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Examining the Role of Critically Conscious Leadership in Dual Language Education Programs:
A Case of Two School Principals

A dissertation submitted in partial satisfaction of the requirements for the degree of Doctor of

Education

in

Educational Leadership

by

Julia Martinez

Committee in Charge:

California State University, San Marcos

Professor Ana M. Hernández, Chair
Professor Manuel Vargas

University of California San Diego

Professor Megan Hopkins

2022

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University of California San Diego
California State University San Marcos

2022

Dedication

I dedicate this dissertation to my mother and beautiful “Borimex” blended family. To my loving husband, José Ramón Machado, who during this journey became the glue that kept our family together. It was through his support and encouragement that I was able to pursue and finish this doctorate. During this journey he dedicated all of his time to me and to our six children: Emily, Acali, Nayeli, Natalí, Maya, Denise. I am forever grateful José Ramón, for the professional and personal sacrifices you have made for our country and family. To my mother, Julia Martínez, who taught me courage, perseverance and the importance of an education. It is because of my mother that I never lost my language and the cultural pride she instilled in me. Gracias mamá, fue tu valor en cruzar la frontera y darme la oportunidad que tu no tuviste. ¡Sí se pudo!

Epigraph

Because love is an act of courage, not of fear, love is a commitment to others. No matter where the oppressed are found, the act of love is commitment to their cause—the cause of liberation.

Paulo Freire

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Second, I would like to thank my family for their continuous support in allowing me to take valuable time from family events to complete my dissertation. José Ramón, my husband and best friend, has been my greatest source of strength throughout this journey. He has been my rock and greatest cheerleader from beginning to end. There are no words to express the love and gratitude that I have for this true hero who not only served and sacrificed his life in serving the US Navy for thirty years, but for the daily acts of service he provides to our family, friends, and neighbors. To my children, you have been patient, supportive and understanding through this journey. I am thankful and proud to be your mother. Continue to follow your dreams, your passion and never give up, because you know that anything is possible. In God's time, everything happens for a reason. To my mother, who never completed an education, but taught me the true meaning of what it means to be "educada." I am blessed for the "consejos,"

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Vita

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Abstract of the Dissertation

Examining the Role of Critically Conscious Leadership in Dual Language Education Programs:

A Case of Two School Principals

by

Julia Martinez

Doctor of Education in Educational Leadership

University of California San Diego, 2022
California State University San Marcos, 2022

Professor Ana M. Hernández, Chair

In recent years, the United States has seen an increased interest in Dual Language Education (DLE) Programs. These programs prepare students to compete in a global economy by providing an opportunity to develop high levels of bilingualism, biliteracy, and socio-cultural competence. Despite abundant research on DLE programs (Howard et al., 2018), there are not

enough studies on the role of the school principal as an educational leader in these additive enrichment language programs. As the primary advocates for these programs, school principals are instrumental in providing support and guidance to the learning communities they lead, thus ensuring high quality and equity through their leadership and commitment to the programs' vision and mission. Consequently, this qualitative case study employed Transformational Leadership Theory (Bass, 1985, 2006) and the Principles of Courageous Leadership (Blankstein & Noguera, 2016) as a dual lens framework to examine the role and characteristics of two school principals at distinct DLE programs in Southern California. Methodology included surveys and interviews with a sample size of two principals, six teachers, and six parents in DLE programs. Findings in this study revealed how through *liderazgo* and authentic *cariño* the school principals created equitable schooling experiences for students and teachers. The findings in the case study yielded four themes 1) the principals' strong belief in DLE, 2) advocacy for program and professional development, 3) pedagogical knowledge and sustainability of DLE, and 4) building cross-cultural relationships and appreciation of cultures. Implications of this study may add to the scholarly literature and inform the field of the unique characteristics of school principals in DLE.

Given the constraints of COVID-19, data obtained from the study was carefully examined due to the impact on participants' experience and potential biases in the educational setting.

Keywords: dual language education programs, equity, principals, transformational leadership, courageous leadership

Chapter One: Introduction

“Leaders who do not act dialogically, but insist on imposing their decisions, do not organize the people—they manipulate them. They do not liberate nor are liberated: they oppress.”

(Freire, 2018, p. 235)

School principals serving as instructional leaders in partnership with teachers, parents and families ensure high-quality dual language programs when they act dialogically with members of the entire school community. Such that, as learning partners, there is dialogue to work together to examine school issues affecting the school community. School leadership’s pursuit of organizing and sharing decision-making facilitates school improvement leading leaders and the school community experiencing authority and freedom (Freire, 2018). Dual Language Education programs are most effective when leaders, in collaboration with teachers, employ culturally relevant pedagogical methods to create inclusive spaces to meet the needs of culturally and linguistically diverse students. In unity with parents and families, dual language leaders’ actions and reflections aid to achieve equity and attain academic achievement, bilingual and biliteracy and socio-cultural competency for all students.

Context of the Study

There has been an unprecedented growth in the popularity of Dual Language Education (DLE) programs in the state of California. These additive enrichment language programs develop high levels of bilingualism, biliteracy and socio-cultural competence that students will need in preparation for the 21st century global economy. DLE will continue to grow in response to Proposition 58— a California bill allowing non-English languages in public education. This is part of the 2030 goal of Global California, a ballot initiative, passed in 2016 with the expectation of quadrupling the number of programs from 407 in 2017 to 1,600 in 2030 (CDE, 2020).

According to the Center for Applied Linguistics (2019), 93% percent of these are Spanish-English programs.

These programs value language and culture, and have the potential to close the achievement gap for Emerging Bilingual (EB) students (Garcia et al., 2006, 2008; Wiemelt & Welton, 2015). The theoretical basis for these language programs is grounded in decades of scientific research and demonstrates students who are non-native English speakers perform better academically when provided with academic content and language in their primary language (Howard, 2002). DLE programs “develop student’s understanding and appreciation of culture and language while affirming and building on a student's home culture and language” (Cloud et al., 2000, p. 20).

Despite the various DLE program models with their own varied time allocation and language of instruction, the outcome of each of the programs is the same: they develop high levels of bilingualism and biliteracy, academic achievement, and cross-cultural competence (de Jong, 2016, Hernández, 2015, Scanlan & Palmer, 2009). By the same token, contrary to the abundance of literature on the overall benefits of dual language programs (Howard et al., 2018) the research on the importance of the school principal is scarce (Marzano et al., 2001). Specifically, there is a void within the literature in examining the role of the educational leader in dual language education.

Statement of the Problem

The exponential growth of Dual Language Education (DLE) throughout the United States and the increase of diversity in cross-cultural communities are a cause for concern with equity and access for language minoritized students. According to the U.S. Census Bureau (2015), more than 60 million Americans speak a language other than English at home, in contrast to over 231

million Americans who speak only English at home. According to the Center for Applied Linguistics (2019) 93% of these programs in the United States are Spanish-English programs. Research suggests the United States will continue to be a linguistically diverse nation with Spanish as the most common non-English language (Shin & Ortman, 2011). In California, DLE will continue to grow in response to Proposition 58—California’s Multilingual Education Act allowing non-English languages in public education which repealed the English-only requirement of Proposition 227. In 2016, Global California 2030, a ballot initiative passed with the goal of vastly expanding the teaching and learning of world languages and the number of students proficient in more than one language (CDE, 2019). As part of the goal of Global California 2030, there is an expectancy for more dramatic growth with the goal of quadrupling the number of programs from 407 in 2017 to 1,600 in 2030 (CDE, 2019).

In addition, Southern California is currently experiencing an astronomical upsurge in dual language programs due to public interest, the neighboring California-Mexico border, and new state laws/policies (Proposition 58) pertaining to multilingual/multicultural educational diversity and economic future of the regions and state (Hernández & Alfaro, 2019). Consequently, the uniqueness of the demographics of Southern California and its proximity to the Mexican border demonstrates a growing population of approximately 150 language programs in San Diego County alone (SDCOE, 2020) is a critical factor in the surge of DLE programs. Gloria Anzaldúa (1999) referred to this United States and Mexico geographical region as Borderlands. She used this term in her book, *Borderlands/La Frontera* to describe the growing population of people having a unique identity—being part of two worlds. People living in the borderlands struggle between navigating cultural and language expectations from two countries (Anzaldúa,

1999) and undoubtedly benefit from well-developed dual language programs in this southwest borderland and coastal region.

In order to expand the number of DLE programs, there is a need for school principals to understand that operating a school system with a Dual Language program brings an added layer of complexity to the already demanding position of site administrator (Wiemelt & Welton, 2015). Too many administrators are quickly initiating DLE programs due to the rising popularity without understanding the contributing factors for effective implementation and sustainability of second language programs. Many school principals in such leadership positions lack basic understanding of theory and pedagogy of DLE (Collier & Thomas, 2014). As primary advocates of DLE programs, the principals' understanding must not hinder equitable practices in planning, implementation, and sustainability of the program goals. It is the administrator's responsibility to ensure an equitable system where all learners have the opportunity for a bilingual, biliterate, and socio-cultural education grounded in research-based practices.

Purpose of the Study and Research Questions

The purpose of this research is to examine the role and characteristics of two school principals leading distinct dual language education programs in Southern California. The case study approach will focus on the beliefs, perceptions and dispositions of principals in order to increase an understanding of the administrator's role in DLE programs. This qualitative study will employ tenets of Transformational Leadership Theory (Bass, 1985, 2006) and the Principles of Courageous Leadership (Blankstein & Noguera, 2016) as a conceptual framework which are aligned to the study's research questions. Although there is sufficient research identifying characteristics of effective dual language programs (Howard et al., 2018), this study is an effort to examine the leadership role of the school principal and inform the field of DLE about the traits

and responsibilities of these leaders. The following research questions will address an overarching question about the principals' ideology with sub-questions related to how their role and relationships influence their DLE leadership:

1. How do school principals' ideology in Dual Language Education influence their role in providing equity and educational access to students and families?
 - a. How do school principals' ideology/beliefs in Dual Language Education influence their leadership role?
 - b. How do school principals view their role as advocates, defenders and protectors of the educational rights of students and parents of diverse backgrounds in Dual Language Education?
 - c. How do school principals in collaboration with teachers monitor program implementation and sustain professional development in Dual Language Education?
 - d. How do school principals in Dual Language Education build trusting relationships in their schools and communities?

Preview of Literature Review

The literature in Chapter Two will encompass the benefits of DLE programs and the different models which promote the three pillars of excellence; namely, bilingualism and biliteracy, grade-level academic achievement, and socio-cultural competence (Arias & Fee, 2018; Collier & Thomas, 2014; Howard et al., 2018). The literature addresses the leadership practices of equity-minded leaders who strive for pedagogical justness and parent engagement in DLE programs. The literature will examine the critical role of the school principal in facilitating school improvement when there is mutual accountability and a shared commitment from teachers

and parents. Furthermore, Chapter Two will explore the role of the school principal in relation to the program design and challenges they may encounter, professional development and building cross-cultural communities. Finally, the researcher describes a conceptual framework to attain excellence through equity, based on the tenets of Transformational Leadership Theory and Principles of Courageous Leadership (Bass, 1985, 2007; Blankstein & Noguera, 2016)

Preview of the Theoretical Framework & Methodology

A case study is an empirical type of research which investigates a phenomenon in depth and in a real-life context (Yin, 2017). The unique strength of this type of study is to gather multiple sources of data for triangulation, which provides validity to the phenomenon being studied. Thus, in order to examine the role of the school principal in a DLE program, the researcher will utilize a descriptive case study to understand how the beliefs, perceptions and disposition of two different principals shape their roles as instructional leader within their schools and communities (Creswell, 2017).

This case study will utilize tenets of Transformational Leadership Theory (Bass, 1985, 2006) and the Principles of Courageous Leadership (Blankstein & Noguera, 2016) as a dual-lens conceptual framework (See definition of terms). Transformational Leadership Theory involves the leader engaging with other people within the organizations to create relationships which result in enhanced motivation and job performance (Burns, 2004). This style of leadership identifies idealized influence, inspirational motivation, intellectual stimulation and individualized consideration as necessary qualities for a school principal to meet 21st century challenges (Bass, 1985, 2006). Therefore, this Transformational Leadership Theory will guide the researcher's understanding of how school principals in DLE programs should embody transformative leadership skills to motivate others and promote growth and change (Slaughter, 2012).

The second component of the conceptual framework encompasses the Principles of Courageous Leadership, which build the dual language leader's capacity to advance equitable outcomes for all students and families participating in the DLE programs (Blankstein & Noguera, 2016). The five Principles include: 1) getting to your core; 2) making organizational meaning; 3) ensuring constancy and purpose; 4) facing the facts and your fears; and 5) building sustainable relationships to guide school principals in DLE programs to attain excellence through equity, thus leading with courage and conviction.

Significance of the Study

While there has been significant research on the value of dual language programs and the effective characteristics of programs, there is limited research on the principal's leadership in dual language education programs. Seminal DLE research highlights overall academic program success (Lindholm-Leary, 2001, 2005), but due to the rapid growth of these programs and today's increased diversity of the student population there are concerns with equity. These social justice issues impact the program design, academic and linguistic accountability, professional development, and cross-cultural communities. Therefore, the school principal serves as the main advocate for the program by providing instructional leadership and school wide support by monitoring and guidance to the learning community. There is a need for courageous equity minded leaders who promote the goals of bilingualism, biliteracy, academic achievement, and socio-cultural competence with a focus on a high-quality program grounded in equity. Finding from this study may add to the scholarly literature specifically on the transformational leadership role of DLE principals and inform the field on these unique characteristics of courageous leadership.

Definition of Terms

A challenge in writing about Dual Language Education programs is the diversity of terms pertaining to language acquisition programs. Therefore, for the sake of clarity, it is important to provide a glossary of definitions unique to DLE. Key terms used in this proposal apply to the participants' educational settings and common language within the DLE community.

Dual language education

A term used to name a variety of language programs which provide literacy and content instruction in two languages and promote the three pillars of excellence: bilingualism and biliteracy, grade level academic achievement and socio-cultural competence (Howard et al., 2018).

Emergent bilinguals

A term used to not perpetuate the inequities in education of students referred to as English Language Learners, these students through acquiring English become bilinguals and are able to function in their home language as well as in English (Garcia et al., 2008).

English language learners

A term frequently used by policy makers in reference to students who are not yet proficient in the English language (Garcia et al., 2008).

Critical consciousness

The transformation that comes as a result of dialogue, in which the oppressed embraces liberatory power of education and becomes aware of the oppressive nature of the traditional schooling structures of society. This term is also referred to as ideological clarity (Freire, 2018; Palmer et al., 2019).

Principles of Courageous Leadership

The five principles: 1) getting to your core; 2) making organizational meaning; 3) ensuring constancy and purpose; 4) facing the facts and your fears; and 5) building sustainable relationships organizational meaning which serve as a guide for leaders to lead with equity, courage and conviction (Blankstein & Noguera, 2016).

Socio-cultural competence

A term used in reference to the third pillar/goal of dual language education programs, encompasses identity development, cross-cultural awareness, empathy development and appreciation of multiculturalism (Howard et al., 2018).

Transformational Leadership Theory

A style of leadership appropriate for school settings because of the emphasis on strengthening organizational norms and new ways of thinking for school leaders towards a shared vision committed to equitable practices (Anderson, 2017; Marshal & Oliva, 2017).

Delimitations of the Study

It is important to explicate the assumptions and delimitations of this study by outlining how they can impact the credibility and objectivity of the research presented in this proposal (Simon, 2011). According to Simon (2011), empowerment comes from recognizing and adjusting elements within a study that may be beyond control of the researcher. Therefore, these assumptions and delimitations must be thoroughly addressed.

Delimitations of this study are: 1) the omission of principals in structured English-only programs; 2) the exclusion of the beliefs, perceptions, and dispositions of principals who are not in DLE Programs; and 3) the omission of teachers and parents not in a DLE school/strand. The elimination of principals leading in non-DLE programs is necessary because the focal research of the study is to examine the role of the principal in a Dual Language Education program.

Assumptions

This study assumes that the use of a qualitative case study approach, data gathered from surveys and interviews will effectively examine the role of the school principal in two distinct Dual Language Education (DLE) programs. The researcher collected potential questions for the proposed surveys and interviews with content experts in field. The opportunity to field-test the survey prior to the study will assist in the feasibility of procedures with a similar group of participants (Creswell, 2017). An additional assumption of this study is that participants will answer the proposed questions honestly given that proactive steps are taken by the researcher to preserve the anonymity and confidentiality of each of the participants.

Organization of the Dissertation

This introductory chapter offers a brief background in the following: 1) the expected growth of DLE programs in California in response to recent policies; 2) the benefits and goals of DLE; 3) the purpose of the study; 4) the preview of the literature review, conceptual framework and methodology; and 5) the definitions of terms. Chapter Two introduces the literature review with an overview of Dual Language Programs and the implications on the role and responsibilities of the DLE leader. The second chapter also provides an overview of the Transformational Leadership Theory (Bass, 1985, 2006) coupled with Principles of Courageous Leadership (Blankstein & Noguera, 2016) as a dual lens for this qualitative case research study. Chapter Three provides a detailed description of the case study, including research questions to understand the role of the school principal in DLE programs. The third chapter will conclude with details of the research design and the supporting documents for participants, survey and interview questions and data gathering protocol and analysis. Chapter Four will outline the findings by addressing the overarching question and four sub-questions with evidence from

multiple measure triangulation to document the findings. Finally, Chapter Five presents a summary of the research, methodological procedures, the merging of frameworks, significance of the study, findings and limitations of the study. The fifth chapter will close with the conclusion and recommendations for further research and propose a new direction for leadership in dual language education programs

Chapter Two: Literature Review

Organization of Review

Politics and nationalism have hindered language policies which historically have driven bilingual education in the United States. The need for strong administrative support in identifying inequities should come from state policies, local board of education, and school districts which help facilitate program implementation for dual language education programs (Alfaro, 2019; Howard et al., 2018; Normore, 2008). The role in advocating for access, equity, and achievement policies according to Freire (2018) is a problem-posing education that raises critical consciousness in transforming leaders in marginalized populations. It is imperative for administrators to develop critical awareness which examines historical, social, economic and political relationships that transcend the walls of the school community (Alfaro, 2019). In recent years, there has been criticism about the abandonment of equitable education for minoritized students in DLE and an increased focus on bilingualism for global and economic interest of White middle-class students (Flores & Garcia, 2017). In 1997, Guadalupe Valdés issued a cautionary note warning the effects of dual language programs on intergroup relations and how these programs may affect language minoritized students. Hence, dual language school principals need to be critically conscious about historic oppression, exclusion and marginalization of Emerging Bilingual (EB) students when advocating for equity and access in dual language programs (Alfaro, 2018, 2019; Larson & Murtadha, 2002; Reis & Flores, 2014).

In the last few years, the United States has seen an increased interest in Dual Language Education (DLE) programs. The Multilingual Education Act, known as Proposition 58, passed in 2016, and repealed the English only requirement of Proposition 227. Proposition 227 restricted the use of primary language for instructional purposes and called for transitional Structured

English Immersion Programs (Alfaro, 2018; Gándara & Orfield, 2012; Katnelson & Bernstein, 2017; Orellana et al.,1999). In order to build on students’ linguistic foundations and fulfill the intent of Proposition 58, it is imperative for leaders to be critically conscious and not forget the historical implications Proposition 227 had on the marginalization of English Language Learners (ELL) (Alfaro, 2018; Katnelson & Bernstein, 2017). Language ability and the potential for bilingualism is an advantage rather than a hindrance for the academic success of EB (Blankstein & Noguera, 2016). Leadership at the school level is essential in order to move away from subtractive forms of schooling and in fostering culturally and linguistically responsive opportunities for EB (Theoharis, 2007; Valenzuela & Rubio, 2018; Wiemelt & Welton, 2015).

In July 2017, the California State Board of Education passed the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners. This policy provides guidance from the California Department of Education to local educational agencies in welcoming, understanding and educating English Language Learners who attend public schools in California (Hakuta & Olsen, 2018). Tom Torlakson, former California State Superintendent, pronounced students, “bring a rich cultural and linguistic heritage to our classroom, making our schools more vibrant and diverse” (CDE, 2018, p.19). The goal of Torlakson’s Global California 2030 initiative is for half of the state’s K-12 students to participate in classes or programs that lead to proficiency in two or more languages (CDE, 2018). By 2040, the goal is for three out of four students to be proficient in two or more languages and earn the State Seal of Biliteracy. The Seal of Biliteracy is an award recognizing high school graduates who have studied and attained proficiency in two or more languages by their high school graduation. This is an opportunity for critically conscious leaders to engage at local levels with state level policies (e.g., EL Roadmap, Global California 203, Multilingual Education Act)

to advocate for equitable DLE programs, a renewed opportunity for cultural diversity and the linguistic right of all students to embrace their heritage language, advance proficiency in English, and perhaps gain additional languages in their school trajectories.

This chapter focuses on the issues in DLE programs that pertain to effective leadership. Effective bilingual teachers, knowledgeable and equity minded leaders, critically conscious leaders for pedagogical equity and active parent engagement in DLE programs will be addressed in the following sections of the literature review. In addition, the challenges for school principals in DLE programs will be highlighted in the program design, professional development and in building cross-cultural communities. This review will describe a conceptual framework that appeals for courageous and critically conscious transformational leaders to demonstrate excellence through equity in addressing these prevalent issues in dual language education programs.

Dual Language Programs

According to the U.S. Department of Education, Office of English Language Acquisition, 35 states and the District of Columbia have dual language programs, with 513 dual language education programs registered in the state of California (Boyle et al., 2015). These programs have a variety of names which include bilingual immersion, two-way bilingual immersion, two-way immersion, two-way bilingual, Spanish Immersion (or target language), dual language immersion or Developmental Bilingual Immersion (DBE). All of these named programs provide literacy and content instruction in two languages and promote the three pillars of excellence: bilingualism and biliteracy, grade-level academic achievement, and socio-cultural competence (Arias & Fee, 2018; Collier & Thomas, 2014; Howard, 2002; Howard et al., 2018; Lindholm-Leary, 2001; Palmer et al., 2016).

Dual Language Education (DLE) programs are additive language programs that benefit both English majority and minority language students with the potential to close the achievement gap for emergent bilinguals (Hood, 2011; Lachance, 2017; Lindholm-Leary, 2018; Palmer et al., 2014, Wiemelt & Welton, 2015). Spanish-speaking Emergent Bilinguals (EB) in DLE use their cultural knowledge and native language to attain grade level content and skills. Mastery of English takes five to seven years with greater academic and linguistic success than students who are not in DLE (DeMatthews et al., 2017; Estrada et al., 2009; Howard, 2002; Howard et al., 2018; Lindholm-Leary, 2001, 2005, 2012; Wiemelt & Welton, 2015). These programs are the foundation for equity for EB students, and a starting point for dismantling racial hierarchies of U.S. Society (Alfaro, 2018; Flores & Garcia, 2017; García et al., 2008; Scanlan & López, 2012; Wiemelt & Welton, 2015).

Program models differ in the allocation of time in the language of instruction, for example the 90:10 model which begins in kindergarten with 90% of the instructional day in the target language and 10% in English with a gradual increase every year until 50% in each language is reached in the upper elementary grades. Another common design is the 50:50 model is one in which both English and the target language are taught during the school day. According to Thomas & Collier (1997), the 90:10 model has been shown to be the most successful model for EB. In a 50:50 model program, the ratio of both languages is maintained and developed equally at all grade levels (Collier & Thomas, 2014; Lessow-Hurley, 1990). Although there are a range of models and configurations for language allocation in DLE, the most common models are the 90:10 and 50:50. Programs serving majority language students who are immersed in a second language are referred to as a one-way immersion program (de Jong, 2016; Rocque et al., 2016).

The student population in both program models must consist of one-half of the students to two-thirds being native speakers of the target language and the others are native speakers of English (Collier & Thomas, 2014; García et al., 2008; Howard et al., 2018; Senesac, 2002). Two-Way immersion (TWI) programs are designed for these two different groups of students in the integrated setting for the purpose of developing high levels of bilingualism and biliteracy, academic achievement and socio-cultural competence (de Jong, 2016; Hernández, 2015; Rocque et al., 2016; Scanlan & Palmer, 2009). When the population of EB and native English speakers are not balanced, it deprives students of the opportunity to serve as language models and places a significant linguistic responsibility on the teacher to be the only language model, ultimately affecting the quality of the program (García & Jensen, 2006; Howard et al., 2018).

The following section discusses how current leadership practices of equity minded leaders support and guide effective bilingual teachers through knowledgeable leadership. Additionally, the literature will demonstrate how critically conscious leaders strive for pedagogical equity through four critical tenets (ideology, pedagogy, access and equity) related to social justice. Finally, the transformation of DLE programs to equitable and inclusive learning spaces for all stakeholders will be addressed in active parent engagement.

Dual Language Leadership

Dual language leaders are instrumental in providing support and guidance to staff in ensuring high quality equitable programs for the learning community through their leadership and commitment to DLE vision and goals (Howard et al., 2018; Lindholm-Leary, 2012; Mendoza et al., 2014; Scanlan & López, 2012; Wiemelt & Welton, 2015). A DLE leader serves as the primary spokesperson and advocate for the program by providing instructional leadership and school wide support and guidance to the school community (Howard et al., 2018; Lindholm-

Leary et al., 2018). A principal's clear understanding of theory and pedagogy facilitates supervision in collaboration with the school community in the development of planning, implementation and evaluation of the program model. According to Herman et al. (2016), as cited in *The Guiding Principles for Dual Language Education* (2018) "once the instructional model is developed and implemented, it is important that leadership continue supervising model development, as research shows that a higher level of planning and coordination across grades is almost always a feature of more successful programs" (p. 12).

According to recent empirical studies on effective leadership in DLE, principals are second to teachers as the most important factors contributing to student success (DeMatthews, 2018; DeMatthews et al., 2017; Howard et al., 2018; Wiemelt & Welton, 2015). Most empirical studies (Alfaro, 2018; Alfaro & Bartolomé, 2017; Blankstein & Noguera 2016; DeMatthews & Izquierdo, 2018; Padron et al., 2016; Park et al., 2013, Scanlan & López, 2012; Wiemelt & Welton, 2015) suggest effective bilingual teachers, critically conscious leaders for pedagogical equity, knowledgeable and equity minded leaders, and active parent engagement, are factors contributing to the academic achievement of students in successful DLE programs.

Although the research highlights program success, there are concerns with equity in program design, professional development, cross-cultural communities and accountability in DLE (Alfaro et al., 2014; Alfaro & Hernández, 2016; Estrada et al., 2009; Orellana et al., 1999; Palmer et al., 2016). There is a need for courageous equity minded leadership in supporting and guiding staff in high quality equitable DLE programs which promote the goals of bilingualism and biliteracy, academic achievement and socio-cultural competence (Alfaro, 2018; Blankstein & Noguera, 2016; de Jong, 2011; DeMatthews et al., 2017; Hernández, 2017, in press; Park et al., 2013, Scanlan & López, 2012, Scanlan & Palmer, 2009; Valdés, 2018).

Principals Leading Effective Bilingual Teachers

As the primary advocate for the school site, it is the principal's responsibility to ensure that students have access to effective teachers. According to the National Policy Board for Educational Administration (NPBEA, 2015) professional standards for educational leaders, such as Standard 3: Equity and Cultural Responsiveness, states: "Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Effective leaders: C) ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success" (p. 11). Although limited research has examined the impact of teacher quality for EB or students in DLE, teacher quality is a critical factor in student achievement (Lindholm-Leary, 2018; Master et al., 2016, as cited in Howard et al., 2018). Teachers in DLE programs need the appropriate teacher certification which include understanding bilingual theory and second language development, native or native-like proficiency in the target language of instruction, content knowledge, instructional language strategies and classroom management skills (Alfaro, 2018; Howard et al., 2018; Menken, 2017).

In addition, Alfaro (2018) affirms a need to prepare critically conscious bilingual teachers who have knowledge, disposition and skills to value and build on students' cultural and linguistic wealth. In order to teach for equity and social justice, it is imperative for teachers to understand dominant ideologies and develop counter hegemonic discourse to resist and transform oppressive classroom practices (Alfaro & Hernández, 2016). Successful teachers hold high expectations for their learners as well as employ culturally relevant pedagogical methods that stem from asset-based perspectives based on student's funds of knowledge and ways of

learning (Alanis et al., 2008; Alfaro & Hernández, 2016; Blankstein & Noguera, 2016; Moll et al., 1992).

Knowledgeable and Equity Minded Leaders

Leading for equity in DLE programs requires courage and conviction in order to resist top-down policies and external pressures imposed from English-only pressures on EB (Blankstein & Noguera, 2016; Menken & Solorza, 2015). Menken and Solorza's (2015) qualitative study focused on principals in 17 DLE schools in New York City and found leaders who were successful in DLE programs were prepared to serve and advocate for EB by resisting monolingual instruction in order to fulfill the goals of bilingualism and biliteracy, academic achievement and cross-cultural competence. Their decision to resist monolingual pressures in the dominant language demonstrates "how leaders hold the power to adopt language policies that either expand or suppress the languages of their emergent bilingual students" (Menken & Solorza, 2015, p. 680).

With social justice in mind, administrators need to re-think or reimagine systems that transform schools into equitable and inclusive spaces to meet the needs of culturally and linguistically diverse students (Estrada et al., 2009; Isola & Cummins, 2020; Scanlan & Palmer, 2009; Theoharis, 2008; Valenzuela & Rubio, 2018). In the book, *Transforming Sanchez School: Shared Leadership, Equity, and Evidence* (2020), Isola and Cummins described how one school principal's knowledge and focus on equity transformed a linguistically and culturally diverse student population. The Sanchez School Principal's shared leadership with community members improved students' outcomes and demonstrated how the principal played a critical role as an equity minded leader (Isola & Cummins, 2020). This study suggests how leading for equity requires leaders to develop reflective consciousness centered on social justice in supporting

equity-oriented school reform in dual language education (Alfaro, 2017, 2018; DeMatthews & Izquierdo, 2016, 2017; Furman, 2012; Isola & Cummins, 2020; Larson & Murtadha, 2002; Marshall & Oliva, 2017; Menken, 2017; Theoharis, 2008).

Critically Conscious Leaders for Pedagogical Equity

DLE classroom practices can be strengthened by regarding ideology, pedagogy, access and equity (IPAE). Alfaro & Hernández (2016) refer to these four critical tenets related to social justice leadership as imperative for dual language educators to engage in the process of developing ideologically clarity to guide and develop Critically Conscious Leaders (CCL) when serving historically marginalized populations. Ideological clarity is the anchor and beacon for educators to announce or denounce equitable and social unjust teaching practices in order to guide and develop critical consciousness (Alfaro, 2019; Alfaro & Hernández, 2016; Reis & Flores, 2014). Alfaro (2019) and Freire (2018) define critical consciousness as the learning perceived socially, politically and economically and the need to work against elements of oppressive realities. CCL in DLE act as catalysts in providing equitable learning opportunities by making decisions based on research and grounded in theory that cultivate additive bilingualism for EB (de Jong, 2002; Hood, 2011; Howard et al., 2018; Isola & Cummins, 2020; Lindholm-Leary, 2001; Palmer et al., 2014, 2016; Scanlan & Palmer, 2009; Valenzuela, 2005; Wiemelt & Welton, 2015).

Leaders for Community Engagement

Principals focused on equity and inclusion of all stakeholders must know what is currently in place within their schools when it comes to parent engagement approaches (DeMatthews & Izquierdo, 2016, 2018). According to Collier & Thomas (2014), “Parents are the lifeline of your dual language programs, most important allies” (p. 119). DLE programs are most

effective when partnerships with families, parents, and caregivers are fostered in the vision of bilingualism and biliteracy, especially in economically or educationally disadvantaged communities (Isola & Cummins, 2020; Lindholm-Leary et al., 2018; Scanlan & López, 2012; Scanlan & Palmer, 2009). Active parent engagement is an integral component of developing dual language programs, as families are crucial advocates in recruiting new families and valuable partners when critical decisions are made in development of the program (Collier & Thomas, 2014; Howard et al., 2018). Critically conscious, equity minded leaders, are cognizant of hiring office staff who communicate with families in their language, and not only translate in the partner language during parent meetings, but also make the school community a welcoming place for families of all languages and cultural backgrounds (Howard et al., 2018; Lindholm-Leary et al., 2018).

As a result, critically conscious equity minded leaders lead with courage and conviction, in order to serve the school community as the primary spokesperson and advocate for the program. DLE programs are most effective when school principals, in collaboration with teachers, employ culturally relevant pedagogical methods to create inclusive spaces that meet the needs of culturally and linguistically diverse students. Effective school principals serve as instructional leaders in partnership with teachers, parents and families to ensure a high-quality equitable program for the dual language community.

A Leader's Roles and Responsibility in Dual Language Education

School leadership facilitates school improvement when there is mutual accountability and a shared commitment to a common goal of meeting the needs of all students. Forging collaborative relationships among parents, families, and teachers drives the effective change that expands student's learning and leads to excellence through equity (Blankstein & Noguera, 2016;

Isola & Cummins, 2020; Scanlan & López, 2012). Lindholm-Leary (2001, 2005, 2012) who conducted numerous studies on Two-Way Bilingual Immersion (TWBI) models found school environment, curriculum and instruction, program planning, assessment, and accountability as additional factors contributing to exemplary program design. This section addresses the roles of the school principals in maintaining program integrity and accountability, professional development as the responsibility of a leader in DLE, and how leaders build cross-cultural communities when working with families of students in dual language communities.

Note to the reader: The terms principal and administrator will be used interchangeably since they are both considered synonymous.

Maintaining Program Integrity and Accountability

The Role of Integrity

It is important that leaders at all administrative levels understand DLE and the community and students they serve, this includes theoretical frameworks, guiding principles and research. Leaders who are new to the role of school principal will need support from his/her administrators who also need to understand program design and accountability. Dual language leaders need to understand the program design and model in order to provide support during the implementation process (Collier & Thomas, 2014; Howard et al., 2018). District/School leaders play a central role in selecting a program model which factors the vision and mission of the school community, demographic profiles of student population, student background, size of the school, and linguistic heterogeneity of students (Scanlan & Lopez, 2012). In one qualitative study (Padron & Waxman, 2016) focused on principals at three different program models, revealed how eighteen of the twenty-one principals interviewed were unaware of program design and implementation practices. Research has found that effective instructional leadership can have

an impact on student success, and lead to effective instructional strategies (Alanis & Rodriguez, 2008; Lindholm-Leary, 2001; Padron & Waxman, 2016). When school principals do not have knowledge about how DLE for EB should be designed and implemented, it may lead to misinformation, negative attitudes, prejudices about second language programs and inappropriate practices, which can lead to an inequitable education and limited access to well-designed programs (Blankstein & Noguera, 2016).

The Role of Accountability

There needs to be a vested interest from the district administration and school board in allocations of funds for instructional materials that are equal in quality and aligned to the state-standards in English and the partner language(s), including state assessments in the languages of instruction (e.g., English and Spanish). Lindholm-Leary (2012) sheds light on the challenges of data accountability for non-English speakers and English Language Learner's progress in DLE. It is not surprising how high stakes accountability magnifies the challenge in the program structure's function and goals. In an ethnographic study in two elementary schools in a large urban district, researchers documented top-down district wide implementation practices of two-way dual language bilingual education programs (Palmer et al., 2016). This study highlighted how pressures of monolingual English standardized exams can impact program goals of bilingualism, biliteracy, high academic achievement, and cross-cultural competency. Due to lack of state standardized assessments in the target language, districts have no accountability measure for monitoring the target language progress in dual language programs. Due to state and district policies in the educational system, the California Spanish Assessment (CSA) has become optional for schools in California as in most other states (Hernández, 2015). Thus, pressures from mandated English exams and teacher and administrator monoglossic ideologies, have led to

the dismantling of DLE in schools and revealed how English is more important than the partner language (Alfaro, 2018; Hernández, 2015).

Equity minded leaders must be able to navigate these pressures and preserve and protect the goals of DLE (Menken, 2017). Principals/teachers may be tempted to decrease instructional time in the partner language due to pressures of remediating or helping prepare students for mandated state tests in English. This lack of accountability may deter motivation to promote high levels in the partner language (de Jong, 2011; Lindholm-Leary et al., 2018). This is one reason why DLE researchers report that secondary students most often do not reach high levels of academic proficiency in the partner language (Lindholm-Leary et al., 2018). In a study of high school students (de Jong & Bearse, 2011, as cited in Lindholm-Leary et al., 2018) former DLE students commented on the diminished oral proficiency in Spanish due to the lack of time spent on instruction in Spanish and less status for Spanish at school. State and district assessments encourage these language policies and promote English as the language of prestige, creating barriers for students to acquire higher levels of Spanish. By recognizing these constraints, it is important for teachers and administrators to deliberately focus on raising the partner language and preserving the vitality of the language during the reserved allocated minutes in the target language (Hernández, 2015).

In brief, principals have a central role in the success of DLE programs. Leaders need to be critically conscious navigating political pressures impacted by high stakes assessments that can bring challenges to the program design and goals of the program. Equity minded principals need to be constantly vigilant about how these pressures can affect the vitality of the language and impact student's long-term success in the program.

Professional Development as a Responsibility for Leaders in DLE

Professional development is everyone's responsibility to be adequately prepared to meet the academic and linguistic challenges of diverse populations in DLE. Unfortunately, principals are underprepared in leading staff meetings pertaining to the linguistic needs of EB partly because leadership preparation programs or school districts do not provide professional development in the cognitive development of a student's first language (DeMatthews & Izquierdo, 2017, 2018; Scanlan & López, 2012). Principals' lack of knowledge regarding second language programs have raised concerns and called for professional development for administrators, focused on language acquisition pedagogy that provides guidance and support to teachers in DLE (Padron & Waxman, 2016). Together with teachers at all grade levels, principals can help build strong attitudes about language by addressing common goals and concerns regarding linguistic equity (Hernández, 2015). However, if principals lack knowledge of research-based practices in DLE and program design, they cannot lead or sustain the program, therefore impacting their credibility with teachers and parents (Hernández, in press).

The *Guiding Principles for Dual Language Education* (Howard et al., 2018), a resource for educators and administrators, informs and monitors program effectiveness. The guide book highlights staff quality and professional development in Strand 5, with a focus on teachers (Howard et al., 2018). "Teachers in language education programs need appropriate teaching certificates or credentials, good content knowledge and classroom management skills, and training with respect to the language education model and appropriate instructional strategies" (p. 89). However, the *Guiding Principles for Dual Language Education* (Howard et al., 2018), does not address the role of the school principal nor the type of professional development they

need to conduct their work at a DLE program. This is a gap in the literature to define the role and responsibilities of the school principal in DLE.

Hence, the problem augments the lack of preparation for principals in DLE even in their credential programs. As typical in the vast majority of US states, there is no coursework required in the certification of preparing principals to educate emergent bilinguals in DLE (DeMatthews & Izquierdo, 2018; Menken & Solorza, 2015). A lack of formal preparation in preparing principals to lead in schools educating emergent bilinguals is a concern which poses a challenge in understanding bilingualism, language learning, linguistic diversity, or equity. Therefore, the responsibility for a principal's professional development lies at the hands of the district administrators, who may not understand the guiding principles of DLE.

Professional development with issues of equity and social justice for all educators in dual language are critical themes in ensuring sociolinguistic and sociocultural goals (Alfaro & Hernández, 2016; Howard et al., 2018). *The Guiding Principles for Dual Language Education* (Howard et al., 2018), assert that equity is at the core of social justice and “provides a lens for DLE teachers to exert their ideological clarity for safe democratic spaces, examining group membership and balancing language status” (Alfaro & Hernández, 2016, as cited in Howard et al., 2018, p. 93). According to the National Policy Board for Educational Administration (2015) professional standards for educational leaders, addressing matters of equity and cultural responsiveness in all aspects of leadership is addressed in Standard 3: Equity and Cultural Responsiveness. The key points about educational leaders' effectiveness to strive for equity in culturally responsive and educational practices for student success are vague and not defined within the standard (NPBEA, 2015). Through professional development and discourse, dual language leaders need to engage in self-reflection to critically question their ideology and

participation in DLE to attain equitable practices for academic achievement and social justice (Alanis & Rodríguez, 2008; Alfaro, 2019; Alfaro & Hernández, 2016; Lindholm-Leary, 2012; Wiemelt & Welton, 2015).

One example of DLE principals' engagement in self-reflection and dialogue is in a professional learning community through a five-year research project between California State University San Marcos and local administrators and teachers from three districts. The project titled *Aligning the Common Core for English Learners, Parents and Teachers: A Professional Learning Community in Dual Language Education* (Hernández, in press) demonstrates the influential role of the administrator in planning and participating in professional learning cycles with DLE teachers. The equity minded administrators' willingness to engage in designing professional learning cycles (PLC) centered on addressing dialogue, assumptions, biases differences and discrimination of culturally and linguistically diverse students influenced teachers' critical consciousness and pedagogy to meet the needs of dual language learners in their learning communities (Hernández, in press).

Another qualitative case study in the evaluation of City Elementary, a K-5 school in South Texas, Alanis and Rodriguez (2008) findings indicate pedagogical equity, parent-home collaboration, qualified teachers and knowledgeable leadership were essential factors in the success of one dual language program. The administrator's diligence and involvement to enlist the local university to provide support and professional development made for an exemplary program (Alanis & Rodríguez, 2008; Alfaro et al., 2014). This is also the case in the example of San Diego State University's Dual Language and English Learner Education program partnering with an elementary school to provide professional development for teachers and leaders. The partnership between Chula Vista Learning Community Charter School (CVLCC) and the

university helped teachers and leaders in the implementation of a Freirean-based instructional program to achieve an equitable and social justice framework for educating students (Alfaro et al., 2014).

As evident in the literature, there is a substantial need for professional development focused on methodological and equitable practices for educators leading in dual language programs. The partnerships between administrators and teachers are instrumental in the success of DLE programs by creating a shared vision with the learning community based on a critical pedagogy philosophy focused on social justice and equity (Alfaro et al., 2014; Hernández, in press). These learning communities influenced development of 21st Century learners coupled with equity minded administrators who understand research-based practices and the importance of organizational leadership and collaboration with stakeholders.

Leaders Build Cross-Cultural Communities

Courageous CCL plays a key role in assessing and shaping cultural competence within a school community by continuously striving to create equitable spaces for families and for students to develop their talents to succeed (Blankstein & Noguera, 2016). One of the most important factors in a community's success is the influence of the leader to cultivate communities of practice. Wenger et al., (2002) defines communities of practice as “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (p. 4). Leaders build cross-cultural communities by bringing community members together to focus on its domain, develop a sense of belonging, foster relationships and develop its practice (Wenger et al., 2002).

The role of leadership is to engage parents and families in the school community with more than the traditional forms of parent/family attendance at open house, field trips, and

volunteering in school/classroom activities. Olivos and Ochoa (2006) appeal for a transformational paradigm of parent involvement aimed at creating equitable schooling experiences by integrating the involvement of historically disenfranchised parents, teachers, and the community to create these learning conditions. This paradigm transforms parents' self-awareness and self-efficacy into democratic school communities. Parent and family participation are more meaningful when there is an active role in school governance and members act as decision makers in the formal education of their children (Olivos & Ochoa, 2006).

Armendáriz and Armendáriz (2002) qualitative study in a Spanish Two Way Bilingual Immersion (TWBI) program at Longfellow Magnet School in Albuquerque, New Mexico examined the success of an administrator's effort in organizing highly dedicated teachers and parents/families into communities of practice. This study demonstrates how it takes more than what happens within the classroom to build strong cross-cultural communities. The empirical study revealed the success of parent liaisons working systematically in advocating and understanding the cultural and linguistic implications on students (Hood, 2011; Howard et al., 2018). Principals unprepared to meet a diverse cultural and linguistic community are more likely to struggle with engaging parents and families whose first language is not English (DeMatthews & Izquierdo, 2015).

CCL who build cross-cultural communities offer translation at meetings for Spanish speaking parents and families, as well as create opportunities for parents to be listened to, share their experience and interrogate school leaders about issues they wish to be addressed (Olivos & Lucero, 2018; Palmer et al., 2019). The acceptance and inclusivity of community voices and participation is needed inside and outside of the classroom. In one study, (Olivos & Lucero, 2018) parents shared how the school used various practices to keep them involved. This included

creating a center for families to go for food or help, as well as various methods to volunteer in the school. The same school also included all families by showing both English and Spanish subtitled movies during “Family Movie Nights”.

In the classroom setting, CCL promote acceptance by ensuring that teachers provide culturally responsive and relevant instructional activities based on students’ lives and interests (Magno & Schiff, 2010; Scanlan & López, 2012; Wiemelt & Welton, 2015). According to Freire (2005) teachers need to be cognizant of what happens in the world of the children whom they teach and interact with on a daily basis. An effective program is not just about the program design of the model, but about an understanding of the learners affected by those practices. Teachers and leaders must understand students' cultures in ways which transcend the surface culture of their world by drawing on their funds of knowledge (Lessow-Hurley, 1990; Moll et al., 1992). The term “funds of knowledge” refers to historical and cultural bodies of knowledge and skills for functioning for the well-being of an individual (Greenberg, 1989; Tapia, 1991; Velez-Ibáñez, 1988, as cited in Moll et al., 1992). This requires supporting and providing professional development for instructional practices drawing upon student’s culture as a resource (Blankstein & Noguera, 2016; Isola & Cummins, 2020; Scanlan & López, 2012).

In Moll et al., (1992) ten teachers participated in a series of workshops on qualitative methods to study student households. Their findings demonstrate the need for educators to rethink their role in developing collective funds of knowledge about teaching and learning. This study demonstrates how families develop social networks that are interconnected with their social environment, facilitating the development and exchange of resources that enhance the household’s ability to thrive (Moll et al., 1992). Dual language curriculum should be reflective and inclusive of the students’ experiences, cultures, and languages (Singleton & Linton, 2006),

such as including counter narratives in the curriculum brings history alive beyond the Western canon and can help strengthen classroom practices, resistant to the interruption of hegemonic pedagogy (Zamudio et al., 2011).

In closing, administrators should recognize the importance of effective DLE program design coupled with responsive and relevant teachings based on student's cultural funds of knowledge as a resource for learning. Their role in assessing and shaping the third pillar of DLE goal, cultural competence, is the opportunity to validate students and their families and catapult them toward success. In collaboration with teachers and families, courageous leaders challenge inequalities and traditional forms of parent and family involvement in order to create equitable teaching and learning spaces to build strong cross-cultural communities.

Theoretical Framework

School leadership is a critical component for student achievement and vital for a thriving school community where teachers focus on their responsibilities and students are supported and challenged in the classroom (Anderson, 2017; Marzano et al., 2001). Unfortunately, school principals enrolled in administrator preparation programs are provided with little to no in-service training to prepare them to lead in DLE programs (DeMatthews & Izquierdo, 2018).

Consequently, there is a need for a leadership framework to promote dual language education programs centered on social justice and equity that can transform the school culture. Since transformational leadership is linked to the perspectives on social justice (Marshall & Oliva, 2017), it has the potential as a leadership framework to propel administrators to strengthen organizational norms and establish multidimensional perspectives in transforming equitable school structures focused on closing the achievement gap and valuing cultural and linguistic diversity (Anderson, 2017).

Management and Leadership

The responsibility of administrators is to carry out the operational and instructional leadership of the school site. The following section will discuss the role of management and leadership (Anderson, 2017). The role of the leader in management is to focus on supervision, organization and the exchanges that occur between the leader and followers. Principal's operational responsibilities include managing budgets, personnel, scheduling and meeting state and federal benchmarks (Amanchukwu et al., 2015). Administrators as managers, need to ground their work in socially just policies centered on issues of race, class, gender, disability, sexual orientation and historically and current marginalizing conditions (Shields, 2010; Theoharis, 2008).

Leadership as a function, more than a role, requires the principal to work in collaboration with others to create a shared purpose and vision (Darling-Hammond & Friedlaender, 2008). In addition to community outreach and hiring, developing, and evaluating teachers, leaders set strategic planning goals to support struggling students (Darling-Hammond & Friedlaender, 2008; Hunt, 2011; Leithwood & Riehl, 2003). Marzano et al (2001) identified 21 characteristics in his meta-analysis research of 69 studies observing behaviors related to principal leadership.

According to Naylor (1999), as cited in Amanchukwu et al (2015), "effective leadership is a product of the heart and an effective leader must be visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, experimental and initiates changes" (p. 6).

Whereas, the qualities of a manager are: rational, consulting, persistent, problem solving, tough-minded, analytical, structured, deliberate, authoritative, stabilizing (Amanchukwu et al., 2015). In addition to the named qualities of a leader to bring about positive and necessary change, trustworthiness in leadership is fundamental across all organized human groups and highly

correlated with transformational leadership (Amanchukwu et al., 2015; Dirks & Ferrin, 2002).

The difference between management and leadership is that “managers do the things right, while leaders do the right things” (Slaughter, 2012, p. 85). Regardless of leadership perspective or style of leadership, an effective leader inspires, motivates and achieves organizational goals.

Transformational Theory

Transformational Theory (Burns, 1978) also known as Relationship Theory (Amanchukwu et al., 2015; Graen & Uhl-Bien, 1995), focuses on relationships formed between a leader and the followers. This theory involves the leader engaging with other people within the organization to create connections resulting in increased motivation and morality for both the leader and followers. Relationship theories are compared to leadership theories in which the leader displays qualities of charisma, confidence, extroversion and is easily able to motivate followers (Amanchuckwu et al., 2015; Marzano et al., 2001). Burns (1978) coined the term Transformational Leadership when he operationalized the theory as a leadership style. Burns defines this style of leadership as transforming attitudes, beliefs and behaviors to motivate and inspire followers. A transformational leader “raises the followers’ level of consciousness about the importance and values of desired outcomes and the methods” (Burns, 1978, p. 141). Leader and followers’ advance motivation and morale by working together to represent the values of both the leader and followers for the collective good of the organization (Burns, 1978).

Transformational Leadership

Transformational Leadership plays a key role in school improvement initiatives and serves to enhance motivation, morale and job performance. This style of leadership is appropriate for school settings because of the emphasis on strengthening organizational norms and establishing new ways of thinking towards a shared vision committed to equitable treatment

of all members of the learning community (Anderson, 2017; Marshal & Oliva, 2017). School principals in DLE programs recognize the external sociopolitical and internal pressures that affect the function of DLE programs, and for this reason should embody transformative leadership skills which use differences of opinion, hostility and tension as opportunities in motivating others and promoting growth and change (Slaughter, 2012).

Building on Burns (1978) Transformational Theory/Leadership, Bass (1985, 2006) developed a transformational model of school leadership. He identified “Four I’s” of Transformational Leadership as necessary qualities for school principals to meet 21st century challenges. These four components of the model are: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 1985; Bass & Riggio, 2006; Marzano et al., 2001; McCleskey, 2014). Idealized influence is attributed to the leader as a strong role model leading by example, by modeling behavior through character and behavior. Leaders consider and prioritize the needs of the followers in the organization. Due to their impressive influential behaviors, followers find themselves emulating the leaders’ behavior (Anderson, 2017; Marzano et al., 2001; McCleskey, 2014). Inspirational motivation involves behaviors to motivate and inspire followers by setting reasonable goals which provide a vision and a sense of mission. Intellectual stimulation is characterized by allowing followers to think for themselves in innovative ways. Leaders are creative, innovative and create the conditions for learning opportunities for followers. Individualized considerations are characterized by the leader building relationships with followers in a supportive and caring manner in the organization. Followers feel positive about their school environments when individualized consideration allows for cooperative and trusting relationships between a leader and the followers (Anderson, 2017; Marzano et al., 2001, McCleskey, 2014).

Hence, transformational leaders inspire meaningful and positive change focused on care and the development of followers in the organization. By raising their follower's consciousness about organizational goals, leaders make decisions based on the value of inclusivity (Marks & Printy, 2003). For these reasons, DLE principals should have tenets of Transformational Leadership along with Principles of Courageous Leadership to harness the knowledge, abilities and passion to motivate all stakeholders towards equity and excellence.

Principles of Courageous Leadership

In addition to the Transformational Theory (Burns, 1978) centered on building relationships, the leadership role is fundamental to the core of equitable practices in supporting student achievement and sharing mutual accountability from all stakeholders. Blankstein and Noguera's (2016) book, *Excellence Through Equity, Five Principles of Courageous Leadership to Guide Achievement for Every Student*, demonstrates how leading for equity requires a leader to have great courage and conviction. The five Principles of Courageous Leadership are a guide for leaders to attain excellence through equity: 1) getting to your core, 2) making organizational meaning, 3) ensuring constancy of purpose, 4) facing the facts and fears, and 5) building sustainable relationships (pp. 25-27). These principles, coupled with the tenets of Transformational Leadership (see Figure 1), collectively build the dual language leader's capacity in the effort to advance equitable outcomes for all students (Blankstein & Noguera, 2016).

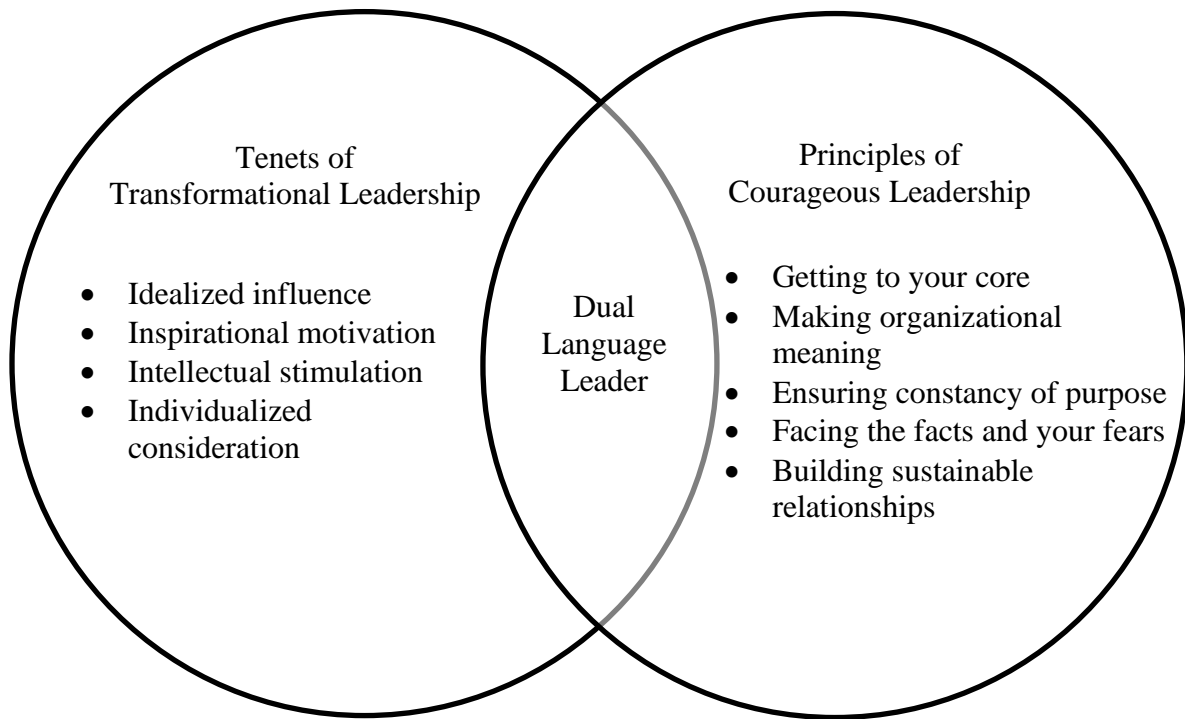


Figure 1

Transformational and Courageous Leadership

Principle 1: Getting to Your Core

Getting to your core, is the most valuable principle for transformational leaders to lead with equity and fulfill the goals of dual language education (Blankstein & Noguera, 2016; Menken & Solorza, 2015). The process to get to your core, is a journey of self-reflection to gain an understanding of moral purpose, beliefs and intentions (Blankstein & Noguera, 2016). This principle, coupled with Alfaro & Hernández (2016) IPAE, can strengthen ideological clarity for CCL to lead with courage and conviction in navigating obstacles and opposition imposed from top-down policies and English-only pressures that juxtapose ideology and pedagogy in DLE settings (Alfaro & Hernández, 2016; Menken & Solorza, 2015).

Principle 2: Making Organizational Meaning

The role of courageous leaders is to help others find meaning in their work by unifying all stakeholders toward a common vision and goal. As the catalyst of the organization, principals bring cohesion by establishing an environment premised on trust, respect, and validation of all voices (Amanchukwu et al., 2015; Anderson, 2017; Blankstein & Noguera, 2016; Somech, 2005). Coherence instead of compliance occurs when students, parents, and the larger school community understand the value and meaning of the goals, particularly in DLE programs where representation and demographics are diverse.

In the classroom setting, CCL strengthen organizational meaning with their advocacy for linguistic equity and adoption of culturally and linguistically relevant curriculum. An approach to personalized learning and language equity in the dual language classroom makes learning relevant by drawing upon student's culture and language as a resource, bringing organizational meaning in achieving DLE goals (Blankstein & Noguera, 2016; Howard et al., 2018). Mutual accountability and commitment by all stakeholders to the goals of DLE is a shared responsibility in the success and sustainability of the program.

Principle 3: Ensuring Constancy of Purpose

It is important to not surrender to decreasing instructional time in the partner language due to external pressures to prepare students for mandated state tests in English (de Jong, 2011; Lindholm -Leary et al., 2018). By using the Guiding Principles as a resource, leaders help guide the organization to maintain fidelity to program design and model (Collier & Thomas, 2014; Howard et al., 2018). A courageous leader's focus on equity and goals requires constancy and consistency of purpose in supporting the vision of the organization and commitment to the DLE model.

This long-term commitment protects staff from changing initiatives that make their way into the school system through policy and reform. Leaders who provide clarity, influence organizational success without losing focus and time on the vision, and help reduce stress of time-constrained priorities (Blankstein & Noguera, 2016). Courageous equity minded leadership in DLE programs ensure constancy and purpose by supporting staff while preserving and protecting the goals of bilingualism and biliteracy, academic achievement and cross-cultural competence (Alfaro, 2018; Blankstein & Noguera, 2016; de Jong, 2011; DeMatthews et al., 2016; Hernández, 2017, in press; Park et al., 2013, Scanlan & López, 2012, Scanlan & Palmer, 2009; Valdés, 2018), a promise to parents in student recruitment and academic outcomes.

Principle 4: Facing the Facts and Your Fears

The heart of being a courageous leader lies in the leader's willingness to face the facts and one's fear in order to ensure equity for all students. It is sometimes easier to maintain the status quo instead of questioning what the data may reveal. Data analysis forces the courageous leader to critically examine disparities within the organization and use these facts as the means for excellence through equity (Blankstein & Noguera, 2016). Courageous leaders in DLE face the facts about disparities, including those within the curriculum and state assessment in the target language. English as the language of prestige has known to create barriers for students to acquire higher academic levels of the target language and vitality of the language during reserved allocation of minutes (de Jong, 2011; Hernández, 2015). Leaders' advocacy in raising the status of the target language and allocating funds for quality resources and assessments demonstrate a vested interest as CCL in dual language programs.

In addition, courageous leaders regard the fact about formal preparation programs which prepare principals to lead in DLE programs. This fact poses a challenge for novice principals to

face their fears regarding clarity of language learning and linguistic equity in DLE. Critically conscious and courageous leaders recognize the significance to the organization of their own professional growth, as well as provide opportunities to ensure the development of others (DeMatthews et al., 2016; DeMatthews & Izquierdo, 2018; Padron & Waxman, 2016; Scanlan & López, 2012).

Principle 5: Building Sustainable Relationships

Relationships formalized through a common mission, vision, values and goals and are seen within the five Principles of Courageous Leadership. Effective leaders understand the journey towards excellence through equity, as it begins with relationships rooted in trust, respect and mutual responsibility within its framework (Burns, 1978). A culture of trust and collaboration is key to building sustainable relationships with all staff members, ultimately, impacting the success of all learners (Blankstein & Noguera, 2016).

CCL focused on equity and inclusion engage parents and teachers as valuable partners in the school community. Forging these collaborative cross-cultural communities aimed at creating equitable schooling experiences is the transformation needed to expand students' learning towards excellence (Blankstein & Noguera, 2016; Lindholm-Leary, 2001, 2005, 2012; Scanlan & López, 2012; Wenger et al., 2002).

To summarize the literature review, the journey to attain excellence through equity begins with a single act of courage. Transformative leaders engage with other people within the organization to strengthen norms and establish new ways of thinking towards a shared vision committed to equity (Marshall & Oliva, 2017). Currently, there is no framework to guide school principals with DLE programs. This study proposes a conceptual framework which brings together tenets from Transformational Leadership (Bass 1985; Burns, 1978;) and Principles of

Courageous Leadership (Blankstein & Noguera, 2016). The following chapter will address the methodology of the study.

Chapter Three: Methodology

Introduction

Many school administrators are quickly initiating Dual Language Education (DLE) programs because of their rising popularity without understanding that DLE programs bring an added layer of complexity. As the primary advocate for the program, it is essential for school principals to have a deep understanding of DLE theory and pedagogy. Many times, the principal's lack of understanding has hindered equitable practices in planning, implementation and sustainability of DLE program goals. It is the administrator's responsibility to ensure an equitable system where all learners have the opportunity for a bilingual, biliterate, and socio-cultural education.

The methodology chapter describes the purpose of the study, a case study research design, and the research questions. In this study, the researcher investigated the role of the educational leader at two distinct dual language education programs by inviting two school principals, six teachers, and six parents selected via sampling techniques. Additionally, this chapter includes criteria for selection of the DLE school sites and participants. Furthermore, a detailed description of the instruments and their purpose are discussed and referenced with supporting documentation in the appendices along with data collection and analysis. The methodology also includes questions for surveys and interviews with content experts in the field. The opportunity to field-test the survey prior to the study will assist in the feasibility of procedures with a similar group of participants (Creswell, 2017). Lastly, this chapter concludes by presenting the limitations of the dissertation and the researcher's positionality.

Purpose of the Study

The purpose of this qualitative case study was to examine the roles and characteristics of two school principals administering two distinct Dual Language Education (DLE) programs in Southern California. As shown in Table 1, the researcher utilized the four tenets of Transformational Leadership Theory (Bass, 1985, 2006) and the five Principles of Courageous Leadership (Blankstein & Noguera, 2016) as a conceptual framework which are aligned to the study's research questions. This study offered an analysis of the principal's beliefs, perceptions, and dispositions in order to increase an understanding of the school leader's role in DLE programs. Although there is sufficient research identifying characteristics of effective dual language programs (Howard et al., 2018), there are limited studies on the role of the principal in dual language programs. This case study was an effort to examine the leadership role of the school principal in DLE and better inform the field of education about the traits and responsibilities of these leaders.

Table 1

Transformational Courageous Leadership for Dual Language School Principals

Research Question		
1. How do school principals' ideology in Dual Language Education influence their role in providing equity and educational access to students and families?		
	Transformational Leadership	Principles of Courageous Leadership
a. How do school principals' ideology/beliefs in Dual Language Education influence their leadership role?	Inspirational motivation	Principle 1: Getting to your core
b. How do school principals view their role as advocates, defenders, and protectors of the educational rights of students and parents of diverse backgrounds in Dual Language Education?	Idealized influence	Principle 2: Making organizational meaning
c. How do school principals in collaboration with teachers monitor program implementation and sustain professional development in Dual Language Education?	Intellectual stimulation	Principle 3: Ensuring constancy and purpose Principle 4: Facing the facts and your fears
d. How do school principals in Dual Language Education Programs build trusting relationships in their schools and communities?	Individualized consideration	Principle 5: Building sustainable relationships

Research Questions

The following research questions guided the study and addressed an overarching question about the principals' ideology with sub-questions related to how their role and relationships influenced their DLE leadership:

1. How do school principals' ideology in Dual Language Education influence their role in providing equity and educational access to students and families?
 - a. How do school principals' ideology/beliefs in Dual Language Education influence their leadership role?

- b. How do school principals view their role as advocates, defenders and protectors of the educational rights of students and parents of diverse backgrounds in Dual Language Education?
- c. How do school principals in collaboration with teachers monitor program implementation and sustain professional development in Dual Language Education?
- d. How do school principals in Dual Language Education build trusting relationships in their schools and communities?

Research Design

The study used a qualitative research design for descriptive case studies (Creswell, 2017). The intent of the case study design was to gain a deeper understanding of the beliefs, perceptions, and dispositions of two principals at two different school sites. Utilizing an exploratory approach, the study addressed the two cases independently to allow comparisons or propose generalizations, thus contributing to the existing body of literature in the field of leadership and dual language education programs (Mertler, 2018). The data collection process for the case study began mid-March and continued through June 2021. During this time (Spring 2021), the world experienced a worldwide pandemic, caused by a coronavirus called Sar-CoV-2 or COVID-19. For this reason, due to COVID 19 restrictions, the researcher was not allowed to explore each of the school sites or conduct in-person interviews with the participants.

The two administrators selected for the case study led in Southern California schools and managed distinct dual language program models with an emphasis on Spanish as the target language. Although program design and model varied within each school (e.g., 50:50, single strand, whole school), each site had the same goals in achieving the goal of bilingualism,

biliteracy, and socio-cultural competence. In order to understand the background and context of the study, the researcher retrieved information from each of the school sites through various data sources which included: California School Dashboard (CDE, 2020) California Department of Education's School Accountability Report Card (SARC, 2019) and each of their respective school websites. In addition, the researcher visited each of the school's neighboring communities in order to understand the factors shaping each of the schools. The case study inquiry relied on these multiple sources of evidence in addition to the triangulation of data collection from participant questionnaires and interviews (Yin, 2017).

This was significant because, according to Yin (2017), a case study's unique strengths to gather multiple data sources for triangulation provides validity to a contemporary phenomenon.

This author supports this concept with the following:

A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident...The case study inquiry copes with the technically distinct situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulation fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection analysis (p. 18).

The principals' place of work included, Machado Elementary School, and Valley View Elementary School (pseudonyms used for both schools). Machado Elementary School, is located in a rural area composed of one the highest population of migrant students in the county; additionally, this is a Pre-K-6th grade program with the entire school following a 50:50 program model—where half of the instruction is delivered in English and the other half in Spanish. Valley View Elementary School is located in a city with a high concentration of low-wealth Latino families and also follows a 50:50 program model within a Pre-K-5th grade strand. Although the schools were very distinct in their community demographics and program design, they were both

representative of similar populations and communities in other dual language programs in Southern California.

Setting and Context

The sites for this case study are elementary public schools with dual, two-way design. This two-way (cross-cultural, cross-linguistic balance) population includes students identified as ELL, bilinguals, and monolingual English students. In addition, the sub-population included students with special needs, migrant families, newcomer immigrant status students and transnationals. Each of the sites represented convenience samplings of schools recommended by experts in the field of dual language and met the criteria for purposive sampling. The criteria for selection were based on sites having a minimum of three-year program implementation, experienced principals, and a large number of English Language Learners. Through the analysis of the California Department of Education's School Accountability Report Card (SARC, 2020-2021) and principal interviews, the researcher acquired data about each of the school sites as described below using the pseudonyms, Machado Elementary School and Valley View Elementary School. Pseudonyms for the schools and participants were used throughout the study to protect the identity and confidentiality of the research participants. The following paragraphs offer a description of the two school sites with pertinent information about the school demographics and student ethnicity (see Table 2).

Machado Elementary School

This is a Pre-K-6th grade Dual Language School of Choice Program located in a rural farmland area of the county. All twenty classrooms at the site participate in the 50:50 schoolwide program model. The school was in its sixth year of DLE implementation and served 561 students (SARC, 2021) and had one of the highest populations of migrant students in the county,

representing approximately 14% of student enrollment (WestEd, 2020). At this school, all teachers held a California credential for Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) which qualified them to teach in the 50:50 program model. Through their school mission and vision, the school was committed to utilizing a bilingual academic approach with opportunities to be educated in a positive socio-cultural learning environment and instill leadership skills to be successful in a globally competitive world. In addition, the vision at Machado Elementary is for all students to be high achieving bilingual, biliterate leaders, with positive socio-cultural values (SARC, 2020). For the purpose of supporting the mission and vision, the school has various parent/teacher advisory committees including a Parent Lighthouse Committee of leaders who were actively involved in supporting the school's goals.

According to the California School Dashboard (2019) the school district, where Machado Elementary is located, serves predominantly 79.5 % Hispanic/Latino students and 35.4% of English Language Learners, the school population demonstrated progress towards English language proficiency in state standardized tests. Other pertinent demographic data outlined in the dashboard included the progress of English Language Learners, socioeconomically disadvantaged students, students with disabilities and ethnicity data (see Table 2).

Valley View Elementary School

This Pre-K-5th grade school is located in an urban area and served approximately 797 students (SARC, 2021), with a high concentration of low wealth Latino families. Most recently, in 2018, the school added a 50:50 Dual Language Immersion program model to serve students attending this site. The school gained success and popularity in the community and grew to over 350 students (SARC, 2021) in grades TK-3, from 52 students in the first year of inception. Teachers received support and training for DLE implementation through the National Dual

Language Forum and Two-Way Immersion Outreach Program, weekly grade-level collaboration, and five additional days of professional development. The mission statement at Valley View Elementary was to build an educational foundation through collaboration and innovation for all students to become real-world problem solvers. The school values trust, respect, collaboration, and equity. In addition, the vision at Valley View was for all students to achieve their individual potential in a safe, positive, and nurturing learning environment (SARC, 2020).

According to the California School Dashboard (2019) the district, where the school is located, serves 85.1% Hispanic/Latino Students, 43.8% of English Language Learners and demonstrated progress towards English language proficiency in state standardized tests. Table 2 presents other pertinent demographic data outlined in the dashboard for English Language Learners, socioeconomically disadvantaged students, students with disabilities and ethnicity data.

Table 2

Dual Language Education Program School Sites

	Machado Elementary	Valley View Elementary
Grade	Pre-K-6 th	Pre-K-5 th
Program Model	50:50	50:50
Community	Rural Farmland	Urban
Migrant students	52	-
Number of students	552	797
English Language Learners	52.4%	43.8%
Socioeconomically Disadvantaged	70.7%	92%
Students with Disabilities	12.5%	13.7%
Foster youth	0.4%	1%
Homeless	-	10.9%
Hispanic	79.5%	85.1%
African American	0.4%	1%
White	17.4%	7.5%
Asian	0.5%	1.3%
American Indian	0.2%	0.3%
Pacific Islander	-	1.6%
Filipino	-	0.5
Two or more races	2%	2.8%
Chronically Absent	3.6%	12.6%
English Language Learners demonstrated progress towards English Language proficiency in state exams	35.4%	44.3%

Participants

For this study, the participants included school principals, teachers, and parents. Although the study was intended to examine how the school principals met the needs of the student/community populations, students were not involved as study participants. All participants in the case study were provided with relevant information about their participation through the consent forms (See Appendices A-D). In addition, participants' willingness and availability to be part of the study was completely voluntary and, in order to eliminate any biases, the researcher stated unequivocally that none of the participants had personal or working relationships with her (Creswell, 2017). Participants were organized as primary and secondary participants.

Primary Participants

Two school principals represented the primary participants, and included two males, both identified as Hispanic/Latino, bilingual Spanish speakers. The selection criteria of the participants included (a) convenient subjects (recommended by experts in the field) and (b) purposeful sampling (intentional invitation for purposes of understanding the role as principals in DLE) (Creswell, 2017). Requirement for participation in this study was a minimum of 3-5 years of experience as a site principal that included 2-3 years of experience working as a principal in a DLE program. Participants were provided with a consent form (see Appendix A) to participate in the study.

Secondary Participants

Six school teachers represented the other participants who had current teaching assignments in the DLE program at each of the school sites. The selection criteria of the participants included (a) convenient subjects, the researcher utilized the staff directory from the school website to send an email invitation to DLE teachers at each site and invited them to

participate in the study. Creswell (2017) defines convenience sampling as subjects who are willing to participate in the study and available to be studied by the researcher. This email invitation contained information regarding selection criteria. From the interested participant pool, the researcher selected three teachers from each school site who met the criteria of having 3-5 years of teaching experience and had worked under the leadership of the school principal. The researcher provided them with a consent form (see Appendix B) to participate in the case study. Teacher's willingness and availability to participate in the study was voluntary, but as a token of appreciation for their time they were provided with a \$15 Amazon gift card for filling out the questionnaire (see Appendix E). Teachers were then invited to participate in separate and private 30-45-minute video interview scheduled at a time that was convenient to them to protect the identity of the individuals.

Similarly, the researcher recruited three parents from each of the school sites as secondary participants, for a total of six subjects. The selection criteria included (a) convenient subjects, recommended by teachers in the study who knew parents whose children had been identified as English Language Learners, reclassified, and English dominant students in the DLE program and had attended school under the leadership of the principal (Creswell, 2017). From this list, the researcher randomly selected participants and sent an invitation to participate in the study through an email. The researcher followed up with a phone call from the participant pool and selected three parents from each site to interview. Criteria for selection of parents was that their children had been in the program for at least three years. Parent participants were provided with a \$15 Amazon gift card as monetary compensation for their time spent on a 30-45 minute interview (see Appendices I & J). Individual interviews were scheduled at a convenient time via a video conference to protect the identity of the individuals. Prior to the commencement of data

gathering, parents were provided with a consent form (see Appendices C &D) to participate in the study.

Data-Collection Phases

Pilot Study

A pilot study was conducted in the spring of 2021 to test the researcher-created questionnaires and receive feedback from content experts prior to finalizing and distributing instruments to principals in the study. The sample size represented a convenience sampling of three principals leading in dual language education programs in three Southern California school sites. The pilot study provided the researcher with the opportunity to field test the questionnaire, interview questions and interview protocol. The finding allowed the researcher to modify questions and improve data collection for the dissertation.

The case study included three phases of data collection and analysis (see Table 3). The first phase was to identify and invite two school principals and six teachers from two distinct school districts in Southern California. Participants were selected through purposeful and convenience sampling. Each participant was provided with a consent form to participate in the study (see Appendices A-D). Principals and teachers completed a brief questionnaire (See Appendices E & F) with short reflective responses; one to two sentence written responses to gather demographic information, background knowledge; and questions related to their school. The questionnaire provided the researcher with additional data sources, thus in ensuring internal validity through a triangulation analysis process (Creswell, 2017; Mertler, 2018). These questionnaires were coded for emerging categories.

The second phase of data collection included a 30–45-minute semi-structured interview (see Appendix G) with each principal, which was conducted via video conferencing using the

ZOOM online application. These interviews included questions related to ideology, leadership and experience. The interviews were digitally recorded, transcribed, and sent to each participant to confirm accuracy of the findings through the member-checking process. The researcher asked teacher and parent participants various questions regarding their perceptions about the leadership qualities of the principal. In addition, participants were asked follow up questions, when appropriate, in order to gain richer data from each interview (Mertler, 2018). The researcher wrote observational notes and reflective memos after each of the interviews—this process is described below.

The final phase of the research process was to code and compile all of the data sources and identify recurring categories and themes, aligned with tenets and principles articulated in the Conceptual Framework. Emerson and colleagues (2011) refer to coding as a process, “reading line by line through as many pages of field notes as possible, at least until coding seems to generate no new ideas, themes, or issues” (p. 165). The researcher initially went over transcripts through the process of open hand-coding to find etic and emic themes (Emerson et al., 2011). Analytical memos were produced after an iterative process of coding (Miles et al., 2014). During this process the researcher used the framework from Bass’ (1985, 2006) four tenets of Transformational School Leadership model coupled with Blankstein and Noguera’ (2016) five Principles of Courageous Leadership as a guide to analyze and interpret characteristics of the principals interviewed. This process helped clarify and solidify the meaning of the data and codes (Emerson et al., 2011). In addition, the researcher used MAXQDA, a software web-based application program, to facilitate research data management and analysis for qualitative data. During this phase, the researcher reviewed artifacts from each of the school sites regarding the program model, vision and mission statements, and School Accountability Report Cards (SARC,

2021). The collection and analysis of these documents supported codes and information obtained from the interviews.

Table 3

Examining the role of Leadership in Dual Language Education Programs

Timeframe	Methods	Purpose
<i>Phase 1:</i>		
March 2021	IRB approval, Invitation to participate	Approval of study, Pilot study to test questionnaire Consent Forms
	Principal and Teacher Questionnaire	Collected demographic information, background knowledge pertaining to role of each participant
<i>Phase 2:</i>		
Data collection of principal, teachers, and parents April 2021	Semi-structured interviews with principals and teachers	Principals reflected on their role as principal. Teachers reflected on the role of principal pertaining to their observations and interactions
	Semi-structured interviews with parents of students in DLE program	Compared and contrasted with what principal and teacher said about the role of principal in dual language
May-June 2021	Researcher transcribed principal, teacher and parent interviews. Sent transcripts to participants for “member check”	Coded transcripts, generated categories and themes
<i>Phase 3:</i>		
July 2021- September 2021	Hand coded data services and use of MAXQDA software	Solidified meaning of categories and data codes
	Reviewed school artifacts	Used multiple data sources for triangulation analysis

Data Collection

Participants were contacted via email and provided with the researcher's biography and preliminary proposal abstract of the study. This was followed with a personal phone call for introductions and appreciation for their participation in the study. Upon IRB approval of the study, the researcher followed up by sending formal invitation letters and consent forms (see Appendix A) to the principals and set up a video conference to begin the first phase of the study. This phase consisted of providing participants with a questionnaire (see Appendix E) to be completed at their convenience with a two-week period and was sent back to the researcher via email.

In order to ensure construct validity of this case study, the researcher identified operational measures of data collection from multiple sources (Yin, 2017). The measures for construct validity included triangulation of data through multiple sources which included participant interviews, "members checking" of interviews, questionnaires, and collection of artifacts (Yin, 2017). Generalizability of the study eliminated problems with external validity since results were limited to a small sample size of primary and secondary participants and were not generalizable across DLE programs. In addition, the researcher collected vetted potential questions with content experts in field of proposed surveys and interviews, since due to lack of research in this area, the researcher had to compile questions and design own instruments.

Primary Participant Questionnaires

There were two different questionnaires for this study. The first questionnaire was for the principal (see Appendix E) and was designed by the researcher to gather demographic data, background knowledge, professional and educational experience and 1-2 sentence short responses. This questionnaire was sent via email to each of the two principals during the month

of March 2021 with a completion of two-week time after confirmed receipts. To acquire a good response rate the researcher provided an email reminder, as well as a small incentive (gift card) to encourage return of the questionnaire in a timely manner.

Secondary Participant Questionnaires

Each of the three teacher participants at each of the school sites were provided with a questionnaire (see Appendix F), which purpose was to find information regarding their professional experience interacting and working with the school principal. These questionnaires were sent via email to each of the teachers during the later part of March 2021 and completed during a two-week time period after confirmed receipt. The researcher provided an email reminder as well as a small gift card incentive to encourage completion of the questionnaire in a timely manner.

Interviews

This study included individual interviews (see Appendices G-I) with primary and secondary participants, in 30-45-minute timed sessions, via video conferencing. Interviews within a case study provided the opportunity for participants to provide a thick description of the behavior that gave its meaning. Thick description was used as a “strategy to enable transferability, it refers to a description of the setting and participants of the study, as well as a detailed description of the findings with adequate evidence present in the form of quotes from participant interviews, field notes, and documents” (Merriam & Tisdell, 2015, p. 257). Interview sessions were recorded and transcribed with identifiers and any confidential information was kept secured in the possession of the researcher in order to protect the integrity of the principal and anonymity of all participants. The researcher merged multiple data sources during the data collection process to increase construct validity (Yin, 2017).

The researcher's first goal was to interview each participant at their school site, but given the constraints of COVID-19, the interviews were conducted via a digital platform. This method, as a digital platform, posed challenges for building trust and rapport over a digital platform (Brinkmann & Kvale, 2015). Following each interview, the researcher immediately inscribed a reflective memo to document the participants words and ideas, while exploring researcher subjectivity. Each of the interviews were transcribed and participants were provided with a copy of their interview for member checking (Maxwell, 2012). All electronic files created from the data collection process were stored on the researcher's password-protected laptop computer with an additional layer of encryption. All paper files created or documents gathered during the data collection were securely stored in a safe location in the researcher's professional place of employment and will be destroyed after five years.

Primary Participant Interviews

The participants included each of the two principal interviews (see Appendix G). The time of day for the primary participant's interviews was arranged according to participant availability. Arrangements were made with the researcher to interview primary participants during the workday, after-work hours or on weekends. The purpose of the principal interview was to explore perceptions and experiences regarding the principal's leadership role in dual language education programs.

Secondary Participant Interviews

Interviews with teachers (see Appendix H) and parents (see Appendices I & J) were held at participant's convenient time and day. The time of day for these interviews entailed scheduling a convenient video conference with each of the participants. The researcher contacted participants via email and arranged individual interviews in order to protect anonymity of all

participants. The purpose of the interviews was for comparative data analysis to attain data triangulation. The gathering of multiple data sources for triangulation provided validity to the case study (Yin, 2017).

Data Analysis

Qualitative data analysis is an inductive process resulting in a narrative from multiple data sources (Mertler, 2018). As a starting point for coding the data, the researcher utilized the four components of Transformational Leadership Framework (Bass, 1985, 2006), including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration with Blankstein and Noguera's (2016) five Principles of Courageous Leadership as a guide in developing a coding scheme for the data collected (Bass, 1985, 2006; Blankstein & Noguera, 2016). The researcher re-read the questionnaires and interviews using a newly developed codebook from the first read. After various iterative cycles of reading and data coding, the researcher described the themes and categories that came from the research questions which aligned with the Principles of Courageous Leadership. In addition, in vivo coding provided the researcher participants' own language and short phrases for new and emerging codes (Saldaña, 2015). By triangulating data from three sources the researcher had the opportunity to compare, contrast, and validate the findings regarding the leadership qualities of the leader at each of the school sites and across the two dual language programs.

Coding

In order to find meaningful categories related to the roles, responsibilities, and qualities of leaders in dual language programs, first cycle coding was initially done by hand. It was important that structural coding techniques be applied to gathering information about categories related to the research questions. Saldaña (2015) refers to structural coding as a process of

labeling data by specific research questions. Analyzing the frequency of themes which emerged from the data sources was one way the researcher reviewed data. Various coding cycles helped reduce and merge similar concepts, resulting in emic and etic themes (Emerson et al., 2011). In addition to implementation of hand-coding throughout the iterative cycles, the researcher utilized MAXQDA, a software program to facilitate qualitative research management for theme coding.

After each cycle of coding, the researcher wrote an analytical memo, identifying patterns from the data sets related to the research questions and conceptual framework (Miles et al., 2014; Saldaña 2015). Through this iterative process of interpretation and discovery, the researcher captured major themes in relation to each research question and analyzed how themes had implications for school principals leading for equity.

Validity and Reliability

In order to increase the construct validity of the case study, the researcher took operational measures to triangulate the multiple data sources collected through questionnaires and interviews from primary and secondary participants, interview transcripts, and collection of artifacts (Yin, 2017). In addition to “member checking” of the transcribed content from the interviews with the participants, the researcher merged data sources to find common themes and trends through the evidence of the findings.

In order to address reliability by eliminating errors in the data collection and biases in the study, the researcher maintained the same use of instruments at each of the two school sites (Creswell, 2017). Every effort was made to take careful steps for consistency in data collection and administration of the instruments (See Appendices E-J).

Positionality

I have a personal and professional interest in dual language education programs. I have

been a bilingual educator for 23 years and 15 of those years were teaching in dual language education programs. In addition, I was an educator and parent advocate while working in dual language programs. As a parent and teacher, I helped in the implementation of one of the first dual language education programs near my home by teaching and recruiting for the program. During the time of my involvement as a parent and teacher, I became a Dual Language Lead teacher at three successful DLE school sites and a District Dual Language Resource Teacher. As a resource teacher, I provided professional development to teachers across the district and helped create curriculum for the program. In addition, I had the opportunity to work at the state level on the California Spanish Assessment (CSA) as a test reviewer.

On a personal level, my children were enrolled in dual language education programs where I taught and served in my community. My children were the reason for me learning more about the research and advocating for the language programs. Currently, I am serving in a dual language education program in a Southern California school site as a shared Vice Principal. I came into this role because of my ideology regarding dual language programs and my goal to eventually be a principal or district level administrator overseeing the implementation and sustainability of dual language education programs. I am committed to the vision and goals of Dual Language Education and see the significance of the leader as the spokesperson and main advocate for the program.

Limitations of the Study

Although I consider myself an expert in the field of DLE, I must be cautious and conscious of any potential bias towards these programs or to use my experiences or knowledge to influence or set expectations towards participants and their responses. The limitations with this case study are varied and pose potential weakness to the research. The first concern is related to

sample size of participants, data collection and analysis (Creswell, 2017). Due to the constraints of the sample size, generalizability does not apply to the case study from one area in Southern California. Another limitation was the access to conducting interviews at the school site due to the COVID-19 guidelines/restrictions. My first preference was to conduct in person interviews, but adhering to social distance guidelines and potential restrains to school/visitor access during a worldwide pandemic was a limitation to the research study.

Another probable limitation to the study was the willingness and honesty of participants during the interviews. Participants may have made statements that skewed data due to their relationship with the principal, their beliefs about the program or their perceptions about school/district operations during a world-wide pandemic. Including how characteristics and roles of leaders in DLE programs within new virtual settings have been impacted by COVID-19, as this could provide variations of CCL in the handling of school, staff, student and parent relationships, including a shift in the principles related to equity.

Summary

This chapter outlined the methodological aspects of the qualitative research with a focus on a case study approach. This study will inform the field of dual language education about the roles, responsibilities and qualities of principals leading in dual language education programs. Data collection included the administration of multiple measures; Principal and teacher questionnaires, principal, parent and teacher interviews, and collection of artifacts from each of the school site programs. Highlighting the school principal's experience about their leadership role in dual language education programs can inform other school principals and districts about the traits of these leaders who rise to be critically conscious and courageous leaders in high

quality equitable dual language education programs particularly when leadership is also impacted by the complexities of a pandemic.

Chapter Four: Findings

Previous chapters in the dissertation presented the purpose of the research and provided a detailed literature review of the leadership in Dual Language Education (DLE) Programs. Also explained were how the study employed tenets of Transformational Leadership Theory (Bass, 1985, 2006) and Principles of Courageous Leadership (Blankstein & Noguera, 2016) to guide the inquiry and discuss the research design, methodology and research questions. The purpose of the study, as stated in Chapter 1, was to examine the role and characteristics of two school principals leading distinct DLE programs in Southern California. In this chapter, the researcher will outline the findings by addressing the overarching question and four questions with evidence from multiple measure triangulation to document the findings using the School Accountability Report Card (SARC) participant questionnaires and interviews. The following research questions will address an overarching question about the principals' ideology with sub-questions related to how their role and relationships influence their DLE leadership:

1. How do school principals' ideology in Dual Language Education influence their role in providing equity and educational access to students and families?
 - a. How do school principals' ideology/beliefs in Dual Language Education influence their leadership role?
 - b. How do school principals view their role as advocates, defenders and protectors of the educational rights of students and parents of diverse backgrounds in Dual Language Education?
 - c. How do school principals in collaboration with teachers monitor program implementation and sustain professional development in Dual Language Education?

- e. How do school principals in Dual Language Education build trusting relationships in their schools and communities?

In Chapter 2, the researcher discussed a conceptual framework, Transformational and Courageous Leadership (see Figure 1) to potentially guide school principals leading in DLE education programs. Also, by using a dual lens presented in Chapter 2 to examine the role and characteristics of two school principals, the researcher employed tenets of Transformational Leadership Theory (Bass, 1985, 2007) and the Principles of Courageous Leadership (Blankstein & Noguera, 2016) to develop this study's research questions aligned to the principal and teacher questionnaires (See Appendices E & F) as well as to the participant interviews (See Appendices G - I). As mentioned in Chapter 2, the journey to attain excellence through equity begins with a single act of courage (Blankstein & Noguera, 2016). This chapter will provide an overview of the data analysis process, and a profile of the two school principals. In addition, the chapter will analyze how the two principals engaged in everyday leadership at two dual language education school sites in Southern California.

Data Analysis Process

Qualitative data analysis is an inductive process resulting in a narrative from multiple sources (Mertler, 2018). As the starting point for coding the data, the researcher applied the four components of the Transformational Leadership Framework (Bass, 1985, 2006), including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration using Blankstein and Noguera's (2016) five Principles of Courageous Leadership as a guide in developing a coding scheme for the data collected. After collecting data from the principals' (see Appendix E) and teachers' questionnaire (see Appendix F), the researcher was able to extract demographic information regarding the experiences and knowledge pertaining to

their leadership roles in their DLE programs. The researcher then conducted fourteen interviews via Zoom (due to COVID-19 district on site protocols) at a convenient time for the participants. The audio was transcribed using rev.com, a transcription service for ten of the English interviews with principals, teachers and parents, including the researcher's transcription of four additional Spanish parent interviews. The researcher transcribed the recordings to ensure audio accuracy and disfluencies then replaced participant names with pseudonyms. These transcripts were then provided to each of the participants for accuracy through a "member checking" process (Maxwell, 2012).

Hence, to find meaningful categories associated with the roles, responsibilities and qualities of each of the principals, the first cycle of coding was initially done by hand using the process of inductive and descriptive coding (Creswell, 2017). An analysis of the frequency of codes which emerged from the data sources provided the researcher with an initial codebook to be used in the second round of coding. The researcher then uploaded the transcripts to MAXQDA, an online data analysis software program, to continue a second round of coding using the newly developed codebook. This process included a combination of in-vivo, process and deductive coding (Saldaña, 2015). After each cycle of coding, the researcher wrote an analytical memo to identify patterns from the data set related to the research questions and conceptual frameworks. Saldaña (2015) refers to this structural coding as a process of labeling the data by specific research questions. The final and third round of coding included hand coding the list of codes that were data-driven and included in-vivo codes such as "Advocate" "Vision," "Professional Development," "Guiding Principles," "Cultural Awareness" and "Relationships" (See Appendix K). These codes led the researcher to merge categories into the following themes: 1) strong belief in DLE, 2) advocacy, 3) pedagogical knowledge and sustainability, and 4) cross-

cultural relationships and communities (See Appendix L). The process in categorizing the codes into themes is known as a constant comparative method (Glaser & Strauss, 1967, as cited in Grove 1988).

As a means to remain neutral and avoid bias in the study, the researcher selected the principals on recommendation from experts in the field, hence the researcher had no prior personal or professional relationships with any of the participants. During the time that this study was conducted (Spring 2021), the world experienced a worldwide pandemic, caused by a coronavirus called Sar-CoV-2 or COVID-19. Consequently, due to COVID-19 safety guidelines, the researcher did not have access to the school sites or to in-person interviews with the participants. In addition, the researcher addressed reliability and validity by maintaining the same use of instruments and procedures for each of the school sites and taking precaution through “member checking” of data transcripts through the data collection processes and analyses.

Profile of School Principals

The selection criteria for the two principal participants included convenient subjects recommended by experts in the field of Dual Language Education (DLE). Criteria for principal participants included a minimum of three years of experience as a site principal in a DLE program site. The following represents data gathered through the survey questionnaire (see Appendix E) and the principal interview (See Appendix G).

Based on the questionnaire, both Principal Rubio from Valley View Elementary School and Principal Adolfo from Machado Elementary (pseudonyms used to protect human subjects) identified as Hispanic/Latinx men and Spanish native speakers. The questionnaire provided basic demographic information to probe participants in more in-depth dialogue (See Appendix G).

Principal Rubio

Principal Rubio had been at Valley View Elementary for the past nine years, including four years as a DLE principal. During the interview (April 2021), Principal Rubio shared that he was originally from Spain and moved to California in 1993 to be a bilingual aid. Rubio shared his appreciation of cultures when he said, “I’m learning so much about different cultures that I wouldn’t have had the opportunity, if I lived in Spain.” His appreciation of cultures and observing the language needs of the multilingual students in the community led him to advocate for the first DLE program in the district. This quote demonstrated his visionary leadership to build an “army” in his community when he began the process of implementing the program at his school site:

Building an army is important to make sure that you have a structure to begin with and it doesn’t happen overnight, it’s a process. I think that obviously having a clear vision of where you want to take the community based on what their needs are and what they will support you with. Because we can have these ideas that may not meet the needs of our community and in this case, my school, Valley View Elementary. So that’s very important, having that vision. But then again, when you create that team, when you create the army of people who are going to move with you, not follow me, but move with me, I think that is really important, really important. (Principal Interview, Valley View Elementary, April 21, 2021)

Principal Rubio’s vision and sense of team building/collaboration inspired him to initiate the challenging process of implementing the DLE program at his school site in order to meet the needs of multilingual learners. He and his team of allies attained the support of the San Diego County Office of Education (SDCOE) to build the first DLE program at his district and receive the necessary professional development. Soon after the principal interview was conducted, the researcher discovered that Rubio had been promoted to a district level position overseeing the district’s multilingual learners.

Principal Adolfo

Principal Adolfo was currently (Academic Year 2020-2021) in his third year as a DLE principal and came to Machado Elementary during the sixth year of the program implementation. According to teacher interviews (April-May, 2021), his background as a Spanish literature major made him a strong role model for students, staff and the community. During the interview, he shared that he began his career in migrant education working with families and this helped shape his beliefs and experiences with multilingual learners. Moreover, as a lecturer who taught a course in cultural diversity at one of the local universities, Principal Adolfo stated, “equity in schooling is something that’s near and dear to my heart” (Principal interview, Machado Elementary, April 19, 2021). His professional and personal experiences as a multilingual learner himself, steered him to focus on English learners and empathize with the students through a deep understanding of their second language acquisition processes and the principles of dual language. The following quote demonstrated his leadership in sustaining and advocating for the DLE program at his school site:

Being an advocate, a strong advocate of the program is important, along with understanding dual language and language acquisition. You really have to understand the process of language acquisition to really sympathize and empathize with students who are going through this journey. To me those are very key characteristics to support the vision. (Principal interview, Machado Elementary, April 19, 2021)

Principal Adolfo’s understanding of language acquisition and empathy for multilingual learners has helped him in sustaining the DLE program at Machado Elementary School. In his interview, he also said, “I feel like I struggled my first year. I was getting to know staff, getting to know what they were contributing and their areas of strength and where I could support them...understanding the dual language principles really helped me become a dual language educator” (Principal Interview, Machado Elementary, April 19, 2021). Although he described his

struggles during his first year as a DLE principal, the knowledge gained about dual language education, understanding language acquisition, and his awareness of culture contributed largely to his leadership, as well as his passion for equity.

Based on statements from both Principal Rubio and Principal Adolfo, evidence suggested that both principals appeared to be visionary leaders who understood that leading in a DLE program encompasses an added layer of complexity. Many times, a principal's lack of understanding of DLE theory and pedagogy hinders equitable practices in planning, implementing, and sustaining DLE program goals (Thomas & Collier, 2014). In this case study, Principals Rubio and Adolfo understood the responsibility that leadership included a vision and understanding of the DLE principles for all students specifically when multilingual learners have the opportunity to attain a bilingual, biliterate and socio-cultural education. These two principals described their journey as a *process*. A process which led them to share the same understanding focused on a clear vision about the goals of their program, a collaborative team approach to leadership, knowledge of second language acquisition, and being culturally aware about the community they serve.

Findings

The findings in this study support the need for DLE principals to entrust tenets of Transformational Leadership (Bass, 1985, 2006) along with the Principles of Courageous Leadership (Blankstein & Noguera, 2016) to harness their knowledge, abilities and passion to motivate all stakeholders towards a vision for equity and excellence. The following sections will address the overarching research question and sub questions:

Overarching Question

How Do School Principals' Ideology in Dual Language Education Influence their Role in Providing Equity and Educational Access to Students and Families?

Equity as defined by Blankstein & Noguera (2016) is a “commitment to ensure that every student receives what he or she needs to succeed” (p. 3). In the interest of attaining equitable practices for academic achievement, access to quality curriculum and resources was essential. According to Hernández (2011), as cited in *Ideology, Pedagogy, Access, Equity* (Alfaro & Hernández, 2016), “DLE teachers need additional resources and/or professional development on instructional strategies to ensure access (p. 9). Analysis of the data resources in the case study revealed how the principal’s ideology influenced their actions and decisions regarding equity and educational access for students and families in the Dual Language Education (DLE) program.

As equity-minded leaders for DLE programs Principal Rubio and Principal Adolfo provided equitable and educational access to students and families through their transformational leadership by displaying characteristics of: inspirational motivation, idealized influence, intellectual stimulation and individualized consideration. In addition, the principals demonstrated courageous leadership through self-reflection, belief in the vision and goals of DLE, advocacy for professional development, building a culture of trust, and in their daily actions . Their role as efficacious and conscious leaders are defined by their teachers and parents as demonstrated in the interviews with parents and teachers. Principal Rubio and Principal Adolfo demonstrated a commitment to student’s academic achievement by leading the work to attain access to resources, quality curriculum and professional opportunities for teachers and families as a means to attain students’ success in the DLE program.

Analysis of the data resources in the case study revealed how the principal's ideology influenced their decision-making regarding equity and educational access for students and families in the Dual Language Education (DLE) Program. Principal Rubio and Principal Adolfo's ideology regarding language and culture was shaped by their self-reflection and professional journey in working with culturally and linguistically diverse communities. Their strong belief as equity minded principals focused on the goals of DLE demonstrated visionary leadership at a time when navigation through restrictive language policies is a courageous act. Both school principals maintained the integrity and pedagogical goals of DLE during the rapid changes from in-person instruction to online learning due to COVID-19 school closures. Principal Rubio and Principal Adolfo's inspirational motivation as second language learners contributed to support and guide the learning community in creating equitable DLE programs that promote the vision and mission of DLE (Alfaro, 2018; Blankstein & Noguera, 2016; de Jong, 2011; DeMatthews et al., 2017; Hernández, 2017, in press; Park et al., 2013; Scanlan & López, 2012; Scanlan & Palmer, 2009; Valdés, 2018). Both principals were proactive in seeking the support from external resources and partnered with San Diego County Office of Education (SDCOE) and California State University San Marcos (CSUSM) to acquire guidance in the implementation and sustainability of their DLE programs.

As the spokespersons of the DLE programs, the principals in this case study utilized the *Dual Language Guiding Principles* (Howard et al., 2018) with teachers and parents as a means to ensure the success of students and teachers. Their knowledge of the principles and pillars was their guide to attain equitable outcomes for all students, particularly their intentional focus on the multilingual learner populations. Principal Rubio and Principal Adolfo embodied the values of dual language as the leading advocate and role model at their respective school sites. Through

idealized influence, they led by example, and modeled courageous advocacy at site and district level meetings in the interest of students and teachers with the aim to attain the necessary resources and funds to be successful. By sustaining the program's vision and mission, they acquired quality resources and professional development for teachers that are aligned to state standards in the partner language.

As the defenders and protectors of the educational rights of their learners, they both perceived themselves as the primary "cheerleader" of the program. Principal Rubio ensured access for students at Valley View Elementary in his advocacy to implement a DLE program that would benefit the multilingual learner population in an effort to maintain their native Spanish language. He led and facilitated the implementation of the program through the dual language task force with parents and teachers. Similarly, Principal Adolfo was a leading advocate and ambassador for English Language Learners in his school site by protecting student representation in the program through the waitlist for enrollment. Both principals demonstrated fearless leadership and prioritized the needs of their community, thus unifying parents and teachers to work in collaboration to attain equitable outcomes for students to be successful.

As transformational leaders, they both exhibited intellectual stimulation, due to their willingness to engage teachers in professional development for the purpose to attain success in student's academic achievement. It is the congruence of their ideological stance in tandem with their knowledge of pedagogical practices in DLE that inspired their advocacy to attain equity and access to resources for students and teachers to succeed. During the pandemic, both principals worked diligently to keep teachers engaged in their professional growth for the purpose of serving students. Although there were numerous obstacles, through innovative practices and

technological opportunities they maintained parents and students engaged during the global pandemic.

Principal Rubio and Principal Adolfo's built cross-cultural communities by developing a sense of belonging and acknowledging the language and culture that students and families brought into the school. They displayed characteristics of individualized consideration by building trusting relationships with teachers, parents and students. Through their empathetic and compassionate actions towards parents and students they built sustainable relationships founded on respect and rooted in trust. Both principals ensured that every student received what they needed to succeed, this is demonstrated in the culture of trust and collaboration that they created at their school sites.

Through their courageous and intentional actions to lead with equity and access for student success, Principal Rubio and Principal Adolfo created equitable schooling experiences for students and teachers in the DLE program at Valley View Elementary School and Machado Elementary School. The findings in this case study revealed the need for DLE principals to embody tenets of Transformational Leadership (Bass, 1985, 2006) along with the Principles of Courageous Leadership (Blankstein & Noguera, 2016) to motivate all stakeholders towards a vision of equity, access, and excellence for all students.

Research Question 1

How Do School Principals' Ideology/beliefs in Dual Language Education Influence their Leadership Role?

In this section of the chapter the researcher examined the first sub question of the dissertation: How do school principals' ideology/beliefs in Dual Language Education influence their leadership role? According to Alfaro & Hernández (2016), ideology is defined as the

“beacon that will empower her/him to navigate through, with, and around restrictive language policies and socio-political agenda” (p. 9). Through professional development and discourse, educators and leaders engage in self-reflection to question their ideology, thus influencing the decisions that impact their practices and actions (Alanis & Rodríguez, 2008; Alfaro, 2019; Alfaro & Hernández, 2016; Lindholm-Leary, 2012; Wiemelt & Welton, 2015). Analysis of the data sources in the case study revealed that leading with a strong belief for dual language education influenced the principals’ leadership role in their Dual Language Education (DLE) programs.

In general, visionary leaders for DLE programs are instrumental in providing support and guidance to the learning communities through their leadership and commitment to the programs’ vision and mission. Both principals in this case study revealed their strong belief towards understanding and communicating the vision of DLE in their school community. According to Principal Rubio, “you need to have the vision of what is best for the community, and once you know what the community needs are... you can lead the educational community to that journey” (Principal Interview, Valley View Elementary, April 17, 2021). As a visionary leader, Principal Rubio saw the need for a DLE program in his community. As a result, he researched characteristics of dual language programs and began building a team of teachers and parents to lead the program planning and implementation. The following quote summarized the process that Principal Rubio was confronted with during the implementation:

When it comes to dual language leadership, I carry that weight first. But over the years, my leadership has been more like what we have created together. Even though somebody has to start, the dance. And so that has been my journey. My journey has been...this is what our community is telling us...my voice will start now through this person, through that person, who has been part of that army of people who are committed to it. (Principal Interview, Valley View, April 17, 2021)

As a beacon for the community, it was Rubio who initially had the courage to begin the “dance,” at his school site, keeping in mind the school demographics and potential for a bilingual strand within a monolingual school. His strong belief in DLE is what inspired him to begin the journey and communicate the importance of implementing a research-based program for bilingual learners with support from the SDCOE. He began the process of program implementation with informational and collaborative meetings with parents and teachers. This eventually led to professional development opportunities for teachers and principal to engage and dialogue about the vision and goals of the program. Principal Rubio stated:

I think that the idea is to do that level of research, understanding where this journey can take us. It’s very important that we communicate this with the families, so they know where we’re going, where our vision is. It’s very important that they know that, but we base it on research...the San Diego County Office of Education has been instrumental in developing this program here at Valley View Elementary School. (Principal Interview, Valley View, April 17, 2021)

Teachers and parents at Valley View shared this vision because it was something that the learning community created together. Principal Rubio understood the importance of engaging the community in developing the dual language program at Valley View Elementary. According to the *Guiding Principles for Dual Language Education* (Howard et al., 2018), families are crucial advocates in recruiting other families and valuable partners when critical decisions affect the development of the program. The positive response at Valley View from stakeholders was a critical component in implementing the first DLE program at a Title 1 school where 90% of the school population are identified as low-income families needing additional funding to meet students’ educational goals. Title 1 funds are federal funds “used to support effective, evidence-based educational strategies that close the achievement gap and enable the student to meet the state’s challenging academic standards” (CDE, 2021). One teacher shared during the interview the following statement about Principal Rubio’ leadership:

He knows very well what his mission and vision for the program is...it is the anchor of the program, since he knows where he wants to move towards or where the program should move towards, he's very focused on that. (Teacher Interview, Valley View, May 8, 2021)

Teachers and parents trusted and joined Principal Rubio on this journey because of the clarity, purpose and focus he continuously communicated about the students and community assets. His beliefs about DLE were based on research practices and provided the "anchor" that established the mission and vision. One parent participant who was involved in the implementation process and knew Principal Rubio for the past nine years, shared her perspective about him:

Él es una persona que miró un proyecto, miró una visión, y él miró el futuro. Él no miró nomas algo pequeño, él miró al futuro, mirando a unos pequeños aprendiendo doble idioma y mirar a esos pequeños teniendo muchas más oportunidades en todo ramo en dónde quieran estudiar. Ellos van a poder estudiar en cualquier trabajo que ellos quieren aplicar, pueden tener mucho más éxito porque ellos van a tener esos dos idiomas que son necesarios en muchos lugares....El miró la necesidad desde que llegó a este lugar, porque él miró que habían muchas familias hispanas...él sabe que, si hablan dos idiomas, nuestros hijos van a tener las oportunidades que él ha tenido. El no nada más se quedó con su éxito, él quiso compartirlo con nosotros para que nuestros hijos tengan éxito.

He is a person who looked at a project, looked at the vision and he looked towards the future. He did not just see something small, he looked towards the future, looking at our young ones learning two languages and looking at our young ones having more opportunities in all areas of study. They will be able to study and apply to any job they want. They will be able to have success because they will have two languages, which are necessary in many places...He saw the need since he came to this place, because he saw there were many Hispanic families... He knows that if they speak two languages, our children will have the opportunities he had. He did not just stay with his success, he wanted to share with us so that our children can be successful. (Parent Interview, Valley View Elementary, May 7, 2021)

By reflecting on his own personal and professional journey and sharing his experience with teachers and families, Principal Rubio gained credibility as a bilingual, biliterate, and visionary role model. Various teacher participants shared similar thoughts regarding Principal

Rubio's integrity as a DLE principal. One teacher participant summarized what makes Principal Rubio a successful DLE principal and role model:

I think the first thing that made our principal and our program successful is his really extensive knowledge of ELs, and being a second language learner himself. He understood that process and he really had a strong foundation of what our EL kiddos need... He speaks both languages, holds high academic expectations for our kiddos in both languages. I think he just really models what a DLE program could do for our kiddos. (Teacher Interview, Valley View Elementary, May 2, 2021)

Not only was Principal Rubio a model who spoke fluently in both languages and was supportive as an instructional leader, but his extensive knowledge and experience with second language acquisition and working with multilingual learners influenced his visionary leadership as a DLE principal. In the following quote, Principal Rubio demonstrated his ideology in upholding the vision and goals of DLE, when articulating the importance of English Language Learners in the program:

We're protecting spots for our English Language Learners, that's why we have waitlists... If you want to support the vision and goal of dual language you really need to know about what dual language means, what language acquisition means, you need to know policies. You have to be well informed and well versed because you're going to be the face of it. You're going to be the one who's going to bring that into your school system. (Principal Interview, Valley View, April 17, 2021)

During the interview, Principal Rubio shared the importance of maintaining a composition of one-half to two-thirds native speakers in the target language as a critical component of the two-way immersion program. His overwhelming sense of responsibility as the face of the program as a trusted leader and visionary was evident when he reiterated various times throughout the interview the importance of understanding the guiding principles, research-based practices, and the promise of dual language education in his community.

Similarly, Principal Adolfo possessed a strong belief in the vision of DLE and also understood the implications to lead with clarity and purpose on this journey. Unlike Principal Rubio who implemented the program at his school site, Principal Adolfo walked into a program with three years of successful implementation. His experience as a principal in the program was different than Principal Rubio's, mainly in the supplemental implementation to the dual language principles, with an additional focus on Stephen Covey's Leader in Me (2008) program. Principal Adolfo shared that first and foremost, the dual language guiding principles coupled with the three DLE pillars were the framework that guided the vision with the added goal of student leadership. As a critically conscious leader, Principal Adolfo's focus was on developing students' bilingualism, biliteracy, cross-cultural and leadership skills in preparation for future opportunities in management and governance positions. He summarized what guided the vision at Machado Elementary in the following quote:

That's what drives the decision-making [principles and pillars], but at the end, the Leader in Me Program, we want to wrap the dual language framework and really allow students to not only be bilingual, biliterate, but be bilingual, biliterate leaders who are going to one day lead important positions in companies and perhaps even in areas in government. That's our goal...bilingual by second, biliterate by fourth, we want students to read and write efficiently in two languages. (Principal Interview, Machado Elementary School, April 19, 2021)

As a Leader in Me (2008) school site, Stephen Covey's program was designed to create a culture of trust and engagement by instilling seven habits to create more effective, goal minded and successful leaders. These 7 habits are: 1) Be proactive, 2) Begin with the end in mind, 3) Put first things first, 4) Think win-win, 5) Seek first to understand, then to be understood, 6) Synergize, and 7) Sharpen the saw. These seven habits augment the DLE Guiding Principles of the learning community at Machado Elementary School. The vision and continuous reminder of

the DLE motto that Principal Adolfo shared with the community of practice was demonstrated in the following teacher quote:

Bilingual by second grade, biliterate by fourth, we want students to read and write efficiently in two languages,” It’s his little mantra, his motto that he strongly believes in. He really voices that a lot, let’s parents know that, this is our goal. We are dual language, so voicing it a lot, on our website too. He’s constantly bringing us back to our goals as a school, bilingual and biliteracy. (Teacher Interview, Machado Elementary School, May 21, 2021)

Principal Adolfo’s consistency and persistence in sharing the motto with the learning community through different avenues of communication such as the school website, fliers, community forums demonstrated his strong belief to articulate the goals and vision of the DLE program.

As the spokesperson for the school site, Principal Adolfo shared with the researcher how he felt a sense of responsibility to “promote dual language education, not only in the community, in the district, but also at the county level” (Principal Interview, Machado Elementary School, April 19, 2021). As the voice and face of the DLE program at his school site, he immersed himself in the community and became a strong believer in the goals and vision of DLE by sharing what he learned regarding dual language education with everyone. As a spokesperson, he used any opportunity he could in public gatherings to demystify misconceptions and promote the benefits of DLE programs. The following quote summarized his rationale in promotion of DLE:

It gives me an opportunity to really share the greatness of this school with a group of folks who perhaps would not be part of this. That’s really important. (Principal Interview, Machado Elementary School, April 19, 2021)

Principal Adolfo explained to the researcher that when people hear him speak about the program, he helps in their understanding of the vision and goals of DLE, thus informing their decision to enroll their child in DLE.

Principal Adolfo's strong belief in DLE was a result of his own personal experience acquiring a second language and as a parent of children in a DLE program. He personally and professionally understood the importance of engaging parents and teachers in open dialogue about the vision and goals of DLE. The following quote from a teacher at Machado Elementary displayed the support and guidance Principal Adolfo demonstrated to the learning community:

I think one major strength is that he's very positive and receptive to hearing, from what I've seen in terms of soliciting feedback, in terms of opening and inviting discussion to not just program elements, but what we think from everything. From how we like our vision and mission statement. We actually helped to edit that and modify when we reopened the school as a dual program in 2016. (Teacher Interview, Machado Elementary, April 18, 2021)

Engaging staff and parents with the vision statement demonstrated transformational leadership to guide with clarity and purpose. As shared by all participants during the interviews, it was evident that the principal's strong belief in acquisition of language was aligned to the school's vision statement as demonstrated by the following passage from the School Accountability Report Card (SARC):

Machado Elementary's vision to educate our students in a multicultural learning environment. Provide an effective academic approach with an additive bilingual environment in which our students will have greater opportunities, as a result of the acquisition of two languages. It is our hope that our students will be well prepared, and have the pride and self-confidence to be successful in the competitive international community. (SARC, 2020-2021)

This passage from the SARC demonstrated an alignment to what he communicated to teachers and parents about DLE and supported triangulation from the data sets. As a second language role model, Principal Adolfo's understanding of language acquisition was demonstrated by his empathetic actions and what he communicated to staff, "I understand what students are going through, I know dual language and the difficulties with acquiring a second language and the frustrations that may come along with that" (Principal Interview, Machado Elementary School,

April 19, 2021). His empathy and connection to students was something he communicated to parents of multilingual learners in his personal testimony. One of the parent participants, who was the current (2021) president of the English Learner Advisory Committee (ELAC) disclosed how Principal Adolfo gained credibility and trust among the ELAC parents when he introduced himself as a new principal to the community.

Recuerdo que lo primero que hacía era presentarse él y decir de donde venía. Él por ejemplo, no recuerdo de donde dijo que era pero recuerdo que se presentó y dijo como sus padres lo apoyaron. Entonces al dar su testimonio, como aprender el segundo idioma, el inglés, no es su idioma materno, esto inspiraba a los padres a que los niños continuarán yendo por ejemplo a la escuela.

I remember that the first thing he would do was to introduce himself and say where he came from. For example, I don't remember where he said he came from, but I remember that he introduced himself and how his parents supported him. So by giving his testimony, how he learned the second language, English, it's not his maternal language, this inspired the parents for their children to continue going to the dual language school. (Parent Interview, Machado Elementary School, April 19, 2021)

By reflecting on his own personal and professional journey, Principal Adolfo's personal *testimonio*/testimony connected him to the parent community and helped him gain credibility as a bilingual, biliterate, and visionary role model. His personal experience of working in migrant education with linguistically diverse students prior to his principalship tenure also contributed to his ideological clarity on maintaining a laser-like focus on multilingual learners in the program.

This was demonstrated in the following quote:

When it comes to our English learners, they're our focus. I reiterate this to teachers all the time. That's the group of students that will take us to the next level in the institution of education. An educational institution that is high achieving is one that really looks at the needs of our English learners. (Principal Interview, Machado Elementary School, April 19, 2021)

Principal Adolfo's focus on English Language Learners (ELL) stems from analyzing years of data from the School Accountability Report Card (SARC, 2019-2021). This data reflected the

opportunity gap of ELL compared to other student groups and was what alluded to his motivation to closely examine data sets of ELL in the DLE program at Machado Elementary. As the primary spokesperson and advocate of the DLE program, the school principal is instrumental in ensuring quality and equity through their instructional leadership and commitment to the programs' vision, mission, and goals (Howard et al., 2018; Lindholm-Leary et al., 2018).

Research Question 2

How Do School Principals View their Role as Advocates, Defenders, and Protectors of the Educational Rights of Students and Parents of Diverse Backgrounds in Dual Language Education?

From the principals' questionnaires (see Appendix E) and interviews (See Appendix G) the researcher found both principals shared commonalities about empathy and compassion towards multilingual learners stemming from their own experiences as second language learners. The principals in this case study experienced firsthand the importance of preserving their native language, as well as defending and protecting the rights of students and families from diverse backgrounds.

As the primary spokesperson at Valley View Elementary, Principal Rubio was the biggest "cheerleader" of the program, and the face of DLE in his learning community. Principal Rubio demonstrated efficacious advocacy in his school community by being the leading advocate at the site and district level. This quote highlights how he perceived his role in the DLE program:

I am a cheerleader for the program. Again, I think communication is essential. Communication, collaboration, opportunities. The community needs to be very well-informed of what the process is. This is something that the community needs to know is a long-term investment...so communication is essential, and a level of

preparation is essential to continue to build a team and prepare them well. My job is to support, not only the implementation, but also to support that we sustain it. (Principal Interview, Valley View Elementary, April 17, 2021)

As the leading advocate, Principal Rubio understood his role as the main spokesperson and motivator for his school site, and the necessity to communicate with staff and families the process of implementing the program. For example, at the beginning stages of program implementation, his role was to facilitate communication and collaboration with the support of the San Diego County Office of Education's (SDCOE) World Language Department. The partnership between the SDCOE and the teachers and families was critical and fundamental to implementing a research-based program using the *Guiding Principles for Dual Language Education* (Howard et al., 2018), a resource that helps educators guide the development to maintain fidelity to the program design and model through seven strands: 1) Program Structure, 2) Curriculum, 3) Instruction, 4) Assessment and Accountability, 5) Staff Quality and Professional Development, 6) Family and Community, and 7) Support and Resources. The county office provided Principal Rubio and his staff with professional development opportunities through their Dual Language Conference, as well as resources in the development of the program. Principal Rubio summarized how the SDCOE was instrumental in establishing the program foundations in the following quote:

We go by the dual language guiding principles. The San Diego County Office of Education has been instrumental in developing the program here at Valley View, and it is based on the *Guiding Principles of Dual Language Education* document...it establishes the foundational blocks of what you want to build. (Principal Interview, Valley View Elementary, April 17, 2021)

Throughout the interview, he reiterated his sincerest gratitude with the SDCOE and the expertise of those who supported his teachers and community. Rubio stated, "You're going to hear me say thank you a thousand times, a million times to the team at SDCOE for providing us with such

great training and building capacity for us” (Principal Interview, Valley View Elementary, April 17, 2021). As an instructional leader and advocate for the school site, he was instrumental in ensuring the support from external resources to develop a quality program from the start that was committed to the vision and goals of DLE.

During program implementation and in the initial stages Principal Rubio demonstrated idealized influence by motivating his learning community to enroll their children in the program, especially for parents of multilingual learners to maintain their primary home language. Principal Rubio’s enthusiasm and advocacy to inform the parent community of the DLE program at Valley View Elementary School was critical in the launching of the program and unification of support. The following quote from a parent demonstrated how Principal Rubio informed and advocated for the DLE program through different forms of communication:

Él siempre está diciéndole a los nuevos padres que van a venir a la escuela que tenemos este programa en cada recordatorio, en cada correo cada llamada por teléfono. Él siempre les hace saber a los padres que tenemos este programa en la escuela para los nuevos niños que quieren venir o los nuevos niños de ingreso que vienen a esta escuela.

He is always telling the new parents who are enrolling their students at school that we have the DLE program in every reminder, email, and phone call. He communicates to parents of incoming students about the program the school offers. (Parent Interview, Valley View, May 8, 2021)

Principal Rubio’s involvement in enrolling students into the program was one way he demonstrated advocacy in the community. Moreover, he procured resources for teachers and students to be successful in both languages. This is seen in the following quote that one parent shared with the researcher:

Él motiva mucho a su escuela. Él busca la manera de que todo esté en los dos idiomas.... Que los libros estén igual en español como en inglés en cada clase. Él motiva en eso, él busca el apoyo de donde sea para que la escuela no pierda eso. Yo sé. Y él ha trabajado mucho en buscar que a la escuela no le haga falta nada. Es su prioridad de él, siempre van a ser los estudiantes para el aprendizaje.

Siempre les va a proveer, ya sean libros, material, hasta mismo en el internet tienen programas que están en inglés y español.

He motivates his school a lot. He looks for a way that everything is in both languages... That the books are the same in Spanish as in English in each class. He motivates us in that, he seeks support from everywhere so that the school does not lose that. I know. He has worked hard to ensure that the school does not need anything. It is his priority, the students are. He will always provide them with books, materials, even on the internet they have programs that are in English and Spanish. (Parent Interview, Valley View, May 7, 2021)

The confidence the parent expressed in Principal Rubio's leadership was due to the individualized consideration that the principal demonstrated to the community. The trust he built with parents by advocating for their learners' needs was also conveyed by teachers, as one teacher stated, "one of the things that he's done is making sure that whatever curriculum is being used has it in Spanish too" (Teacher Interview, Valley View, May 8, 2021). Principal Rubio's advocacy in allocating quality resources, professional development and curriculum for the DLE program demonstrated a vested interest as a critically conscious instructional leader focused on the actualization of the program goals. The collaborative team building opportunities that Principal Rubio organized at Valley View demonstrated teacher interest and advocacy for equitable resources at the site and district level. One teacher summarized this level of collaborative advocacy in the following quote:

One of the ways we have advocated is becoming involved at the district level, so we just chose a new English language arts curriculum. We chose new math curriculum the year before, and he's been really strong about making sure there's DLE representation, so teachers are on those committees so that they can advocate for the Spanish language because we really need to make sure that when we're choosing curriculum, that we're making sure it's strong in Spanish. He's really advocated for our kids to make sure we have the resources, that we have classroom libraries in Spanish, we have the assessments we need in Spanish to make sure that teachers are able to instruct the way they need to and monitor their kids. (Teacher Interview, Valley View Elementary, May 2, 2021)

Principal Rubio demonstrated a commitment to advocate for teacher representation at the district level to ensure representation of teachers' decision making in selecting curriculum. This demonstrated transformational leadership to motivate and inspire his team to advocate for curriculum and resources that will impact student outcomes and ultimately the vision of the DLE program, as well as capacity building through a shared leadership approach for the program.

Similar to Principal Rubio, Principal Adolfo was a “big cheerleader,” and the primary spokesperson at Machado Elementary School. Principal Adolfo demonstrated successful advocacy in his school community by being the leading activist at the site and district level. This quote highlighted what one teacher stated regarding her perception about Principal Adolfo's advocacy:

I would say the biggest place where he advocates is probably up at the district office level. When he goes in with his meetings with the superintendent and other administration, the vice superintendents for the different departments, he's a big cheerleader for us, and he doesn't stay quiet in pushing for things for our dual language school. We would be easily forgotten otherwise. (Teacher Interview, Machado Elementary, April 21, 2021)

This quote summarized Principal Adolfo's advocacy at Machado Elementary towards “pushing” for resources and professional development for his teachers. His advocacy was instrumental in the site's successful sustainability of the program and commitment to professional growth as dual language educators. The reason for fervent advocacy at the district level is because although the program had been implemented for the past six years, it was the only dual language program serving this Southern California district. This requires a high level of engagement with district administrators in demonstrating teacher efficacy, student academic success, and community support for the program. Program relations are of a critical nature for the survival of the program, therefore, the principalship involves continual communications with district administrators and

stakeholders. Principal Adolfo mentioned the importance of active engagement during the principal interview in the following quote:

At my district, there's only one school with a dual language program. So, I'm always trying to show another side....when it comes to a conversation, I was trying to really give it my perspective, my lens, because the decisions that the district makes at times, it's more holistic when it comes to district decisions from every school. I have to remind them that we're a little different in that sense. (Principal Interview, Machado Elementary, April 19, 2021)

Principal Adolfo's strong belief in the vision and goals of DLE kept him focused on advocating as a courageous leader at the district level. Also worthy of note, because there was only one school in the district that had a DLE program, Principal Adolfo's advocacy for leading the way was critical. This quote demonstrated his courageous advocacy in enacting a critically conscious leadership role in his district:

Something that I have always advocated at Machado Elementary, and I tell my administrators up at the district office, you can't just place twenty bilingual teachers in the school and pretend it's a dual language school. Dual language teachers need ongoing professional development. They need support. They need good curriculum. (Principal Interview, Machado Elementary, April 19, 2021)

For this reason, Principal Adolfo partnered with Project ACCEPT- *Aligning the Common Core for English Learners, Parents and Teachers in a Dual Language Professional Learning Community* at California State University San Marcos (CSUSM) to obtain the professional development for his teacher's growth as dual language educators. Through this partnership, Principal Adolfo acquired his own professional development and learned more about dual language education and the goals of the program. He also participated in the planning of the workshops and collaborated with the teachers at the trainings. His credibility as a learner and advocate was demonstrated by the respect and admiration that his teachers shared with the researcher in their interviews. Evidence of advocacy and support from one of the teachers was demonstrated in the following quote:

We have a committee and he's part of that committee, to build oracy in our school. I'm part of that committee too. That's been a big push for us. Supporting us in that committee, that we're being coached, or trained to be coaches. Supporting us and pretty much anything that we need. He's always advocating for it. He's an advocate for our ELs because our ELs are the ones that are not always showing growth right now. He's very transparent. He's in staff meetings...EL's are our community, our students, we need to strengthen their skills. I think being very honest, providing us with those resources, from that committee that we have or...and anything that we asked as support, he provides for us, as best as he can. (Teacher Interview, Machado Elementary, May 21, 2021)

As part of professional learning cycles, teachers shared how the principal was instrumental in providing teachers time for conversations focused on multilingual learners' data. This has led to further professional development opportunities centered on research-based practices and strategies during staff and grade level meetings. These will be further discussed in the next section of the chapter.

Adolfo's advocacy was a result of his enthusiasm to support linguistically and culturally diverse students to embrace their heritage language. The following quote highlighted how Principal Adolfo's perspective on linguistic advocacy transformed due to his own professional growth:

You have to be unapologetic when it comes to the dual language program and you advocate for the program. You also have to understand the function, and why the program was designed, and who's intended to support as primary students. But really understanding that there's an advocacy piece to being a dual language principal. (Principal Interview, Machado Elementary, April 19, 2021)

Adolfo's unapologetic leadership in advocating for whom the program was intended for, demonstrated critical consciousness on behalf of the leader. As the catalyst for the program, he provided learning opportunities for teachers based on research grounded in theory that promoted additive bilingualism for multilingual learners at Machado Elementary (de Jong, 2002; Hood, 2011; Howard et al., 2018; Lindholm-Leary, 2001; Palmer et al., 2014, 2016; Scanlan & Palmer, 2009; Valenzuela, 2005; Wiemelt & Welton, 2015).

As a multilingual learner who understood the function of the program, his role as a defender and protector of the educational rights of students and parents was to advocate for maintenance of the primary language and encourage parents to enroll their children in the DLE program. As this at times is a difficult decision for immigrant/migrant families who worry about the academic success of their children in English, and need confidence in valuing their own home language as an asset in the educational process (Cloud et al., 2000). One of the parents at Machado Elementary shared her sentiments regarding Principal Adolfo's testimony for maintaining his primary language (Spanish) and how that inspired and impacted her decision to keep her children in the Spanish DLE program.

Al dar su testimonio de cómo él estudió, como sus padres lo apoyaban, nos inspiraba para no desesperarnos y entender que esto es en cuestión de tiempo, y que no viene de la noche a la mañana. Y nos inspiraba de que realmente nuestros hijos por ejemplo no por tener padres como en mi caso que yo nací en México y mi esposo también, no por eso, por tener acento o por no tener... a mí me inspiró, fue una de las cosas que me inspiró de seguir y mi hija se graduó de aquí del sexto grado y mi hijo fue aquí desde de kinder y ahora está en cuarto grado.

By giving his testimony of how he studied, how his parents supported him, he inspired us not to get desperate and understand that this is a matter of time, and that it does not happen overnight. It inspired me that my children, for example, not because of having parents like in my case that I was born in Mexico and my husband was also, not because of that, or because of having or not having an accent ... I was inspired, it was one of the things that inspired me to continue, my daughter graduated from here in sixth grade and my son has been here since kindergarten, and is now in fourth grade. (Parent Interview, Machado Elementary, April 19, 2021)

By sharing his experience with families as a testimony/*testimonio*, he demonstrated how he embodied the purpose of dual language education programs. On a personal level, he demonstrated a strong belief and advocacy that was evident because he “walks the walk” as a parent who has his own children enrolled in a similar program. One teacher shared this information about the principal in the following quote:

He's a very strong advocate for dual language. I know, personally, that his daughters are in dual language. He really believes in this program, having his own children in it. (Teacher Interview, Machado Elementary, May 21, 2021)

Principal Adolfo was a role model in the community who demonstrated idealized influence by embodying the values of a DLE leader. In addition, as an inspirational motivator he inspired his community in sharing his personal experience as a multilingual learner. His advocacy for supporting teachers in their professional growth and acquiring resources demonstrated the characteristics he embodied as a transformational and courageous leader.

Research Question 3

How Do School Principals in Collaboration with Teachers Monitor Program

Implementation and Sustain Professional Development in Dual Language Education?

The school principal's instructional leadership and knowledge of research-based practices are imperative in ensuring a quality DLE program founded on a set of guiding principles and frameworks (Howard et al., 2018). For the purpose of sustaining the program's vision and mission, it is critical for dual language leaders to have an understanding of the program design and model so as to support and demonstrate credibility and trust with teachers and parents (Collier & Thomas, 2014; Hernández, in press; Howard et al., 2018). In addition, they must also train new teachers and deepen practitioners' skills in the complexities of DLE to sustain quality and integrity of the program.

The researcher found that both principals had a vested interest in monitoring the programs' implementation and sustaining professional development to the learning community at Valley View and Machado Elementary School. This interest stemmed from a gap in their administrative credential preparation programs to address their roles in developing linguistic diversity. Principal Rubio and Principal Adolfo shared in their interviews that their own learning

regarding DLE came from their experiences as site principals and professional readings about the topic, as well as professional development with the SDCOE and CSUSM.

In most US states, there is no coursework required in the certification of preparing principals to educate multilingual learners in DLE programs (DeMatthews & Izquierdo, 2018; Menken & Solorza, 2015). This lack of formal preparation in their administrative licensure programs posed a challenge for the principals in this case study due to limited preparation in bilingual education research, language learning, linguistic diversity, or equity. Therefore, according to Principals Rubio and Adolfo, it was their responsibility to acquire the DLE content knowledge and seek professional development for their staff. Principal Rubio shared in the following quote the critical components of external resources and professional development for his staff at the time of the program inception:

Professional development is absolutely critical. When we started the foundation to get it going the first year, we had professional development provided with the support of the San Diego County Office of Education. Anything that was within the guidelines of the *Guiding Principles of Dual Language Education*. We built everything there. (Principal Interview, Valley View Elementary, April 17, 2021)

In this quote, Principal Rubio referenced the support of the San Diego County Office of Education which assisted in the preliminary strategic planning stages during the period of implementation by using the *Guiding Principles for Dual Language Education* (Howard et al., 2018). During the teacher interviews, participants at both sites discussed the importance of these principles as a guide that not only grounded their planning, but provided a tool for monitoring the program level of implementation. One teacher at Valley View Elementary shared her thoughts during the interview about the *Guiding Principles for Dual Language Education* in this excerpt:

We all have our guiding principles books. That's something when we're meeting in our dual language meetings, we always go back to that, it really grounds our

conversation. It's something that we see at staff meetings frequently. It's something that's always in our parent meetings when we're meeting with parents. I think it's just something we keep coming back to and use it as our guide. (Teacher Interview, Valley View Elementary, May 2, 2021)

The guiding principles were instrumental in program implementation and supporting the learning community at Valley View Elementary School as demonstrated in the above quote. The resource guide was a good starting point in guiding the leaders at both sites in planning implementation and sustainability of the program goals through sets of guidelines and rubrics, and influenced further professional development. As stated in the *Guiding Principles of Dual Language Education* (Howard et al., 2018), "to effectively administer and teach in a dual language program, administrators and teachers also need professional development related to the definition of the dual language education model and other theories and philosophies underlying the model (p. 93). Principal Rubio used the *Guiding Principles of Dual Language Education* (Howard et al., 2018) as a resource guide in facilitating staff and community needs.

In the implementation phase of developing the program at Valley View, Principal Rubio was proactive in collaborating with teachers and families to develop a dual language task force. One teacher who was part of the task force since the initial stages of development shared the following statement regarding the collaborative work:

We formed a dual language task force. That group met that entire year before. We started meetings in October and so he (Principal Rubio) really engaged not just teachers, but parents. I think there were board members. He really engaged the community and all stakeholders in this program, something we want for our school, so we visited other schools. There was a lot of buy-in into our program before we even started that first year. Then that committee has grown and changed over the three years, but we still meet monthly. As a team, we meet every month to talk about what problems we're seeing, what's going well, what do we need to improve, assessments... (Teacher Interview, Valley View Elementary, May 2, 2021)

Principal Rubio facilitation of creating a task force as explained by the teacher, demonstrated his ability to engage his community to work collectively in program improvement and supported the vision and goals of DLE. In addition, allocation of site funds was set aside for professional development opportunities as well as extra time to support teachers with dual language assessments and monitoring of data as explained in the following quote:

We have set aside additional funding for teachers to either collaborate or do additional professional development. All our dual language teachers have up to five hours a month of either collaboration, planning, professional development, you name it. And that is set aside for them, knowing that looking at our model and our needs, they need that extra level of support. We acknowledge that, so whether they want to attend a professional development opportunity, we have that budgeted. (Principal Interview, Valley View Elementary, April 17, 2021)

Teachers shared their appreciation during the interviews for the additional time for these opportunities as well as for the support in providing professional development to enhance best practices. One example of a training that was shared with the researcher, was the opportunity to be “GLAD” trained. Teachers at Valley View were provided with the opportunity to attend the Guided Language Acquisition Design (GLAD) program at the SDCOE. Guided Language Acquisition Design (GLAD) program, originally designed for English Language Learners, is an instructional model to benefit students’ use of high-level thinking and academic language as well as cross-cultural skills (SDCOE, 2021). According to one teacher, “He’s provided GLAD training in English, and now he’s providing GLAD training in Spanish” (Teacher Interview, Valley View Elementary, May 18, 2021).

Similarly, Principal Adolfo was invested in the professional development of staff at Machado Elementary to be trained in biliteracy development. One teacher at Machado Elementary shared in the quote below how Principal Adolfo took it to the next level when partnering with Project ACCEPT- *Aligning the Common Core for English Learners, Parents and*

Teachers in a Dual Language Professional Learning Community at California State University

San Marcos:

He took it to the next level, in my opinion, and actually made sure that not only were certain teachers trained and just leave it to us, but he's involved in all the meetings that we're conducting, giving us feedback, doing walkthroughs to see it in practice, and making sure that all staff, whether it's by direct training or through us, will all be with it and not just given, let's say a book. That's really a good example of something that will be long lasting and established. (Teacher Interview, Machado Elementary, April 19, 2021)

Through the university partnership, teachers at Machado Elementary became trained through the Bilingual Guided Language Acquisition Design (BeGLAD) program. This Spanish program is an instructional model that incorporates research-based instructional strategies in which teachers are trained to deliver academic content and language while using a balanced literacy approach. Project BeGLAD is an extension of the Guided Language Acquisition Design (GLAD) program (SDCOE, 2021). All teachers interviewed at Machado were pleased with Principal Adolfo's initiative and involvement to provide professional development opportunities as explained by a teacher in the following quote:

All of us now have been either trained or we're in the process of being trained. Some people have even gone on to become trainer of trainers. The BeGlad program, so in other words, it's bilingual GLAD. We were all trained in that through Cal State San Marcos. He's definitely a big proponent of that... He's definitely on board with bringing in a lot of things that will positively reinforce what we're doing in the school. (Teacher Interview, Machado Elementary, April 21, 2021)

Principal Adolfo's facilitation to create the conditions for learning opportunities with the university demonstrates intellectual stimulation, an example of a transformational leader. His support for these opportunities to build capacity in his teachers to become "trainer of trainers" was one example of how he supported the vision and goals of DLE through professional development opportunities. Moreover, he was a big proponent of adopting new curriculum for

the DLE program due to the inequities in curriculum and assessments. He shared with the researcher how the challenges of an outdated and inappropriate curriculum were ineffective for monitoring:

Another challenge has been our curriculum. We've had a curriculum that's eleven years old. Yes, it's in Spanish too, but it's translated. It was not designed for a dual language program. That's one of the things that I keep bringing up to the folks up in the district. I say, yes, we need a curriculum that is designed to support dual language students. The good news is that we're going through the process right now of vetting different publishers and seeing which curriculum will be piloted next year. So that's good news for us. (Principal Interview, Machado Elementary, April 19, 2021)

Principal Adolfo's leadership in obtaining adequate resources to ensure linguistic equity and adoption of culturally relevant curriculum was well regarded by teachers. One teacher shared with the researcher that the previous year (2020), they had adopted Istation. One teacher shared, "it was a huge adoption for us to have because we didn't have a literacy component in Spanish, which has been a huge struggle for us (Teacher Interview, Machado Elementary, April 18, 2021). Spanish Istation is an integrated learning reading curriculum that has components of reading, phonemic awareness, phonics, fluency, vocabulary and comprehension. The program includes intervention curriculum and formative assessments to help teachers identify intensive reading interventions in the monitoring cycles.

Under Principal Adolfo's leadership, the school made significant gains in making yearly progress because of his pedagogical knowledge to ensure best practices. Yet, it had not come without challenges or "struggle" as mentioned by the teacher participant in the previous quote. The partnership with California State University San Marcos Project ACCEPT as well as using the *Guiding Principles for Dual Language Education* (Howard et al., 2018) helped guide the school site to maintain fidelity to the program design and model. As a new principal to dual

language, Principal Adolfo struggled his first year and credits the principles as a valuable resource as mentioned in this quote:

I think if I would've been more familiar with the dual language guidelines, the principles, I think that would have helped quite a bit...More than anything, I think it's the guiding principles, I think that's perhaps the key thing. I mean, yes, it's a school that needs an administrator, but dual language schools need administrators that are well-versed in dual language education. You can't be an effective administrator, if you did not know the dual language guiding principles. (Principal Interview, Machado Elementary, April 19, 2021)

In general, program leaders and DLE teachers use the tools in this handbook for preliminary thinking and planning, supporting program implementation, and monitoring program effectiveness. By using the rubrics in the *Guiding Principles for Dual Language Education*, both Principal Adolfo and Principal Rubio, were able to monitor implementation and reflected as instructional leaders in order to name the inequities and challenges in their programs and develop actions to improve the practices.

Research Question 4

How Do School Principals in Dual Language Education Programs Build Trusting Relationship in their School and Community?

School principals play a key role assessing and shaping cultural competence by creating inclusive spaces for students and families in their school community (Blankstein & Noguera, 2016). From the principals' questionnaires (See Appendix E) and interviews (See Appendix G) the researcher found that both principals in the case study built cross-cultural relationships and appreciation of communities by developing a sense of belonging and acceptance in their DLE programs.

By relying on multiple data sources from the principal (See Appendix G), teacher (See Appendix H) and parent (See Appendix I) interviews, data sources suggested the leader's

cultural awareness through the relationships they built within their communities. Focused on a high-quality DLE program, Principal Adolfo and Principal Rubio were instrumental in promoting bilingualism, biliteracy, academic achievement and socio-cultural competence. Socio-cultural competence, is a term used in reference to the third pillar of dual language education programs which encompasses identity development, cross-cultural awareness, empathy development, and appreciation of multiculturalism (Howard et al., 2018).

Principal Rubio shared his focus on the third pillar of DLE, socio-cultural competence. He stated, “The pillar that is going to sustain it, is cultural awareness...we are multicultural and multilingual. It’s time that we embrace it (Principal Interview, Valley View Elementary, April 17, 2021). His role as the principal of a DLE program has been to embrace multiculturalism and model acceptance by engaging multicultural families in the school community. He engaged families by developing relationships with his community and being visible. He shared the following quote about relationships:

Relationships happen with you being visible, available, having conversations, empathy, listening to their needs and I make myself available for the families, understand where they’re coming from, understand their needs and be consistent. (Principal Interview, Valley View Elementary, April 17, 2021)

Principal Rubio built relationships by being highly visible, empathetic, and available to his community. By meeting with families through the coffee with the principal, referred to as “cafecitos,” he became more acquainted with the parents’ needs. As a bilingual principal, his ability to speak Spanish during the “cafecitos” was a valuable asset at a school with a high population of Spanish speaking families. He stated, “I get to know who they are, what they need, I speak their language” (Principal Interview, Valley View Elementary, April 17, 2021). One teacher summarized what she observed regarding his visibility in the community:

He's highly visible in the cafecitos. Being [visible] out there in the front, at the start of the school, at the end of school. Parents know that they can reach out to him. He just continues to be a highly visible principal that can be approached. Parents are able to talk to him in their own language, so I think that's how he's built these trusting relationships. (Teacher Interview, Valley View Elementary, May 18, 2021)

Principal Rubio developed trusting relationships due to visibility as well as the empathy and compassion he demonstrated towards parents and students. One young mother who attended the "cafecitos" shared her appreciation of Principal Rubio's ability to speak Spanish and referred to him as an "awesome principal" because of the empathy he demonstrated towards her daughter on the first day of school:

She walked into the fence and then I couldn't go beyond that point. She stood there crying, and I saw he was in a rush. I could tell he was walking fast and he walked right past her and then he realized she was crying and he turned back around and was like, what's wrong? And he walked her all the way to her classroom. I'm like, some principals wouldn't do that. They would look for another teacher or a noon duty to go and do that. For him to stop what he was doing and whatever was so urgent to him, to put it aside and walk her all the way to her class, I thought that speaks loud for a principal to be able to do that. So that was the first impression I had of him. And I'm like, oh, this is a good principal. I'm a young mom, so I've never had an encounter with a principal in growing up. I never got in trouble at school. I rarely even met the principals at my school. So being a young mom and seeing that, I was like, okay, and to me, that's just the impression...it's nice to be able to see that kind of leadership and empathy...he's an awesome principal. (Parent Interview, Valley View Elementary, May 25, 2021)

The impact of this memorable moment brought tears to the mother's eyes during the interview when she shared with the researcher her first recollection of Principal Rubio. She shared that her daughter is currently in second grade, and she never shared this memory with the principal, but hopes to one day. Similarly, a teacher also shared with the researcher the importance of trust that the principal created with the parents in the following quote:

They've really learned to trust him, he's learned about their families, he knows their kiddos. That trust has taken a lot of time, he's just very personable...he's proven himself to be dependable, to be kind, to be someone that they can come

and talk to and will listen to their concerns or their questions. (Teacher Interview, Valley View Elementary, May 2, 2021)

As demonstrated in the quote above, Principal Rubio gained the families' trust based on his dependability and the acceptance he demonstrated at Valley View Elementary School. In addition to the "cafecitos," Principal Rubio provided various parent participation opportunities in the classroom setting and through various school organizations to dialogue about issues which affected the school community.

One example of an issue that affected the school community was during the COVID-19 pandemic (2021), when parents were challenged with making decisions about onsite or virtual learning options in the DLE program. Although this was a common issue with all schools and districts during the pandemic, what made the situation unique to his leadership was Principal Rubio's transparent communication which informed the community about the linguistic and socio-cultural obstacles that would affect the virtual program option. In the interview he spoke about communication, "transparent communication with all stakeholders...to inform of something that is important because it's going to be the system that we create and it's going to affect the instructional lives or educational lives for our students" (Principal Interview, Valley View Elementary, April 17, 2021). The transparency he spoke about in the interview was evident in the data collected from the parent participants. With 43.8% multilingual Spanish learners in his school, the parents' concerns to maintain a virtual DLE program were critical at a time when the program's existence was threatened by a worldwide pandemic. The need to include parent voices and willingness to listen to a diverse learning community was evident in the data collected through the teacher and parent interviews. One parent summarized in the following quote the principal's display of empathy towards parental concerns:

Él siempre ha escuchado a cada padre, sus necesidades. Cualquiera cosa, yo hasta lo que yo lo he conocido, él siempre está dispuesto a ayudar. Él siempre está dispuesto a escuchar. Él siempre dice que si los padres están bien, los hijos van a estar bien. Entonces él trata de siempre hacer lo mejor.

He always listens to each parent, their needs. Anything, from what I have known of him, he is always willing to help. He is always willing to listen. He always says if the parents are well, the children will be well. Therefore, he always tries to do his best. (Parent Interview, Valley View Elementary, May 7, 2021)

This quote demonstrated Principal Rubio's responsiveness to listen to parents' needs /concerns about the decisions affecting the educational lives of their children. His ability to building relationships stems from understanding and embracing his multicultural community.

Similarly, Principal Adolfo's experience with working with multicultural communities during his professional career influenced his sense of empathy and appreciation of culture and language. In the interview, he stated the importance of validating and leveraging the resources entrusted in his families, "leverage the knowledge of your families, honor their languages, honor their traditions, honor their cultures and be sincere about it because parents can see through that" (Principal Interview, Machado Elementary School, April 19, 2021). Principal Adolfo's critically conscious leadership in building trusting relationships with students and families was evident in validating and honoring the culture and the linguistic assets that each student and family brings into the school community.

As the catalyst of Machado Elementary School, Principal Adolfo established a school environment premised on trust, respect, and validation of all voices (Amanchukwu et al., 2015; Anderson, 2017; Blankstein & Noguera, 2016; Somech, 2005). The following quote demonstrated his ideology regarding culture and language:

One thing that I really learned to do is really highlight and bring value to different cultures that students represent so that they feel proud and they can honor their culture. (Principal Interview, Machado Elementary, April 19, 2021)

Principal Adolfo's validation of culture and language was notable in his interactions with students and parents. In the following quote, one of the parent participants shared their perspective regarding Principal Adolfo's emphasis on culture:

En la escuela hace mucho énfasis en la cultura. Todos venimos de diferentes culturas, no nomas se habla el español, y aunque la mayoría habla español, el segundo idioma, bueno si uno de los idiomas, como es dual. Uno es español, muy poquitos hablan otro idioma que no sea el español, pero él hace mucho énfasis que tenemos diferentes culturas y pues debemos de acoplarnos.

At school he places a lot of emphasis on culture. We all come from different cultures, not only Spanish is spoken, and although the majority is Spanish, the second language, since it is a dual program. One is Spanish, very few speak another language, but he emphasizes that we have different cultures and that we must get along. (Parent Interview, Machado Elementary, May 31, 2021)

By making the school community a welcoming place for students and families of all languages and cultural backgrounds, Principal Adolfo led with an understanding of cross-cultural diversity as an asset and pillar of DLE. In addition, through the school's Parent Lighthouse Team he developed a community platform for parents to cultivate their leadership skills and collectively participate in school-wide decisions that benefit the DLE program. As part of the Leader in Me program, the goal of the Parent Lighthouse Team is to engage parents and staff to work together with the principal to oversee schoolwide implementation of the leadership model (Leader in Me, 2022). One of the teachers shared how Principal Adolfo validated parent inclusion in the following quote:

He makes sure he gets the parents' voices and what kind of things parents want to see at home. Then he took their feedback and created fliers and videos and things that could be emailed out to all the parents so that they had resources to better help their kids at home. (Teacher Interview, Machado Elementary, April 21, 2021)

Through the bonding relationships with parents from the Parent Lighthouse Team, Principal Adolfo created an inclusive, democratic space for parents to be heard, share their experiences,

and converse about issues that are impacting the school community. He stated that building these relationships are key to being an effective administrator as summarized in the following quote:

If you don't have the ability to build relationships as a principal or assistant principal, you're going to have a difficult time being an effective administrator. You have to be able to build relationships. When a parent comes into my office and they've come in upset, my goal is to understand what they're going through. I listen to them. (Principal Interview, Machado Elementary, April 19, 2021)

Seeking to be an effective leader, Principal Adolfo developed relationships through listening and being visible in various committees. The Parent Lighthouse Team was an example of where Principal Adolfo worked in collaboration with parents, likewise, the "café conversaciones," also known as coffee with the principal, are monthly meetings where parents and the principal interact and have the opportunity to build relationships.

Principal Adolfo shared with the researcher that his effectiveness as an administrator was, "being able to foster those relationships and have positive relationships with teachers, students and the parents" (Principal Interview, Machado Elementary, April 19, 2021). Examples of how he developed relationships with students was his visibility during morning and afternoon drop off/pick up, participating in classroom instruction and connecting with students during various times during the day. He shared with the researcher the importance of knowing students by name and the honor he felt when parents entrusted their children to him:

I can honestly say that I know about 80% of our students' names because it's important. It's important when a parent comes in that I know who their child is because to that parent, there is no child more important than their child. We have to recognize that. Then we have to thank them for trusting us and giving us the opportunity because this is a choice This is a school of choice. They chose to send their child here and to us that's an honor. (Principal Interview, Machado Elementary, April 19, 2021)

Principal Adolfo reiterated the importance of memorizing students' names and his personal connections to them and their parents' trust in him. He also shared with the researcher the

importance of getting to know the students during instructional time when teaching a lesson, while at the same time supporting his teachers. In the following quote you can sense his satisfaction of being in the classroom with students and supporting his teachers:

I am able to teach a class at any moment, in Spanish or English. I've done that where I stepped in and I said, "You know what, I want you to take 30 minutes, go observe a teacher, one of your colleagues, and just leave a lesson plan for me. I'll do this and take advantage of this. (Principal Interview, Machado Elementary, April 19, 2021)

These opportunities for him to be in the classroom lent themselves to forming relationships with students during instructional time, as well as gaining the trust of the teachers to allow him to step into their teaching space. Various parents and teachers confirmed Principal Adolfo's commitment to form relationships, as well as truly knowing the students as demonstrated in the following quote from a parent:

Él está presente cuando los niños llegan a la escuela, cuando se van. Él mismo se acerca a los padres cuando los mira que están llegando Entonces es muy raro, siempre he escuchado cuando habla alguien, cuando le hablan de un niño él sabe su nombre del niño, sabe el nombre, sabe el apellido. Cuando él mira un padre de familia, él le dice, quien es su hijo. Por ejemplo, vaya que no reconozca el padre, pero si le dice, Oh mi hijo es Panchito. Oh sí Panchito, yo si lo conozco y empieza a describir a Panchito. Pero simplemente que le digan el nombre del niño ya sabe quién es y se lo describe. Entonces él conoce muy bien a cada niño a cada niña, y sabe los talentos de los niños

He is present when the children arrive at school, when they leave. He approaches the parents when he sees them arrive. It is very strange, I have always heard when somebody speaks about a child, when they speak about a student, he knows their name, their last name. When he sees a parent, he asks who their child is. For example, he might not recognize the parent, and they might say, My son is Panchito, and he will say, Oh yes, Panchito, I know him and he will begin to describe Panchito. But simply, if they tell him the child's name, he knows who he is and will describe. He knows every boy and girl and their talents. (Parent Interview, Machado Elementary, April 19, 2021)

Another parent participant shared a personal anecdote about her son with the researcher:

To me, it seems like he knows every student and he knows what they're up to and he knows personally...he can see any student on campus and say, "Hi, Grayson,

how are you? And how's your reading going? I know he pops by classes because my son has very proudly mentioned, "Oh, I go to read for Dr. Adolfo today." He just seems very invested in everyone succeeding. (Parent Interview, Machado Elementary, April 22, 2021)

Principal Adolfo's commitment to create personal relationships with students was evident in the actions he displayed inside and outside of the classroom. The interactions between him and the learning community do not go unnoticed. Principal Adolfo expressed an honor to gain parental trust for selecting Machado Elementary as the school of choice, likewise, teachers and parents expressed the privilege to work with a principal whom they could trust and depend on as the leader of their school.

Unexpected Outcomes-Challenges During a Pandemic

During the time that this study was conducted (Spring 2021), the world experienced a worldwide pandemic, caused by a coronavirus called Sar-CoV-2 or COVID-19. The following section will address how the principals' leadership changed during the pandemic which began in the Spring of 2020. From the principal questionnaire (See Appendix E), principal interview (See Appendix G), teacher (See Appendix H) and parent (See Appendix I) interviews, data sources suggested unexpected outcomes and challenges that the pandemic had on the principal's leadership.

On March 13, 2020, the former President of the United States, Donald Trump, declared a national emergency concerning the novel coronavirus disease outbreak. On this day, schools in California shut down, leaving school leaders and principals to "think outside of the box" in serving the millions of students who would be learning from home. Principal Adolfo eloquently summarized how COVID-19 transformed education in the following quote:

COVID transformed education. I believe that when we go back to normality, whatever that is going to look like, it's not going to be the same. There's no way we're going to go back to the same stuff we did before. We learned the great

things that we're capable of doing through technology...it's really given us an opportunity to think outside the box, to get rid of the box completely. (Principal Interview, Machado Elementary, April 19, 2021)

The transformation inflicted by the outbreak caused principals in this case study to shift their mindset and adapt to their current situation in innovative ways. The pandemic brought about additional challenges and unexpected outcomes to the already complex role of dual language principal. Principal Rubio summarized the concerns regarding dual language programs during the pandemic:

COVID-19 hit our dual language program heavily, all across the county, the state, the nation, because dual language in virtual school is some task. It's really hard to teach a target language online. You don't have all the elements to implement it successfully. (Principal Interview, Valley View Elementary, April 17, 2021)

Principal Rubio shared with the researcher that there were many concerns on behalf of the teachers who had to teach the target language by means of virtual instruction. Teachers did their best in using the instructional strategies to teach in the second language, but there were technology issues as summarized in the following quote:

This was really hard last year, from March to June. We did have tremendous issues at school, lots of connectivity, we saw the digital divide, being devastating for our dual language learners, our socioeconomic disadvantaged students. We had plenty of them. Particularly for dual language, it was really hard, teaching language online. (Principal Interview, Valley View Elementary, April 17, 2021)

The challenges of the digital divide and the devastation to the program were issues that Principal Rubio grappled with when making the decision to safely bring back students on campus. In collaboration with teachers and parents, Principal Rubio sought the approval of the School Board to bring back students to in-person learning. The following quote is a synopsis of bringing back students for the DLE program:

We're in the middle of a pandemic...but we did it. I repeat, we made sure our teachers were as safe as possible. Our students were as safe as possible. Thank goodness things worked better than we anticipated. But it was something that we

wanted to do. It was one of those supplemental programs that we asked to have in-person and the Board granted that, and they told us on a Thursday and two weeks later, we were opening the doors for our dual language students. (Principal Interview, Valley View Elementary, April 17, 2021)

When Valley View opened their doors during the pandemic to students in the DLE program strand they named the program, “classic,” and it followed the safety guidelines from the California Disease Control (CDC). Principal Rubio shared that there were many challenges with bringing students back to campus, but teachers were doing the best they could to safely follow the DLE model. The following quote explained the challenge:

With the classic, things were business as usual, kind of. Because we did have the two-teacher model, we still have it, but obviously COVID brought quarantine, multiple instances. We had positive cases of students. We didn’t have outbreaks in our school but we did have a student who tested positive, and now the whole entire class shifts to virtual. The interruptions have been plenty. (Principal Interview, Valley View Elementary, April 17, 2021)

The pandemic brought about various challenges and interruptions to the DLE program, but it also brought unexpected outcomes for Principal Rubio when parents in the DLE program did not feel safe to send their students on campus. This was explained by one of the teacher participants in the following quote:

COVID has added a layer of things that needed to be looked at...At first, our principal didn’t believe that we could do dual language virtually, and so he said, “There’s just no way, it had to be classic. It had to be in person.” Well, I think that he went in with that mindset, and then we started the year and the surveys went out, some of the parents still wanted the dual language program. They did not feel safe enough for the kids to come back in person, and so Principal Rubio had to re-think what he thought, and so basically he said, “Okay, we’re going to offer the dual language in virtual. (Teacher Interview, Valley View Elementary, May 18, 2021)

The above quote demonstrated Principal Rubio’s individualized consideration to listen to parental concerns and work in collaboration with teachers and parents in the best interest of students and families. Although there was hesitation about the online DLE model, Principal

Rubio worked with teachers to support the implementation of the virtual model. In addition, Principal Rubio's new operational responsibilities included supporting the parents at home and keeping up with safety protocols. One teacher at Valley View shared that the pandemic added more work to their principal's busy schedule, when she said, "I think principals are so busy, now more than ever" (Teacher Interview, Valley View Elementary, May 2, 2021).

Through the interview with Principal Rubio, he never discussed or complained to the researcher about the additional duties that the pandemic brought to his role as principal. Yet, his involvement and support to his community didn't go unnoticed by teachers and parents. The additional duties and the transformation in the principal's role in leading during a pandemic are summarized by a parent in the following quote:

COVID has been difficult for a lot us. I don't think it's changed much his involvement, because he's always been a very involved principal. I think one of the biggest things, I can think of, is more of how he was assisting parents that found it difficult that their kids were learning from home. Like I said, a lot of the community is Spanish speaking, and a lot of the Hispanic parents were having issues with how they do internet connections and how they do a zoom class. All the little details that parents might not have been used to with the technology. I think he was making it easier for them, accessible to them. He made sure that everything went through the teachers or himself explaining how things work and being so open to them coming on campus and being shown how to do things and stuff...the biggest thing, I can think of was just the fact that he made it accessible to parents and he made sure that parents knew that they could come and get clarification or get assistance. (Parent Interview, Valley View Elementary, May 25, 2021)

The other participants who were interviewed shared similar excerpts about Principal Rubio's willingness to support parents and teachers. His involvement during the pandemic demonstrated his compassion and empathy to safely sustain the learning community at Valley View Elementary.

Comparably, Principal Adolfo discovered unexpected outcomes and challenges during the pandemic, nonetheless, he also found opportunities to be innovative with technology. This is what he stated regarding the outcomes of COVID:

COVID has really gotten rid of the box, and now we're just doing things that need to be done and doing it the best way we can. It's given an opportunity to be savvier with technology and really be able to monitor more things. I mean, think about everything we've done, all the presentations, all the trainings. I mean, I don't leave my office sometimes or I can do it at home on the weekend. So, it's definitely changed my way of leading in that respect, but you still have to know the basics of dual language education to lead a great dual language program. (Principal Interview, Machado Elementary, April 19, 2021)

The opportunities that Principal Adolfo brought up in the quote above, are the Professional Development (PD) sessions that teachers took advantage of during virtual learning. These sessions were supportive to their professional growth as well as effective in the monitoring of student data. Yet, these opportunities did not come suddenly in the initial period of the pandemic. One teacher expressed what occurred during the first weeks of the shut down as summarized in the following quote:

A major issue was definitely COVID related for sure. I think not having access to technology and that consistency when we were remote and then when we were hybrid, that was difficult. Specifically, we started our year planned out, Friday the 13th, remember from last year, March 13...we saw a lot of issues with attendance, with students staying engaged, even though we were able to provide Chromebooks and hotspots to the community. (Teacher Interview, Machado Elementary, April 18, 2021)

In the initial weeks of the pandemic, teachers at Machado Elementary experienced firsthand the challenges related to the digital divide and the inequities faced in the surrounding community. As a school of choice, parents of students from various surrounding communities who opted to attend Machado Elementary came from socio-economic inequities in the remote communities. One teacher summarized this challenge in the following quote:

I think a huge issue was a lot of our students, particularly those who are ELL and they're specifically migrant families. These are the students who have their three levels of learning. Most of them, their native language is C'anjob'al and then with Spanish being secondary, and then tertiary being English. A lot more layers, there is less support in the more remote areas. For example, having more issues with the internet, with being able to go and have the time to go pick up lunch. These are students who were unsupervised, parents weren't home, issues with home care. That was a huge equity issue we saw and still unfortunately see some lingering aspects of. (Teacher Interview, Machado Elementary, April 18, 2021)

The challenges expressed in the quote above were direct outcomes of COVID-19 on the population of students attending Machado Elementary. The support provided was indicative of parents who were deemed essential workers and had to work during the pandemic. Due to various issues, Principal Adolfo's priority was to transition quickly and safely to in-person learning, with the hybrid model. The hybrid model consisted of some students attending school on site, while others attended virtually from home. Once students came back for onsite learning, Principal Adolfo's role became inundated with operational responsibilities as one teacher explained in the following quote:

I think the biggest way that it changed his role is that now on top of everything else that he has to do, he also has to be a safety monitor as well. He had to make sure that the kids are eating, they're having their snack and they're playing at recess, and lunchtime. That they are all safe, that the pick-up and the drop off is done in a safe way, that the way that the classrooms are set up and the way the desks are separated, the fact that he has to make sure that there's not too many kids in one classroom. (Teacher Interview, Machado Elementary, April 21, 2021)

Principal Adolfo's role as a "safety monitor" was an effort to follow CDC guidelines and keep the students and teachers safe during in-person learning. The teacher and parents interviewed shared with the researcher how he was "stretched in so many directions" (Teacher Interview, Machado Elementary, May 21, 2021). However, due to the hybrid model, Principal Adolfo continued to be visible in the classroom as well as in the virtual setting. Moreover, he became

busier sitting from his office during virtual meetings and in professional development as the following quote demonstrates:

He's stretched in so many directions, accessibility of him, because of virtual meetings. He's really everywhere, I feel, or I sense. He's in every meeting that we're at, every training, every professional development, so stretched in many directions. (Teacher Interview, Machado Elementary, May 21, 2021)

In addition, to his presence in virtual settings with teachers, a parent also confirmed his attendance in parent meetings. The following statement from a parent revealed this:

Siempre ando de metiche en todas las juntas, yo siempre lo veo ahí. Aunque cambié en forma que todo se hace virtual, él siempre está metido en su oficina en las juntas y en los asuntos de la escuela. Virtual, pero presente igual, incluso yo pienso que más, porque mira, antes era una junta por aquí, otra cosa que hacer por allá, y le tomaba tiempo al traslado. Ahora está en su oficina y le pica un botón, y ahí está en un lado, y luego en otro. Pero igual él sigue presente.

I'm always nosy in all of the meetings, I always see him there. Although it's changed in the way that everything is virtual, but he is always in his office during meetings and school affairs. Virtual, present, I think even more, because look, before it was a meeting here, a meeting there, and it took him time to travel from one place to another. Now he's in his office and he presses a button and he is there in one place and then another. But the same, still present. (Parent Interview, Machado Elementary, May 31, 2021)

Although Principal Adolfo's presence shifted to virtual settings, he was evidently busier than ever according to the teachers and parents interviewed. As he stated above, he saw the COVID-19 pandemic as an opportunity to think of innovative ways to use technology. Furthermore, his effort to seek professional development demonstrated his ability to intellectually stimulate and keep teachers engaged in their professional growth during a global pandemic. He shared with the researcher, "this year (2021) has been filled with many challenges because of COVID, but we've also had many opportunities to participate in so many wonderful and amazing PD opportunities because it's all been virtual" (Principal Interview, Machado Elementary, April 19, 2021).

Examples of virtual professional development included attending the California Association of

Bilingual Education (CABE) conference and a workshop on cognates and linguistic connections through Texas University.

Emergent Themes in the Findings

The case study utilized tenets of Transformational Leadership Theory (Bass, 1985, 2006) and the Principles of Courageous Leadership (Blankstein & Noguera, 2016) as a dual-lens conceptual framework (See Figure 1), to examine the role and characteristics of two school principals at distinct dual language education programs in Southern California. Based on analysis of the questions that were connected to the frameworks, the following four themes (See Figure 2) emerged from the data sets: 1) strong belief for DLE, 2) advocacy for program and professional growth, 3) pedagogical knowledge and sustainability of DLE, and 4) building cross-cultural relationships and appreciation of communities. The following section will elaborate on each of the themes and their relationship to the frameworks.

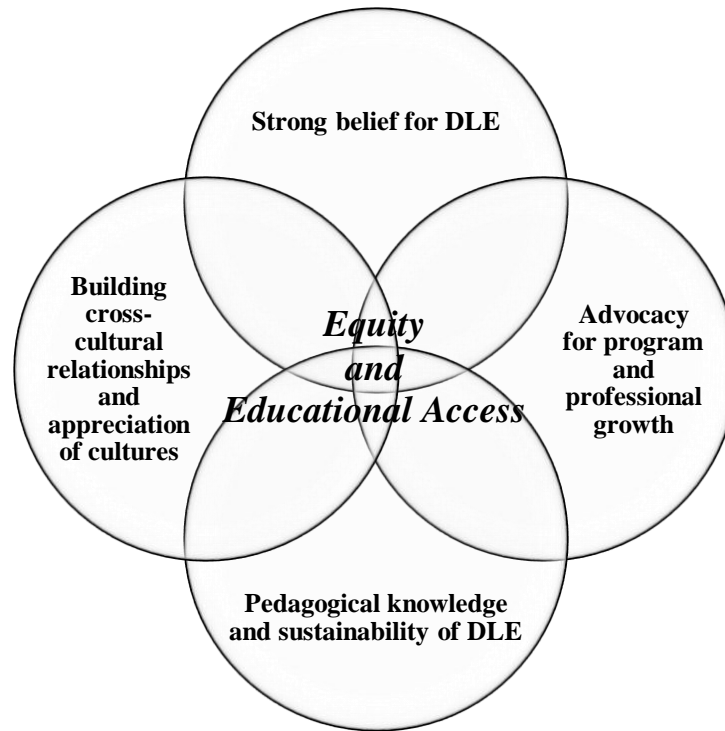


Figure 2

Equity and Access in Dual Language Education Programs

Strong Belief for DLE

From the data, the first theme, a strong belief for dual language education, emerged from the data indicating that both principals believed in the vision and goals of DLE programs. Their shared perspective on supporting the vision and purpose of DLE programs demonstrated their visionary leadership, in a time when navigation through and around restrictive language policies was a courageous act and to this date remains an equity issue for linguistically diverse communities. This effort towards visionary and equity minded leadership was evident in their actions and influenced their leadership role to support and guide the learning community in creating an equitable DLE program that promoted the vision and goals of DLE (Alfaro, 2018; Blankstein & Noguera, 2016; de Jong, 2011; DeMatthews et al., 2017; Hernández, 2017, in press; Park et al., 2013, Scanlan & López, 2012, Scanlan & Palmer, 2009; Valdés, 2018). This

strong belief in dual language education involved their ability to motivate and inspire their followers towards the vision and mission, which demonstrated inspirational motivation, an attribute and connection to the first theoretical framework of Transformational Leadership (Bass, 1985, 2006).

Their ideology regarding student rights for maintaining their language and culture was shaped by their own personal and professional experience in working with multicultural communities. Although their professional experiences as DLE principals were different in scope, their journey of self-reflection, fueled by their passion in working with culturally and linguistically diverse students demonstrated similar outcomes that has a direct relationship to the second framework of the Principles of Courageous Leadership (Blankstein & Noguera, 2016) to get to the core, by fulfilling the goals of dual language education. As the primary spokesperson and face of the DLE programs, both principals embraced the responsibility to communicate the vision and DLE principles to ensure the success of students and teachers.

Advocacy for Program and Professional Growth

The second theme, advocacy for program and professional growth, demonstrated that both principals viewed their role as the primary spokesperson for their DLE programs. The second theme has a strong relationship to the theoretical framework Principles of Courageous Leadership (Blankstein & Noguera, 2016). This theme is associated to the unification to motivate and inspire others in order to advocate for teacher's professional growth and for the DLE program at their school sites.

Although both programs in the case study were different, the principals shared similarities in the characteristics they displayed as critically conscious leaders who advocated, defended and protected the educational rights of parents and students in their DLE programs. To

begin with, the data sets provided evidence of Transformational Leadership Theory by their idealized influence and inspirational motivation to build a team of teachers who supported the implementation and sustainability of the DLE program at their respective school sites (Bass, 1985, 2006). As capacity builders, both principals advocated for teacher representation through district level and external organizations to attain the essential professional development for their programs' success. This aided teachers' understanding on best practices and effective strategies in second language acquisition.

Principal Rubio and Principal Adolfo were not afraid to defend their programs and seek the resources and allocation of professional development as a need for their community of teaching and learning. In addition, both principals explored the support of external partnerships with SDCOE and Project ACCEPT to attain content knowledge grounded in theory and research-based pedagogy. As advocates, defenders and protectors of the educational rights of students and parents of diverse backgrounds in dual language education, both principals were proactive in defending and protecting the primary language of multicultural students.

Pedagogical Knowledge and Sustainability of DLE

The third theme, pedagogical knowledge and sustainability of DLE, emerged from the data indicating pedagogically minded principals. Both principals monitored program implementation to gain a greater understanding of DLE and engaged in collaboration with teachers in professional development to meet the needs of students in their learning communities. The principals utilized the *Guiding Principles of Dual Language Education* as a guide for program effectiveness and provided professional development opportunities through various external resources for their teachers. In addition, this effective monitoring tool was a significant instrument that guided the implementation and sustainability of the program goals through sets

of guidelines, rubrics, and influenced further professional development for teachers. This led both principals to focus on equity and goals and required constancy and consistency of purpose, a Principle of Courageous Leadership, (Blankstein & Noguera, 2016) in supporting the vision and commitment to the DLE model

As critically conscious leaders, both Principal Rubio and Principal Adolfo engaged with teachers in professional development through their partnerships with SDCOE and CSUSM. Furthermore, both principals were proactive in their effort to seek funding for adequate resources and for additional professional development opportunities which demonstrates intellectual stimulation, a tenet of Transformational Leadership Theory (Bass, 1985, 2006) by creating the conditions for learning opportunities for their teachers. As transformational leaders, they sustained the program's vision and mission by attaining quality resources and providing teachers with the professional development to ensure linguistic equity for all students

Building Cross-cultural Relationships and Appreciation of Communities

The fourth theme, building cross-cultural relationships and appreciation of communities, revealed that both principals built sustainable relationships rooted in trust, respect, and mutual responsibility by their actions and visibility in the school community. Principal Rubio and Principal Adolfo built relationships rooted in trust and respect by creating democratic dialogue and culturally relevant spaces for students and families in their school community. By creating a culture of trust and collaboration with their community, a Principle Courageous Leadership (Blankstein & Noguera, 2016) both principals built sustainable relationships and impacted the success of all learners This was done through engaging parents in the “Cafecitos” at Valley View Elementary and the “Café conversaciones” at Machado Elementary School. These spaces

allowed parents to voice their concerns, be heard, and get to know the principal in informal settings.

Principal Rubio and Adolfo demonstrated critically conscious leadership by developing a sense of belongingness and acknowledgement with parents and teachers while validating the culture and language that students and families brought to school. Data collected from the parent interviews revealed how the principals co-constructed trusting relationships through their empathetic and compassionate actions with students and parents. This was demonstrated through their daily actions during morning and afternoon drop off and during instructional time in the classroom. Through their sense of empathy, care and support, they displayed individualized consideration, a tenet of Transformational Leadership Theory (Bass, 1985, 2006) which is characterized by their relationship building in a supportive and caring manner.

Equity and Educational Access

Principal Rubio and Principal Adolfo were instrumental in providing educational access to culturally and linguistically diverse students by creating the learning conditions to transform their DLE programs into equitable and inclusive spaces. They displayed tenets of Transformational Leadership Theory (Bass, 1985, 2006) and Principles of Courageous Leadership (Blankstein & Noguera, 2016) by their strong belief for DLE, advocacy for program and professional growth, pedagogical knowledge and sustainability of DLE, and building cross-cultural relationships and appreciation of communities at their distinct school sites.

Chapter Five: Conclusion

This chapter presents a summary of the research, statement of the problem and questions examined in the study. The discussion continues with a review of the methodological procedures, significance of the study and limitations of the study. Then the theoretical framework for the study will be presented. Theoretical implications to courageous transformational leadership through *liderazgo* and *cariño* and implications for leadership in social justice and equity will follow. Finally, the conclusion and recommendations for further research will propose new direction for leadership in dual language education programs.

Summary of the Study

According to recent empirical studies on effective leadership in Dual Language Education (DLE), principals are second to teachers as the most important factors contributing to student success (DeMatthews, 2018; DeMatthews et al., 2017; Howard et al., 2018; Wiemelt & Welton, 2015). Nonetheless, there is insufficient literature which addresses a need for courageous equity minded leadership in supporting and guiding teachers in high quality equitable DLE programs that promote the goals of bilingualism and biliteracy, academic achievement and socio-cultural competence (Alfaro, 2018; Blankstein & Noguera 2016; de Jong, 2011; DeMatthews et al., 2017; Hernández, 2017, in press; Park et al., 2013; Scanlan & López, 2012; Scanlan & Palmer, 2009; Valdés, 2018). This dissertation study summarized the major findings of a case study with a sample size of two principals, six teachers, and six parents in two DLE programs. The research examined the role and characteristics of two school principals leading in two distinct DLE programs in Southern California. The researcher analyzed the beliefs, perceptions, and dispositions of the principals in order to increase an understanding of the administrator's role in DLE programs.

Overview of the Problem

Southern California is currently experiencing an astronomical upsurge in dual language programs due to public interest, the neighboring California-Mexico border, and recent laws/policies (Proposition 58) pertaining to multilingual/multicultural educational diversity and economic future of the regions and state (Alfaro & Hernández, 2016). Consequently, the uniqueness of the demographics of Southern California and its proximity to the Mexican border demonstrates a growing population of approximately 150 language programs in San Diego County (SDCOE, 2020).

In order to expand the number of DLE programs, there is a need for school principals to understand that operating in a school system with a DLE program brings an added layer of complexity to the demanding position of site administrator (Wiemelt & Welton, 2015). Too many administrators are quickly initiating DLE programs due to the rising popularity. As primary advocates of DLE programs, the principals' understanding of DLE must not hinder equitable practices in planning, implementation, and sustainability of the program goals. Therefore, there is a need to examine the leadership role of the school principal and inform the field of DLE about traits and responsibilities pertaining to principals leading DLE programs. The following research questions are examined in this chapter's discussion with an overarching question about the principals' ideology:

1. How do school principals' ideology in Dual Language Education influence their role in providing equity and educational access to students and families?
 - a. How do school principals' ideology/beliefs in Dual Language Education influence their leadership role?

- b. How do school principals view their role as advocates, defenders and protectors of the educational rights of students and parents of diverse backgrounds in Dual Language Education?
- c. How do school principals in collaboration with teachers monitor program implementation and sustain professional development in Dual Language Education?
- d. How do school principals in Dual Language Education build trusting relationships in their schools and communities?

Review of the Methodology

The research study examined the role and characteristics of two school principals through a qualitative case study approach. The researcher used a qualitative research design to seek a deeper understanding of the beliefs, perceptions and dispositions of two school principals in two DLE programs (Creswell, 2017). As a result of a worldwide pandemic, caused by a coronavirus, COVID-19, the researcher did not have access to the school sites or to in-person interviews with the participants. Thus, the researcher retrieved information from each of the school sites through various data sources that included: California School Dashboard (CDE, 2020), California Department of Education's School Accountability Report Card (SARC 2019-2021), vision and mission statements, and school websites. The collection and analysis of qualitative data from multiple sources described below supported triangulation and validity (Mertler, 2018; Yin, 2017).

During the initial phase of the study, the researcher conducted a pilot study (Spring 2021) to test researcher-created questionnaires and receive feedback from DLE content experts in the field. The pilot study provided the researcher with the opportunity to field test the questionnaire,

interview questions and interview protocol, prior to finalizing and distributing instruments to principals in the study. These findings helped improve data collection for the dissertation. Subsequently, during the first phase, the researcher invited two school principals, six teachers and six parents from two distinct schools in Southern California. Participants were selected through purposeful and convenient sampling. Each participant was provided with a consent form to participate and then invited to complete a brief questionnaire (See Appendices E & F) with short reflective responses. As the starting point for coding, the researcher applied tenets of Transformational Leadership Framework (Bass, 1985, 2006) and the five Principles of Courageous Leadership (Blankstein & Noguera, 2016) as a coding scheme. This allowed the researcher to extract demographic information pertaining to their experiences and knowledge about DLE.

The second phase of data collection included semi-structured interviews. The researcher conducted fourteen interviews, which were digitally recorded using Zoom, an online platform, due to COVID-19 protocols. The audio from these interviews were transcribed using an online transcription service for ten of the English interviews with the principals, teachers and parents, including the researcher's transcription of four additional Spanish parent interviews. The interviews were transcribed to ensure audio accuracy and disfluencies and participant names were replaced with pseudonyms. Transcripts were sent via email to each of the participants to ensure accuracy through a "member checking" process (Maxwell, 2012). The researcher wrote observational notes and analytical memos after each of the interviews to identify patterns from the data sets related to the research questions and conceptual framework (Saldaña, 2015).

The final phase of the research process included coding and compiling all of the data sources and identifying recurring categories and themes, aligned to the tenets and principles. The

researcher used the process of inductive and descriptive hand coding to find meaningful categories associated to the roles, responsibilities and qualities of each of the principals (Creswell, 2017). The frequency of codes which emerged from the data sources provided an initial codebook, which the researcher used for a second round of coding. The researcher uploaded the transcripts to MAXQDA, an online data analysis software program to continue the second round of coding. The second and third round of coding combined in-vivo, process and deductive coding (Saldaña, 2015). In addition to using the online software, the researcher included hand coding the data sets on the fourth round of coding. This iterative process of coding led the researcher to merge categories into four themes: 1) strong beliefs, 2) advocacy, 3) knowledge and sustainability, and 4) cross-cultural relationships and communities (Miles et al., 2014).

Significance of the Study

While there has been significant research on the value and effective characteristics of DLE programs, there has been limited research on the principal's role in these programs. Seminal DLE research highlights academic success, but due to the rapid growth of linguistically and culturally diverse student populations, there are concerns with equity. These issues of social justice and equity impact program design, academic and linguistic accountability, professional development and cross-cultural communities. Therefore, there is a need for critically conscious and courageous school principals to promote the goals of bilingualism, biliteracy, academic achievement, and socio-cultural competence with a focus on high-quality programs grounded in equity. Findings from this study may add to the scholarly literature, specifically on the transformational leadership role of school principals in DLE programs and inform the field of the unique characteristics of their liderazgo (Wiemelt & Welton, 2015).

Limitations of the Study

The delimitations of the research included the small sample size of participants, and data collection and analysis (Creswell, 2017) during a pandemic, which may not reflect normal operations of the schools or administrative duties. The sampling of the two principals in the case study may not be representative of other principals in similar types of DLE programs and communities. Also, due to the constraints of the sample size, generalizability does not apply to the case study from one area in Southern California with close to 100 DLE programs in the country. Another limitation was the access to conduct interviews at the school site due to COVID-19 guidelines. These restrictions limited any visitors from visiting school sites due to safety protocols. Another probable limitation to the study was the willingness and honesty of participants during the interviews. Participants knew that they were recorded during the online ZOOM platform, their participation to discuss the principal's role could have skewed data due to their relationship with the principal, their beliefs about the program or their perceptions about school/district operations during a world-wide pandemic. Including how characteristics and roles of leaders in DLE programs within new virtual settings were impacted by COVID-19. The final limitation was the positionality of the researcher. As a Vice-Principal in a Southern California school, her sixteen years of experience as a DLE educator pose potential biases towards DLE programs or sets expectations towards participants and their responses. These limitations are varied and may pose potential weakness to the research, although research mitigated her biases with the pilot study results, feedback from the field, member checking, utilization of direct quotes from interviews, and guidance from faculty and chair on the handling and interpretation of sources with integrity.

Theoretical Framework

Transformational Leadership Theory involves the leader engaging with other people within the organizations to create relationships which result in enhanced motivation and job performance (Burns, 2004). This style of leadership identifies idealized influence, inspirational motivation, intellectual stimulation and individualized consideration as necessary qualities for a school principal to meet 21st century challenges (Bass, 1985, 2006). Blankstein and Noguera's (2016), Principles of Courageous Leadership include five principles: 1) getting to your core; 2) making organizational meaning; 3) ensuring constancy and purpose; 4) facing the facts and your fears; and 5) building sustainable relationships to guide leaders to attain excellence through equity, thus leading with courage and conviction. This case study utilized tenets of Transformational Leadership Theory (Bass, 1985, 2006) and the Principles of Courageous Leadership (Blankstein & Noguera, 2016) as a dual-lens conceptual framework (See Figure 1), to examine the role and characteristics of two school principals at distinct dual language education programs in Southern California.

This case study revealed how merging of two distinct frameworks (See Figure 3), demonstrated the unique attributes of two dual language principals who led with *cariño* and *liderazgo*. Within the four tenets of Transformational leadership (Bass, 1985, 2006), authentic *cariño* (Curry, 2021) cultivated care in the school community and transformed the principals' relationships with teachers, students and parents at both school sites. In addition, Critical Bilingual Leadership (CBL) or *Liderazgo*, guided the principals to lead with courage through the principles of courageous leadership (Blankstein & Noguera, 2016; Wiemelt & Welton, 2015) in two culturally and linguistically diverse school communities.

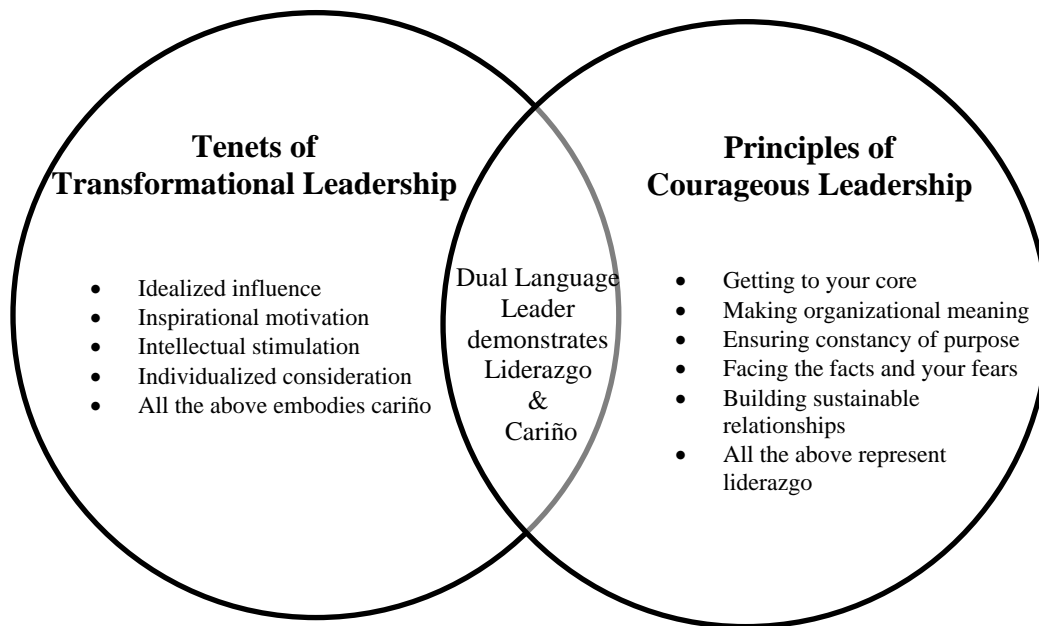


Figure 3

Transformational and Courageous Leadership through Liderazgo and Cariño

Theoretical Implications to Courageous Transformational Leadership through *Liderazgo* and *Cariño*

Findings in this study suggest that transformational leadership played a key role in the leadership of two DLE school principals in Southern California. Burns (1978, 2004) defined this style of leadership as transforming attitudes, beliefs and behaviors to motivate and inspire followers. Transformational leadership is linked to the perspectives on social justice and as a leadership framework, transformational leaders “raises the followers’ level of consciousness about the importance and values of desired outcomes and the methods” (Burns, 1978, p. 141).

The school principals in this case study embodied tenets of transformational leadership by displaying characteristics of inspirational motivation, idealized influence, intellectual stimulation and individualized consideration. In addition, they also led with courage and

conviction by demonstrating principles of courageous leaders: 1) getting to the core; 2) making organizational meaning; 3) ensuring constancy and purpose; 4) facing the facts and fears; and 5) building sustainable relationships with the intention to attain excellence through equity.

As critically conscious courageous leaders, centered on social justice and equity, the principals facilitated the learning conditions to meet the needs of the Emergent Bilingual Latin@ Students (EBLS) at their school sites (Estrada et al., 2009; Scanlan & Palmer, 2009; Theoharis, 2008; Valenzuela & Rubio, 2018; Wiemelt & Welton, 2015). Wiemelt and Welton (2015) define this leadership as Critical Bilingual Leadership (CBL) or *Liderazgo*, the “breadth of leadership capacity needed to support the school success of EBLS” (p.85). Principal Rubio and Principal Adolfo, two Latin@ leaders demonstrated *Liderazgo* by involving a culturally and linguistically diverse school community to uphold the goals and vision of the DLE program. The school principals in the case study in collaboration with their school communities transformed the learning opportunities for their multilingual population by promoting a high-quality program grounded in equity with the goals of bilingualism, biliteracy, academic achievement, and socio-cultural competence

In addition, Principal Rubio and Principal Adolfo displayed *cariño*, a term that “evokes a sense of human connection anchored in unapologetic and radical love for youth and their communities (Ginwright, 2016, p. 38, as cited in Curry, 2021). Authentic *cariño*, or authentic care is based on a theoretical model that expands on how care can be cultivated in school communities by familial, intellectual and critical *cariño* (Curry, 2021). Familial *cariño* is centered on a relational orientation toward learning and genuine care from educators. Intellectual *cariño* is educators’ deep caring about developing a student’s intellectual abilities. Finally, critical *cariño*, refers to caring about the “historical and political consciousness of students’

communities (Curry, 2021, p. 13). By their demonstration of authentic *cariño*, the school principals in the case study transformed their relations with students, teachers and parents into sustainable quality relationships rooted in trust and respect.

Implications for Leadership in Social Justice and Equity (Critically Conscious Leadership)

This study demonstrated how the principal's reflective consciousness centered on social justice in supporting equity-oriented school reform steered them to lead for equity in the DLE programs at their school sites (Alfaro, 2018; Alfaro & Bartolomé, 2017; DeMatthews & Izquierdo, 2016, 2017; Furman, 2012; Isola & Cummins, 2020; Larson & Murtadha, 2002; Marshall & Oliva, 2017; Menken, 2017; Theoharis, 2008). As critically conscious leaders, centered on social justice and equity, the principals facilitated the learning conditions to meet the needs of the Emergent Bilingual Latin@ Students (EBLS) in their school sites (Estrada et al., 2009; Scanlan & Palmer, 2009; Theoharis, 2008; Valenzuela & Rubio, 2018; Wiemelt & Welton, 2015). Principal Adolfo and Principal Rubio's partnership with their learning community demonstrated a shared vision based on critical pedagogy focused on social justice and equity (Alfaro et al., 2014; Hernández, in press). With support and partnerships from external resources in their community, the school principals transformed their DLE programs into equitable and inclusive learning spaces to meet the needs of their culturally and linguistically diverse student population (Estrada et al., 2009; Isola & Cummins, 2020; Scanlan & Palmer, 2009; Theoharis, 2008; Valenzuela & Rubio, 2018). Consequently, this study demonstrated a need for a leadership framework to promote dual language education programs centered on social justice and equity with the potential as a leadership framework to propel school principals to strengthen organizational norms and transform equitable school structures

focused on closing the achievement gap and valuing cultural and linguistic diversity (Anderson, 2017).

In summary, these two transformational and courageous leaders transformed their school culture to new ways of thinking towards a shared vision committed to equitable outcomes. Through authentic *cariño* and *liderazgo*, Principal Rubio and Principal Adolfo were successful in the implementation and sustainability of the DLE programs at their school sites during a worldwide pandemic.

Conclusion of the Study

School principals are second to teachers as the most important factor contributing to school success (DeMatthews, 2018; DeMatthews et al., 2017; Howard et al., 2018; Wiemelt & Welton, 2015). Through their commitment to the vision and goals of DLE, school principals are instrumental in providing support and guidance to their school communities in ensuring high quality equitable programs (Howard et al., 2018; Lindholm-Leary, 2012; Mendoza et al., 2014; Scanlan & López, 2012; Wiemelt & Welton, 2015). This qualitative study sought to add to the existing body of leadership by offering an analysis of the principal's beliefs, perceptions, and dispositions in order to understand their leadership role in DLE programs and inform the field about their traits and responsibilities. The findings in this study revealed how two principals in Southern California DLE programs created equitable schooling experiences for students and teachers by their *liderazgo* and authentic *cariño* as transformational and courageous critically conscious leaders.

With social justice and equity in mind, school principals leading in DLE programs need to create the learning conditions to transform schools into equitable and inclusive spaces to meet the needs of culturally and linguistically diverse students. Henceforth, this requires school

principals to develop ideological clarity centered on social justice in supporting equity-oriented school reform in DLE programs (Alfaro, 2017, 2018; DeMatthews & Izquierdo, 2016, 2017; Furman, 2012; Larson & Murtadha, 2002; Marshall & Oliva, 2017; Menken, 2017; Theoharis, 2008). Ultimately, it is the school principal's responsibility to ensure an equitable system where all learners have the opportunity for a bilingual, biliterate, and socio-cultural education.

Recommendations for Leadership in Dual Language Education

The goal of this study was to examine the role and characteristics of two school principals in order to gain greater insight about the beliefs, perceptions, and dispositions of leaders in dual language education programs. It is my recommendation that studies like this one be replicated for the purpose of understanding the role of the school principal in DLE programs. More scholars should seek to add to the scholarly body of knowledge that highlights the role of school principals in DLE programs.

In addition, I would like to propose a new direction for consideration in theoretical frameworks concerning the characteristics and responsibilities pertaining to principals leading DLE programs. Through this experience, I have come to the conclusion that in dual language education programs two distinct frameworks merge that demonstrate the unique attributes of *liderazgo* and *cariño* to advance the qualities of school principals leading in DLE programs. There is more to be learned about how school principal's characteristics influence the transformation of school culture and ways of thinking towards a shared vision and equitable outcomes in dual language education programs.

This research study provided the opportunity to understand the role of the principal in the implementation and sustainability of DLE programs. I was honored to speak to two courageous and critically conscious leaders who serve culturally and linguistically diverse communities and

shared their experience in leadership, including the challenges of leading during a pandemic. I hope the knowledge I gained from their interviews and the *liderazgo* and authentic *cariño* they demonstrated about their leadership role in diverse settings are well represented in this dissertation. In closing, I have chosen a motivational quote from one of the school principals that made me think about the courageous and critically conscious DLE leader that I aspire to be. I hope that this quote will also inspire those who read this dissertation.

You have to be unapologetic when it comes to the dual language program and you advocate for the program. You also have to understand the function, and why the program was designed, and who's intended to support as primary students. But really understanding that there's an advocacy piece to being a dual language principal. (Principal Interview, Machado Elementary, April 19, 2021)

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Appendix A



California State University
SAN MARCOS

Dual Language School Principal Informed Consent

Invitation to Participate

Julia Martinez, under the supervision of Dr. Ana Hernández, Associate Professor, Education Studies, California State University San Marcos, is conducting a study to examine the role and characteristics of the principal leading in a dual language education program in Southern California. As an individual who is currently a principal in a dual language education program school site, you are invited to participate in this study.

The study has three goals:

1. To focus on the beliefs, perceptions and dispositions of principals in DLE programs.
2. To increase an understanding of the Principal's role in DLE programs.
3. To inform the field of education about the impact of leadership in DLE programs.

Procedures

- You will be completing a survey (20 minutes) that asks you demographic information and background knowledge about your position as a DLE principal at a school site. Surveys will be emailed and can be filled out at your convenience.
- You will be asked for a video conference interview (30-45 minutes) which will be recorded and transcribed. The different digital platforms offered to participants will be: Zoom, Facetime, Google Meet or may include a phone interview as an option. This interview will be related to your beliefs and/or perceptions regarding the leadership role in the DLE program at your school site.

Information collected from this study will be kept confidential and pseudonyms will be used during the course of the study to protect the integrity of the participants. All electronic files created from the data collection process will be stored on the researcher's laptop computer that is password protected with an additional layer of encryption. Any paper files created or documents gathered during the data collection will be securely stored in a security safe in the researcher's home.

Risks and Inconveniences

You may be uncomfortable: 1) discussing your leadership role 2) time completing surveys and the interview may be inconvenient 3) you may worry that people other than the researcher will see the data.

Safeguards

Safeguards put in place to minimize risk include:

1. The researcher will make every effort to ensure that the leadership role is valued and

respected and that the role and responsibilities associated with the position will inform other leaders in DLE programs. To minimize risks all data collected will remain confidential and fake names will be used in place of names of all people, schools, and districts involved in the study.

2. The researcher will schedule the interview at a time and use a digital platform convenient for the participant. Surveys can also be taken at a time and place convenient to participants.
3. To minimize risks, all data collected will remain confidential and fake names will be used in place of names of all people, schools, and districts involved in the study. All data will be stored on the researcher's password protected computer. Any documents gathered will be securely stored in a security safe in the researcher's home.

Benefits

There are no benefits to the participants in this study. Your participation in this research study will help increase knowledge about the role and characteristics of principals in dual language education.

Voluntary Participation

Your participation is entirely voluntary and may be withdrawn by you at any time with no consequences. If you feel the length of completing the survey or discussing your beliefs and experiences is too long, you may stop at any time.

Incentive

All participants will receive two \$15 Amazon e-gift cards. One after completion of the survey and one after completion of the interview, for a total of \$30.

Questions

This study has been approved by the California State University San Marcos, Institutional Review Board (IRB). If you have any questions about the study, you may direct those to the researcher, Julia Martinez (marti02@cougars.csusm.edu (619) 395-5633) or to Dr. Ana Hernández, Committee Chair (ahernand@csusm.edu (760) 750-8507). Questions about your rights as a research participant should be directed to the IRB at (760) 750-4029. You will be given a copy of this form to keep for your records.

- I agree to participate in this research study.
- I agree to have my interview audio taped and recorded.
-

Participant's Name

Date

Participant's Signature

Researcher's Signature

Doctoral Student/Researcher

Appendix B



California State University
SAN MARCOS

Dual Language Teacher Informed Consent

Invitation to Participate

Julia Martinez, under the supervision of Dr. Ana Hernández, Associate Professor, Education Studies, California State University San Marcos, is conducting a study to examine the role and characteristics of the principal leading in a dual language education program in Southern California. As an individual who is currently a teacher in a dual language education program school site, you are invited to participate in this study.

The study has three goals:

4. To focus on the beliefs, perceptions and dispositions of principals in DLE programs.
5. To increase an understanding of the Principal's role in DLE programs.
6. To inform the field of education about the impact of leadership in DLE programs.

Procedures

- You will be completing a survey (20 minutes) that asks you demographic information and background knowledge about your position as a DLE teacher at a school site. Surveys will be emailed and can be filled out at your convenience.
- You will be asked for a video conference interview (30-45 minutes) which will be recorded and transcribed. The different digital platforms offered to participants will be: Zoom, Facetime, Google Meet or may include a phone interview as an option. This interview will be related to your beliefs and/or perceptions regarding the leadership role in the DLE program at your school site.

Information collected from this study will be kept confidential and pseudonyms will be used during the course of the study to protect the integrity of the participants. All electronic files created from the data collection process will be stored on the researcher's laptop computer that is password protected with an additional layer of encryption. Any paper files created or documents gathered during the data collection will be securely stored in a security safe in the researcher's home.

Risks and Inconveniences

You may be uncomfortable: 1) talking about your perceptions/beliefs about the principal; 2) loss of instructional or personal time; and 3) worry that people other than the researcher will see the data.

Safeguards

Safeguards put in place to minimize risk include:

4. The researcher will make every effort to ensure that the teacher is valued and respected and that their perceptions/beliefs about the leadership role will inform other leaders in DLE programs. To minimize risks all data collected will remain confidential and fake

names will be used in place of names of all people, schools, and districts involved in the study.

5. The researcher will schedule the interview at a time and use a digital platform convenient for the participant. Surveys can also be taken at a time and place convenient to participants.
6. To minimize risks, all data collected will remain confidential and fake names will be used in place of names of all people, schools, and districts involved in the study. All data will be stored on the researcher's password protected computer. Any documents gathered will be securely stored in a security safe in the researcher's home.

Benefits

There are no benefits to the participants in this study. Your participation in this research study will help increase knowledge about the role and characteristics of principals in dual language education.

Voluntary Participation

Your participation is entirely voluntary and may be withdrawn by you at any time with no consequences. If you feel the length of completing the survey or discussing your beliefs and experiences is too long, you may stop at any time.

Incentive

All participants will receive two \$15 Amazon e-gift cards. One after completion of the survey and one after completion of the interview, for a total of \$30.

Questions

This study has been approved by the California State University San Marcos, Institutional Review Board (IRB). If you have any questions about the study, you may direct those to the researcher, Julia Martinez (marti02@cougars.csusm.edu (619) 395-5633) or to Dr. Ana Hernández, Committee Chair (ahernand@csusm.edu (760) 750-8507). Questions about your rights as a research participant should be directed to the IRB at (760) 750-4029. You will be given a copy of this form to keep for your records.

- I agree to participate in this research study.
- I agree to have my interview audio taped and recorded.

Participant's Name Date

Participant's Signature

Researcher's Signature
Julia Martinez
Doctoral Student/Researcher

Appendix C



California State University
SAN MARCOS

Dual Language Parent Informed Consent

Invitation to Participate

Julia Martinez, under the supervision of Dr. Ana Hernández, Associate Professor, Education Studies, California State University San Marcos, is conducting a study to examine the role and characteristics of the principal leading in a dual language education program in Southern California. As an individual who is currently a parent/family member of a child in a dual language education program school site, you are invited to participate in this study.

The study has three goals:

7. To focus on the beliefs, perceptions and dispositions of principals in DLE programs.
8. To increase an understanding of the Principal's role in DLE programs.
9. To inform the field of education about the impact of leadership in DLE programs.

Procedures

- You will be asked for a video conference interview (30-45 minutes) which will be recorded and transcribed. The different digital platforms offered to participants will be: Zoom, Facetime, Google Meet or may include a phone interview as an option. This will be related to your beliefs and/or perceptions regarding your experience/observations with the principal in the DLE program at your school site.

Information collected from this study will be kept confidential and pseudonyms will be used during the course of the study to protect the integrity of the participants. All electronic files created from the data collection process will be stored on the researcher's laptop computer that is password protected with an additional layer of encryption. Any paper files created or documents gathered during the data collection will be securely stored in a security safe in the researcher's home.

Risks and Inconveniences

You may be uncomfortable: 1) talking about your perceptions about the principal at the school site; 2) time spent on interview; and 3) worry that people other than the researcher will see the data.

Safeguards

Safeguards put in place to minimize risk include:

7. The researcher will make every effort to ensure that the parent is valued and respected as an important member of the school community. Their perceptions and beliefs about the role of the principal at the DLE program will inform leaders at other DLE programs. To minimize risks all data collected will remain confidential and fake names will be used in place of names of all people, schools, and districts involved in the study.
8. The researcher will schedule the interview at a time and use a digital platform convenient

for the participant. Surveys can also be taken at a time and place convenient to participants.

9. To minimize risks, all data collected will remain confidential and fake names will be used in place of names of all people, schools, and districts involved in the study. All data will be stored on the researcher's password protected computer. Any documents gathered will be securely stored in a security safe in the researcher's home.

Benefits

There are no benefits to the participants in this study. Your participation in this research study will help increase knowledge about the role and characteristics of principals in dual language education.

Voluntary Participation

Your participation is entirely voluntary and may be withdrawn by you at any time with no consequences. If you feel the length of discussing your beliefs and experiences during the interview is too long, you may stop at any time.

Incentive

All participants will receive an Amazon e-gift card of \$15 as an incentive for their participation of the interview.

Questions

This study has been approved by the California State University San Marcos, Institutional Review Board (IRB). If you have any questions about the study, you may direct those to the researcher, Julia Martinez (marti02@cougars.csusm.edu (619) 395-5633) or to Dr. Ana Hernández, Committee Chair (ahernand@csusm.edu (760) 750-8507). Questions about your rights as a research participant should be directed to the IRB at (760) 750-4029. You will be given a copy of this form to keep for your records.

- I agree to participate in this research study.
- I agree to have my interview audio taped and recorded.

Participant's Name Date

Participant's Signature

Researcher's Signature
Julia Martinez
Doctoral Student/Researcher

Appendix D



California State University
SAN MARCOS

CONSENTIMIENTO DE LOS PADRES / FAMILIAS PARA PARTICIPAR EN LA INVESTIGACIÓN

Invitación a Participar

Julia Martinez, bajo la supervisión de la Dra. Ana Hernández, Profesora Asociada de la Escuela de Educación, Universidad Estatal de California San Marcos, está llevando a cabo una investigación para examinar el liderazgo del director/a en el programa de Educación de Lenguaje Dual (ELD). Usted ha sido invitado a participar en la investigación, porque su hijo/a es un estudiante en el programa dual. Se le invita para participar en esta investigación.

El estudio tiene tres objetivos:

1. Enfocarse en las creencias, acciones, y disposiciones de directores en los programas de ELD.
2. Aumentar la comprensión del rol de los administradores en los programas de ELD.
3. Informar el ámbito de educación sobre el impacto del liderazgo en programas de ELD.

Requisitos de participación

- Se le pedirá una entrevista por videoconferencia (30-45 minutos) que será grabada y transcrita. Esta entrevista será por medio de la plataforma digital de Zoom, Facetime, Google Meet o la opción de una llamada telefónica. La entrevista estará relacionada con sus creencias y /o opiniones con respecto a sus experiencias/observaciones con el director en el programa ELD.

La información recopilada de este estudio se mantendrá confidencial y se utilizarán seudónimos durante el curso del estudio para proteger la integridad de los participantes. Todos los archivos electrónicos creados a partir del proceso de recopilación de datos se guardarán en la computadora del investigador que está protegida por contraseña con una capa adicional de encriptación. Los archivos en papel creados o los documentos recopilados durante la recopilación se guardarán en una caja fuerte en el hogar del investigador.

Riesgos e Inconvenientes

Puede sentirse incómodo: 1) hablando acerca de sus percepciones sobre el director en la escuela de su hijo/a; 2) tiempo dedicado a la entrevista; y 3) preocuparse de que otras personas además del investigador vea los datos

Salvaguardias

Las salvaguardas establecidas para minimizar el riesgo incluyen:

1. El investigador hará todo lo posible para asegurar que el padre sea valorado y respetado como un miembro importante de la comunidad escolar. Sus percepciones y creencias sobre el rol del director en el programa de ELD informará a líderes de otros programas de

ELD. Para minimizar los riesgos, todos los datos permanecerán confidenciales y se utilizarán nombres falsos en lugar de los nombres de todas las personas, escuelas y distritos involucrados en el estudio.

2. El investigador programará la entrevista en un horario y plataforma digital conveniente para el participante. Las encuestas también se pueden realizar en un momento y lugar convenientes para los participantes.
3. Para minimizar los riesgos, todos los datos permanecerán confidenciales y se usarán nombres falsos en lugar de los nombres de todas las personas, escuelas y distritos involucrados en el estudio. Todos los datos se guardarán en la computadora protegida por contraseña del investigador. Todos los documentos se guardarán de forma segura en una caja fuerte en el hogar del investigador.

Beneficios

No hay beneficios para los participantes de este estudio. Su participación en este estudio de investigación ayudara a aumentar el conocimiento sobre el rol y las características de los directores en la educación en dos idiomas.

Participación voluntaria

La participación en este estudio es voluntaria y puede retirarse del estudio en cualquier momento sin ningún efecto. Si usted siente que la duración de expresar sus creencias o experiencias durante la entrevista es demasiado larga, usted puede dejar de hacerlo en cualquier momento.

Pago o incentivo

Cada participante recibirá una tarjeta electrónica de \$15 de Amazon como incentivo por su participación en este estudio después de la entrevista.

Preguntas

Este estudio ha sido aprobado por la Mesa Directiva de Revisión Institucional (IRB) de la Universidad Estatal de California de San Marcos. Si tiene preguntas sobre el estudio, puede dirigirlas a la investigadora, Julia Martinez (marti02@cougars.edu) (619) 395-5633 o a la Dra. Ana Hernández, Silla del Comité (ahernand@csusm.edu) (760) 750-8507). Las preguntas acerca de sus derechos como participante de investigación deben dirigirse al IRB al (760) 750-4029. Se le dará una copia de este formulario para guardar para su registro.

- Estoy de acuerdo en participar en este estudio de investigación.
- Doy permiso para grabar mi entrevista

Nombre del participante

Fecha

Firma del participante

Firma del investigador

Julia Martinez, Alumna del doctorado/investigador

Appendix E



California State University
SAN MARCOS

Principal Questionnaire

1. What is your highest level of education?
Masters
Doctorate

2. What is your ethnic background?
White
Black or African American
American Indian or Alaska Native
Asian
Native Hawaiian or Pacific Islander
Hispanic or Latinx
Other

3. In addition to your specialty credential/certifications, do you hold credentials associated with dual language?

4. How many years have you been a principal?
1-3 years
4-6 years
7-10 years
11+ years

5. How many years have you been a principal at your Dual Language school site?
1-3 years
4-6 years
7-10 years
11+ years

6. In addition to English, how many other languages do you speak fluently?
- 1 language
 - 2 languages
 - 3 or more languages
7. How much time do you spend on managerial/operational tasks (e.g., scheduling, supply orders, budget, etc.) per week?
- 0-2 hours per week
 - 3-5 hours per week
 - 6-8 hours per week
 - 9 or more hours per week
8. In addition to your regular managerial/operational tasks, what other managerial/operational tasks do you perform that are associated with dual language programs?
9. Are there other managerial/operational tasks do you distribute/delegate/appoint to other staff/personnel at your school site?
- yes
 - no
- If yes, explain_____
10. How much time do you spend in classroom (observations, monitoring, evaluations) as an instructional leader per week?
- 0-2 hours per week
 - 3-5 hours per week
 - 6-8 hours per week
 - 9 or more hours per week
11. What instructional leadership activities are associated with your role in the dual language program?
12. How much time is dedicated to academic achievement and monitoring of English Language Learners in the DLE Program?

- 0-2 hours per week
- 3-5 hours per week
- 6-8 hours per week
- 9 or more hours per week

13. Are there other instructional leadership activities that you distribute/delegate/appoint to other staff/personnel at your school site?

- yes
- no

If yes, explain_____

14. Do materials go home in both languages?

- yes
- no

15. Based on school resources (teacher guides, library resources) and materials, how confident do you feel of the curriculum's quality in the target language?

Math curriculum:

- not confident
- somewhat confident
- confident
- extremely confident

Language Arts curriculum:

- not confident
- somewhat confident
- confident
- extremely confident

Science curriculum:

- not confident
- somewhat confident
- confident
- extremely confident

Social studies curriculum:

not confident

somewhat confident

confident

extremely confident

16. Are state standardized assessments provided in:

English

Spanish

Both English and Spanish

17. Are district assessments/benchmarks available in:

English

Spanish

Both English and Spanish

18. Are state and district assessment results communicated to families in

English

Spanish

Both English and Spanish

19. In addition to your regularly scheduled instructional leadership activities, what is the frequency dedicated to dual language program related activities?

1-3 times a year

4-6 times a year

7-9 times a year

more than 10 times in a year

Never

20. How often do you plan professional development in collaboration with teachers for the dual language program?

1-3 times a year

4-6 times a year

7-9 times a year

more than 10 times in a year
Never

21. How often is the professional development provided in the target language?

1-3 times a year
4-6 times a year
7-9 times a year
more than 10 times a year
Never

22. What are the topics for your staff development?

23. How are topics selected?

24. How often do you attend professional development associated with Dual Language Education outside of your district?

1-3 times a year
4-6 times a year
7-9 times a year
more than 10 times a year
Never

25. What professional development opportunities are provided to administrators at your district associated with Dual Language Education?

26. How often do you collaborate with other dual language principals at your district?

Always
Sometimes
Never

27. How often do you collaborate with other dual language principals outside of your district?

Always
Sometimes
Never

28. How often do you participate in parent activities at your school with parents of English Learners?

Always

Sometimes

Never

29. On the average, how many hours a week do you spend on community engagement?

1-3 hours a week

4-6 hours a week

more than 7 hours

Never

Appendix F



California State University SAN MARCOS

Teacher Questionnaire

1. What is your highest level of education?
post-graduate credential program
Masters
Doctorate
other, Explain:_____
2. What specialty credential/certifications do you hold in addition to your teaching credential?
3. How many years have you been a teacher?
1-3 years
4-6 years
7-10 years
11+ years
4. How long have you been a teacher at the dual language school site?
1-3 years
4-6 years
7-10 years
11+ years
5. How many years have you worked with the site principal?
1-3 years
4-6 years
7-10 years
11+ years
6. Is the communication sent from the principal sent home in two languages?
yes
no
7. Based on school resources (teacher guides, library resources) and materials, how confident do you feel that the school principal allocated funding for quality materials in the target language?

not confident
somewhat confident
confident
extremely confident

8. Are state assessments provided in:
English
Spanish
Both English and Spanish

9. Are district assessments available in:
English
Spanish
Both English and Spanish

10. Are state and district assessment results communicated to families in:
English
Spanish
Both English and Spanish

11. How often does the principal visit your classroom for instructional purposes?
Principal does not visit my classroom
1-2 days per week
3-4 days per week
Every day of the week

12. How often is the principal in DLE meetings?
always present
sometimes present
rarely present
never present

13. How often is the principal addressing the academic and linguistic progress of

English Language Learners in the DLE program during your meetings (grade level, PLC, Staff)?

always

sometimes

rarely

never

14. How often do you plan professional development in collaboration with your principal for the dual language program?

1-3 times a year

4-6 times a year

7-9 times a year

more than 10 times in a year

Never

15. How often is the professional development provided in the target language?

1-3 times a year

4-6 times a year

7-9 times a year

more than 10 times a year

16. How are topics selected for DLE professional development?

17. How often do you attend professional development associated with Dual Language Education outside of your district?

1-3 times a year

4-6 times a year

7-9 times a year

more than 10 times a year

Never

18. What professional development is provided to teachers at your district associated with Dual Language Education?

19. How does the principal build community among staff, teachers, students, and

parents?

20. How often does your principal participate in parent activities at your school with parents of ELL?

1-3 times a year

4-6 times a year

7-9 times a year

more than 10 times a year

Never

21. On average, how many hours a week do you believe your principal spends on community engagement?

1-3 hours a week

4-6 hours a week

more than 7 hours

Never

Appendix G



California State University SAN MARCOS

Principal Interview

1. What do you believe are the qualities of the leader that influence sustainable practices in the dual language education program?
2. What do you consider to be key characteristics of DLE principals that support the vision and goals of Dual Language?
3. What frameworks or theories guide your practice as a DLE principal?
4. Tell me about the professional development provided specific to Dual Language Education?
5. How do you make decisions about equity and access for English Learners in dual language programs at your school site?
6. How do you ensure accountability to both languages in your program, given the premises that English is the dominant language and considered the language of academic success?
7. Has your leadership changed in a DLE school site? Explain if yes or no.
8. What are the successes and challenges observed across the Dual Language Education program since your tenure as principal?
9. How do you address the cultural competency pillar of dual language? (cultural diversity)
10. What was the most critical and useful aspect of your training as an administrator that you have been able to utilize as a DLE principal? Do you feel you were prepared for the position?
11. What do you wish you had known about taking the leadership position at the DLE site?
12. What do you do as the leader to guide staff, community in promoting goals and vision of the dual language program at your site?
13. How do you monitor and evaluate your school's DLE program?
14. How do you build trusting relationships with the school and community?
15. What is an issue in social justice and equity that is present in your school community

related to dual language? Please name it, describe, and what actions were taken to remedy the inequities?

16. How has COVID 19 changed the way you lead as a principal in your Dual Language Program?

17. What are some recommendations to dual language principals?

Appendix H



California State University SAN MARCOS

Teacher Interview

1. What do you believe are the qualities of the principal at your school site that have influenced sustainable practices in the dual language education program?
2. How does the principal engage teachers in decision making in the Dual Language Education program?
3. How does the principal promote the goals of DLE?
4. What do you think are the principal's strengths?
5. How does the principal advocate for students in DLE? Particularly ELLs?
6. What does the principal do to provide instructional leadership and school wide support to the school community?
7. Tell me about the professional development provided specific to Dual Language Education
8. How is the Dual Language Education program monitored and evaluated by the principal?
9. What does the principal do to build trusting relationships with the school community?
10. What is an issue in social justice and equity that is present in your school community related to dual language? Please name it, describe, and what actions were taken to remedy the inequities?
11. How has COVID 19 changed the principalship of the Dual Language Program?
12. What are some recommendations to dual language principals?
13. What are ways your principal could improve the success of the program?

Appendix I



California State University SAN MARCOS

Parent Interview

1. What do you believe are the qualities of the principal at your school site that have influenced the dual language education program?
2. How does the principal engage parents in the community in decision making in the Dual Language Education program?
3. How does the principal promote the goals of DLE for all students and families?
4. How does the principal demonstrate equity of both languages/cultures in the dual language education program?
5. How does the principal advocate for the success of all students in DLE?
6. What does the principal do to provide school wide support to the school community about DLE?
7. What learning opportunities does the school principal provide to parents about DLE?
8. How are you engaged in the dual language education program?
9. What does the principal do to build trusting relationships with the parent/school community?
10. What does the principal do to show he/she is engaged in the school community?
11. How has COVID 19 changed the community or principal involvement in the Dual Language Program?
12. What are ways your principal could improve the success of the program and/or community relationships?
13. What are some recommendations to dual language principal?

Appendix J



California State University
SAN MARCOS

Entrevista para padre de familia

1. ¿Cuál cree que son las cualidades del director/a de la escuela que han influido en el programa de Educación de Lenguaje Dual (ELD)?
2. ¿Cómo involucra el director/a a los padres/la familia de la comunidad en las decisiones en el programa de ELD?
3. ¿Cómo promueve el director/a los objetivos de ELD?
4. ¿Cómo demuestra el director/a la equidad de los dos idiomas en el programa de ELD?
5. ¿Cómo aboga el director/a por los estudiantes en ELD?
6. ¿Que hace el director/a para brindar el apoyo a la comunidad de la escuela acerca del programa de ELD?
7. ¿Qué oportunidades de aprendizaje se les ofrece a los padres/la familia sobre el programa de ELD?
8. ¿Qué hace el director/a para desarrollar relaciones de confianza con los padres/comunidad escolar?
9. ¿Qué hace el director/a para demostrar que es visible en la comunidad de la escuela?
10. ¿Cómo ha cambiado COVID 19 el programa de ELD en la comunidad escolar?
11. ¿Cuáles son sus recomendaciones para el director/a de la escuela?

Appendix K

Code and Theme Alignment to Questions and Conceptual Framework

Research Question	Transformational Leadership Theory	Principles of Courageous Leadership	Codes	Themes
How do school principals' ideology in Dual Language Education influence their role in providing equity and educational access to students and families?				
How do school principals' ideology/beliefs in Dual Language Education influence their leadership role?	Inspirational Motivation <ul style="list-style-type: none"> • Clear vision • Optimism • Inclusion • Productivity 	Principle 1: Getting to your core <ul style="list-style-type: none"> • Journey of self-reflection • Purpose • Belief & Intention 	Vision Ideological clarity Advocate	Strong Beliefs
How do principals view their role as an advocate, defender and protector of the educational rights of students and parents of diverse backgrounds?	Idealized Influence <ul style="list-style-type: none"> • Role model • Walk the walk • Enthusiasm • Embody values 	Principle 2: Making organizational meaning <ul style="list-style-type: none"> • Unifying all stakeholders • Common vision and goals • Principals bring cohesion • Environment, trust, respect, validation of others 	Needs of others Role model Advocate Enthusiasm Optimism Validation of others	Advocacy Equity Cultural knowledge
How do principals monitor program implementation and sustain professional development in Dual Language Education with teachers?	Intellectual Stimulation <ul style="list-style-type: none"> • Innovation • Creativity • Goals • Challenges 	Principle 3: Ensuring constancy and purpose <ul style="list-style-type: none"> • Guiding principles as resource • Fidelity of program • Supporting vision and commitment • Supporting goals of DLE Principle 4: Facing the facts and your fears <ul style="list-style-type: none"> • Data • Resources • Assessments • Professional Development 	Guiding Principles Support Professional development Assessments	Content knowledge
How do principals in Dual Language Education Programs build trusting relationship in their school and community?	Individualized consideration <ul style="list-style-type: none"> • Mentorship • Empathy • Purpose • Strength and skills 	Principle 5: Building sustainable relationships <ul style="list-style-type: none"> • Culture of trust 	Role model Build relationships Empathy Needs of others Cultural awareness	cultural awareness

Appendix L

Code System

CODE	FREQUENCY
Belief in DLE	
Dedication	27
Vision	26
Ideological clarity	21
Equity	18
Advocacy	
Advocate	66
Bilingual	23
Equity	18
Role Model	15
Pedagogical knowledge & Sustainability	
Professional Development	40
DLE Principles	17
Assessments	16
Content	15
Curriculum	14
DLE Pillars	14
Leading by Building Cross-Cultural Relationships and Appreciation of Communities	
Needs of others/support	76
Cultural knowledge	42
Communication	42
Visibility	38
Relationships	36
Validating others	21
Empathy	7
COVID-19	
Issues related to COVID	23