Many of the schools and districts discussed in the cases noted that accountability testing only being done in English was a huge challenge for them. Policy leaders on a state or even nation-wide level should consider ways to ensure that the education students are receiving in the second language is just as strong as the education they are receiving in English.

It is likely that dual language programs will continue to expand around the country in the coming years. By adhering to the lessons outlined in this research and conducting additional research in the future, districts and schools can better prepare for this educational environment and can help ensure that children are receiving the highest quality education possible, in both languages.

REFERENCES

- Alanís, I., & Rodríguez, M.A. (2008). Sustaining a dual language immersion program: features of success. *Journal of Latinos in Education*, 7(4), 305-319.
- American Council on the Teaching of Foreign Languages. (2011). *Benefits of being bilingual*. Retrieved from <http://www.actfl.org/i4a/pages/index.cfm?pageid=3651>
- Center for Advanced Research on Language Acquisition. (2017). Frequently asked questions about immersion education. Retrieved from <http://carla.umn.edu/immersion/FAQs.html>
- Center for Applied Linguistics. (2009). Program models and the language of initial literacy in two-way immersion programs. Retrieved from <http://www.cal.org/twi/initialliteracy.pdf>
- Center for Applied Linguistics. (2016). What is the difference between two-way immersion and

- dual language? In: *Frequently Asked Questions about TWI*. Retrieved from <http://www.cal.org/twi/faq/faq19.htm>
- Collier, D. (1993). *The comparative method*. In A.W. Finifter (Ed.), *Political science: The state of the discipline II* (105-119). Washington, DC: American Political Science Association.
- Creswell, J.W. (2018). *Qualitative inquiry & research design: Choosing among five approaches*. SAGE Publications.
- Crossman, A. (2017). *Understanding purposive sampling*. Retrieved from <https://www.thoughtco.com/purposive-sampling-3026727>
- Delaware Department of Education. (2017). *Immersion program locations 2017-2018*. Retrieved from <https://www.doe.k12.de.us/site/Default.aspx?PageID=3080>
- FoodRisk Resource Centre. (2016). *Mixed methods research*. Retrieved from http://resourcecentre.foodrisc.org/mixed-methods-research_185.html
- Foger, T. (2006). *The effects of partial Hebrew language immersion in pre-school on English (L1) and Hebrew (L2) reading skills in first grade*. Yeshiva University. *ProQuest Dissertations and Theses*, 94-94. Retrieved from <http://search.proquest.com/docview/304981415?accountid=10559>. (304981415).
- Ewart, G. (2009). Retention of new teachers in minority french and french immersion programs in manitoba. *Canadian Journal of Education*, 32(3), 473-507.
- Forman, S. (2015). Interests and conflicts: Exploring the context for early implementation of a dual language policy in one middle school. *Language Policy*, 15 (4). Retrieved from <https://link.springer.com/article/10.1007/s10993-015-9377-8>

- Garcia, A. (2015). *What the rising popularity in dual language programs could mean for dual language learners*. New America. Retrieved from <https://www.newamerica.org/education-policy/edcentral/duallanguageexpansion/>
- Genesee, F. (1985). Second language learning: A review of U.S. programs. *Review of Educational Research*, 55(4), 541-561. Retrieved from <http://www.jstor.org/stable/1170246>
- Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4th ed.). Boston, MA: Pearson.
- Groot, A.M.B., Kroll, J. (1997). *Tutorials in bilingualism: Psycholinguistic perspectives*. Retrieved from <http://books.google.com>
- Gross, N. (2016, August 3). Dual-language programs on the rise across the u.s. *Education Writers Association*. Retrieved from <http://www.ewa.org/blog-latino-ed-beat/dual-language-programs-rise-across-us>
- Hamilton, L., & Corbett-Whittier, C. (2012). *Using case study in education research*. Sage Publications Ltd.
- Hughes, A. (2016). *Mixed methods research*. Retrieved from <https://www.psychologicalscience.org/observer/mixed-methods-research>
- Hunt, V.K. (2009). *Transformative leadership: a comparative case study in three established dual language programs*. (Unpublished doctoral dissertation). Columbia University, New York.
- International Institute for Strategic Leadership. (n.d.). *The evolution of business ecosystems as variance & process theories*. Retrieved from <http://www.ii-sl.org/ii->

sl/Variance_%26_Process_Theories.html

- Johnson, J. (2009). *Dewey and Vygotsky: A comparison of their views on social constructivism in education* (Unpublished doctoral dissertation). Rutgers, The State University of New Jersey, New Brunswick, New Jersey.
- Knight, D.S., Izquierdo, E., & DeMatthews, D.E. (2016). A balancing act: School budgeting and resource allocation on a new dual language campus. *Journal of Cases in Educational Leadership, 19*(4).
- Kolb, S.M. (2012). Grounded theory and the constant comparative method: Valid research strategies for educators. *Journal of Emerging Trends in Educational Research and Policy Studies, 3*(1), 83-86.
- Lang, S. (2009, May 12). Learning a second language is good childhood mind medicine, studies find. *Cornell University Cornell Chronicle*. Retrieved from <http://www.news.cornell.edu/stories/may09/bilingual.kids.sl.html>
- López, F. (2014). *The critical role of leadership in programs designed for dlls, prek-3*. (National Research Summit on the Early Care and Education of Dual Language Learners presentation). Retrieved from https://www.mcknight.org/system/asset/document/863/original/Lopez_NRSECDLL_2014.pdf
- Lindholm-Leary, K. (2013). Education: Dual language instruction in the united states. *Americas Quarterly, Fall 2013*. Retrieved from <http://www.americasquarterly.org/content/education-dual-language-instruction-united-states>

- Linton, A. (2004). Learning in two languages: Spanish-English immersion in U.S. public schools. *The International Journal of Sociology and Social Policy*, 24(7/8), 46-74.
- Malen, B., Rice, J.K., Matlach, L.K.B., Bowsher, A., Hoyer, K.M., & Hyde, L.H. (2015). Developing organizational capacity for implementing complex education initiatives: Insights from a multiyear study of a teacher incentive fund program. *Education Administration Quarterly* 51(1).
- Maxwell, J. (2013). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
- McHugh, M.L. (2013). *The chi-square test of independence*. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/23894860>
- Meyerhoff, M. (2003). Second language learning. *Pediatrics for Parents*, 20(8). Retrieved from <http://www.pedsforparents.com/articles/2627.shtml>
- Miller, J. (2003). *Audible difference: ESL and social identity in schools*. Retrieved from <http://books.google.com>
- Monroy, J.K. (2012). *Leadership practice in elementary school dual language programs: a collective case study*. (Unpublished doctoral dissertation). University of Nevada, Las Vegas.
- Montague, N. & Meza-Zaragosa, E. (1999). Elicited response in the pre-kindergarten setting with a dual language program: Good or bad idea? *Bilingual Research Journal*, 289-296. Retrieved from <http://search.proquest.com.ezproxy2.library.drexel.edu/docview/222003032>
- Morris, D.R. (n.d.). *Casual inference in the social sciences: Variance theory, process theory, and*

- system dynamics*. Retrieved from <https://pdfs.semanticscholar.org/f8aa/57a34dd0a55096dbc92834eb12e2823cad91.pdf>
- Murphy, A.F. (2016). Implementing and maintaining a dual language program: The nuts and bolts of a pathway to academic excellence. *Delta Kappa Gamma Bulletin*, 82 (4).
- National Association of Independent Schools. (2018). *Diversity and multiculturalism*. Retrieved from <https://www.nais.org/articles/pages/diversity-and-multiculturalism-147595.aspx>
- Padilla, A., Lindholm, K., Chen, A., Duran, R., Hakuta, K., Lambert, W., & Tucker, G.R. (1991 February). The English-only movement: Myths, reality, and implications for psychology. *American Psychologist*, 46(2), 120-130.
- Palmer, D., Henderson, K., Wall, D., Zúñiga, C.E., & Berthelsen, S. (2015). Team teaching among mixed messages: Implementing two-way dual language bilingual education at third grade in Texas. *Language Policy*, 15, 393-413.
- Quintanar-Sarellana, R. (2004). ¡Si se puede! Academic excellence and bilingual competency in a k-8 two-way dual immersion program. *Journal of Latinos and Education*, 3(2).
- Ray, J.M. (2009). A template analysis of teacher agency at an academically successful dual language school. *Journal of Advanced Academics*, 21(1), 110-141.
- Raubvogel, T.G. (2016). *An investigation of culturally competent qualities and effective leadership practices in dual immersion programs*. Retrieved from ProQuest Digital Dissertations.
- Roque, R., Ferrin, S., Hite, J., & Randall, V. (2016). The unique skills and traits of principals in one-way and two-way dual immersion schools. *Foreign Language Annals*, 49(4).

- Scales, B.J. (2014). *Thick(er) coding in ATLAS.ti; Visualizing the data*. Retrieved from <http://atlasti.com/2014/07/20/thicker-coding-in-atlas-ti-visualizing-the-data/>
- Seidman, I. (2006). *Interviewing as qualitative research, a guide for researchers in education and the social sciences*. New York, NY: Teachers College Press.
- State of Delaware. (2015, January 7). *World language immersion program expands for 2015-2016 school year*. Retrieved from <http://news.delaware.gov/2015/01/07/world-language-immersion-program-expands-for-2015-16-school-year/>
- Steele, J.L., Slater, R.O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: evidence from lottery data. *American Educational Research Journal*, 54(1S), 282-306.
- The Washington Post. (2007, November 26). Getting the most out of language immersion. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/wp-dyn/content/article/2007/11/25/AR2007112501425.html>
- Thomas , W., Collier, V., & Abbott, M. (1993). Academic achievement through Japanese, Spanish, or French: The first two years of partial immersion. *The Modern Language Journal*, 77(2), 170-179.
- Wildman, S. (2011, February 23). Using language to combat dementia. *AARP Viva*. Retrieved from <http://www.aarp.org/health/conditions-treatments/info-02-2011/using-language-to-combat-dementia.html>
- WNET Education. (2004). *What is the history of constructivism, and how has it changed over time?* Retrieved from http://www.thirteen.org/edonline/concept2class/constructivism/index_sub4.html
- Yin, R. K. (2002). *Case study research: Design and methods*. Thousand Oaks, CA: SAGE

Publications.