EFFECTIVE SCHOOL LEADERSHIP CHARACTERISTICS OF DUAL LANGUAGE EDUCATION PRINCIPALS

by

Michael A. Parsons

A Dissertation

Submitted to the Faculty of Purdue University

In Partial Fulfillment of the Requirements for the degree of

Doctor of Philosophy

Department of Educational Studies

West Lafayette, Indiana

May 2019

THE PURDUE UNIVERSITY GRADUATE SCHOOL
STATEMENT OF COMMITTEE APPROVAL

Dr. Marilyn Hirth, Co-Chair

Department of Educational Leadership and Policy Studies

Dr. Alice Johnson, Co-Chair

Department of Educational Leadership and Policy Studies

Dr. Richard Olenchak

Department of Educational Psychology and Research Methodology

Dr. Lisa Snodgrass

Department of Educational Leadership and Policy Studies

Approved by:

Dr. Richard Olenchak

Head of the Graduate Program

To my Mom.

She never stopped believing in me.
She never stopped encouraging me.
She never stopped loving me.

We all need a champion in life.
Mom, you were my champion.

You would have been so proud.

To my Wife.

You are the sunshine when I stand in the storm.
You are the cool breeze when I am stranded in the desert.
You are the fresh spring when I am lost in the ocean.

Not one page could have been written without your unconditional love, support, and dedication.
Each day with you is a blessing from God that I do not deserve.

I love you!

ACKNOWLEDGMENTS

Ralph Waldo Emerson once said, “Cultivate the habit of being grateful for every good thing that comes to you, and to give thanks continuously. And because all things have contributed to your advancement, you should include all things in your gratitude.” I am forever grateful for the friendships, professors, and mentors I have been fortunate enough to establish over the past four years at Purdue University. It has truly been a life-changing opportunity. I am a better person today than I was four years ago because of the time, effort, and consideration each of my professors put forth to further grow me as an individual and educator.

Foremost, I am grateful for the support and effort of my dissertation committee: Dr. Hirth, Dr. Johnson, Dr. Olenchak, and Dr. Snodgrass. Each of you have been wonderful to work with, and I have appreciated the challenges presented at each step to improve my research journey through Purdue University. Because of your commitment to excellence, this process has become a fulfilling and rewarding journey. Many people have made an impact on me during the past four years and I would like to acknowledge three of those individuals who fundamentally helped shape my time at Purdue University.

When the journey became difficult, when my frustrations rose, or when I felt there was no end, I was always able to count on Dr. Hirth to encourage me to see the glimmer of light growing brighter at the end of the tunnel. Her perpetual smile, sound guidance, and ability to set high, yet achievable, expectations made the past four years a prodigious attainment. I owe much of my success to Dr. Hirth. I appreciate her challenging me to be better, encouraging me to finish well, and continuously offering incessant hope throughout the journey. I am sincerely grateful for her support. Thank you, Dr. Hirth!

I remember how excited I was during the first year of the program. That excitement wore off a bit during year two. During year three, each day was a battle to continually produce high quality work as a school building leader and graduate student at Purdue University. However, in year three, a new and galvanizing energy was embedded into my research from Dr. Johnson. She was the first member added to my dissertation committee. She provided new insights into my methodology, offered advice on momentous changes I needed to make, and believed in my research and what I was seeking to accomplish. I am grateful for Dr. Johnson’s support and

commitment to my educational endeavors. She may never truly know the huge impact she has had on me to finish strong. Thank you, Dr. Johnson!

Finally, outside of my wife and kids, I have spent more time in-person and on the phone with Pascal Losambe than anyone else. Regardless of achieving a Ph.D., this program has been worth every dollar, sweat, and tear because of the deep friendship I have forged with Pascal. In World War II, our brave men and women would have "foxhole buddies" who they would fight alongside during a battle. The soldiers would depend on their "foxhole buddy" to live another day. They had to develop a deep bond of trust, admiration, and love for each other to ensure their livelihood. I may never fight in a battle, but I am grateful to find a "foxhole buddy" in Pascal Losambe. I have had no greater friend during this journey and no one has made a greater impact on me personally than Pascal. I am grateful for you, Pascal!

TABLE OF CONTENTS

LIST OF TABLES 10
LIST OF FIGURES 12
ABSTRACT 13
CHAPTER 1. INTRODUCTION 14
Dual Language Education 15
Problem Statement 18
Purpose of the Study 19
Conceptual Framework 20
Research Questions 23
Hypothesis 24
Significance of the Problem 24
Definition of Terms 26
CHAPTER 2. REVIEW OF THE LITERATURE 28
Historical Perspective of DLE in American Public Schools 28
The Permissive Period: 1700s – 1880s 29
The Restrictive Period: 1880s – 1960s 30
The Opportunist Period: 1960s – 1980s 31
The Dismissive Period: 1980s – 2000s 35
The Restoration Period: 2000s – Present 36
The Demography of English Language Learners 37
World-Wide Immigration to the United States 39
Geographic Distribution of English Language Learners 41
Socioeconomic Demographics and Parental Involvement of ELLs 43
Student, School, and Community Benefits of Dual Language Education Programs 46
Dual Language Education Program Models 47
Academic Benefits of Dual Language Education 49
Large Scale Research of DLE Programs 51
Challenges of Dual Language Education Programs 53
Criticism of Dual Language Education Programs 55

Characteristics of Effective School Leaders 56
Transformational Leadership in School Buildings 56
Leadership in Dual Language Education Environment 60
Ethical and Moral Leadership of DLE School Leaders 66
Role of Diversity and the School Leader 68
21 Responsibilities of a School Leader 69
First Order Change 73
Second-Order Change 76
CHAPTER 3. METHODOLOGY 79
Purpose of Study 79
Research Questions 79
Hypothesis 80
Research Design 80
Qualitative Design 80
Quantitative Design 82
Instrumentation 84
Participants 85
Data Collection 87
Data Analysis 88
Qualitative Design 88
Quantitative Design 90
Limitations 91
Validity 92
Reflexivity 93
CHAPTER 4. RESULTS 96
Purpose of Study 96
Quantitative Results 97
Descriptive Statistics 97
Correlations 102
Descriptive Statistic Comparison 105
Affirmation 107

Change Agent 107
Contingent Rewards 108
Communication 109
Culture 110
Discipline 111
Flexibility 113
Focus 114
Ideals/Beliefs 115
Input 116
Intellectual Stimulation 116
Involvement in Curriculum, Instruction, and Assessment 117
Knowledge of Curriculum, Instruction, and Assessment 119
Monitoring and Evaluating 120
Optimizer 121
Order 122
Outreach 123
Relationships 124
Resources 125
Situational Awareness 126
Visibility 127
Qualitative Results 129
Open Coding for Dual Language Education Principal Interviews 131
Emerging Themes 147
Four Commonalities of the 21 Responsibilities among the Principals 154
Change Agents 154
Intellectual Stimulation 157
Situational Awareness 159
Ideals/Beliefs 162
CHAPTER 5. SUMMARY AND CONCLUSIONS 165
Overview 165
Review of the Literature 166

Methodology 169
Qualitative 169
Quantitative 169
Setting and Participants 170
Discussion of the Findings 171
Dual Language and Monolingual Teachers 171
Analyzing the Research Questions 179
Importance of Dual Language Programming 184
DLE Leadership Characteristics Composite for DLE Leaders 187
Recommendations for Future Study 188
Limitations and Threats to Validity 189
Conclusion 190
REFERENCES 192
APPENDIX A. 21 RESPONSIBILITIES AND THEIR CORRELATIONS (R) WITH STUDENT ACADEMIC ACHIEVEMENT 202
APPENDIX B: INTERVIEW QUESTIONNAIRE 205
APPENDIX C: PARTICIPANT SURVEY 207
APPENDIX D: DEMOGRAPHIC MEAN SCORE ANALYSIS 216
APPENDIX E: PERMISSION TO USE BEDESSEM-CHANDLER (2014) RESEARCH SURVEY 219
APPENDIX F: PARTICIPANT LETTER 220
VITA 221

LIST OF TABLES

Table 1: Percentage Distribution of ELLs and non-ELLS by Race/Ethnicity/Income 43
Table 2: Parental Educational Distributions of ELLs and Non-ELLs, by Race/Ethnicity 46
Table 3: Demographic Survey Characteristics of DLE Participants 98
Table 4: Teaching Experience Characteristics of DLE Participants 99
Table 5: Hispanic and White Characteristics of DLE Participants 100
Table 6: Hispanic and White Characteristics of DLE Participants 101
Table 7: Descriptive Statistic Based on Ethnicity 102
Table 8: Correlations between Dual Language Teachers and 21 Responsibilities (1-7) 104
Table 9: Correlations between Dual Language Teachers and 21 Responsibilities (8-14) 104
Table 10: Correlations between Dual Language Teachers and 21 Responsibilities (15-21) 104
Table 11: Affirmation 107
Table 12: Change Agent 108
Table 13: Contingent Rewards 109
Table 14: Communication 110
Table 15: Culture 111
Table 16: Discipline 112
Table 17: Flexibility 113
Table 18: Focus 114
Table 19: Ideals/Beliefs 115
Table 20: Input 116
Table 21: Intellectual Stimulation 117
Table 22: Involvement in Curriculum, Instruction, and Assessment 118
Table 23: Knowledge of Curriculum, Instruction, and Assessment 119
Table 24: Monitoring and Evaluating 120
Table 25: Optimizer 121
Table 26: Order 122
Table 27: Outreach 123
Table 28: Relationships 125
Table 29: Resources 125

Table 30: Situational Awareness 127
Table 31: Visibility 128
Table 32: Open Coding Chart for Principal Interview: Question 1 132
Table 33: Open Coding Chart for Principal Interview: Question 2 133
Table 34: Open Coding Chart for Principal Interview: Question 3 134
Table 35: Open Coding Chart for Principal Interview: Question 4 135
Table 36: Open Coding Chart for Principal Interview: Question 5 136
Table 37: Open Coding Chart for Principal Interview: Question 6 137
Table 38: Open Coding Chart for Principal Interview: Question 7 139
Table 39: Open Coding Chart for Principal Interview: Question 8 140
Table 40: Open Coding Chart for Principal Interview: Question 9 141
Table 41: Open Coding Chart for Principal Interview: Question 10 142
Table 42: Open Coding Chart for Principal Interview: Question 11 143
Table 43: Open Coding Chart for Principal Interview: Question 12 144
Table 44: Open Coding Chart for Principal Interview: Question 13 145
Table 45: Open Coding Chart for Principal Interview: Question 14 146
Table 46: Leadership Responsibility Breakdown by Principal 149
Table 47: Most Common Change Order Responsibilities Discussed 151
Table 48: Frequency of the Seven Second Order Chance Responsibilities Discussed 152
Table 49: Most Important Change Order Responsibilities Stated 153

LIST OF FIGURES

Figure 1: ELL Long-Term Achievement by Program Model (Collier & Thomas, 2004) 15
Figure 2: Characteristics of First and Second Order Change (Marzano et al., 2005) 22
Figure 3: Top Ten Languages Spoken by English Language Learners 39
Figure 4: Region of Origin of New Immigrants 40
Figure 5: U.S. Population Only Speaking English versus a Language Other Than English 41
Figure 6: 90:10 Two-Way Immersion Model 48
Figure 7: 21 Responsibilities Correlation of Student Achievement 71
Figure 8: First Order Ranking Relationships of the 21 Responsibilities 75
Figure 9: Mixed-Methods Research Process 85
Figure 10: 1-21 Rank Order Based on Demographic Group 106
Figure 11: Average Mean Score of Discipline 113
Figure 12: Average Mean Score of Curriculum, Instruction, and Assessment 118
Figure 13: Average mean score of Order 123
Figure 14: Average Mean Score Difference of Outreach 124
Figure 15: Average Mean Score Difference of Resources 126
Figure 16: Average Mean Score of Visibility 128
Figure 17: Line Graph Comparison of Demographic Teachers Mean Score Rankings 129
Figure 18: Comparing Communication and Culture Mean Scores 174
Figure 19: Rank Order of Knowledge of CIA, Involvement in CIA, and Monitoring/Evaluating 175
Figure 20: Rank Order Flexibility, Change Agent, and Situational Awareness 176
Figure 21: Rank Order of Order, Resources, and Discipline 179

ABSTRACT

Author: Parsons, Michael, A. PhD
Institution: Purdue University
Degree Received: May 2019
Title: Effective School Leadership Characteristics of Dual Language Principals
Committee Chair: Marilyn Hirth and Alice Johnson

The purpose of this mixed-methods study is to explore leadership characteristics dual language school principals possess to effectively lead a dual language program. The research seeks to identify specific leadership characteristics and qualities necessary for a principal to effectively lead a dual language school compared to the leadership characteristics required to lead a traditional/monolingual school. A correlation study by Marzano, Waters and McNulty in 2005 found an increase in student achievement when traditional/monolingual principals implemented a set of 21 leadership responsibilities within their school building. The researcher examined the perceptions of the 21 leadership responsibilities with dual language teachers in an urban school district in southern Washington. This research study was compared with a similar study completed with monolingual teachers in an urban school district in western Wisconsin. The researcher used an electronic survey, via Qualtrics, to gather demographic information and determine the rank order perceptions of the 21 leadership responsibilities according to dual language teachers. A total of 17 teachers participated in the research study. The highest rated leadership responsibility among the dual language teachers was Communication and the lowest rated leadership responsibility was Contingent Rewards. The researcher also implemented a collective case study design to accumulate and analyze data regarding the leadership characteristics of two dual language school principals, via semi-structured interviews. A recommendation from this study is that several of the 21 leadership responsibilities are more applicable to increasing student achievement in dual language classrooms compared to monolingual classrooms.

CHAPTER 1. INTRODUCTION

Relevant literature identifies two common instructional programs of Dual Language Education (DLE) that are utilized in American public schools: *one-way immersion* and *two-way immersion programs*. One-way immersion programs are typically offered to English speaking students who desire to become proficient and literate in a second language, to be exposed to high academic standards, and enhance their cultural awareness of different ethnicities and races within their society and the world (Alanis & Rodriguez, 2008; de Jong & Howard, 2009; Monroy, 2012; Nascimento, 2017; Potowski, 2007; Schwabsky, 2013). Two-Way Immersion (TWI) programs enroll approximately half of the students who are native speakers of the partner language (i.e. Spanish or Mandarin) and the other half of students are native English speakers (Christian, 1996). Both sets of language speaking students are partnered together to best promote bilingualism, biliteracy, cultural responsiveness, and increased academic achievement (Christian, 1996; Lindholm-Leary, 2005; Marian, Shook, & Schroeder, 2013). TWI classrooms range from 50-90% of their instructional day spoken in the partner language (Lindholm-Leary, 2005).

TWI programs have proven to be the most successful form of education for English Language Learner (ELL) students attending public schools in the United States. According to Thomas and Collier (2002), they identified and analyzed 42,317 student testing records from a 4-year to 8-year overlapping testing period to discover a longitudinal perspective of ELL students enrolled in various educational programs. Each student in the cohort started kindergarten, in the United States, with no proficiency in the English language and were identified as low socio-economic status, based on their reduced/free lunch eligibility. In Figure 1 (adapted from Thomas and Collier, [2004]), each line in the graph represents an underlying long-term longitudinal cohort of the researched ELL students and shows their long-term achievement based on the

various programs in which they participated. Figure 1 highlights the success and importance of one-way immersion and TWI programs for ELL students.

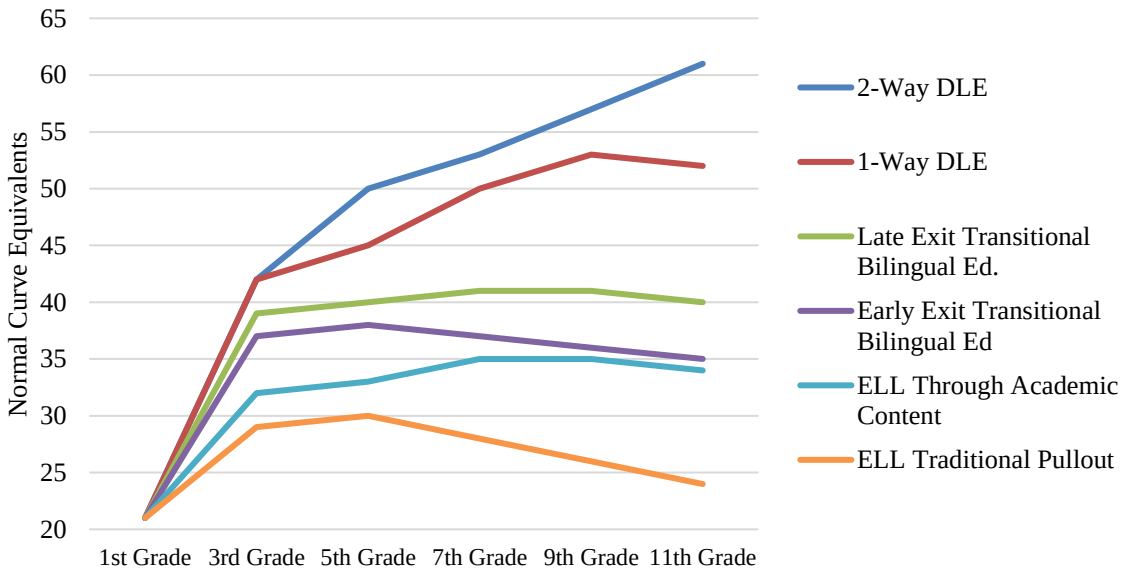

Figure 1: ELL Long-Term Achievement by Program Model (Collier & Thomas, 2004)

Dual Language Education

Within this research, I used the term Dual Language Education (DLE) to only include one-way immersion and two-way immersion programs (both programs will be discussed further in chapter one) where a minimum of 50% of the instructional day is conversed and educated in the partner language through each of the elementary school grade levels (Kindergarten – 5^{th}/6^{th}) and into middle and high school – where available. Most of the DLE programs in the United States start in kindergarten and go through fifth or sixth grade. Over 90% of all current DLE programs in the United States use Spanish as the partner language (Hunt, 2009).

DLE programs are increasingly valued by the parents and the community as research illustrates strong, positive correlations between academic achievement, attainment, and the

ability of ELL students to retain their native language and achieve bilingualism and biliteracy through a second language (Appiarius, 2011; Lindholm-Leary, 2001; Rocque, Ferrin, Hite, & Randall, 2016). A critical factor towards the increased popularity of DLE programs in the ELL community is the ability of students to receive an education that meets their specific needs and academic goals while allowing the student to maintain their home language and cultural heritage (Rocque et al., 2016). A significant component of DLE programs provide an academic base for students to develop strong literacy skills in their native or foreign language while developing a second language simultaneously (Rocque et al., 2016).

Throughout the past three decades, DLE programs have increased popularity in school districts across the United States (Hunt, 2009). As the United States becomes more culturally diverse through immigration and births, there is a substantial need to support ELL student academic growth within their heritage language, as well as learning/mastering the English language. DLE programs have proven to help ELL and non-ELL students develop the ability and skill sets to become bilingual by third grade and biliterate by sixth grade (Ramirez, Perez, Valdez, & Hall, 2009). While the students learn to speak and write in a second language, DLE programs also promote grade level academic achievement and cross-cultural competency within the students (Lindholm-Leary & Borsato, 2001). DLE programs provide the students the opportunity to maintain their native language while acquiring a second language. Further, the students also build and sustain a pride within their own cultural heritage and language while developing the capacity to understand and appreciate other languages and cultures (Kleyn, 2007).

According to the United States Department of Education (2016), 98,271 public schools (kindergarten thru 12th grade) were in operation during the 2014-2015 academic school year. DLE programs are represented in approximately 2% of all public schools across the United

States. DLE school programs have grown tremendously since 1987 when approximately 37 DLE programs were in operation across the United States. However, in 2016 an estimated 1,900 DLE programs were in operation, according to the U.S. Department of Education (2016). The growth of DLE programs has been positive, but over 4.6 million (9.4 percent of all school-aged children) have been identified as ELLs in the American public education system. The following states were identified having 10.0 percent or more ELL students enrolled in their respected state public education program: Alaska, California, Colorado, Illinois, Nevada, New Mexico, and Texas (also included is the District of Columbia, Washington, D.C.). The majority of these states lie on the western side of the United States with California and Nevada reporting the highest volume of ELL students at 22.4 percent and 17.0 percent, respectfully (U.S. Department of Education, 2016).

From 2004 to 2015, the percentage of ELL students attending public schools increased in 35 of the 50 states (McFarland et al., 2017). This data promotes a compelling argument for the possible acceleration of DLE programs across the United States to best meet the educational needs and attainment of ELL students, while providing deeper academic, linguistic, and cultural enrichment opportunities for non-ELL students.

As the necessity for DLE programs propagates across the United States, so will the need for highly effective DLE school leaders to emerge within the DLE school buildings. The role of the building leader plays an instrumental part in the academic success of the students (Waters, Marzano, & McNulty, 2003). Therefore, researching the necessary leadership characteristics essential to effectively lead a DLE school building – or a monolinguistic school building – may prove advantageous in hiring the individual with the required attributes to effectively meet the diverse needs of DLE students, teachers and community stakeholders. Several studies have

investigated the effect school leadership has on the overall success of monolinguistic school buildings (Leithwood & Jantzi, 2005; Marzano, Waters, & McNulty, 2005; McKinney, Labat Jr, & Labat, 2015; Wahlstrom, Louis, Leithwood, & Anderson, 2010; Waters et al., 2003). However, limited studies have been conducted on the traits of school leaders in DLE programs (Hellawell, 2011; Monroy, 2012). Principals who serve in a hybrid school of both DLE and monolinguistic classrooms have the added responsibility of overseeing and leading both versions of the classroom and school setting (Rocque et al., 2016).

Problem Statement

The school building leader is considered the gatekeeper of the educational institution – especially a new educational program or initiative (Fullan, 2007). If a DLE program is being led by a leader who does not possess the essential skills and characteristics to be successful, then they are more likely to fail than succeed within the school building (Marzano et al., 2005). DLE school buildings must have an effective school leader who can implement and sustain a galvanized vision on the school community. Researching the necessary leadership characteristics essential to effectively lead a DLE school building may prove advantageous in hiring the individual with the required attributes to effectively meet the diverse needs of DLE students, teachers and community stakeholders. Without the correct leader offering a strong vision, setting goals, and establishing values, then it is inevitable that fad cycle tendencies will dominate the educational landscape of the school and ultimately result in a failed shift in the paradigm and programming (Hellawell, 2011). Without the necessary leadership traits and vision from a DLE school building leader, the DLE program is at a higher risk of not achieving student success.

This research study aimed to discover necessary leadership characteristics of DLE leaders. This research analyzed the perceptions of current DLE building leaders and teachers and examined what they believe are necessary leadership traits a building leader must possess to effectively lead a DLE program. This research then formulated a composite of leadership characteristics that are necessary towards leading a DLE program.

Purpose of the Study

The purpose of this mixed-methods study was to explore leadership characteristics DLE school leaders possess to effectively lead a dual language immersion program. The research identified specific leadership characteristics and qualities necessary to lead a DLE program that may be different from characteristics required to be a traditional/monolingual school leader. Through this mixed-methods approach, the research achieved the following:

1. Determined a specific leadership skill set, based on the *21 Responsibilities of a School Leader* framework by Marzano (2005), considered necessary to effectively lead a DLE program.
2. Established a list of behavioral and leadership characteristics that promote and enhance a DLE school setting.
3. Enhanced understand of differences and similarities between identified leadership characteristics of DLE and monolingual school leaders (the characteristics of a monolinguistic school leader, defined by Marzano et al. (2005), will be discussed in detail in chapter 2, Review of the Literature).

Conceptual Framework

The *21 Responsibilities of a School Leader* (Marzano et al., 2005) serves as the theoretical framework within this research. The framework was established by the Mid-Continent Regional Education Lab (McREL) and has set itself apart from other school leadership frameworks previously developed (Waters et al., 2003). The *21 Responsibilities of a School Leader* framework was generated from the most comprehensive analysis on school leadership and student achievement to date (Marzano et al., 2005). McREL conducted a meta-analysis of more than 5,000 studies completed on school leadership and student achievement from the 1970s to the early 2000s (Waters et al., 2003). Furthermore, the framework is grounded in evidence and "moves beyond abstraction to concrete responsibilities, practice, knowledge, strategies, tools, and resources that principals and others need to be effective leaders" (Waters et al., 2003, p. 2). The 21 identified leadership traits are listed in Appendix A and was adapted from Marzano et al. (Marzano et al., 2005, pp. 42-43).

Hellawell (2011) used the Marzano et al. (2005) framework of first-order and second-order change (discussed in greater detail in chapter two, the Review of the Literature) to research the impact of school building principals overseeing a DLE program in the United States. Through her research, she observed that DLE program leaders who did not implement second-order change (Marzano et al., 2005) were unable to effectively develop positive change. Further, these school leaders were shown to be unsuccessful towards generating a school environment conducive to student learning and engagement within the DLE program. Marzano et al. (2005) described first-order change as viewing a concern/issue within the school building and making leadership decisions with traditional solutions. The leader continues to use strategies that have been successful in the past and allows him/her to lead in their comfort zone. In contrast, second-

order change represents a leadership philosophy where current ways of discernment do not provide an answer. It is the progression of expanding the thinking-process of scrutinizing the problem, implementing new strategies, and adding new skill sets to the organization or school leader's tool box. Marzano et al. (2005) discussed the difference between first-order and second-order change by saying:

> The phenomenon of first- versus second-order change is an internal event. It is defined by the way people react to a proposed innovation. Whether a change is perceived as first-order or second-order depends on the knowledge, experience, values and flexibility of the individual or the group perceiving the change….Depending on how they perceive the change initiative, some staff members may experience the initiative as first-order change and others will experience it as second-order change (pp. 112-113).

Hellawell (2011) asserted that DLE school leaders need to possess the ability to implement second-order change to be considered effective. To better understand the difference between first-order and second-order change, Figure 2 was adapted from page 113 in *School Leadership that Works: From Research to Results* (Marzano et al., 2005), and outlines the difference between the two contrasting leadership philosophies.

Characteristics of First-Order Change	Characteristics of Second-Order Change
Is perceived as an extension of the past	Is perceived as a break with the past
Fits within existing paradigms	Lies outside existing paradigm
Is consistent with prevailing values and norms	Conflicts with prevailing values and norms
Can be implemented with existing knowledge and skills	Requires the acquisition of new knowledge and skills
Requires resources and conditions currently available to those responsible for implementing the innovations	Requires resources and/or conditions not currently available to those responsible for implementing the innovations
May be accepted because of common agreement that the innovation is necessary	May be resisted because only those who have a broad perspective of the school see the innovation as necessary.

Figure 2: Characteristics of First and Second Order Change (Marzano et al., 2005)

According to Marzano et al. (2005), second-order change is perceived as a break from past leadership practices within the school. The ideas and concepts introduced by the leader within the school building lie outside the "normal" paradigm and they typically conflict with the current prevailing value and belief systems. The changes may be resisted by many staff members within the building because it is does not fit their personal and comfortable perspective of the school work environment. Furthermore, second-order change requires the school leader and other personnel within the school to acquire deeper knowledge and develop a greater skill set to effectively lead the change. This process requires the support and resources from leadership at the district administration level to effectively implement the second order change (Marzano et al., 2005) in the DLE setting.

Hellawell (2011) stated that school building leaders overseeing DLE programs were more successful when they recognized Marzano's second-order change or a fundamental change that required greater effort and skill sets compared to a traditional school principal. Her research discovered that the school building leaders who observed DLE programs as first-order change and did not change their leadership philosophy or approach, were shown unsuccessful towards generating a school environment conducive to increasing student learning and engagement (Hellawell, 2011).

Research Questions

To best understand which leadership characteristics of the *21 Responsibilities of a School Leader* are necessary for a DLE school leader to implement in a DLE program, the following research questions were utilized to guide the study:

1. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005), do DLE principals attribute to effectively leading a DLE school setting?
2. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005), do DLE teachers attribute to effectively leading a DLE school setting?
3. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005) identified by DLE teachers in rank order, differ from the rank order perceptions of monolinguistic teachers?
4. Do second order-change responsibilities of DLE principals have a greater emphasis on teacher perceptions of effective principal leadership in a DLE school?

Hypothesis

The researcher hypothesized that a moderate difference will exist in how DLE elementary school teachers perceive the *21 Responsibilities of a School Leader* in a DLE setting compared to how traditional elementary school teachers perceive the 21 Responsibilities of a School Leader in a monolinguistic setting. Further, due to the difficulties and paucity of DLE schools across America, the researcher also hypothesized that there will be a significant difference between the perceptions of the school principal and which of the rank ordered 21 Responsibilities of a School Leader are most important compared to both DLE and monolinguistic school setting teachers.

Significance of the Problem

The effect of the research topic and the impact it may have on decisions made within DLE schools, as well as the ability to identify specific leadership skill sets based on the *21 Responsibilities of a School Leader* (Marzano et al., 2005), will be essential to identifying effective DLE principal leadership traits. Carefully examining the identified traits in effective DLE school leaders will promote and enhance the DLE school setting and better distinguish the difference between the identified DLE school leader characteristics from this research and the identified monolinguistic school leader characteristics established by Bedessem-Chandler (2014) and Marzano et al. (2005).

School district leaders are constantly seeking building principals who will be able to maximize student learning, build capacity within the staff, and increase student performance (McKinney et al., 2015). DLE programs have demonstrated improvement of student performance in multiple studies (de Jong & Howard, 2009; Slavin, Madden, Calderon, Chamberlain, & Hennessy, 2011), however, the role of the principal is second only to classroom instruction when improving student performance in a DLE or monolinguistic school program/building (Wahlstrom

et al., 2010). It is important to hire leaders who are able to meet the criteria of the student needs and possess the skill sets compulsory to effectively lead within the dynamics and demographics of the school (Hallinger & Heck, 1998; Wahlstrom et al., 2010). Therefore, if a set of characteristics can be identified to best lead a DLE program and if information can be given on how those characteristics may differ from leading a monolinguistic school building, it would provide a level of acumen towards what to consider in a candidate and why those characteristics are important when seeking to hire a DLE school leader. The foundation of this research will promote greater discernment on the qualities and characteristics identified towards being an effective DLE school leader. This research will also provide district leaders a guide towards what skill sets are indispensable when implementing professional development opportunities and creating practical hiring guidelines.

This research brought further lucidity to preferred characteristics of a building principal when developing and/or leading a DLE program. Most DLE programs have laid out clear definitions of the vision and mission of the program, however, the implementation and strategies within DLE programs throughout the United States differs greatly. Therefore, the development of a consistent paradigm measuring successful leadership characteristics in a DLE program will benefit and produce more effective and successful DLE programs in the future. The focus of this study is to identify necessary leadership characteristics within DLE leaders; additionally, this research will provide a greater understanding of the role the school principal embodies when supporting the cultural and ethnic heritage of the students enrolled in a DLE program.

While there has been much research on the academic progress and advantage of both non-ELL and ELL students being educated in a DLE program (Appiarius, 2011; Freeman, Freeman, & Mercuri, 2005; Genesee, 2006; Lindholm-Leary & Block, 2010; Lindholm-Leary,

2005; Ramirez et al., 2009), there is a gap in the existing research about DLE programs and the leadership characteristics necessary to effectively lead a DLE school building. Outside of the research conducted by Hellawell (2011) and Monroy (2012), there has not been any extensive research focused on the leadership characteristics of DLE school leaders. This research study will further examine which of the *21 Responsibilities of a School Leader* are ubiquitous and aberrant of DLE principals (Marzano et al., 2005).

Definition of Terms

1. Bilingual – refers to an individual who is able to speak and converse fluently in two languages.
2. Biliterate – refers to an individual who is able to fluently write and be grammatically accurate in two languages.
3. English Language Learners (ELL) – refers to a student who primarily speaks a language other than English and is in the process of learning English in school.
4. Dual Language Education (DLE) – refers to an educational program that focuses on developing bilingualism, biliteracy, and multiculturalism among the students. This program has two primary educational program models: One-Way and Two-Way Immersion.
5. One-Way Immersion (OWI) – refers to a program that is typically offered to English speaking students who desire to become proficient and literate in a second language, become exposed to high academic standards, while also enhancing their cultural awareness of different ethnicities and races.
6. Two-Way Immersion (TWI) – refers to a program that typically educates between one-third and two-thirds of students who are native speakers of the partner language while the remaining group of students are native English speaking students. Both sets of language

speaking students are partnered together to promote bilingualism, biliteracy, and increase academic achievement.

7. Minority Language – refers to the spoken language, cannot be English, of the ELL population. The spoken language represents the minority population.
8. Majority Language – Refers to the spoken language of the majority population. In this study, the majority language is English.

CHAPTER 2. REVIEW OF THE LITERATURE

To examine the background of DLE programs and the critical leadership characteristics a school leader must embrace within a DLE school building, the literature review has been divided into five sections:

1. Historical perspective of DLE in American public education;
2. Demography of the English language learner;
3. Student, school, and community benefits of DLE programming;
4. Characteristics of effective monolinguistic and DLE school leaders;
5. 21 responsibilities of a school leader.

Historical Perspective of DLE in American Public Schools

Early forms of bilingual education have been traced back to the early settlers who migrated to America. Various immigrant groups who traveled to America created schools that featured instruction in their heritage language and the local language, English, because it was becoming dominant across the continent (Crawford, 2004). As decades passed and the early frontier settlers began pushing west to cultivate the United States, public opinion and a sweep of nationalism embracing the new United States values took precedence in schools. Ovando (2003) researched the history and evolution of bilingual education in the United States dating back to the 1700s. Before the concept of bilingual education developed in the United States, an estimated 250 to 1,000 Native American languages were spoken across America during the 15th century – the beginning stages of European conquest (Ovando, 2003).

In view of today's world looking upon the United States, the notion of an "English-only" country with cultural customs dominated by White Anglo-Saxon traditions has permeated the

minds of many. However, this mindset is drastically different compared to the cultural and linguistic heritage of 15th century America. Outlining the change the United States has undertaken with bilingual education, Ovando (2003) identified four time periods in American history that detail the path of bilingual education. The fifth time period is identified by the researcher (Parsons, 2019) and focused on the current educational events existing from the early 2000s to present. The five time periods are:

1. The Permissive Period: 1700s – 1880s
2. The Restrictive Period: 1880s – 1960s
3. The Opportunist Period: 1960s – 1980s
4. The Dismissive Period: 1980s – 2000s
5. The Restoration Period: 2000s – Present

The Permissive Period: 1700s – 1880s

The 1700s to 1880s was a time period of tolerance and respect of other languages within an evolving American society. The majority of the foreign languages spoken within the United States was from Northern European countries (Ovando, 2003). Much of the tolerance shown to other languages spoken may have been rooted in neglect among people living in early America. The opportunity to move further west, develop communities that held common beliefs and spoken languages, and remain segregated because of the limited population was feasible at the time in early America (Kloss, 1998).

During this time period, multiple states passed laws that encouraged public and private schools to institute bilingual instructional strategies into their educational curriculum. During the mid-1800s, bilingual or non-English language education was provided in some capacity in the following states: German in Colorado, Illinois, Indiana, Maryland, Missouri, Nebraska, Ohio,

Oregon, and Pennsylvania; Danish, Norwegian, and Swedish in Illinois, Iowa, Minnesota, Nebraska, North Dakota, South Dakota, Washington, and Wisconsin; Dutch in Michigan; Polish and Italian in Wisconsin; Czech in Texas; French in Louisiana; and Spanish throughout the Southwest (Kloss, 1998; Ovando, 2003). The concept and application of DLE programming was generally accepted within the United States during this time period. However, there were multiple factors that contributed to the rise in bilingual education during this time period. One of the largest contributing factors was the ability to stay segregated and spread out across the expanding United States as the early settlers raced to the Pacific Ocean. As the United States grew in population, the ability to stay segregated through heritage, ancestral, and language groups was lessened.

The Restrictive Period: 1880s – 1960s

The beginning stages of the Restrictive Period represented a turning point in the acceptance and tolerance of non-English languages spoken in schools. For example, in the late 19th century, the Repressive Indian Language policy swept through the United States and subconsciously committed cultural genocide in an attempt to normalize Native American Indians into the American culture and society – which often led to segregating them on a reservation under guard by the US Military.

Furthering the English-only cause, the beginning stages of anti-German rhetoric and sentiment was developed through an ancillary opportunity to develop an anti-Catholic persona throughout the United States (Ovando, 2003). The establishment of the Immigration Restriction League was developed and forced immigrants to take a literacy exam exhibiting their ability to read a minimum of 40 words before entering the United States (Higham, 2002). Furthermore, the Naturalization Act of 1906 specified that any immigrant who desires to become a United States

citizen must be able to speak English fluently (Ovando, 2003). The passage of new laws and policies laid the foundation for the Restrictive Period to officially move away from the acceptance and tolerant phase of bilingualism when the United States declared war with Germany during World War I. A tidal wave of nationalism impregnated the United States in a swift manner that quickly developed the movement for a monolinguist nation. This was evident on the front page of many newspapers and demanded schools to remove teaching the German language from public and private schools (Ovando, 2003).

During the 1920s, the United States still faced challenges of educating a multitude of students who spoken little-to-no English. Schools across the nation set up classes that forced the students to learn English and stop using their native-tongue – a sink-or-swim approach (Higham, 2002). For example, many inner-city school districts that observed multiple language spoken develop "Americanization" style classes that taught the students English and the importance of the American cultural and ethnocentric stance, all-the-while demeaning and decimating their personal heritage and ancestral cultures (Higham, 2002; Ovando, 2003). This concept of unrelenting submersion of students into the American culture was felt by all most all educational leaders during this time period. They believed it is the responsibility of the students and parents, not the educational institution they attend, to "make the linguistic, cultural, and cognitive adjustments necessary to achieve assimilation into American society. When many of these students did not prosper academically, their home cultures and languages were frequently singled out as the culprit" (Ovando, 2003, p. 6).

The Opportunist Period: 1960s – 1980s

A multitude of events occurred during this time period that generated many policies and laws that benefited the growth of bilingual education in the United States. During the Cold War

with Russia and the launch of the Russian satellite, Sputnik, in 1957, the concern of developing only monolinguist students became an important topic throughout Washington DC and parts of the United States. The United States government realized that the ability to speak multiple languages and use science and math was important for the US Military. Their concerns led to the development and creation of the National Defense Education Act of 1958. The main focus of the act was to increase the foreign-language education in public schools across the United States (Ovando, 2003). The National Defense Education Act of 1958 was a beginning step towards increasing the need of DLE programs during the opportunist period.

The Civil Rights movement was the next major event to occur to help foster the growth of bilingual education. The Civil Rights movement eventually led to the Civil Rights Act in 1964 which led to the development of the Office for Civil Rights Act. These monumental changes within the United States paved the way for the Immigration Act of 1965 which abolished the Naturalization Act of 1906 where all immigrants were required to speak English to become a United States citizen, as well as the 1924 National Origin Quota System which allowed a much larger number of Asians and Latin Americans to migrate to the United States. The opportunity for more Latin American individuals to enter the United States presented a greater opportunity to educate Spanish language-minority students in the school setting (Orchowski, 2015).

The next occurrence that boosted bilingual education was the amplified percentage of families fleeing Cuba because of Fidel Castro and the Cuban Revolution of 1959 (Pérez-Stable, 1999). The exiled Cubans arrived in South Florida with the mindset that they will return to their homeland, Cuba, shortly. Therefore, the parents wanted their children to hold on to their Spanish language and cultural heritage while living in the United States (Ovando, 2003). Therefore, the

Cuban community established a successful TWI program at Coral Way Elementary School in Dade County, Florida (Logan, 1967). Considered the birthplace of the TWI education program, Ovando (2003) states that the success of the program can be contributed to the "role of professional Cuban parents, the availability of well-trained Cuban teachers in the area, federal assistance through the Cuban Refugee Act, and a low level of racism toward these predominantly light-skinned Cubans" (p. 7). This movement inspired other schools districts to develop DLE programs in Washington DC, Chicago, and San Diego. As the DLE movement gained traction from community members, researchers, and educators, the number of DLE programs across the United States began to grow throughout the 1980s (Christian, 1996). As a rationale to why the DLE concept began growing across the United States, Christian (1996, p. 67) contended that, "this interest was likely the result of a convergence of factors, including increased attention to foreign language learning for English speakers, research on effective programs for educating language minority students, and the availability of federal and state funding for programs using this approach."

An important decision pushing the DLE initiative in the United States was the 1974 Supreme Court case *Lau vs Nichols* (414 U.S. 5637). The Lau decision was the result of a class action lawsuit regarding 1,800 Chinese students who claimed they received an unsatisfactory and unequal education in the classroom because they did not understand the English language. In short, the Supreme Court stated that equal treatment of English-speaking and non-English-speaking students is not an equal educational opportunity for both groups of students (Ovando, 2003). Speaking on behalf of the Supreme Court, Chief Justice Douglas stated:

> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand

> English are effectively foreclosed from any meaningful education. . . . We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful (Lau vs. Nichols, 1974).

The Lau decision continues to have an impact on the development and interpretation of DLE programs and rights of ELL students across America. The law was a stamp of approval from the Supreme Court outlining specific guidelines and expectations towards appropriately educating students who do not speak English. The verdict stipulated that the educational sink-or-swim programming was no longer constitutional for non-English-speaking students. This landmark case paved the way for the passage of the Equal Education Opportunities Act in August 1974. This act stated that:

> No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by… the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs (20 U.S.C. § 1703, in Ovando, 2003, p. 10).

After the Lau vs. Nichols (1974) landmark court decision, which is considered the most important judicial outcome towards the advancement of DLE in the United States, the second most important court case was Castaneda vs. Pickard (1981). In this Fifth Circuit Court of Appeals case, a school district in Texas was charged for violating the rights established to ELL students under the protection of the Equal Education Opportunities Act of 1974. This court case became a powerful outcome because the Fifth Circuit Court of Appeals established a three-step process to determine if a school is taking the appropriate steps to adequately serve language-

minority students. The court stated that schools must (a) develop a school program that is firmly grounded in educational theory and pedagogy, (b) show evidence of appropriate services, resources, and personnel within the school program, and (c) provide sound instructional practices followed by educational results in all languages – not just English language arts.

The Dismissive Period: 1980s – 2000s

The rise in awareness and growth of DLE programs across the United States came to a slow halt under the presidential leadership of Ronald Reagan. Shortly after taking office in 1981, President Reagan stated, "It is absolutely wrong and against American concepts to have a bilingual education program that is now openly, admittedly dedicated to preserving their native language and never getting them adequate in English so they can go out in the job market and participate" (Crawford, 1999, p. 53). This ethnocentric mindset of the Reagan administration ostensibly abolished years of progressive action for DLE programs and rights within his first year in office. During the presidency of Jimmy Carter, the results of Castaneda vs. Pickard (1981) judgement outlining the three steps schools must take when evaluating a DLE program was never published as official regulations. Therefore, the Reagan administration quickly abolished both Castaneda vs. Pickard (1981) and Lau vs. Nichols (1974) decisions. If the decisions would have been upheld, bilingual educational services would have been mandatory to provide if there were at least 25 students enrolled in two consecutive elementary grades from kindergarten through eighth grade. These sweeping changes invigorated the social and political movement of "English Only" in the United States and learning English is the responsibility of the student since they chose to live in the United States.

The opposition voice for DLE programs took shape during the 1980s and 1990s, but under the presidential leadership of Bill Clinton, the conversation, funding, and law-making

made a turn in favor of DLE programing and schooling. In the mid-1990s, the Republican led House of Representatives cut funding for DLE programs by 38% (Crawford, 1997). Nevertheless, the Clinton administration was able to restore the funding cuts back to their original levels in 1999. President Clinton was able to have Congress drop three riders in a bill that would have, "(a) given non-English speakers only two years to learn English, (b) increased the proportion of funds available for English immersion programs, and (c) given preferential treatment to programs clearly implementing the two-year limit, thus curtailing the establishment or continuation of maintenance and two-way bilingual programs" (Ovando, 2003, p. 13).

The Restoration Period: 2000s – Present

The "English Only" movement that occurred in the United States during the 1980s and 1990s was often seen as a response to the increased immigration occurring from Latin American (i.e. Mexico) and Asian countries (i.e. China). The unbridled roller coaster of reform, court cases, and social and political reaction to DLE programing and individuals speaking a language other than English has been a debated topic for decades. During President George Bush administration, Congress passed No Child Left Behind Act in 2001 (NCLB). This bill was considered a landmark education bill during the Bush administration because of the strong support from Democrats and Republicans. Within NCLB, school districts were required to have stronger accountability measures for ELL students which included achieving mastery of state academic standards and reducing the achievement gap among ELL students. This is the first, major legislation that was passed in Congress requiring schools to be held accountable for the achievement and educational opportunities for ELL students in American public schools (National Academies of Sciences, 2017).

During the administration of President Barak Obama, he required that each state develop and adopt a English language proficiency standard that aligns with college and career readiness standards (National Academies of Sciences, 2017). The Council of Chief State Schools Officers (2012) develop a guidebook –*ELP/D Framework*– that helped guide schools how to integrate ELLs into the mainstream education of the school and learn the grade level academic standards that were required of all students to master. Further, the English language proficiency standard required general education and ELL teachers to collaborate together and design research based interventions and curriculum to help ELL students achieve mastery of the academic standards (Valdés, Kibler, & Walqui, 2014).

The Every Student Succeeds Act (ESSA) was enacted on December 10, 2015 and thrusted large changes regarding the way ELL students are educated in the United States. The most notable changes were ELL students must be included in the state assessment plans, school-wide accountability measures, and entry/exit procedures regarding the status of ELL students (National Academies of Sciences, 2017). Essentially, each state is required to oversee the educational attainment of ELL students within their state and ensure ELL students are not being denied services and educational rights in lieu of their race, ethnicity, or national origin. Furthering the flow of accountability of ELL students, it is now consider a school level accountability system compared to a school district level accountability system (National Academies of Sciences, 2017).

The Demography of English Language Learners

Describing and defining a complex group of individuals is difficult among ELLs because of the vast definitions and criteria utilized across the United States (National Academies of Sciences, 2017). For example, the majority of school districts across the 50 states classify their

ELL students based on an identification assessment to measure their English proficiency and classification criteria (Winsler et al., 2014). Another example, Ruiz Soto, Hooker, and Batalova (2015) state that ELLs "can be identified only using proxy indicators that capture whether children speak English less than 'very well'" (National Academies of Sciences, 2017, p. 63).

The US Census and American Community Survey (ACS) provide language proficiency questions for families with individuals who are five years of age and older. If the family speaks a language other than English in the home, the US Census and ACS identify the individuals in the home as the ability to speak the English language very well, well, not well, or, not at all. The accuracy of this data have been scrutinized over the years due to missing data pieces, lack or participation within the survey because of governmental deportation fears, language barriers, lack of highly qualified language interpreters in all languages, and accurately assessing an individual's language needs over the phone (National Academies of Sciences, 2017). Critics argue that the data provided by the US Census and ACS has racial connotations represented because it is placing ELL students into "broad racial or ethnic categories" (National Academies of Sciences, 2017, p. 63).

The broad identification processes and assessments used to classify ELLs is often considered invalid because of the lack of consistency in the data collected. These processes have caused a broad estimated population of ELLs in the United States. For example, Capps (2015) stated that the US Census reported their survey results from 2008-2012 and identified 4.85 million ELL students between the ages 5-18 in the United States. The ACS, during the same survey time period, identified 2.6 million ELL students between the ages of 5-18. Furthermore, as immigration continues to increase in the United States, it would be expected that the number of ELL students would rise as well – but the discrepancies between the numbers of reported ELL

students is widespread. However, both the US Census and the ACS reported a decline in the number of ELL students identified in their survey conducted between 2000-2008 (Capps, 2015). Figure 3 shows the top ten languages spoken by ELLs in American public schools.

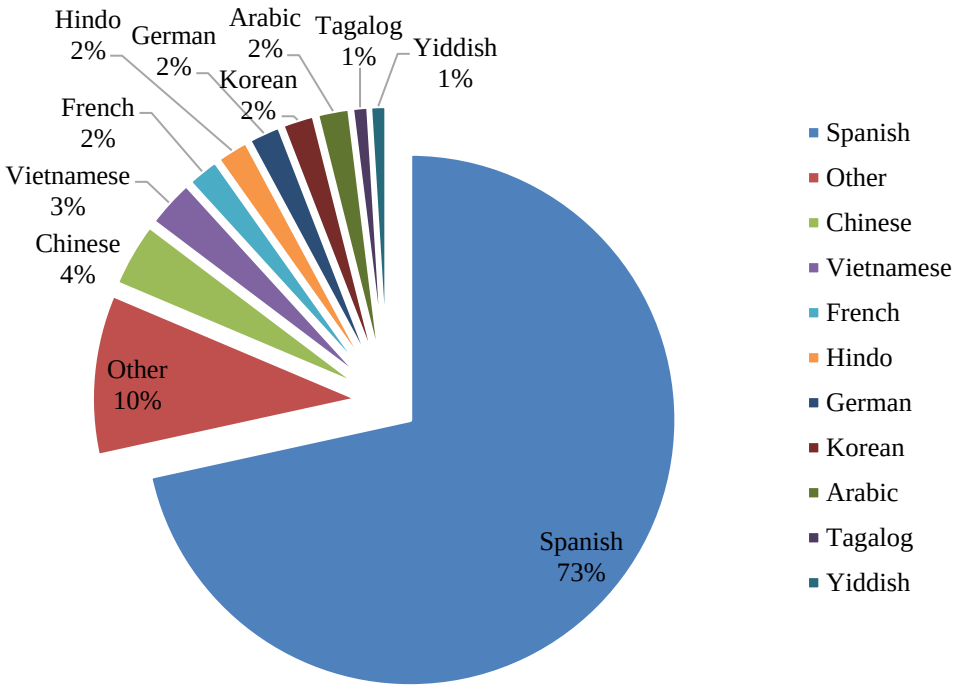

Figure 3: Top Ten Languages Spoken by English Language Learners (National Academies of Sciences, 2017)

World-Wide Immigration to the United States

Immigration to America has been a part of its growth and infrastructure since the late 16th century. An inflated rise in immigration commenced during the early decades of the 21st century and has ascended every decade since (National Academies of Sciences, 2017). According to Martin and Midgely (2006), 320,000 immigrants entered the United States in the 1960s and jumped to one million immigrants during the 1970s. In the 1960s, the immigrant population living in the United States was approximately 10 million people, which has risen to 46 million immigrants living in 2013. The immigrant proliferation has vividly changed since 1920 when 88

percent of all immigrants arriving in the United States were from Europe (Martin & Midgley, 2006). Figure 4 highlights that immigrant percentages have reversed over the past century with 28 percent of immigrants living in the United States were born in Mexico and almost half of the immigrants arriving from Asia.

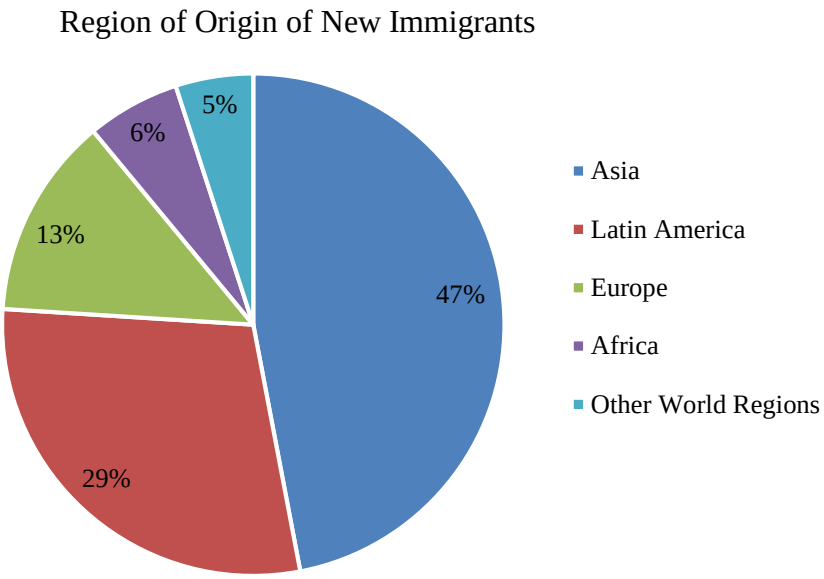

Figure 4: Region of Origin of New Immigrants
(National Academies of Sciences, 2017)

The fastest growing and diverse immigrant population in the United States are children between ages 5-18 (Capps, 2015). From 1995 to 2010, first and second generation youth from immigrant families comprised of fifty-percent of the population growth between ages 16-26 (Batalova & Fix, 2011; National Academies of Sciences, 2017). This designated population of youth (majority who were or are ELL students) represent the current and future workforce of the United States and will play a critical role in the economy, society, and neighborhood communities. The continued evolving immigration trends in the United States are changing the racial and ethnic student population in schools (National Academies of Sciences, 2017). Twenty-percent of the children (ages 5-17) living in the United States reside with an immigrant family

(Landale, Thomas, & Van Hook, 2011). Further, the inclusion of children (ages 5-17) born in a different country and currently living with an immigrant family in the United States comprise of 25 percent of the overall U.S. population (National Academies of Sciences, 2017). In 1980, 89% of individuals living in the United States only spoke one language – English. In 2010, the percent of English only spoken homes dropped to 79.7 percent (see Figure 5).

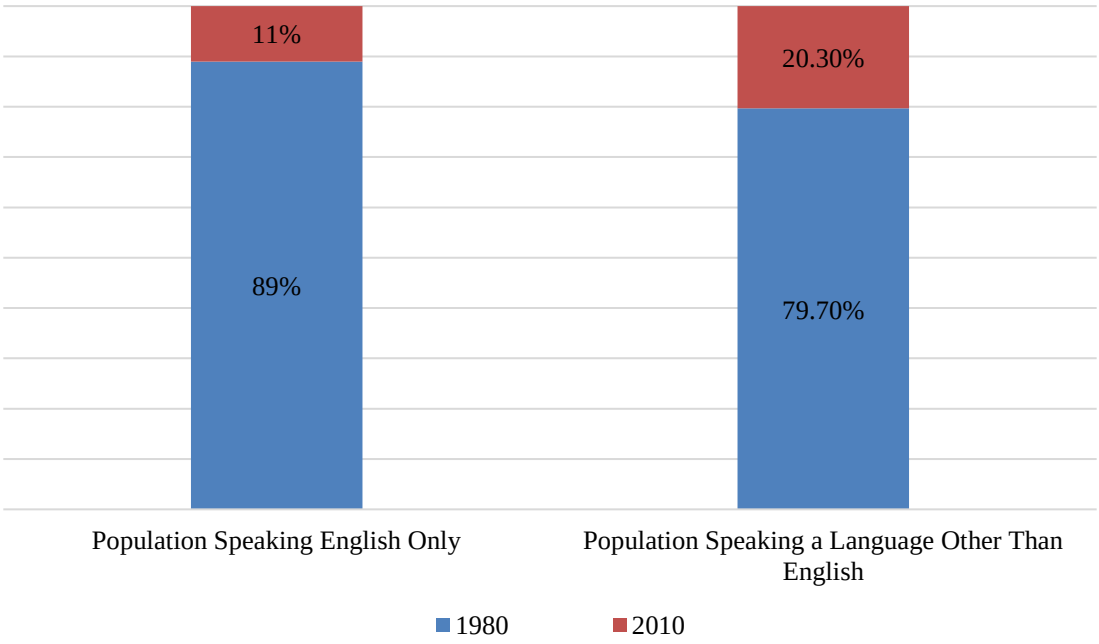

Figure 5: U.S. Population Only Speaking English versus a Language Other Than English (National Academies of Sciences, 2017)

Geographic Distribution of English Language Learners

ELL students live in each state of the United States. However, research shows that historically, ELL student families typically develop clustered communities in urban areas, such as: Chicago, Houston, Los Angeles, Miami, and New York City (National Academies of Sciences, 2017). Singer (2015) highlights major metropolitan areas that have the fastest growing immigrant population in the United States: Atlanta, Austin, Charlotte, Las Vegas, Orlando, and

Phoenix. However, over the past decade, a shift has begun towards moving out of large urban cities and into smaller, rural communities (Singer, 2015). During this expansion into more suburban and rural communities, Singer (2015) notes that small pocket communities are forming across the continental United States.

The ELL student population is not equally distributed throughout the communities in America. ELL students often experience a level of segregation from other students their age. ELL students typically attend schools that already have a student body where over 90% of the students are classified as ELLs and the majority of the school buildings represented in this statistic derive from high poverty and underprivileged communities (National Academies of Sciences, 2017). Hispanic ELL students typically suffer the greatest setback in schools of low socio-economic status. Because of this apparent segregation, it can be contended that "…linguistic segregation of Hispanics can be observed across several levels, including their segregation into schools with other poor children who are also ELLs, and within schools, where they are likely to be in bilingual programs or classes in which most of the children are classified as ELLs" (National Academies of Sciences, 2017, p. 76).

Throughout the United States, the swift rise in Hispanic students have resulted in many communities and school districts being ill prepared to handle the influx of ELL students adequately and appropriately (National Academies of Sciences, 2017). Within the communities that are not prepared to meet the education demands of ELL students, these school districts have quickly experienced a shortage of qualified ELL teachers which "remains a major challenge to the provision of services for the growing number of ELLs" (National Academies of Sciences, 2017, p. 76). The authors describe the lack of qualified teachers to educate ELL students and school districts are desperately reaching for support to bring in parents and/or members from the

community of the underrepresented language group to translate the unknown language: "… but these assistants often lack the formal teaching credentials required of English-speaking teachers and may lack the academic skills needed to guide students in the school curricula" (p.79). The lack of preparation to meet the educational needs of ELL students have been utmost prevalent in primarily white population school districts. These school districts have experienced the greatest struggle to meet the linguistic, racial, and ethnic needs of the ELL population (Jones-Correa, 2008).

Socioeconomic Demographics and Parental Involvement of ELLs

ELL students are more likely to live in an underprivileged home than their peers (Capps, 2015). Table 1 displays the unequal distribution of socioeconomic status (SES) of ELL and non-ELL students and their families. The table outlines how ELL students are more likely to live in the lowest quintile of SES while non-ELL students are more likely to live in the highest SES level quintiles. Current and previous research has highlighted the educational disadvantages of students living in a SES home/community environment.

Table 1: Percentage Distribution of ELLs and non-ELLS by Race/Ethnicity/Income

	Family Income Quintile				
	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
ELLs					
All	34.6	27.4	16.8	11.6	9.7
Hispanic	40.2	30.5	16.0	8.3	5.0
Black	36.3	26.7	16.0	11.8	9.2
White	21.3	20.3	19.1	19.4	20.0
Asian & Pac. Is.	25.7	20.2	15.6	14.7	23.8
American Indian	37.7	31.4	14.1	9.8	7.0

Table 1 continued

Non-ELLs					
All	19.3	19.6	20.2	20.4	20.5
Hispanic	28.3	26.7	19.8	14.5	10.8
Black	37.8	23.8	15.9	11.4	11.1
White	13.3	17.1	21.3	23.9	24.4
Asian & Pac. Is.	10.4	12.7	15.0	21.2	40.8
American Indian	33.9	26.0	18.1	12.4	9.6

Notes: The range of family incomes found in each quintile is as follows: Quintile 1: $0 to $26,919; Quintile 2: $26,200 to $52,000; Quintile 3: $52,201 to $81,659; Quintile 4 $81,660 to $128,425; and Quintile 5: $128,426 and above. Sample = children ages 5-18. ELs are defined based on responses to the American Community Survey question of how well individuals who speak a language other than English at home speak English. ELs thus are defined as children who speak English less than "very well."
Source: Data are from the American Community Survey, 2008-2012.

Uludag (2008) defined parental involvement in school buildings as "parent and teacher collaboration on children's learning" (p. 809). Thousands of research studies have been conducted over the past two decades in the field of parental involvement (PI) and the relationship towards their child's education (McNeal, 2015). McNeal found most studies are relatively distinctive from one another in regards to the population being studied (i.e. race, age, gender, ethnicity, etc.), where they attend school (elementary, middle, high schools, private and public schools, varying SES level schools, etc.), and utilization of methodology and pedagogy (i.e. qualitative and quantitative analysis of large and small samples, in-depth interviews, oral histories, etc.).

A family's economic status has a direct effect on the level of PI towards their child's education (Landale et al., 2011). Heymann and Earle (2000) discovered that parents availability and ability to be personally involved in their child's education is often determined by the parents job benefits and working conditions. It was further discussed that a key to PI is time and

resources – this is predominantly indicated by the economic status and leisure time available. In a case study, Smith (2006) noted that students who originate from low socioeconomic backgrounds with low PI towards their education do not have the same benefits of students coming from middle-to-high socioeconomic status backgrounds might obtain. Many families within the low and middle class do not have the financial resources to be directly involved in the education of their children at the school. The majority of parents desire to be involved with their child's education, but factors such as physical, emotional, or intellectual capabilities may play a vital role in their inability to be involved in their students education at school (Eccles & Harold, 1993).

Research supports the concept of schools validating PI within their buildings for all socioeconomic backgrounds, particular low-income families, because PI has proven to be higher within middle and upper class families (Abrams & Gibbs, 2002; de Carvalho, 2001; J. L. Epstein, 1995; O'Connor, 2001). Low-income children are at much greater risk of poor academic achievement and typically do not reap the benefits of PI and educational achievement that middle and high-income students experience (Turney & Kao, 2009). Furthermore, parents who lack proper transportation, do not have access to childcare, have concerns about the safety of the neighborhood or school, and possess an inability to leave work during the day have all been identified as barriers to parents being further involved in their child's school and education (Turney & Kao, 2009). Nevertheless, Henderson and Mapp (2002) concluded their research by asserting that the parent's economic status does not prove substantive towards the child's academic output if the parents are directly involved in their child's education at home. When parents are active participants in their child's education, then the child will be more likely to earn

higher grades, improve test scores, and desire to enroll in higher level programs after high school.

Table 2: Parental Educational Distributions of ELLs and Non-ELLs, by Race/Ethnicity

	Below Complete High School	High School Graduate	Some College	Bachelor's or More
All	38.4	21.8	19.1	20.8
Hispanic	49.8	24.2	16.5	9.6
Black	21.7	21.1	32.6	24.7
White	18.2	18.5	25.8	37.5
Asian & Pac. Is.	23.6	17.7	12.7	46.1
American Indian	11.9	35.0	43.4	9.7
Non-ELLs				
All	8.1	18.2	33.2	40.5
Hispanic	26.5	23.8	30.4	19.4
Black	11.1	25.2	41.3	22.4
White	2.9	16.0	33.2	47.9
Asian & Pac. Is.	8.9	11.4	12.3	67.5
American Indian	10.1	27.0	45.1	17.8

Note: Sample = children ages 5-18. ELs are defined as children who speak English less than "very well." *Source*: Data are from the American Community Survey, 2008-2012.

Student, School, and Community Benefits of Dual Language Education Programs

DLE programs has become increasingly popular in urban areas across the United States (Hunt, 2011). Combining two different languages in the classroom supports and enhances the various ethnic and cultural backgrounds presented in the classroom and further develops the multicultural understanding amongst the students by creating collaborative opportunities to appreciate the cultural diversity within the classroom (Freeman et al., 2005; Hernández, 2011).

However, it must be noted that students in a DLE program who do not share similar cultural backgrounds, typically do not automatically assimilate together in the classroom when they are first integrated in a DLE classroom. There are multiple reasons for this, with a primary concern being the difference in the native language spoken in the home that often leads to initial difference in peer interaction and socialization (DeJong & Bearse, 2011).

Dual Language Education Program Models

DLE programs range from 50:50 to 80:20 to 90:10 models of instruction taught in the classroom. In the 90:10 model, 90 percent of the instructional school day is devoted to teaching in the partner language (i.e. Spanish or Mandarin). The remaining 10 percent is instructed in the native language (i.e. English). The 10 percent set aside for the native language is to develop the oral and written literacy skills of the native language (see Figure 6 for an example 90:10 model). As the student progress through each grade, the percentage of the native language time is increased until fourth, fifth, or sixth grades, where the instructional time becomes closer to a 50:50 model and is balanced with the partner language. The 50:50 model splits the instructional time in the native and partner language equally throughout all elementary grade levels. Students are taught to read in both languages simultaneously throughout their elementary education (Lindholm-Leary, 2012). Regardless of the DLE model utilized within the school, the commonality between the three models is they all begin in kindergarten and stay in the program through a minimum of the elementary school grade levels.

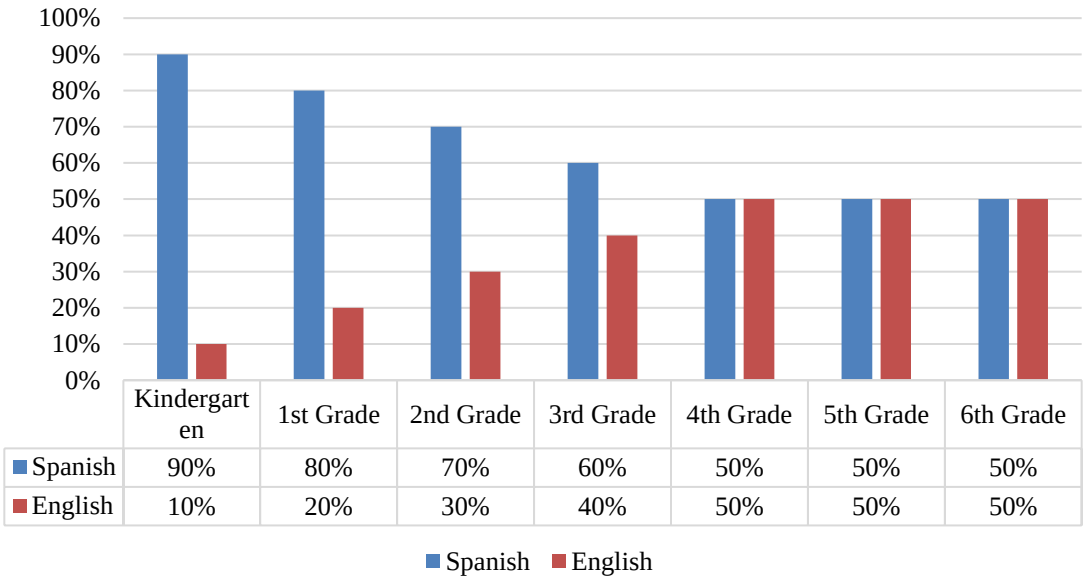

Figure 6: 90:10 Two-Way Immersion Model
Source: Lindholm-Leary, 2005

A critical focus of DLE programs is to develop each student's oral, written language and literacy skills in their native and partner language being taught in the classroom (Nascimento, 2017). DLE programs seek to attain academic achievement that is commensurate of their monolinguistic peers – in both target languages. Dr. Lindholm-Leary (2005) discussed that most students who were educated in a DLE program believe the education qualified them to ruminate and perform better in school and they would recommend a DLE program to others to be enroll. In addition, most felt valued and were happy they participated in the program. The majority of students participating in a DLE program believe they developed the ability to face greater challenges, increased their confidence, and received an overall better education than their monolinguistic peers (Lindholm-Leary, 2005)

Academic Benefits of Dual Language Education

DeMatthews and Izquierdo (2016) stated that the goal of DLE programs are threefold: (a) provide native Spanish speaking students a unique opportunity to be successful in school while learning the English language through the language and academic development in their native language; (b) help native English speaking students become proficient in the partner language and academic performance; and (c) promote linguistic and cultural responsiveness and equity among the students, school, and community. The successful DLE programs engulf the concept of "acceptance of all" as they value the diversity present in the classroom and seek to be culturally cognizant of the other students in the classroom (Alanis & Rodriguez, 2008; Theoharis, 2011). The teachers develop a classroom where collaboration, flexibility, and rigorous learning is accepted and expected, while engaging the community to help treat the diversity in the classroom as an asset and not a deficit (DeMatthews & Izquierdo, 2016)

DLE education programs have shown multiple benefits towards students ability to develop a skillset that is needed for an evolving global career field (Slavin et al., 2011). DLE education programs have helped lower the achievement gap between native-English speaking and ELLs who are enrolled in a TWI program (Lindholm-Leary, 2005). Students enrolled in DLE programs have a greater opportunity to obtain knowledge of other cultures and develop a positive mindset towards other cultures (de Jong & Howard, 2009). DLE is a best practice, research based teaching model that educates students in a cultural, ethnic, and linguistic diverse classroom setting. It provides an equitable opportunity for non-English speaking students and provides a win-win situation for native-English and non-English speakers alike (Lindholm-Leary, 2005).

Research has shown that students enrolled in DLE classrooms outperform their peers in monolinguistic classrooms, have a higher graduation rate, and are able to become bilingual by third grade and biliterate by fifth or sixth grade (Alanis & Rodriguez, 2008; Lindholm-Leary, 2005; Marian et al., 2013). Lindholm-Leary (2012) found that "students in dual language education programs perform at or above grade level on standardized reading and mathematics tests in English" (p. 257). Her research presented that students enrolled in DLE program close the achievement gap and score higher at grades fifth or sixth grade, if not earlier. Most importantly, ELL students proved to close the achievement gap with their peers in monolinguistic classrooms by the fifth grade. Lindholm-Leary (2012) stated that ELL students "achieve at or above grade level in reading (and math) tests measured in the partner language" (p. 257). Students enrolled in DLE programs have proven to develop an academic skill set that is on par with, or exceeds the academic skill set of students being educated in a monolinguistic classroom setting (Genesee, 2006).

Students who attend DLE programs in elementary schools have consistently outperformed their peers in state and national standardized assessments in reading, math, and other relevant academic subjects over a period of academic time. Both non-native and native language speakers have shown to outperform their peers on standardized assessments (Appiarius, 2011). DLE programs provide the student with a second language while being responsive to the needs of the school district and community. Elementary school students enrolled in DLE programs are still able to develop the necessary and appropriate grade-level knowledge and skills sets of the critical standards set by the state board of education.

DLE programs have revealed to provide students three district advantages if they receive their entire elementary education in a DLE classroom. First advantage is the unique ability of

students to become proficient in two languages – oral and written. The student is able to view their first language in a comparative perspective that allows them to better assess and develop their own language abilities and skills (Cazabon, Lambert, & Heise-Baigorria, 2002). Second, students who receive their elementary education in a DLE program receive similar or higher scores on state and national standardized assessments in reading and mathematics when compared to their peers being educated in monolinguistic, traditional classroom setting. While achieving similar or higher academic successes compared to the monolinguistic classroom, the students are also learning to proficiently read, write, and speak another language (Lindholm-Leary, 2001). The third advantage is the positive perspective and attitude the students develop towards the other languages and cultural backgrounds the students possess. The students develop a strong sense of self-efficacy about themselves and their learning ability in and out of the classroom (Cazabon et al., 2002).

Large Scale Research of DLE Programs

There have been multiple research studies examining the academic success of DLE programs. Three of the research studies are quantitative and standout regarding the number of participants within the study. The first large quantitative study was by Thomas and Collier (1997) where they conducted a long-term study of approximately 45,000 students who were being educated in various English as a Second Language programs. The programs they observed were one-way and TWI, transitional bilingual, and English as a Second Language programs. The students enrolled in a TWI program performed well above grade level status and above their monolinguistic taught peers. Similarly, students enrolled in one-way immersion programs performed above grade level expectations. All other programs were found to perform below grade level expectations compared to their monolinguistic taught peers. Five years later, the

same researchers, Thomas and Collier (2002) conducted a second long-term study of students enrolled in various English as a Second Language program. They observed that DLE programs (one-way and two-way immersion programs) were the only programs that continually showed ELL students surpassing the 50th percentile on the state standardized achievement exam in both languages (e.g. English and Spanish). They also discovered that the fewest amount of students dropping out of school occurred in DLE programs (Thomas & Collier, 1997). The third large quantitative study of students receiving English as a Second Language services was conducted by Kathryn Lindholm-Leary (2001). She examined approximately 9,000 students, over a period of ten years, enrolled in 20 different DLE programs located in California and Alaska. Lindholm-Leary studied the academic performance of the various programs and came to similar conclusions of Thomas and Collier (1997, 2002) stating that students enrolled in one-way and two-way immersion classes achieved higher proficiency scores on relevant standardized assessments.

There are two notable research studies conducted in 2003 – one from Rodriguez and Castillo and the other from Castillo. Both research studies focused on the principal's role within a DLE school building. Rodriguez and Castillo (2003) surveyed 211 staff members regarding their perceptions of teachers and principals in DLE programs in a New Mexico school district spanning 15 DLE programs and 15 monolinguistic school programs. The survey uncovered significant differences between the commitment of DLE schools leaders towards instruction, leadership philosophy, linguistics, and culture compared to monolinguistic school leaders. The DLE school leaders prioritized the significance of high quality instruction coupled with the student's language and culture within the classroom. Although the principals recognized these contributing factors within the leadership practices at the DLE school building, it was contrasted

by the DLE teachers as they were critical of the DLE school leader's efforts towards prioritizing instruction, language, and culture within the school building. The DLE teachers did not observe this level of support within their schools.

The second study by Castillo (2003) conducted a case study surrounding five DLE school building leaders and two district level DLE leaders. Castillio studied the change theory process within these leaders and their ability to appropriately implement and affect change within their DLE school building. Castillio determined that the school leaders had little to no training prior to their leadership opportunity within a DLE program. Further, it was determined that the tenure of a school leader within a DLE building was primarily influenced on the success of the students in the DLE program. Castillio's final analysis stated that the main personality skills that were critical towards supporting an effective DLE program were: the ability to adapt and be flexible, create and build meaningful relationships with staff and stakeholders, fluent in the target language, and have a positive outlook on life with a good sense of humor.

Challenges of Dual Language Education Programs

However, multiple challenges present itself within DLE programs. The early elementary school years (grades kindergarten to third grade) show low growth on English standardized assessments compared to their peers in monolinguistic classrooms. This concern may tempt teachers to increase the student's time in the native language (i.e. English) to produce greater results on standardize assessments (Lindholm-Leary, 2012). This concern may prevent many schools from increasing the time the partner language is spoken in the classroom. Genesee (2008) found that native English language speaking students enrolled in DLE programs need 1-2 years to catch up to their peers educated in a monolinguistic classroom on specific English based academic standards. Furthermore, Thomas and Collier (2003) reported that ELL students

enrolled in a DLE program may need 5-7 years to close the gap between their native English speaking students enrolled in a monolinguistic classroom. Evaluations conducted in kindergarten through third grade typically reveal the students score below grade level and below their monolinguistic peers on standardized assessments. The initial low scores in primary grades will pressure principals to place a greater emphasis on teaching more English in the classroom compared to the partner language (Lindholm-Leary, 2012).

Potowski, (2007) observed another challenge of DLE programs where fifth and eighth grade students enrolled in a DLE program developed bilingual skills but they were unable to develop highly proficient bilingual skills because they depended upon and felt more comfortable speaking the native English language. DeJong and Bearse (2011) found that many students in the high school setting do not consider they received enough opportunities and support to continue to develop their bilingual skills. After elementary school students transition into middle and high school, there are palpable challenges to developing quality DLE programs that promote and cultivate high quality bilingualism spanning across multiple grade levels. Part of the concern is that accountability in DLE programs is typically associated with demonstrating spoken and written language proficiency in the partner language, while their academic success is measured through standardized assessments in English (Lindholm-Leary, 2012).

Many of the ELL students enrolled in a DLE program come from low socio-economic status homes and underperform on standardized assessments when compared to their white, middle-class peers (Mosqueda, 2010). Hoff (2013) contends two arguments to rationalize why native Spanish speaking students continually underperform in schools. First, the students have a difficulty understanding and comprehending the English language and attaining necessary proficiency levels at the required academic level. Second, the students bring a different set of

skills they previously have learned and their skill sets sometimes are mismatched with the values of the American public education system. However, research has shown that native Spanish speaking students who have the opportunity to be enrolled in a quality DLE program that focuses on the development of both Spanish and English languages have a greater chance of closing the achievement gap and surpassing the norms of their monolinguistic peers being educated in traditional classroom (Collier & Thomas, 2004; Hoff, 2013; Lindholm-Leary & Block, 2010).

Criticism of Dual Language Education Programs

Beyond the academic lens of DLE programs, the students are able to experience and nurture a rich appreciation towards other student's diverse cultural, socio-economic, linguistic, and vivacious backgrounds. DLE programs provide students an avenue to assimilate from various upbringings, communities (urban, suburban, and rural), levels of socio-economic backgrounds, and students deriving from different cultures, ethnicities, and linguistic backgrounds (Hunt, 2009). However, as the benefits of DLE programs have been highlighted in the literature review, it must be noted that there are critics of DLE programs and their academic and cultural values.

Valdes (1997) contends that the primary reason for success within DLE programs is that the English speaking children who are immersed into DLE programs perform well and help support the learning of the partner language speaking students because they are being immersed into the dominant part of society. Valdes states that a double standard exists within DLE programs as English-speaking students are praised for their ability to speak a minimal amount of a second language compared to the expectations to the partner language speaking students who are expected to be fluent in English. Finally, Valdes questions the motive behind DLE programs as they appear to primarily benefit native English speaking students. She contends that the

greatest economical advantage minority students have is their ability to speak multiple languages. However, if the majority (i.e. white Americans) begin to speak two or more languages, the minority begin to lose opportunities that have been economically advantageous to them.

Characteristics of Effective School Leaders

Current literature focusing on the leadership traits and characteristics of DLE school building leaders in minimal. The primary focus of literature on DLE programs is academic success/proficiency, comparing DLE programs, developing a new DLE program, and lessons learned from leading a DLE program. Even the research just stated, the majority of this is often embedded into research that is primarily focused on developing DLE teachers and the language development of DLE teachers (Hunt, 2009). Regarding leadership in DLE programs, Hunt (2009) states two primary themes have been established: the school building leader must be committed to the established goals, values, and the mission of the DLE program; and the school building leader understands and connects with the community and embraces diversity as it promotes the DLE program in a positive manner. Therefore, this leadership section of the literature review has been divided into three sections:

1. Historical record of transformational leadership practices in school buildings;
2. Existing research on leadership in DLE programs;
3. Examination of the 21 responsibilities of the school leader.

Transformational Leadership in School Buildings

Leadership in school buildings has a rich history of being examined and researched. James Burns, who is most noted as the father of modern leadership theory, created the modern

day understanding of transformational and transactional leadership. Transformational leadership can be viewed as a philosophy to invoke change upon an organization where transactional leadership focuses on a give-and-take relationship within the organization (quid pro quo). Burns (1978) first developed his theory on leadership in 1978 with the following profound statement:

> I define leadership as leaders inducing followers to act for certain goals that represent the values and the motivation – the wants and the needs, the aspirations and expectations – of both leaders and followers. And the genius of leadership likes in the manner in which leaders see and act on their own and their followers' values and motivations (p. 19).

Within school districts, an overwhelming majority of building principals favor the practices of transformational leadership techniques over transactional leadership techniques because of the opportunity to lead and produce results beyond typical expectations (Bass, 1985; Burns, 1978). According to Burns (1978), transformational leaders are able to form "a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (p. 4). Furthering the research of Burns, Bass (1985) identified four behavioral characteristics that define a transformational leader: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Bass (1990) outlined the four behavioral characteristics in the following manner:

1. Individual consideration is characterized by the leader demonstrating genuine concern for the needs of people and seeks to bring out superior performance in each person.
2. Intellectual stimulation is characterized by seeking to transform people to become creative and innovative in their thinking and productivity.

3. Inspirational motivation is characterized by the ability to inspire and motivate people to follow through communicating high performance expectations with a dynamic presence.
4. Idealized influence is characterized by the leader modeling superior character, judgement, achievements, and behavior.

Continuing the work of Burns (1978) and Bass (1985, 1990) on transformational leadership, Kenneth Leithwood (1994) developed a model focusing on school leadership. Leithwood argues that the Four I's defined by Bass (1990) are critical skill sets that a school leader must possess to be effective in a school setting, but only if the school leader also possess the skill sets necessary to be a 21st century leader. Marzano et al. (2005) offers the following explanation of Leithwood's (1994) transformational model of school leadership:

> The school leader must attend to the needs of and provide person attention to individual staff members, particularly those who seem left out (individual consideration). The effective school administrator must help staff members think of old problems in new ways (intellectual stimulation). Through a powerful and dynamic presence the effective school administer must communicate high expectations for teachers and students alike (inspirational motivation). Finally, through personal accomplishments and demonstrated character, the effective principal must provide a model for the behavior of teachers (individualized influence) (p. 15).

Continuing the theme of leadership in schools and organizations (Bass, 1985, 1990; Burns, 1978; Leithwood, 1994), Leithwood, Jantzi, and Steinbach (1999) examined the impact of instructional leadership within school buildings. The term "instructional leadership" has been

one of the most discussed educational topics throughout the American public education system. Instructional leadership has various definitions across the landscape. However, the most common definition of instructional leadership that aligns with Leithwood's (1999) theory is based on the Reflection-Growth model from Blase and Blasé (1999). They identify the following characteristics of instructional leadership: "encouraging and facilitating the study of teaching and learning, facilitating collaborative efforts among teachers, establishing coaching relationships among teachers, using instructional research to make decisions, and using the principles of adult learning when dealing with teachers" (Marzano et al., 2005, p. 18).

Transformational leadership within a DLE program aligns itself well when compared to transformational leadership practices in a monolinguistic school setting. Within a DLE setting, it is important that the leader is able to unify and inspire the staff beyond their personal agenda, within or outside of the school building, and to achieve the mission of the school (Sergiovanni, 1979). Embracing the notion that transformative leaders embodies all elements of the school, Telford (2002) explains:

> … in today's challenging and demanding educational climate of constant and turbulent change, no single person alone is likely to have the combined capacities necessary to engage in effective leadership. And it can be legitimately argued, that in empowering a range of people within the community – teachers, students, parents, and others as appropriate – a combined richness of educational thought and activity, superior to that of any single leader can be achieved. That is, leadership at its best is a shared venture engaged in by many (pp. 8-9).

Leadership in Dual Language Education Environment

Many studies have investigated the effect school leadership has on the success of a school building. However, limited studies have been conducted on the traits of principals in DLE schools. Principals in DLE schools may have the added responsibility of overseeing both DLE and monolinguistic classroom settings in a hybrid school building (Rocque et al., 2016). DLE school leaders are continually evolving their leadership practices and efforts within their school building to attend to the changing demographics enrolled into the school, the continual restructuring of standardized assessments, and the heightened expectations to evaluate, document, and assess teacher effectiveness and pedagogy in the classroom (Ramirez et al., 2009). An effective school leader has the ability to better the climate and working condition of the school while increasing the motivation and capacity of their teachers through practicing transformational leadership and influence (Hallinger & Heck, 1998).

Lindholm-Leary (2001) stated that DLE school leaders need to understand six critical factors that contribute to the success of student's ability to learn in DLE programs. The six factors are:

1. School environment: a unified vision is created within the school that promotes student success and academic outcomes. The school building principal is the leading component of establishing teacher cohesion and collaboration among all staff members within the school. It is important that the non-DLE staff members, if present, understand and embrace the vision to ensure cohesiveness.
2. Curriculum and Instruction: the instruction must be rigorous and aligned with state and school corporation standards, assessments, and expectations currently established for all other students. The students need to be provided with quality and research based

curriculum, in their native and non-English speaking language, that mirrors and supports the cultures of all the students involved in the program.

3. Program Planning: if the DLE program is embedded into a monolingual school, then the planning process should comprise of DLE and non-DLE teachers. The planning should ensure alignment of the curriculum's scope and sequence is academically appropriate and provided in both taught languages.
4. Assessment and Accountability: the students should be formally assessed and progress monitored, in both languages, towards their bilingual and biliteracy goals.
5. Quality Teachers Familiar with Bilingual Education: the success of the program will hinge on the ability level of the DLE teacher. It is important to hire teachers who are fluent in both languages, have an understanding of the DLE model, theoretical concepts, oral and written language development process, cooperative learning, and education equity.
6. Family Involvement: creating a program where parents and community members from all linguistic and cultural backgrounds feel accepted and valued in the school building. English speaking parents should not dominate the decision making groups over non-English speakers.

School leaders must develop and sustain effective DLE programs to provide optimal success opportunities for the students. Howard, Sugarman, Christian, Lindholm-Leary, and Rogers (2007) developed a list of strategies that DLE school leaders should implement to ensure successful DLE programs. The DLE school leader must:

Have a vision and goals associated with bilingualism; thus, language instruction is integrated within the curriculum, and language is developed across the

> curriculum to ensure that students learn the content as well as the academic language associated with the content; provide both structured and unstructured opportunities for oral production; establish and enforce a strong language policy in the classroom that encourages students to use the instructional language and discourages students from speaking the non-instructional language; utilize grouping strategies to optimize student interactions and language practice and; provide professional development around the DLE model and second language learning strategies (Howard et al., 2007, p. 261).

Many school leaders desire to meet the educational and linguistic needs of ELL students in a DLE program, however, most leaders do not possess the cultural and pedagogical knowledge necessary to effectively run a DLE program. A commonality in DLE programs is the lack of structure, resources, and relevant policies that are critical for students to thrive in the classroom and school building. School building principals have the greatest advantage to effect change in DLE programs for the betterment of the students (DeMatthews & Izquierdo, 2016).

DLE building leaders have a direct responsibility to build capacity between the parents, community, and school to improve student performance and enhance school culture (J. Epstein, 2010; Henderson, 2002). Most importantly, the building leader has ability to empower his/her students and families to support the diverse and cultural needs of the school in the community through action and involvement on educational policies that impact the educational needs and outputs of ELL students (DeMatthews & Izquierdo, 2016). This is an important cause for DLE building leaders to support because the topic of language acquisition, immigration, and being bilingual have become politically divisive topics in many communities across the United States. Further, many of the densely located Spanish speaking populations in the United States occur in

urban areas and these areas are often underfunded and ill-equipped to appropriately design and implement effective and quality DLE programs (DeMatthews & Izquierdo, 2016).

To reduce the number is issues arising in DLE programs, school building leaders must be willing to engage their communities through the utilization of methodical and executive skill sets (DeMatthews, 2015). Theoharis and O'Toole (2011) identified competencies that a DLE school leader should be able to perform. The authors stated that the school building leader should:

1. Know how to successfully and cleverly manage the school budget;
2. Develop policies that are culturally and linguistically appropriate;
3. Create a master schedule that best meets the needs of a dual language program;
4. Align academic standards with goals of the DLE goals; and
5. Perform other administrative structures that are necessary towards effectively leading a DLE program.

Furthermore, Theoharis and O'Toole (2011) state that DLE school leaders should be knowledgeable in the developmental process of the partner language, be competent in the effective instructional practices of DLE, understand how to properly assess students in a DLE setting, infuse classroom management expectations to all students, and promote collaborative inquiry among the students and teachers in the school building. Finally, the school building leader must be willing to stand-up and have forward-thinking conversations based on the concept that all students, regardless of racial or cultural backgrounds, have the opportunity and ability to learn and grow academically (DeMatthews & Izquierdo, 2016). DLE building leaders must support and advocate for DLE programming; provide stakeholders an opportunity to be an integral part of the planning process; provide teachers and stakeholders the necessary professional development and educational opportunities to feel competent towards meeting the

academic and social needs of students; identify, discern, and assess the correct educational resources to utilize in the classrooms; and have the flexibility to continual adjust to meet the needs of students, teachers, and community members (Collier & Thomas, 2004; DeMatthews & Izquierdo, 2016; Theoharis, 2011).

DLE programs have the opportunity to push against the dominating voice of the "English only" perspective from many citizens within the United States through the utilization and deployment of high quality educational opportunities for all students (Cummins, 2000). Cummins contends that using two languages as the primary form of instructions for students from multiple ethnic and cultural backgrounds presents an opportunity to tear down the walls between cultures instead of building them up. Moraes (1994) supports Cummins claim within his work of the *Bakhtin Circle*. Moraes detailed that transformation (i.e. transformation within a school setting) can only occur when the oppressors and people being oppressed come together in dialogue and seek solution oriented ideas together. This framework is important for education law makers to understand and realize as they view the positive and negative aspects of DLE programs from only their perspective. It is critical that all parties affected come together and create a running dialogue to best understand the perspectives and rationale of each party.

Feinberg (1999) studied the longest running DLE program in the United States at Miami-Dade Public Schools. Feinberg sought to generate evidence that skills sets required to lead DLE school building may differ than leadership skills sets required in a monolinguistic school setting. Feinberg (1999) highlighted that one unique leadership characteristic of DLE school leaders is the importance of developing a social and political skill set because many implications are attached to the school. In his research, Feinberg stated:

> The skills-identified as critical by the participants include 1) scheduling, 2) hiring staff, 4) training staff, 4) budgeting, 5) articulating and gaining commitment from all stakeholders to a common vision appropriate to the mission of the school, 6) coping with resistance to that mission, 7) enhancing the school's image, 8) working with the media to communicate school success, 9) using the political process to support school budget needs and program related policy development, and 10) maintaining their own Spanish language skills. Although many of these functions are common to the administration of all schools, the difference resides in complexities of their application to the circumstances of the two-way schools. It would be useful to gauge the extent to which these opinions are shared by principals of schools with related programs, in other regions, of other grade levels, or with students from language groups other than Spanish (p. 61).

Feinberg (1999) concluded his research outlining concepts a DLE school leader should embrace to increase internal unity of purpose and foster harmony within the school building. Feinberg assert that the DLE school leader should invest his/her time completing the following ten abbreviated concepts:

1. Build sustaining relationships with teachers, parents, community members, and students.
2. Send notes of appreciation, articles of current and best practice research, and provide meaningful feedback to improve teacher’s instructional practices.

3. Collect evidences of success at school and continually share with staff and community. Fight back against anti-bilingual sentiment and protect the school culture and identity from detractors.
4. Stay in touch with program graduates and their families. Keep an open door policy and invite families back to the DLE program.
5. Consider the needs of the teachers, seek solutions to meet their needs, and celebrate their accomplishments.
6. Be a listening ear of all situations and circumstances regarding the DLE School and community. Seek opportunities to bring parents and community members into the school building and participate in the DLE program.
7. Do administrative tasks "later" and work with the people "first."
8. Seek teacher leadership in decision making processes and support their efforts within the school.
9. Never lose focus of the DLE schools mission. Stay focused on the mission.
10. Perpetuate pride of and within the DLE program.

Ethical and Moral Leadership of DLE School Leaders

Starratt (2005) identified five domains of responsibility within an educational leader that are central to ethically and morally leading a school building. Starratt (2005) believes that the role of the school leader should act as a citizen-administrator. Starratt (2004) states that the school leader has a responsibility serving the students, families, and community stakeholders, which includes "pursuing the human, educational, and civic good of the students and teachers while responding to specific interpersonal, institutional, and political situations in order to prevent harm to students and teachers" (Starratt, 2004, p. 45). This framework was developed to

focus on the moral educational leadership practices and move past the outdated concepts of traditional ethical interpretation of education leadership practices (Starratt, 2005).

Starratt's (2005) first responsibility of an educational leader is responsibility as a *human being*. A school leader is a human being first and must consider the "humanly ethical thing to do, taking into account the intrinsic dignity and inviolability of the other person" (p. 125). The second responsibility is as a *citizen and public servant*. Starratt (2005) defines a citizen as a person who "has ethical obligations to respect the rights of one's fellow citizens and to respect the public order… They seek the common good first, before their own benefit" (p. 126). A public servant is an educational leader who provides the students an opportunity to learn about the natural, cultural, economic, and political world. Third, responsibility as an *educator*, places the emphasis on the leader to "…know curriculum material in sufficient depth to understand the multiple applications and uses that knowledge provides to the community" (p.126). Fourth, the responsibility of an *educational administrator* has strong ramifications on the leadership emphasis and consideration placed within the school because the leader has "access to organizational structures and processes that affect the core work of teaching and learning" (p. 128). Finally, the responsibility as an educational leader encompasses the previous four responsibility. The role as an educational leader is viewed as a transformational leadership skill set compared to the previous four responsibilities which can be viewed as transactional leadership skillsets. Starratt (2005) writes that an "educational leader's morals are less about what should be avoided or prohibited and more about the ideals that should be sought. They are about actively creating enhanced opportunities for the human fulfillment of teachers and students through the work they coproduce" (p. 130-131).

If a DLE school leader is able to implement all five responsibility domains into their leadership practices at school, he/she will have an optimal setting to move into transformational practices and away from transactional leadership (Burns, 1978). This form of leaderships invites a form of shared leadership and community commitment to the mission of the school. Nevertheless, the educational leader must ensure that the supports and services provided within the school and community are focused on social justice and equality for all involved while instilling a level of creativity and imagination to think "outside the box" to make a transformational impact of the lives within the context of the school (Starratt, 2005).

Role of Diversity and the School Leader

The role of the school leader, especially in a DLE program, is to promote and sustain a positive outlook and commitment towards the multicultural diversity within the DLE setting (Schwabsky, 2013). School leaders of multicultural student bodies typically prioritize their leadership practices that have the largest impact on their vision and philosophical approach to leadership towards meeting the needs of the multicultural student body. These type of school leaders placed in a DLE setting have a greater opportunity to take the difficult steps necessary to build socially just schools while having the ability to reflect back on their own birthed privileges while imparting their knowledge on the members of the school (Schwabsky, 2013).

Research conducted on the importance culture and linguistics has shown that it must be at the center of the mission and vision of the school leader. Diversity should be an opportunity to welcome instead of looking at it as something that needs to be overcome or conquered (Freeman et al., 2005; Hunt, 2009). The school building leader must look at diversity as a resource and not an external factor that is a road block. Further, the school leader must protect the school community from pressure and voices generated within the community that may have a negative

influence on the school. The school leader must cultivate the strength and beauty of diversity among the teachers and students where they are invigorated and accepting of all forms of diversity. Finally, the school leader must translate the cultivation of acceptance and diversity in the school into the families and school community (Hunt, 2009). This process is critical for the well-being of the child, but also the future academic success of the student. Noguera (2003) states on page 20 that "when the adults who serve children do not believe their students are capable of learning and achieving at high levels, they are less likely to provide students with an education that challenges them to fully realize their intellectual potential" (Hunt, 2009). Therefore, effective leadership in a DLE school creates an environment that embraces diversity and is viewed as a blessing, not a hindrance.

The American public education landscape continues to grow in diversity each year as more families migrate to the United States (U.S. Department of Education, 2016). Diversity can be viewed with a fixed mindset, or it can be embraced with a growth mindset that opens the door to many opportunities for all students (Dweck, 2007). DLE programs allow ELL and non-ELL students the opportunity of maintaining their home language and obtain a second language while growing at an appropriate pace academically.

21 Responsibilities of a School Leader

This research will be guided through the framework and examination conducted by Marzano et al. (2005) and their book *School Leadership that Works: From Research to Results*. Marzano et al. (2005) identified, through a meta-analyses of over 5,000 studies, a set of leadership skills and traits that prove to have a strong impact on student performance in school. The "basic claim is that the research over the last 35 years provides strong guidance on specific

leadership behaviors for school administrators and that those behaviors have well-documented effects on student achievement" (Marzano et al., 2005, p. 7).

Through their comprehensive meta-analysis, Marzano et al. (2005) identified 21 responsibilities that are associated with measurable increases in student learning through synthesizing multiple studies examined from 1970 to 2005. The 21 identified responsibilities are: culture; order; discipline; resources; involvement in curriculum, instruction, and assessment; focus; knowledge of curriculum, instruction, and assessment; visibility; contingent rewards; communication; outreach; input; affirmation; relationships; Change Agent; optimize; ideals/beliefs; monitor/evaluate; flexibility; situational awareness; and intellectual stimulation. Each responsibility was identified as having an effect size greater than 0.15 on student achievement (see Figure 7). This was considered a fairly strong variable between the principal's responsibilities and the success of the students.

21 Responsibilities Listed in Order of Correlation with Student Academic Achievement	
Correlation with Achievement	**Responsibility**
.33	Situational Awareness
.32	
.31	
.30	
.29	
.28	Flexibility
.27	Discipline Outreach Monitoring/Evaluating
.26	
.25	Culture Order Resources Knowledge of Curriculum, Instruction, and Assessment Input Change Agent
.24	Focus Contingent Rewards Intellectual Stimulation
.23	Communication
.22	Ideals/Beliefs
.21	
.20	Involvement in Curriculum, Instruction,and Assessment Visibility Optimizer
.19	Affirmation
.18	Relationships

Figure 7: 21 Responsibilities Correlation of Student Achievement
Source: Adapted from Marzano et al. (2005, p. 63)

When a major change is occurring within the school building, Marzano et al. (2005) identified 7 of the 21 responsibilities having the largest impact on attaining positive change within the school building. Marzano et al. (2005) determined these seven characteristics were linked to second-order change in their factor analysis of the *21 Leadership Responsibilities of a School Leader*. The following list is in rank order based on the necessary priorities that are required for a school leader to implement second-order change:

1. Knowledge of Curriculum, Instruction, and Assessment: the school leader must be knowledgeable regarding instructional practices based on curriculum implementation and assessment practices while providing theoretical guidance to the teachers.
2. Optimizer: the school leader pushes the school through new and innovated strategies while fostering a growth mindset among the staff members to apply themselves.
3. Intellectual Stimulation: the school leader must possess a competent understanding and working knowledge of the research and theory behind the innovative practices being implemented within the school and is prepared to effectively share the information with the staff members.
4. Change Agent: the school leader is willing to challenge the current status quo and thought process to move forward with the innovative practices while the future of success is unknown.
5. Monitoring/Evaluating: the school leader continually reflects on the practices being implemented within the school and monitors the impact of the implemented innovation.
6. Flexibility: the school leader must take on the role of directive and nondirective based on what situation presents itself.

7. Ideals/Beliefs: the school leader is consistent with the values he/she believes is most important towards effectively implementing the innovative change.

(Marzano et al., 2005)

The educational environment is incessantly changing from instructional concepts to classroom management techniques. Many reputable companies and researchers have identified intelligent, best practice research and well thought-out strategies to implement into the classroom, but many, if not most new educational initiatives fail to meet the promises of the implemented programs. As school leaders seek to implement new innovations within a school building/district, the type of change-order must be consistent with the magnitude of change that is required within the specified innovation. If the school leader is lacking the necessary skill sets to implement the required order of change, then it is inevitable that the desired innovation will eventually fail (Marzano et al., 2005). Therefore, Marzano et al. (2005) identified two process of change with the *21 Responsibilities of a School Leader* as first-order and second-order change. First-order change can be categorized as a slow and incremental process towards solving problems. It is often seen as the most common solution most school leaders use towards solving problems in a school building. Second-order change is the complete opposite. It seeks dramatic solutions to problems that require creative and "out of the box" type thinking (Waters, Marzano, & McNulty, 2004).

First Order Change

First-order change is a methodical and slow progression to guide a school through a systematic process of change. It is often seen as an incremental progression. The incremental progression of first-order change "fine-tunes the system through a series of small steps that do

not depart radically from the past" (Marzano et al., 2005, p. 66). Each of the *21 Responsibilities of a School Leader* have a certain degree of importance towards the process of first-order change, however, not every responsibility is weighted equally (Marzano et al., 2005). It is important to note that all *21 Responsibilities of a School Leader* play a role of significance towards effectively leading and managing a school building, but the factor analysis of the 21 responsibilities conducted by Marzano et al. (2005) identified specific responsibilities are more involved in the process of first-order change. Figure 8 displays how the responsibilities ranked in relationship to first-order change according to Marzano et al. (2005)

First-Order Ranking Relationship of the 21 Responsibilities	
1	Monitoring/Evaluating
2	Culture
3	Ideals/Beliefs
4	Knowledge of Curriculum, Assessment, and Instruction
5	Involvement in Curriculum, Assessment, and Instruction
6	Focus
7	Order
8 (t)	Affirmation
8 (t)	Intellectual Stimulation
10	Communication
11	Input
12	Relationships
13	Optimizer
14	Flexibility
15	Resources
16	Contingent Rewards
17	Situational Awareness
18	Outreach
19	Visibility
20	Discipline
21	Change Agent

Figure 8: First Order Ranking Relationships of the 21 Responsibilities
Source: Marzano et al. (2005, p. 69)

The list identified in Figure 7 regarding the *21 Responsibilities of a School Leader* in relation to student achievement is patently different than the list of first-order change responsibilities listed in rank order in Figure 8. Marzano et al. (2005) cautions their readers to not over analyze the results between Figure 7 and Figure 8 because each of the *21 Responsibilities of a School Leader* are important towards leading and maximizing student achievement in the

classroom. Thus, the list of first-order ranking relationships should not be viewed as a deterrent towards the lower ranked relationship of the 21 responsibilities and student achievement.

First-order change responsibilities are necessary towards the completion of the day-to-day activities to effectively run and manage a school building and student learning. Many of the requirements to lead a school building are built upon the first-order change attributes. However, a different skill set it required between managing a school and radically leading a school and improving student achievement. In order to go beyond the nominal process of changing a school building in a slow and methodical pace, second-order change provides a radically different opportunity for school leaders to maximize and capitalize change and increase student learning in a productive and efficient manner.

Second-Order Change

When implementing second-order change in a school, Michael Fullan examined multiple different research studies analyzing the type of change necessary of school leaders to promote a positive impact on student performance. Fullan (2001) states: "The big problems of the day are complex, rife with paradoxes and dilemmas. For these problems, there are not once-and-for-all answers" (p. 73). Fullan continues his assertion explaining: "I'm increasingly persuaded that schools that go slow and a little at a time end up doing so little that they succeed in only upsetting everything without accruing the benefits of change" (Fullan, 1993, p. 8). Fullan notes the importance of inducing second-order change in a school is critical because "the more accustomed one becomes to dealing with the unknown, the more one understands the creative breakthroughs are always preceded by periods of cloudy thinking, confusion, exploration, trial and stress; followed by periods of excitement, and growing confidence as one pursues purposeful change, or copes with unwanted change" (Fullan, 2001, p. 17).

Marzano et al. (2005) states that all 21 of the responsibilities are necessary to effectively lead a school building. A school leader cannot simply focus on the seven second-order change behaviors and disregard the 14 first-order change behaviors. However, when a school is going through a transformational change, the school leader must embrace the seven second-order change characteristics to observe the greatest success in the school. "Additionally, the leader might have to endure the perception among some staff members that behavior relative to 4 [Culture, Communication, Order, & Input] of the 21 responsibilities has eroded" (Marzano et al., 2005, p. 75). The school leader must be willing and able to lead the school through a path of discomfort to reach optimal success.

The ability of a school building to operate effectively determines the success of students and teachers within the school building (Marzano et al., 2005). Marzano (2003) identified that schools led by and observed as effective schools have an average 44th percentile difference on a standardized test – that typical has a passing percentage of 50 percent – compared to ineffective schools. Studying the difference between effective and ineffective leadership in school buildings prompted Marzano et al. (2005) to conduct the meta-analysis examining 69 studies covering 2,802 schools, approximately 1.5 million students, and 14,000 teachers. After conducting the meta-analysis, the researchers computed the correlation between the leadership behaviors exhibited by the building principal in a school buildings with the academic performance and achievement of the students in the school to be 0.25. Marzano et al. (2005) considered 0.25 to be the average correlation found within their study because it was identified as the most commonly used indicator when deliberating meta-analytic findings in educational research.

When implementing second-order change in the school building, it is inevitable that several teachers will not correctly identify the second-order change process as good for the

school because they view the change through a first-person lens on what is good for them, not the school. Waters et al. (2004) stated that "what some will experience as a first-order change others may experience as a second order change" (p. 51). These various viewpoints occur within the affected individuals because they each bring past experiences to the school change process. Some participants within the school may believe the change efforts align with their current beliefs, while other participants may feel dismayed over the new change efforts. The school leader must be able to recognize and differentiate between the second-order change behaviors and observe which behaviors the participants fail to understand and able to comprehend as second-order change initiatives. If the school leader fails to make this recognition within the participants of the school, the second-order change initiatives may fall short of the goal of improving student achievement (Waters el al., 2004).

Furthermore, the second-order change process must be started and fulfilled by the same school leader. A change innovation within a school building is more likely to fail if the school leader leaves the school building in the middle of the change process. Consistent of efforts and communication is important part of the second-order change in a school building (Marzano et al., 2005). Understanding that school leadership must be a shared process and responsibility within the school, Leithwood (2010) posited: “In particular, improvement can be exceptionally fragile, and changes do not always last. Increasingly, sustainability is seen as critically important to all improvement efforts, and to achieve this, capacity building is central” (p. 81). Consistency in leadership at the school is critical towards implementing and sustain second-order change to increase student achievement.

CHAPTER 3. METHODOLOGY

Purpose of Study

The purpose of this study was to identify specific leadership characteristics of effective elementary school leaders in a DLE school setting that may differ from leadership characteristics required to be considered an effective leader in a monolinguistic school setting. Through a mixed-methods approach, the researcher utilized a qualitative collective case study and descriptive research design. The researcher achieved the following through a mixed-methods study approach:

1. Determined a specific leadership skill set, based on the *21 Responsibilities of a School Leader* framework by Marzano (2005), considered necessary to effectively lead a DLE program.
2. Established a list of behavioral and leadership characteristics that promote and enhance a DLE school setting.
3. Enhanced understanding of differences and similarities between identified leadership characteristics of DLE and monolingual school leaders

Research Questions

To best understand which leadership characteristics among the *21 Responsibilities of a School Leader* are most desired for a DLE school leader, the following research questions guided the study:

1. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005), do DLE principals attribute to effectively leading a DLE school setting?

2. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005), do DLE teachers attribute to effectively leading a DLE school setting?
3. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005) identified by DLE teachers in rank order, differ from the rank order perceptions of monolinguistic teachers?
4. Do second order-change responsibilities of DLE principals have a greater emphasis on teacher perceptions of effective principal leadership in a DLE school?]

Hypothesis

The researcher hypothesized a moderate difference will exist in how DLE elementary school teachers perceive the *21 Responsibilities of a School Leader* in a DLE setting compared to how traditional elementary school teachers perceive the *21 Responsibilities of a School Leader* in a monolinguistic setting. Further, due to the difficulties and paucity of DLE schools across America, the researcher also hypothesized that there will be a significant difference between the perceptions of the school principal and which of the rank ordered 21 Responsibilities of a School Leader are most important compared to both DLE and monolinguistic school setting teachers.

Research Design

Qualitative Design

The qualitative approach towards the mixed-methods research implemented a collective case study design to accumulate and analyze data regarding the leadership characteristics of two (2) DLE school leaders, via semi-structured interviews (for DLE Principal Interview Questions, see Appendix B). The rationale for two participants in the collective case study was based on Creswell's (2007) assertion that a researcher should not choose more than four or five cases in a

collective case study. Creswell (2005) defined a collective case study as the researcher selecting multiple cases, at multiple sites, to illustrate the presented issue. This research was categorized as a collective case study because it included two elementary school sites and two DLE school leaders that will intertwine the leadership characteristics and practices of current DLE school building principals. Furthering the purpose behind the intended research design, Creswell (2007b) states that, "a collective case study, otherwise known as a multiple case study, involves one issue selected, but the inquirer selects multiple case studies to illustrate the issue" (p. 74).

Yin (2014) proposes that the collective case study design uses the process and logic of replication of the research. The researcher replicated the case procedures for each case within the study. The researcher was hesitant to make general assumptions between the cases within the study because each may vary from case to case. Therefore, it was important in this collective case study to select two cases that were representative of each other to best generalize the findings and inclusion of the research (Yin, 2014).

Collective case studies are unique because of the boundaries that are placed on the research. Creswell (2007b) explained these boundaries as "the study of an issue explored through one or more cases within a bounded system" (p. 73). Case study research seeks to develop a deeper and broader understanding of the issue and develop an appreciation of the complex intricacies created within the research study (Stake, 1995). The purpose of this collective case study is best understood by the nature of specific leadership characteristics for DLE school leaders. Patton (2002) states:

> Qualitative research is an effort to understand situations in their uniqueness as a particular context and the interactions there. This understanding is an end itself, so that it is not attempting to predict what might happen in the future necessarily,

> but to understand the nature of that setting – what it means for participants to be in that setting, what their lives are like, what´s going on for them, what their meanings are, what the world looks like in that particular setting – and in the analysis to be able to communicate that faithfully to others who are interested in that setting … The analysis strives for depth of understanding (p. 1).

Quantitative Design

The quantitative approach towards this mixed-methods research implemented a descriptive research design. This quantitative approach allowed for a collection of data, via survey instrument, from DLE teachers, based on their perceptions of leadership characteristics of DLE principals. The quantitative approach allowed the researcher to identify which of the *21 Responsibilities of a School Leader* were considered important for a DLE principal to possess through data gathered from a survey of participating DLE teachers. Thus, this research design determined the relationships among and between two or more variables: DLE teacher perception, DLE principal perception, and monolingual teacher perception of the *21 Responsibilities of a School Leader.* Finally, the results of the DLE teacher survey were compared with the results of a similar research design conducted by Bedessem-Chandler (2014) based on monolingual classroom teachers in school district in Wisconsin.

The researcher chose a non-experimental design approach because the design did not rely on a manipulation of the variables and allowed the researcher the ability to describe the current perceptions of the principals and teachers. Non-experimental research makes observations about how the variables in the research are related to each other and describes the findings (Bonds-Raacke, 2012). Based on the data compiled from the teacher surveys, the principal interviews represented the dependent variable and the *21 Responsibilities of a School Leader* represented

the independent variable. This design required an explanation to be given through the quantitative design regarding the effect one variable had on the other. Through explanation of the relationship among and between the variables, the researcher was able to determine if the influence of a specific variable had an impact on another variable (Creswell, 2014). Descriptive research focuses on the current or past status of a specific phenomenon, the attitudes and behaviors, and characteristics of the subject group within the study, and does not involve manipulation of the independent variable – *21 Responsibilities of School Leadership* (Milgram, 1974).

The primary data collected through the quantitative approach was through an electronic survey design – Qualtrics. The survey design was adapted from research Bedessem-Chandler conducted in 2014 observing the perceptions of monolingual classroom teacher perceptions of effective principal leadership based on the *21 Responsibilities of a School Leader*, in a traditional school setting. Similar to the format Bedessem-Chandler (2014) designed for her research, this research was comprised of a survey with four sections. The first section explained the purpose for the study, sought the participant's involvement, explained the directions, and gained the participants consent within the research study. The second section gathered demographic data of the participants and analyzed the results. Within section two, the researcher collected the participant's age range, gender, years of DLE teaching experience, and years of total teaching experience. The third section queried the participants to rank the *21 Responsibilities of School Leadership* from most important (1) to least important (21) principal behaviors in a DLE school setting. The final section (fourth), offered gratitude to the participants for their support in the research (see Appendix C for detail description of the five sections stated above).

Instrumentation

The quantitative instrument used to assess the research questions in this mixed-methods research involved the adaptation of an electronic survey (Bedessem-Chandler, 2014) utilizing Qualtrics (Appendix C). The researcher selected a group of DLE elementary school teachers, at two different schools in the same school district, to gather their perceptions of the *21 Responsibilities of a School Leader* at one given point in time. Teachers used Qualtrics to complete the survey which allowed the researcher to collect and analyze the responses, electronically, with real-time data and results. Further, the data provided the researcher the opportunity to identify patterns and disaggregate the data. (Figure 9 represents the mixed-method process used to analyze and interpret the results of the research study.)

The quantitative design asked the participants to provide their responses in two areas: demographic data and ranking the 21 Responsibilities. These two areas were distinctly analyzed to answer the research questions. Further, the responses generated from the teacher participants in the quantitative portion of the research were compared to the responses of the DLE principal's responses in the qualitative portion of the research.

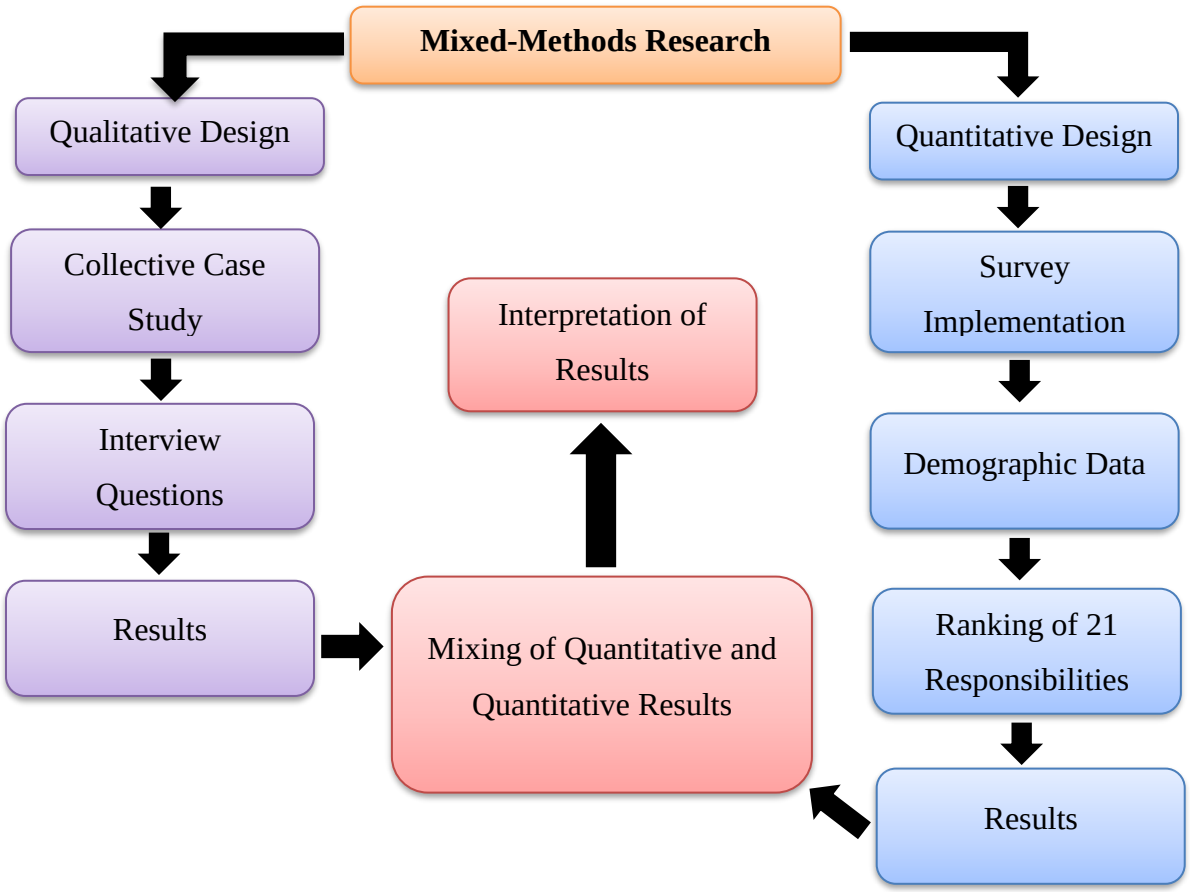

Figure 9: Mixed-Methods Research Process

Participants

Two elementary schools in the United States were chosen for the research study. The purpose behind the selected participants within this study was to better understand the central phenomenon of DLE leadership characteristics – purposeful sampling. Using purposeful sampling, the researcher "intentionally select(ed) individuals and sites to learn or understand the central phenomenon" (Creswell, 2005, p. 206). A homogeneous sampling strategy was used to identify and select two DLE school principals and the group of teachers within each identified building for the research study. Creswell (2005) states that "the researcher purposefully samples

individuals or sites based on membership in a subgroup that has defining characteristics" (p. 208). The two DLE school principals and multiple classroom teachers chosen, derive from DLE school buildings that possess similar demographic characteristics in an elementary schools serving a minimum of three grade levels (i.e. kindergarten through second grade) for their DLE program. A specific participant characteristic that was sought is DLE buildings with current implementation practices of a TWI program within the DLE methodology and utilized the 90:10 or 80:20 language pathway model. (The 80:20 to 90:10 models of instruction represent the amount of the native language taught in the classroom. For example, in the 90:10 model, 90 percent of the instructional school day is devoted to teaching in the partner language. The remaining 10 percent is instructed in the native language. The 10 percent set aside for the native language is to develop the oral and written literacy skills of the native language.)

Each school building principal chosen as a qualitative case represented a current student body being educated in a DLE program. The DLE teachers within the DLE setting of the interviewed DLE school principal were chosen to participate in the quantitative survey design section of the research study. The DLE principal's chosen to participate derived from sample populations that have a direct role and/or responsibility in the administration and implementation of the DLE program on a daily basis. The DLE teacher participants chosen have a direct role in delivering dual language instruction to students, in a classroom, where a minimum of fifty-percent of the student school day was instructed in the partner language (i.e. Spanish). The researcher rationalized the purpose behind the sampling and selection of the cases within the study as the participants were chosen (Creswell, 2007b).

Data Collection

Data collection is the process of collecting the necessary information to adequately answer the proposed research questions (Creswell, 2007a; Glesne, 2015). The data collection process outlined the steps taken when gathering the data within the study. According to Creswell (2007a), the data collection process includes setting boundaries within the study, collecting relevant information through observations, interviews, and documents, and establishing a procedure for recording the gathered information.

The three most common forms of collective case study data collection methods are observations, interviews, and reviewing documents (Stake, 2006). The primary form of data collection the researcher employed was face-to-face, semi-structured interviews. The goal of the semi-structured interviews was to learn what the interviewee was thinking and their practices regarding the effective leadership characteristics presented as a DLE school leader (Patton, 2002). During the semi-structured interview, I prepared open-ended probing questions that served as starting points to further define the topics to be discussed during the interview (Appendix B). The semi-structured survey questions were broken into four sections to best determine the value and validity of the *21 Responsibilities of a School Leader* in a DLE school setting. The first section sought to identify which of the 21 responsibilities were necessary towards increasing student achievement in a DLE setting. The second section focuses on how DLE principals implement their most identified 21 responsibilities into the school setting. The third section sought to identify the barriers that exist within the DLE setting that prevent them from effectively implementing the most frequent responsibilities and the strategies they use to remove these barriers. The fourth sections sought to identify the strategies DLE principals use to

support, inspire, and prepare the DLE teachers to be highly effective in the classroom and increase student achievement.

Before conducting the semi-structured interviews with the participants, an interview guide was developed to direct the process (Rubin, 2012). The interview guide focuses on a list of prepared open-ended questions that aligned with the research questions of the study. Creswell (2014) suggested the interview protocol include: (1) introduction; (2) purpose of the study; (3) collection of informed consent paperwork; (4) explanation of the interview process; (5) answer any questions the participants may have; (6) develop the interview journal; and (7) ask the interview questions.

To appropriately select teacher participants of the selected DLE school building to participate in the quantitative survey, a convenience sampling strategy was utilized. This selection process for the participants in the DLE school building was used because the participation process was voluntary for the DLE teachers and the participants represent similar characteristics the researcher sought to study across the two case studies chosen. Teacher names were anonymous on the completed survey. Before administering the survey to the DLE teacher participants, the researcher piloted the survey with a group of current DLE teachers. The pilot served to validate the instrumentation process before administering and further identifying any unintended consequences from development and adaptation of the survey design.

Data Analysis

Qualitative Design

Semi-structured interviews were conducted with two DLE school principals to answer the first research question: Which of the *21 Responsibilities of a School Leader*, do DLE principals attribute to effectively leading a DLE school setting? The interview transcriptions were analyzed

and annotated for common themes and findings. Characteristics of second-order change were analyzed with the responses given from the two interviewed DLE principal participants. During the analysis of the interview transcripts, the researcher used the following tasks from Ryan and Bernard (2003) as a guide: "(1) discovering themes and subthemes, (2) winnowing themes to a manageable few (i.e., deciding which themes are important in a project), (3) building hierarchies of themes or code books, and (4) linking themes into theoretical models" (p. 85).

Opler (1945) originally defined a theme as a "technical sense to denote a postulate or position, declared or implied, and usually controlling behavior or stimulating activity, which is tacitly approved or openly promoted in a society" (p.198). Ryan and Bernard (2003) highlighted the importance of cultural systems comprised of specific interrelated themes by Opler (1945). While analyzing the data and interpreting the common themes presented, Opler (1945) stressed the importance of identifying a theme based on "(1) how often it appears, (2) how pervasive it is across different types of cultural ideas and practices, (3) how people react when the theme is violated, and (4) the degree to which the number, force, and variety of a theme's expression is controlled by specific contexts" (Ryan & Bernard, 2003, p. 87).

The researcher employed the data process of descriptive coding defined by Saldaña (2009) using a word or short phrases (typically in the form of a noun) that describe the basic topic of qualitative data being analyzed. Descriptive coding helped lead to the categorized inventory of the leadership characteristics identified within the interviewed DLE school leaders (Saldaña, 2009). The interview transcripts were reviewed and read multiple times and marked with color highlighters to further support the identification of common themes presented. While making the necessary marks on the relevant documents and transcripts, themes began developing categories and sub-themes to better understand and organize the collected data.

Both DLE principal interviews were audio recorded. A second coder/auditor was utilized to read the interview transcripts. The researcher provided the second coder a brief tutorial on the coding process without providing the detailed intent of the research. The researcher sought the second coder to review the transcripts and see if similar or new themes arose from their analysis. Finally, the researcher reviewed the interview transcripts a second time using the master key as related to the *21 Responsibilities of a School Leader* – specifically focusing on the seven second order change responsibilities.

During the data analysis, the researcher approached the data through a constructivist paradigm. Constructivism accepts the reality as a construct of human thinking and the reality thought is subjective. Schwandt (2003) asserts that "constructivists are deeply committed to the contrary view that what we take to be objective knowledge and truth is the result of perspective. Knowledge and truth are created, not discovered by mind. They emphasize the pluralistic and plastic character of reality – pluralistic is the sense that reality is expressible in a variety of symbols and language systems; plastic is the sense that reality is stretched and shaped to fit purposeful acts of intentional human agents" (p. 236).

Quantitative Design

The researcher utilized an interpret survey program, Qualtrics, and descriptive analysis, because it was determined to be an effective way to collect, analyze, and interpret the data in an efficient and judicious process while answering the third research question: Which of the *21 Responsibilities of a School Leader*, do DLE teachers attribute to effectively leading a DLE school setting? The demographic data collection and ranking results provided the researcher insights on answering the second research question: Which of the *21 Responsibilities of a School Leader*, identified by DLE teachers in rank order, differ from the rank order perceptions

of monolinguistic classroom teachers? Finally, the fourth research question: Do second-order change responsibilities of DLE principals have a greater emphasis on teacher perceptions of effective principal leadership in a DLE school?, provided the researcher a comparison of the leadership responsibilities ranked between the principal and teacher participants towards identifying a second-order change within a DLE school building.

Bedessem-Chandler (2014) states that the analysis of data is a "process of inspecting, cleaning, transforming, and modeling data with the goal of garnering useful information" (p. 64). The researcher determined that the best form of analysis for the survey data was the utilization of descriptive analysis. Measuring the central tendency of the mean, mode, and median offered the reader a simplistic and clear understanding of the results and provides a broader opportunity for future researchers to replicate and/or augment the current research. Through the data analysis of Qualtrics and the utilization of IBM Statistical Package for the Social Sciences (SPSS), the mean, mode, and median were computed for each of the 21 rank order measurements of the *21 Responsibilities of a School Leader* to answer research questions two, three, and four.

Limitations

This study focused on DLE school leaders from a Northwestern state during the course of one academic school semester. The study identified two DLE school leaders to be examined in detail. The study consisted of one-on-one interviews examining the leadership philosophy and framework of their DLE schools. A collection of teachers from both DLE principal school buildings also participated in a Qualtrics survey to analyze effective principal leadership traits. However, the small number of participants within the study may have impeded the results of the overall study. The results may have been different if a larger number of DLE principals and teachers participated in the research design.

Validity

The validity of this research rested on trustworthiness, effectiveness, and dependability that was invested into the research process and design. It was important to select the right research participants and utilize the correct research methods that helped build, and not threaten, the validity of the various phases of the research from collecting the data to analyzing the data to the interpretation of the findings. The validity of this research determined its credibility by if the design was evaluating what it stated it would. Burns (1999, p.60) states that "validity is an essential criterion for evaluating the quality and acceptability of research." Through the various instruments utilized in this research, it was important to identify possible threats to the validity of the research.

The first threat to the validity of the research was based on the leadership characteristics of leaders in dual language immersion schools. I acknowledge that my school corporation has decided to turn the elementary school, of which I am the principal, into a DLE school building, utilizing the TWI model, starting in August, 2018. I have researched the components and characteristics of DLE schools over the past 18 months to adequately prepare for the transition from a monolinguistic school leader into a DLE school leader. Therefore, the research articles and books read, professional development seminars attended, and schools visited to observe successful and/or unsuccessful DLE programs may have had an impact on how I view school leaders and their characteristics within a DLE elementary school. I am unable to minimize this threat as my career livelihood is attached to the position.

The second threat to validity was the growing research and conversations generated from the DLE topic. As DLE grows across the United States and I attend conferences, speak to DLE experts, and cultivate personal opinions towards effective leadership in a DLE school building, it

will be critical that new and learned concepts in the field of effective leadership in DLE schools does not affect the outcome of the research.

Reflexivity

A level of reflexivity plays a role in almost every aspect of research. Delvin (2017) writes, "… this concept of reflexivity means reflecting on their role and reactions to the research process. Researchers need to consider their potential for bias given that they may have different status and power than the people in the communities they seek to understand" (p. 194). It was important to craft the ability of awareness of ones positionality within the research process. The reflexive process is asking internal questions of who am I in this study, who were my participants, how do we interact together, the interpretation of the data, and the process of being presented new information and practice (Durdella, 2018). The researcher reflected and identified the multiple layers of categories, positions, and positionality in the research process. Glesne (2015) describes the process the researcher goes through when identifying the reflexivity within their research:

> Reflexivity entails reflecting upon and asking questions of research interactions all along the way, from embarking on an inquiry project to sharing the findings. You ask these questions of yourself and record reflections in your field log. You ask questions of others about the research process and listen carefully to what they say, noting their answers, and perhaps changing the course of inquiry. You listen to the questions asked of you by research participants and consider how the questions may indicate certain concerns of expectations. You answer as fully as you can and examine why you answered in the way you did. You ask questions of the theoretical context for your research and of the sociocultural-political

> context in which you ask your questions. In a sense, you conduct two research projects at the same time: one into your topic and the other into you, your interactions, and the research process (p. 145).

There are multiple questions I asked and reflected upon as I gauged my reflexivity within the research. I have identified three areas within my personal life that must be considered. First, I fully embrace the concept of being a lifelong learner with a growth mindset. I have spent much of my adult life devoted to reading and studying leadership traits of other venerated leaders and organizations throughout the global society. I am personally drawn to studying the behavioral traits, self-efficacy, and growth mindset of leaders because I believe they possess the knowledge for myself and others to become highly effective school leaders as well as enriched world citizens. Therefore, I may hold a level of biasness towards DLE leaders within a school community regarding how they should operate and what types of behavioral traits they should exhibit to their staff. Further, an assumption could be made that people under this perceived style of leadership should unequivocally follow the model being displayed to them.

Second, my time as a collegiate athlete and coach had a positive and decisive outcome on the way I approach life. I was first introduced to the growth mindset topic approximately two decades ago and have implanted it into my core beliefs as my athletic career evolved. I have routinely been placed into leadership positions within each basketball team I played on, and maintaining a growth mindset has helped bring forth a philosophical approach and framework towards leading others. Therefore, the foundation of my leadership framework stems from athletic teams and experiences. I will encounter many DLE participants within my study that have never been on or participated within an athletic team and do not fully understand the construct and “unwritten rules” of being on a team. However, I believe school leaders should

have a similar framework of athletic coaches in the organizational structure to achieve optimal success. My ability to be cognizant of other people's past experiences was heightened through the research study and may of had an effect on my positionality throughout the research process.

Finally, the opportunity to grow up in a low socio-economic household further developed a foundational element of who I am and of which I am unaffectedly proud to have experienced. After being born I was brought home to a trailer, lived in 18 houses before I graduated from high school, and have lived through every effort of discouragement poverty thrusts upon lower-class people in America. However, I was a part of an amazing 18-year journey as I watched my parents bring our family into a middle-class life when I entered high school, which allows me to live an upper-class lifestyle today. I have always identified with my lower-class upbringing and characteristics which has allowed me to establish the necessity of a growth mindset in everything I do. Therefore, I struggle to identify, understand, and cope with people who look down upon, cannot relate to, or show pity on lower-class families and students. Often, many families enrolled in DLE schools are Hispanic families residing in lower socio-economic class communities. I have made it a personal mission to be an advocate for the environment that made me what I am today and help others in similar circumstances. My reflexivity towards school leaders who look upon the lower-class communities differently or destructively can have an effect on me.

CHAPTER 4. RESULTS

Purpose of Study

The purpose of this study was to identify specific leadership characteristics of effective elementary school leaders in a DLE school setting that may differ from leadership characteristics required to be considered an effective leader in a monolinguistic school setting. Through a mixed-methods approach, the researcher utilized a qualitative collective case study, complimented through a quantitative descriptive research design. To best understand which leadership characteristics among the *21 Responsibilities of a School Leader* are most desired for a DLE school leader, the following research questions were utilized to guide the study:

1. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005), do DLE principals attribute to effectively leading a DLE school setting?
2. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005), do DLE teachers attribute to effectively leading a DLE school setting?
3. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005) identified by DLE teachers in rank order, differ from the rank order perceptions of monolinguistic teachers?
4. Do second order-change responsibilities of DLE principals have a greater emphasis on teacher perceptions of effective principal leadership in a DLE school?

The researcher hypothesized a moderate difference would exist in how DLE elementary school teachers perceived the *21 Responsibilities of a School Leader* in a DLE setting compared to how traditional elementary school teachers perceived the *21 Responsibilities of a School Leader* in a monolinguistic setting. Further, due to the difficulties and paucity of DLE schools

across America, the researcher also hypothesized that there would be a significant difference between the perceptions of the school principal and which of the rank ordered *21 Responsibilities of a School Leader* are most important compared to both DLE and monolinguistic school setting teachers.

Quantitative Results

Descriptive Statistics

The results of the DLE teacher survey was compared with the results of a similar research design conducted by Bedessem-Chandler (2014) based on monolingual classroom teachers in Wisconsin. The primary data collected in the quantitative approach was through an electronic survey design platform – Qualtrics. The survey design was adapted from research Bedessem-Chandler conducted in 2014 observing the perceptions of monolingual classroom teacher perceptions of effective principal leadership traits based on the *21 Responsibilities of a School Leader* (Marzano et al., 2005) in a traditional school setting.

Utilizing a descriptive research design to appropriately answer the research questions, the researcher adapted an instrument using Qualtrics to collect the data. Teacher participants in kindergarten through sixth grade in an urban school district in southern Washington served as the sample in the study. The researcher used Qualtrics descriptive data analysis and Statistical Package for Social Sciences (SPSS version 24) to analyze the research questions. Each nominal statement was further examined by reporting the mean score in comparison with Chandler-Bedessem (2014) elementary mean scores using the same survey instrument. The research questions were answered utilizing the demographic raw data identified in the rank order information.

The response rate to the survey was 35.4%. The survey was sent to 48 teachers and 17 responded. The participants were given a 15-day window to complete the survey. After the initial sent email inviting them to participate in the survey, two additional reminder emails were sent to individuals who had not completed the survey. One survey was started but not fully completed.

Of the 17 participants, nine identified as Hispanic and eight identified as White or Caucasian. 82.35% of the teachers were 40 years or younger. The largest percentage of participants fell within the age range of 31-40 with 58.82% of the participants, respectfully. 82.35% of the participants were female and 17.65% were male (Table 3).

Table 3: Demographic Survey Characteristics of DLE Participants

	n	**%**
Gender		
Male	3	17.65
Female	14	82.35
Age		
20-25	1	5.88
26-30	3	17.65
31-35	5	29.41
36-40	5	29.41
41-45	0	0
46-50	2	11.76
51-55	1	5.88
Ethnicity		
Hispanic	9	52.94
White/Caucasian	8	47.06

The majority (N=13) of the participants have been teaching in a DLE program less than five years (76.47%). However, the participants' overall teaching experiences had the largest percentage from two to ten years' experience (64.71%). The mean score of participants teaching in a DLE classroom is 1.88 years compared to the mean score of 3.29 overall years teaching experience in any classroom. The data suggested that being a DLE teacher was typically not the

participants' first or only position as a classroom teacher. The majority of the participants taught in a 90/10 (29.41%) or 80/20 (47.06%) DLE model with the final 23.53% of teachers utilizing the 50/50 model (Table 4).

Table 4: Teaching Experience Characteristics of DLE Participants

	n	**%**
Years Teaching in a DLE Classroom		
1	7	41.18
2-5	6	35.29
6-10	3	17.65
11-15	1	5.88
16-20	0	0
21-30	0	0
31+	0	0
Years Teaching in Any Classroom		
1	0	0
2-5	7	41.18
6-10	4	23.53
11-15	2	11.76
16-20	3	17.65
21-30	0	0
31+	1	5.88
DLE Model Currently Teaching		
90:10	7	41.2
80:20	7	41.2
50:50	3	17.6

As the data were analyzed, it was important to note the demographic similarities and differences between the responses of the Hispanic and White/Caucasian participants. The age of Hispanic and White participants is similar in the represented age range. The number of years teaching in a DLE program and the overall teaching experience is similar as well (Table 5). The only outlier demographic characteristic is the percent difference of Hispanic participants teaching in a 90:10 or 80:20 DLE program model – 88.88% – compared to only 62.5% of White participants teaching in 90:10 and/or 80:20 DLE program models (Table 6). It can be inferred

that the difference between the two ethnic groups rests with the goal of DLE programs having native tongue speakers teaching the Spanish content in the classrooms. (In a 90:10 and 80:20 model classrooms 90 or 80 percent of the instructional school day is devoted to teaching in the partner language – Spanish. The remaining 10 or 20 percent is instructed in the native language – typically English. The 10 or 20 percent set aside for the native language is to develop the oral and written literacy skills of the native language.)

Table 5: Hispanic and White Characteristics of DLE Participants

	Hispanic %	**White %**
Gender		
Male	11.11	25
Female	88.89	75
Age		
20-25	11.11	0
26-30	11.11	25
31-35	33.33	25
36-40	22.22	37.5
41-45	0	0
46-50	22.22	0
51-55	0	12.5

Table 6: Hispanic and White Characteristics of DLE Participants

	Hispanic %	**White %**
Years Teaching in a DLE Classroom		
1	44.44	37.5
2-5	33.33	37.5
6-10	11.11	25
11-15	11.11	0
16-20	0	0
21-30	0	0
31+	0	0
Years Teaching in Any Classroom		
1	0	0
2-5	44.44	37.5
6-10	22.22	25
11-15	11.11	12.5
16-20	11.11	25
21-30	0	0
31+	11.11	0
DLE Model Currently Teaching		
90:10	33.33	25
80:20	55.55	37.5
50:50	11.11	37.5

Table 7 breaks down the descriptive statistics of the 17 DLE participants in the survey. Each of the 21 responsibilities provides the mean, median and standard deviation (SD) for the total participation number, as well as the Hispanic and White participants within the study. Through this measure, it was important to observe the difference and similarities between Hispanic and White DLE teachers.

Table 7: Descriptive Statistic Based on Ethnicity

	Overall Mean	Overall Median	Overall SD	HISP Mean	HISP Median	HISP SD	White Mean	White Median	White SD
Affirmation	13.56	13.5	5.96	12.13	12.5	6.24	15.0	16.0	4.79
Change Agent	12.56	14.5	5.72	14.13	15.5	4.79	11.0	11.0	6.45
Communication	4.38	3.0	3.5	3.88	2.0	3.75	4.88	4.5	3.39
Contingent Rewards	17.44	19.5	4.6	14.88	17.0	5.22	20.0	21.0	1.77
Culture	4.81	2.0	5.14	5.75	3.0	5.57	3.88	1.5	4.85
Discipline	12.56	12.5	5.58	12.13	12.0	6.91	13.0	12.5	4.3
Flexibility	8.81	8.0	5.51	10.0	10	5.45	7.63	6.5	5.68
Focus	8.94	10.5	5.9	9.63	10.5	6.84	8.25	10.0	5.17
Ideals/Beliefs	9.56	8.5	6.45	11.88	12.5	7.05	7.25	5.5	5.23
Input	9.06	9.0	5.57	10.75	10.0	5.47	7.38	5.5	5.5
Intellectual Stimulation	12.75	13.5	5.47	13.63	13.5	5.09	11.88	12.5	6.03
Involve in CIA	10.13	8.0	5.96	8.25	7.0	5.36	12.0	13.5	6.27
Know of CIA	12.56	12.0	4.89	11.38	11.5	5.62	13.75	13.0	4.06
Monitoring and Evaluating	14.0	13.5	5.07	14.0	12.5	5.04	14.0	16.0	5.45
Optimizer	13.81	13.5	4.76	13.25	14.5	4.94	14.38	13.0	4.83
Order	13.06	14.0	5.18	12.63	14.5	5.92	13.5	13.0	4.69
Outreach	12.94	13.5	5.23	12.0	12.0	5.34	13.88	14.0	5.3
Relationships	8.38	8.0	5.37	10.13	10	7.01	6.63	7.5	2.38
Resources	8.81	7.0	5.39	8.0	6.5	5.85	9.63	8.0	5.15
Situational Awareness	12.81	15.5	6.3	12.88	15.5	6.35	12.75	15.5	6.69
Visibility	10.06	10.0	4.86	9.75	11.0	6.2	10.38	10.0	3.46

Correlations

A correlation was run on the respective subscales of the *21 Responsibilities of a School Leader* instrument used to determine where DLE teachers placed each of the 21 responsibilities

in rank order. Tables 8, 9 and 10 display the data generated through a Pearson Correlation via SPSS. None of the subscales showed a significant and consistent correlation with each other at the .01 or .05 level. No identified subscales produced a consistent Pearson correlation coefficient. Table 8 highlights the first seven alphabetical order of the 21 responsibilities, Table 9 highlights the middle seven, and Table 10 highlights the final seven alphabetical order responsibilities. Each table identifying the alpha order of the third seven responsibilities of a school leader is categorized by the participant's age, gender, ethnicity, DLE teaching experience, overall teaching, and program implementation.

Within the data set, there were limited correlations identified as significant at the 0.05 level (2-tailed). Ethnicity related to Contingent Rewards at .575* (Table 8), DLE Experience related to Change Agent at -.519* (Table 8), Overall Experience related to Change Agent at -.530* (Table 8), DLE Experience related to Focus -.536* (Table 9), and Program Implementation related to Input at .505* (Table 9).

Table 8: Correlations between Dual Language Teachers and 21 Responsibilities (1-7)

	Affirm.	Change Agent	Cont. Rewards	Comm.	Culture	Discipline	Flexibility
Age	.179	-.371	.396	-.183	-.105	.046	-.254
Gender	.324	-.153	.191	.148	-.018	.494	-.107
Ethnicity	.249	-.282	.575*	.148	-.188	.081	-.222
DLE Exp.	.296	-.519*	.116	.069	.039	-.083	-.146
Overall Exp.	.043	-.530*	.007	.109	.062	-.136	-.241
Program	-.105	-.364	.005	.307	-.021	-.065	-.066

* Correlation is significant at the 0.05 level (2-tailed)

Table 9: Correlations between Dual Language Teachers and 21 Responsibilities (8-14)

	Focus	Ideals / Beliefs	Input	Intellect Stim.	Involve in CIA	Know of CIA	Monitor Evaluate
Age	-.468	-.353	.150	.016	.052	-.144	.230
Gender	.135	-.085	.094	-.355	.149	.226	-.098
Ethnicity	-.120	-.370	-.312	-.165	.325	.250	.000
DLE Exp.	-.536*	-.172	.387	.023	.110	-.080	-.410
Overall Exp.	-.359	-.088	.276	.131	-.068	-.116	.115
Program	-.084	-.137	.505*	.079	.166	-.022	-.288

* Correlation is significant at the 0.05 level (2-tailed)

Table 10: Correlations between Dual Language Teachers and 21 Responsibilities (15-21)

	Optimizer	Order	Outreach	Relation.	Resources	Situation. Aware.	Visibility
Age	-.007	-.004	-.257	.362	-.053	.380	.464
Gender	-.332	-.185	-.322	-.119	-.079	.011	.074
Ethnicity	.122	.087	.185	-.336	.156	-.010	.066
DLE Exp.	-.108	-.304	.150	.365	.104	.408	.311
Overall Exp.	-.015	-.095	-.072	.386	.167	.427	.048
Program	.122	-.303	-.325	.184	.363	.010	.173

* Correlation is significant at the 0.05 level (2-tailed)

Descriptive Statistic Comparison

Through a descriptive analysis and comparison utilizing SPSS, based on the descriptive study research results conducted and concluded by Bedessem-Chandler (2014), the researcher was able to compare the *21 Responsibilities of a School Leader* rank order results of the 17 elementary DLE participants to the 37 elementary monolingual participants from the Bedessem-Chandler research study. Below are the 21 responsibilities categorized in alphabetical order. Each responsibility category provides a brief synopsis of the leadership responsibility followed by a data table outlining four demographic categories:

1. *Dual Language*: refers to the total mean data from the 17 participants from the researcher's data.
2. *Monolingual*: refers to research of the 37 participants conducted by Bedessen-Chandler (2014) survey.
3. *Hispanic*: refers to the disaggregated ethnicity data from the researcher's data.
4. *White*: refers to the disaggregated ethnicity data from the researcher's data.

Following the brief synopsis and table outlining the demographic mean data, the researcher analyzed the results of the mean scores. To appropriately answer the research questions within the study, it was important to analyze each of the 21 leadership responsibilities in an independent format. Furthermore, figure 10 displays the overall rank order score of the four categories previously discussed above: (1) Dual Language, (2) Monolingual, (3) Hispanic, and (4) White.

	Dual Language	**Monolingual**	**DLE Hispanic**	**DLE White**
1	Communication	Communication	Communication	Culture
2	Culture	Culture	Culture	Communication
3	Relationships	Focus	Resources	Relationships
4	*Flexibility*	*Flexibility*	Involved in CIA	*Ideals/Beliefs*
5	Resources	Visibility	Focus	Input
6	Focus	Input	Visibility	*Flexibility*
7	Input	Discipline	*Flexibility*	Focus
8	*Ideals/Beliefs*	Relationships	Relationships	Resources
9	Visibility	Order	Input	Visibility
10	Involved in CIA	*Ideals/Beliefs*	*Knowledge of CIA*	*Change Agent*
11	*Change Agent*	*Change Agent*	*Ideals/Beliefs*	*Intellectual Stim.*
12	Discipline	Resources	Outreach	Involved in CIA
13	*Knowledge of CIA*	*Knowledge of CIA*	Affirmation	Situational Awareness
14	*Intellectual Stim.*	Affirmation	Discipline	Discipline
15	Situational Awareness	Situational Awareness	Order	Order
16	Outreach	*Monitor/Evaluating*	Situational Awareness	*Knowledge of CIA*
17	Order	*Intellectual Stim.*	*Optimizer*	Outreach
18	Affirmation	Involved in CIA	*Intellectual Stim.*	*Monitor/Evaluating*
19	*Optimizer*	*Optimizer*	*Monitor/Evaluating*	*Optimizer*
20	*Monitor/Evaluating*	Outreach	*Change Agent*	Affirmation
21	Contingent Rewards	Contingent Rewards	Contingent Rewards	Contingent Rewards

Figure 10: 1-21 Rank Order Based on Demographic Group

Note: Italicized leadership responsibilities indicate the seven (7) second order change responsibilities necessary to lead significant change in a school building.

Affirmation

Marzano et al. (2005) categorizes Affirmation as a school building leader who continually recognizes and celebrates the accomplishments of the school while also acknowledges the current failures. A school leader who exhibits affirmation is also honest and reflective with the performance evaluations of his/her staff.

Table 11: Affirmation

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
AFFIRMATION: recognizes and celebrates accomplishments and acknowledges failures.	Dual Language*	12.82
	Monolingual*	12.39
	Hispanic*	12.13
	White*	15.0

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Affirmation has the weakest correlation (r) in the Marzano et al. (2005) study and the data was consistent from this research and Bedessem-Chandler (2014) research based on rank ordering Affirmation as the 12th most significant leadership responsibility (Table 7). Marzano et al. (2005) ranked Affirmation as the 8th most important responsibility towards sustaining first order change and does not consider it one of the responsibilities necessary for implementing second order change.

Change Agent

Change Agents challenge the status quo of the school building. They epitomize the concept of a transformational leader throughout the school building. They are willing to temporarily upset the schools equilibrium to better achieve student academic success. Fullan

(2001) states that to be an effective school leader and appropriately change a school environment, the school leader must be able "to disturb them [staff] in a manner that approximates the desired outcome" (pp. 45–46). Further, Change Agents look out for the creative and risk-taking teachers within the school building.

Table 12: Change Agent

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
CHANGE AGENT: is willing to challenge and actively challenges the status quo.	Dual Language*	11.94
	Monolingual*	12.14
	Hispanic*	14.13
	White*	11.0

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Overall, there is very minimal difference between the Dual Language and Monolingual teachers. The mean rank order between the two groups is 11th (Table 8). When trying to sustain first order change within a school building, Change Agent ranks last, 21/21, according to Marzano et al. (2005). However, Marzano et al. places Change Agent as one of the seven second order change responsibilities (ranked 4/7). Dual Language and Monolingual both ranked Change Agent 11/21 as important leadership responsibilities of a school principal.

Contingent Rewards

Similar to Affirmation, Contingent Rewards allows the school building leader to recognize and reward the accomplishments of individuals within the school building. A central focus of the recognition is the work ethic the individuals within the school building present for the betterment of students and the school building.

Table 13: Contingent Rewards

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
CONTINGENT REWARDS: recognizes and rewards individual accomplishments.	Dual Language*	16.59
	Monolingual*	16.3
	Hispanic*	14.88
	White*	20.0

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Marzano et al. (2005) ranked Contingent Rewards as the 16th most important responsibility towards sustaining first order change and is not one of the responsibilities necessary for implementing second order change. Both Dual Language and Monolingual teachers also ranked it as the 21st most significant responsibility while the white participants within this research rank it almost last – 20th (Table 9).

Communication

Communication is the process of developing and sustaining strong lines of communication between teachers and students in the building. Marzano et al. (2005) consider Communication to be the glue that holds the other 20 leadership responsibilities together. Marzano et al. (2005) ranks Communication as the 10th most important responsibility towards sustaining first order change and does not consider it one of the responsibilities necessary for implementing second order change.

Table 14: Communication

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
COMMUNICATION: establishes strong lines of communication with and among teachers and students.	Dual Language*	4.35
	Monolingual*	2.85
	Hispanic*	3.88
	White*	4.88

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Both Dual Language and Monolingual teachers ranked Communication high (1st overall) on their mean rank score. Similarly, Bedessem-Chandler's (2014) research reported Communication as the highest rated leadership responsibility among monolingual teachers (2.85) and was the highest rated leadership responsibility mean score among Dual Language teachers (4.35). Within this research, Hispanic teachers were more favorable (3.88) towards the significance of communication compared to White teachers (4.88) (Table 10).

Culture

The culture of a school building will have a positive or negative influence of the overall effectiveness of the school building. It is the responsibility of the school leader to help build, shape, and sustain a school culture that positively influences teachers who then positively influence their students. Leithwood and Riehl (2003) explain the importance of school leaders developing an influential culture, stating "Leaders act through and with other people. Leaders sometimes do things, through words or actions, that have a direct effect on the primary goals of the collective, but more often their agency consists of influencing the thoughts and actions of other persons and establishing policies that enable others to be effective" (p. 8).

Table 15: Culture

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
CULTURE: fosters shared beliefs and a sense of community and cooperation.	Dual Language*	4.82
	Monolingual*	5.93
	Hispanic*	5.75
	White*	3.88

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Marzano et al. (2005) ranks Culture as the 2nd most important responsibility towards sustaining first order change and does not consider it one of the responsibilities necessary for implementing second order change. Both Dual Language and Monolingual teachers ranked it high (2nd overall) on their mean rank score. The Monolingual research conducted by Bedessem-Chandler (2014) reported Culture as the second highest rated leadership responsibility among monolingual teachers (5.93) and was the second highest rated leadership responsibility mean score among Dual Language teachers (4.82). Within this research, White teachers were considerably more favorable (3.88) towards the significance of communication compared to Hispanic teachers (5.75) (Table 20).

Discipline

The ability to keep teachers from unwanted distractions and behaviors in the classrooms and stay focused on academic achievement is critical towards sustaining academic excellence. Marzano et al. (2005) states that discipline "refers to protecting teachers from issues and influences that would detract from their instructional time or focus" (p. 48). Much research has been conducted on the importance of discipline in the classroom to enhance academic progress (Elmore, 2000; Fullan, 2001; Marzano, 2003).

Table 16: Discipline

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
DISCIPLINE: protects teachers from issues and influences that would detract from their teaching time or focus.	Dual Language*	12.18
	Monolingual*	8.76
	Hispanic*	12.13
	White*	13.0

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

The mean scores of discipline varied based on the demographic reported score. Dual Language teachers rank discipline at 12.18 and Monolingual teachers rank discipline as 8.76 (Figure 11). Monolingual teachers in Bedessem-Chandler's (2014) research placed a greater priority on the importance the building principal has towards overseeing discipline in the school building compared to Dual Language teachers. Many assumptions can be derived from the variance of the data, however, Marzano et al. (2005) placed Discipline as the 20th most important first order change responsibility of principals and does not consider it a responsibility considered necessary within second order change. Further, when dealing with second order change and increasing student achievement, discipline had an effect size of 0.27 (3rd highest effect size of the 21 responsibilities) (Marzano et al., 2005).

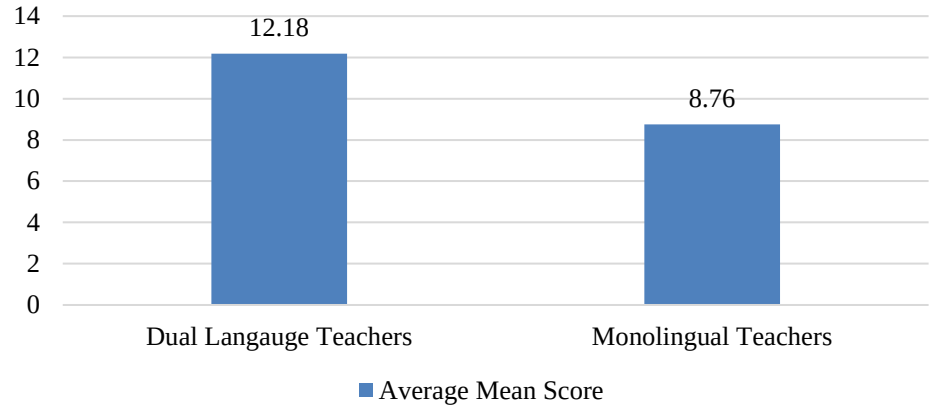

Figure 11: Average Mean Score of Discipline

Flexibility

An effective school building leader has the ability to morph him/herself into the necessary leadership behaviors required to effectively lead the school at that given point in time. The art of flexible leadership has similar traits to transformational leadership. Flexible leaders are open and willing to listen to diverse opinions. They outwardly protect and encourage the voice and ideas of others.

Table 17: Flexibility

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
FLEXIBILITY: adapts their leadership behavior to the needs of the current situation and is comfortable with dissent.	Dual Language*	8.71
	Monolingual*	8.11
	Hispanic*	10.0
	White*	7.63

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Dual Language (8.71) and Monolingual teachers (8.11) were congruent with their ranking of the importance of flexibility and had a similar rank order mean (+/- 0.60). Marzano et al. (2005) ranked Flexibility as the 6th most critical responsibility towards leading second order change in a school building. Dual Language and Monolingual both ranked Flexibility 4/21 regarding important leadership responsibilities of a school principal. The high ranking of Flexibility by both groups of teachers coincides with the effect size that Marzano et al (2005) found to have at 0.28. This effect size is the second highest of the 21 responsibilities.

Focus

Leaders openly embrace change when it is for the betterment of students, but they must "ensure that change efforts are aimed at clear, concrete goals" (Marzano et al., 2005, p. 50). The building leader must be able to develop and establish clear goals and keep those goals at the forefront for all stakeholders to effectively accomplish the desired goals. The building leader also takes a proactive role in preventing unnecessary programs from flooding the classroom instructional process.

Table 18: Focus

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
FOCUS: establishes clear goals and keeps those goals in the forefront of the school's attention.	Dual Language*	8.88
	Monolingual*	7.64
	Hispanic*	9.63
	White*	8.25

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

A moderate difference is found between Dual Language (8.88) and Monolingual (7.64) at +/-1.24, but is not considered significant. Both demographic groups rank it in their top ten. Dual Language ranked it 6/21 and Monolingual ranked it 3/21. This trend is similar to Hispanic teachers ranking it 5/21 and White teachers ranking it 7/21.

Ideals/Beliefs

An effective school leader's ideals and beliefs drive their actions. At the core of every effective leader should be deep-rooted ideals and beliefs that guide them in the leadership philosophy and practice. The ideals and beliefs of a building leader will shape the overall school building and ultimately the stakeholders' ideals and beliefs (Marzano et al., 2005)

Table 19: Ideals/Beliefs

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
IDEALS/BELIEFS: communicates and operates from strong ideals and beliefs about schooling.	Dual Language*	9.53
	Monolingual*	11.19
	Hispanic*	11.88
	White*	7.25

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Dual Language teachers (9.53) had a slightly higher rating level of importance for responsibility, Ideals/Beliefs, compared to Monolingual teachers (11.19). The 1.66 difference is not significant. Ideals/Beliefs was ranked 8/21 by Dual Language teachers and 10/21 by monolingual teachers. According to Marzano et al. (2005), Ideals/Beliefs are considered important in first order change (3/21) and second order change (7/21).

Input

An effective building leader actively seeks out and involves school stakeholders in the design and implementation process of developing important decisions and policies that will have a positive or negative effect on the school. The school building leader will promote and encourage participation amongst all stakeholders and help build consensus among staff when deciding upon important decisions and policies.

Table 20: Input

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
INPUT: involves teachers in the design and implementation of important decisions and practices.	Dual Language*	9.12
	Monolingual*	8.43
	Hispanic*	10.75
	White*	7.38

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

There was a minimal difference between Dual Language teachers (9.12) and Monolingual teachers (8.43) at 0.69. Similarly, both demographic groups ranked the responsibility, Input, as 6/21 for Dual Language teachers and 7/21 for Monolingual teachers.

Intellectual Stimulation

The school building leader will provide multiple opportunities for staff members to become aware of best practice research and how to effectively implement these best practices into the classrooms. Further, the school building leader will allow opportunities for the staff to reflect and discuss with their colleagues on how to best implement best practice research into their classrooms (Marzano et al., 2005).

Table 21: Intellectual Stimulation

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
INTELLECTUAL STIMULATION: ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.	Dual Language*	12.65
	Monolingual*	13.59
	Hispanic*	13.63
	White*	11.88

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

There is a minimal difference between Dual Language teachers (12.65) and Monolingual teachers (13.59) at 0.94. Similarly, both demographic groups ranked the responsibility, Intellectual Stimulation, as 14/21 for Dual Language teachers and 17/21 for Monolingual teachers. Although there is a difference of three in the rank order, both teacher groups did not see the responsibility to be critical for the principal to exhibit. However, Marzano et al. (2005) contributed Intellectual Stimulation as the 3/21 most significant responsibility when leading second order change.

Involvement in Curriculum, Instruction, and Assessment

A school building leader is directly involved in each aspect of the curriculum, instruction, and assessment occurring in the school building. The school building leader operates through a hands-on approach in the classrooms and alongside the teachers. The building leader desires the opportunity to observe, learn, and grow from the teachers in the building.

Table 22: Involvement in Curriculum, Instruction, and Assessment

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
INVOLVEMENT in CURRICULUM, INSTRUCTION, and ASSESSMENT: is directly involved in the design and implementation of curriculum, instruction and assessment practices.	Dual Language*	10.24
	Monolingual*	14.26
	Hispanic*	8.25
	White*	12.0

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Marzano et al. (2005) considered a school building leader's involvement in curriculum, instruction, and assessments extremely important when leading a building focused on first order change (ranked 5/21). However, Dual Language and Monolingual teachers view the role of the principal through their involvement of curriculum, instruction, and assessment quite different (Figure 12). There was a significant difference between Dual Language teachers (10.24) and Monolingual teachers (14.26) at 4.02. Further, Dual Language teachers ranked the responsibility 10/21 while Monolingual teachers viewed it as the 18/21 most significant principal behavior. Hispanic dual language teachers ranked the behavior at a high position of 4/21 while White dual language teachers ranked is 12/21.

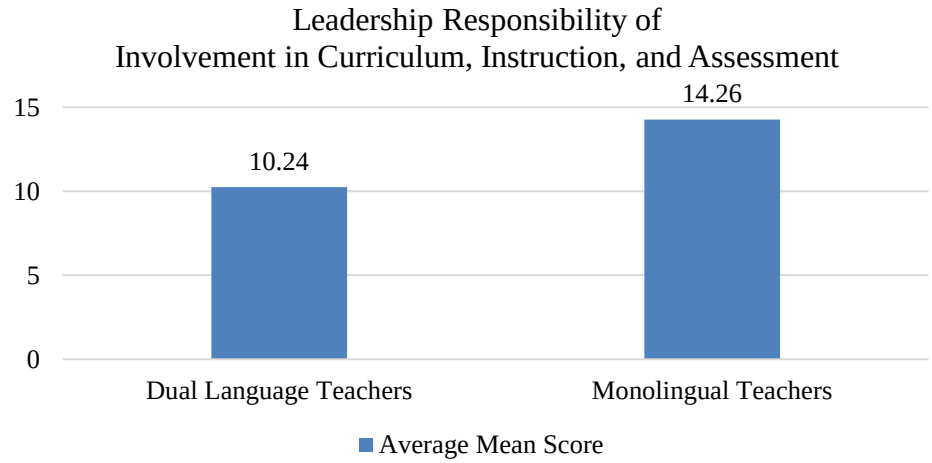

Figure 12: Average Mean Score of Curriculum, Instruction, and Assessment

Knowledge of Curriculum, Instruction, and Assessment

The school building leader has a responsibility to be aware of and know research-based best practices of curriculum, instruction, and assessment. The building leader must continually seek out knowledge in the areas of curriculum, instruction, and assessment to provide better leadership when leading the teachers and school building. Further, this vast knowledge allows the building leader to provide meaningful and accurate feedback to teachers during observations (Marzano et al., 2005).

Table 23: Knowledge of Curriculum, Instruction, and Assessment

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
KNOWLEDGE of CURRICULUM, INSTRUCTION, and ASSESSMENT: is knowledgeable about current curriculum, instruction and assessment practices.	Dual Language*	12.59
	Monolingual*	12.18
	Hispanic*	11.38
	White*	13.75

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Marzano et al. (2005) placed significant weight on a school building leader's ability to master knowledge of curriculum, instruction, and assessment. This responsibility was considered the most (1/21) significant responsibility when leading second order change and the fourth (4/21) when leading first order change. Operating in either a first or second change order environment, this responsibility is paramount. Marzano et al. (2005) gave the responsibility of Knowledge of Curriculum, Instruction, and Assessment an effect size of 0.25. Interestingly, this responsibility did not make the top 10 of the various demographic groups of the teachers' ranked order list of leadership responsibilities most important of a principal. Dual Language and

Monolingual each ranked the responsibility 13/21 and had an insignificant difference between their mean scores of 0.41.

Monitoring and Evaluating

Marzano et al. (2005) consider the process of providing meaningful feedback through the responsibility of Monitoring an Evaluating as the backbone to effective school building leadership. According to Hattie (1992), "the most powerful single modification that enhances achievement is feedback… the simplest prescription for improving education must be 'dollops of feedback" (p. 9). Meaningful feedback is an opportunity to lead the school forward, not backwards.

Table 24: Monitoring and Evaluating

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
MONITORING/EVALUATING: monitors the effectiveness of school practices and their impact on student learning.	Dual Language*	14.0
	Monolingual*	13.04
	Hispanic*	14.0
	White*	14.0

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

If the responsibility of Knowledge of Curriculum, Instruction, and Assessment is considered the most significant responsibility for school building leaders to master, then according to Marzano et al. (2005), the responsibility of Monitoring and Evaluating is a close second. It was ranked as the most significant (1/21) first order change behavior and fifth (5/21) most significant second order change behavior. However, Dual Language teachers had a mean rank order score of 14.0 and Monolingual teachers mean rank order of 13.04 (+/- 0.96).

Furthermore, Dual Language teachers ranked the responsibility 20/21 and Monolingual ranked it 16/21. Both groups of teachers placed it very low on the responsibility of principals in the school building. Hispanic dual language teachers and White dual language teachers also rated the responsibility low at 17/21 and 18/21, respectfully. Marzano et al. (2005) rated the effect size of Monitoring and Evaluating at 0.27 and the third highest of the 21 responsibilities.

Optimizer

Effective school leaders are energetic and optimistic about the future and the direction of the school. The outlook of the building leader sets the emotional tone of the school – positive or negative. The school building leader inspires others when promoting change in or through a difficult environment or transition (Marzano et al., 2005). Blase and Kirby (2009) identify the optimism of a school leader as a critical characteristic of an effective school leader.

Table 25: Optimizer

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
OPTIMIZER: inspires and leads new and challenging innovation.	Dual Language*	13.88
	Monolingual*	14.45
	Hispanic*	13.25
	White*	14.38

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

There was a minimal difference between Dual Language teachers (13.88) and Monolingual teachers (14.45) at 0.57. Similarly, both demographic groups ranked the responsibility, Optimizer, as 19/21 for Dual Language teachers and 19/21 for Monolingual teachers. The teacher groups view this leadership responsibility very low. However, Marzano et

al. (2005) considered it a critical element of second order change. With an effect size of 0.20, it is the second highest (2/21) responsibility when trying to lead second order change in a school building.

Order

Order can also be viewed as structure. The structure that is established within a school building allows the school building leader to set the tone and system of guidelines that allows the school building to operate through systematic routines established for optimal learning experiences. The building leader effectively establishes and maintains boundaries and rules to follow for all staff and students.

Table 26: Order

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
ORDER: establishes a set of standard operating procedures and routines.	Dual Language*	13.24
	Monolingual*	10.64
	Hispanic*	12.63
	White*	13.5

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Figure 12 displays a difference of 2.6 exists between the mean rank score of Dual Language teachers (13.24) and Monolingual teachers (10.64). The mean rank order difference was apparent in the numerical rank order of responsibilities as Dual Language teachers ranked the responsibility order at 17/21 and Monolingual teachers ranked it less significantly at 19/21. Order is proven to have success towards increasing student achievement with an effect size of

0.25 (Marzano et al., 2005). When Hispanic and White dual language teacher data was disaggregated, it was similar with both groups ranking in the order of 15/21.

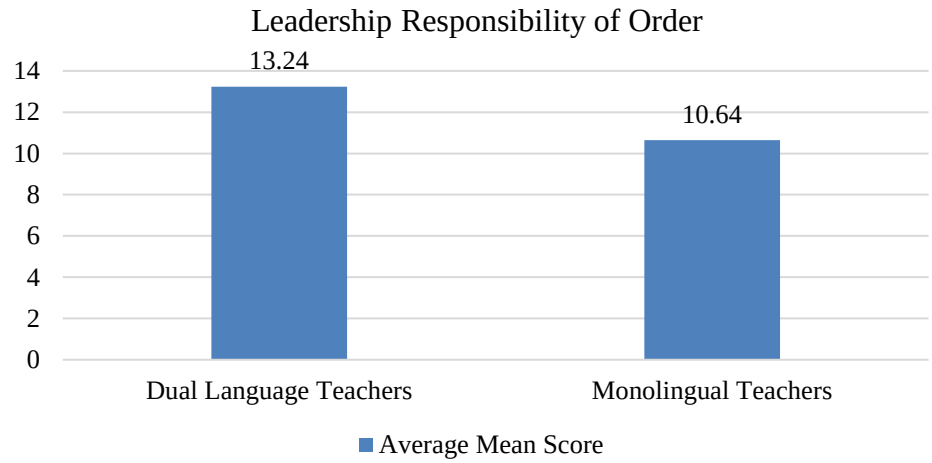

Figure 13: Average mean score of Order

Outreach

The words spoken and actions taken by the school leader is a representation on behalf of the entire school community. The ability of the school leader to effectively communicate with multiple diverse people groups that represent the school and community at large is critical towards building positive and effective Outreach.

Table 27: Outreach

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
OUTREACH: is an advocate and spokesperson for the school to all stakeholders.	Dual Language*	13.18
	Monolingual*	15.71
	Hispanic*	12.0
	White*	13.88

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Figure 14 displays a difference of 2.53 existed between the mean rank score of Dual Language teachers (13.18) and Monolingual teachers (15.71). The mean rank order difference is apparent in the numerical rank order of responsibilities as Dual Language teachers ranked the responsibility order at 16/21 and Monolingual teachers ranked it less significantly at 20/21. This view of responsibility difference may coincide with the need of dual language programs to be connected to the community, especially the native language communities (i.e. Spanish speaking and Hispanic communities). Thus, Hispanic dual language teachers categorize outreach at 12/21 and white dual language teachers ranked outreach at 17/21.

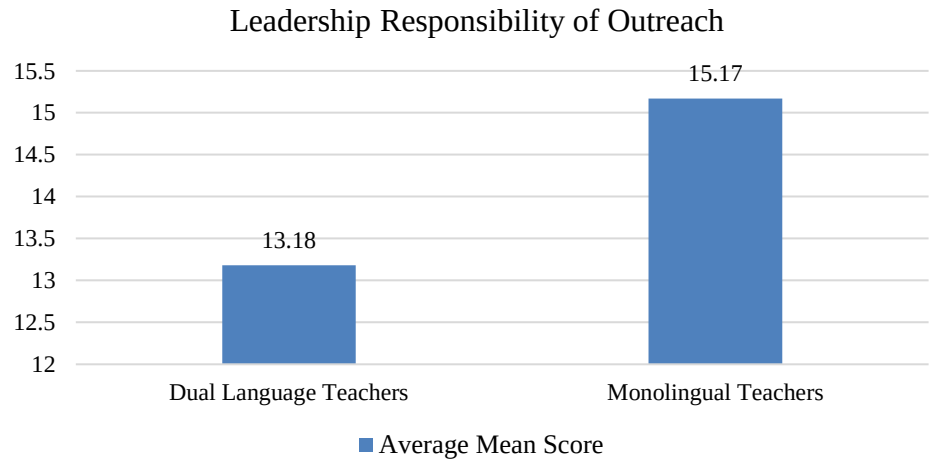

Figure 14: Average Mean Score Difference of Outreach

Relationships

Fullan (2001) describes "the importance of the school leader's forming emotional bonds with and among teachers that help staff and administrators stay aligned and focused during times of uncertainty" (Marzano et al., 2005, p. 59). The school building leader is distinctly aware of the professional and personal lives of the building staff members. The ability to form emotional bonds with the staff is a critical element of relationships (Marzano et al., 2005).

Table 28: Relationships

Teachers Rank Order Perceptions of…	Demographic Category	Rank Order Mean
RELATIONSHIPS: demonstrates an awareness of the personal aspects of teachers and staff.	Dual Language*	8.94
	Monolingual*	9.89
	Hispanic*	10.13
	White*	6.63

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

Relationships appears to have an insignificant difference with a mean score of 0.95 separating Dual Language teachers (8.94) and Monolingual teacher (9.89), however, Dual Language teachers ranked relationships as the 3rd most significant leadership responsibility compared to Monolingual teachers ranking it 8th.

Resources

A school building leader is able to competently provide teachers with necessary educational materials and relevant professional development opportunities that will give them the greatest chance of achieving success on behalf of the students in the classroom. Fullan states that "instructional improvement requires additional resources in the form of materials, equipment, space, time, and access to new ideas and to expertise" (Fullan, 2001, p. 65).

Table 29: Resources

Teachers Rank Order Perceptions of…	Demographic Category	Rank Order Mean
RESOURCES: provides teachers with materials and professional development necessary for the successful execution of their jobs.	Dual Language*	9.41
	Monolingual*	12.14
	Hispanic*	8.0
	White*	9.63

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

A difference of 2.73 exists between the mean rank score of Dual Language teachers, 9.41, and Monolingual teachers, 12.14 (Figure 15). The mean rank order difference was apparent in the numerical rank order of responsibilities as Dual Language teachers ranked the responsibility order at 5/21 and Monolingual teachers ranked it less significantly at 12/21. Furthermore, Hispanic dual language teachers ranked the responsibility of Resources at 3/21 and White dual language teachers ranked it at 8/21. The difference between Monolingual teachers and Hispanic dual language teachers is significant at 4.14 favoring the Hispanic teachers' perception of resources. There is no consistencies among the two main and two sub groups of teachers. Marzano et al. (2005) identified resources as having a 0.25 effect size.

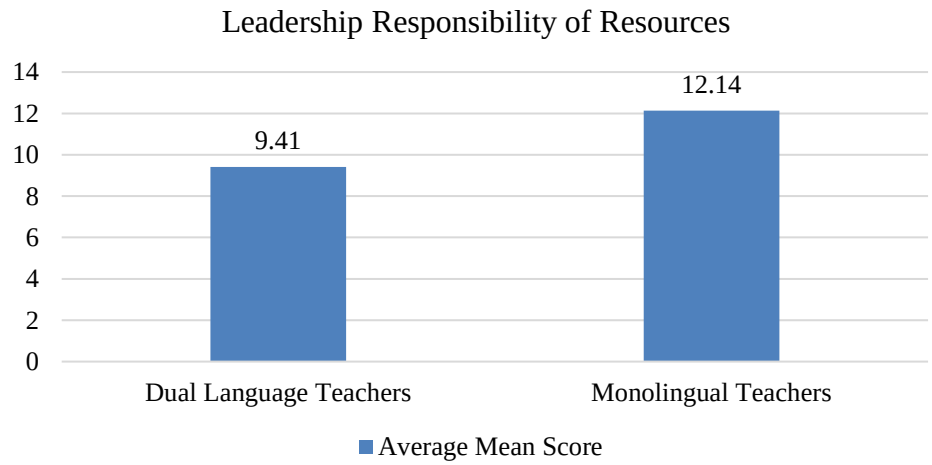

Figure 15: Average Mean Score Difference of Resources

Situational Awareness

An effective school building leader is aware of the undercurrents happening within the school building. They are in tune with the functioning pulse of the staff and school building. An effective leader will stay emotionally connected to the events occurring in the building.

Table 30: Situational Awareness

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
SITUATIONAL AWARENESS: is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.	Dual Language*	13.24
	Monolingual*	13.01
	Hispanic*	12.88
	White*	12.75

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

There was minimal difference between Dual Language teachers (13.24) and Monolingual teachers (13.01) at 0.23. Similarly, both demographic groups ranked the responsibility, Situational Awareness, as 15/21 for Dual Language teachers and 15/21 for Monolingual teachers. Situational Awareness was ranked low in importance and significance for teachers, but Marzano et al. (2005) ranked situational awareness as the most significant effective size (0.33) for all of the 21 leadership responsibilities. Although it has the highest effect size of the 21 responsibilities, it was not considered one of the top seven second order change responsibilities and was 17/21 level of importance for first order change.

Visibility

An effective school building leader spends a considerable amount of time interacting with teachers, students, and parents. The majority of the time spent is face-to-face (Marzano et al., 2005). Whitaker contends through multiple research studies that there is a "… great need for strong instructional leadership in schools and has identified several common characteristics of effective leaders. One of those characteristics, extremely important in the life of a school and often neglected, is that of being a visible principal" (Whitaker, 1997, p. 155).

Table 31: Visibility

Teachers Rank Order Perceptions of…		
	Demographic Category	**Rank Order Mean**
VISIBILITY: has quality contact and interactions with teachers and students.	Dual Language*	10.71
	Monolingual*	8.38
	Hispanic*	9.75
	White*	10.38

Notes: *Dual Language* refers to the total mean data from the 17 participants from the researcher's data. *Monolingual* refers to the 37 participants from Bedessem-Chandler (2014) survey. *Hispanic* refers to the disaggregated ethnicity data from the researcher's data. *White* refers to the disaggregated ethnicity data from the researcher's data.

There was a significant difference between Dual Language teachers (10.71) and Monolingual teachers (8.38) at 2.33. Monolingual teachers ranked visibility higher (5/21) compared to Dual Language teachers (9/21). However, both groups placed visibility in their top 10 leadership responsibilities.

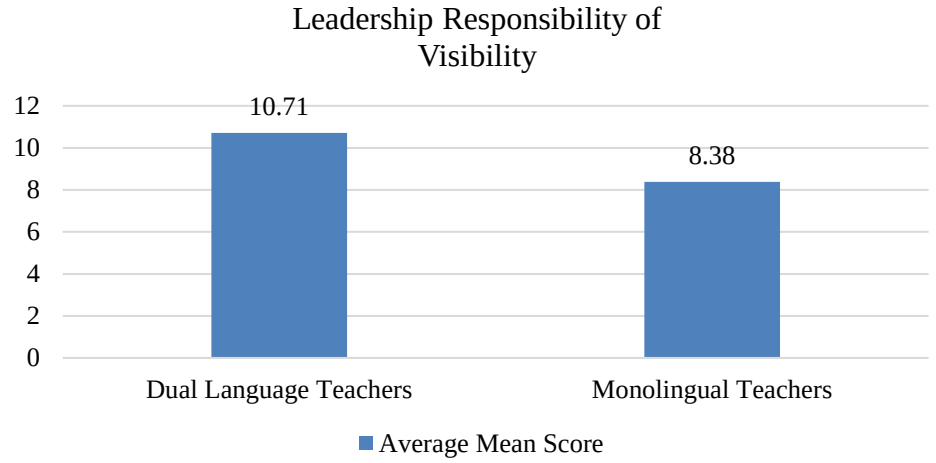

Figure 16: Average Mean Score of Visibility

Figure 17 outlines the 21 Responsibiuliies of a School Leader and the rank oder mean of all participants, Hispanic participants, and White particpants.

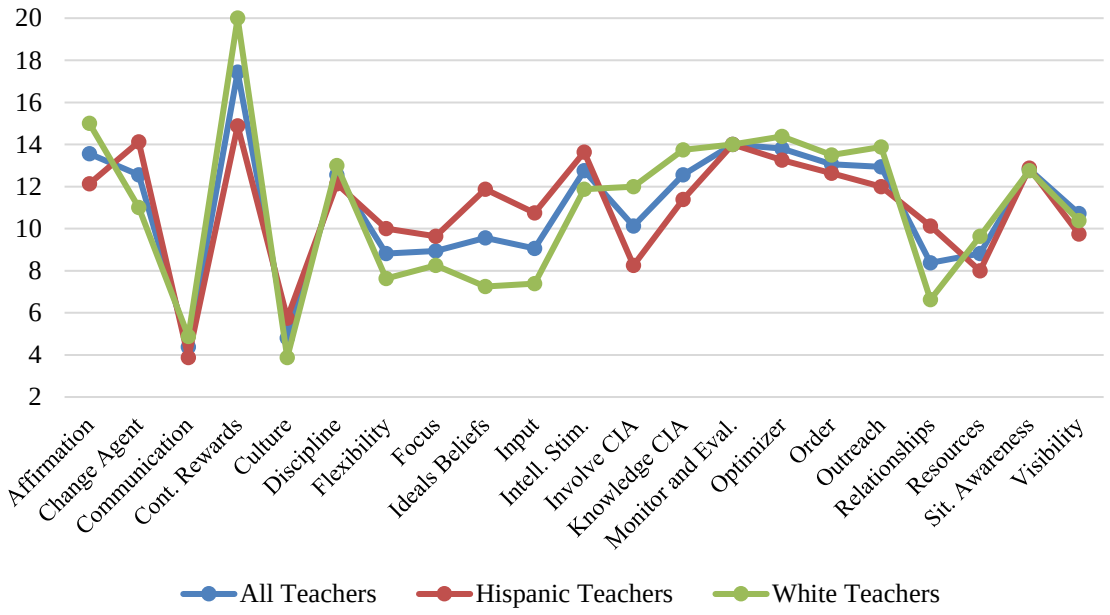

Figure 17: Line Graph Comparison of Demographic Teachers Mean Score Rankings

Qualitative Results

Participants within this research study participated in semi-structured interviews about their leadership style and areas of concern while serving as a DLE principal. Both interviews were scripted. The participants did not have access to the questions before the start of the interview. Each interview was audio recorded and then professionally transcribed using Sonix at www.sonix.ai. The researcher reviewed the transcriptions and listened to the audio recordings for authenticity. Sonix agreed to a consent of confidentiality agreement based on the interview transcriptions.

After the transcription of the interviews, each interviewed participant was provided the opportunity to review the transcription and provide any suggested changes and or clarifications to statements made during the interview. Neither of the participants requested any changes, clarifications, or additional statements to be added to their transcribed interviews. The process of

accomplishing member checks ensured the validity of their spoken words and they were content with the answers they provided during the interview. After the finalization of the interview transcriptions, the interviews were coded. The interview process and transcription of the participant responses was held to the scripted interview questions. This ensures consistency between both interviews. However, the length and brevity of answers provided hinged on the personal and professional experiences of the participants, as well as what they are passionate and/or excited to discuss in greater detail.

The researcher then employed the data process of descriptive coding defined by Saldaña (2009) using a word or short phrases (typically in the form of a noun) that describe the basic topic of qualitative data being analyzed. Descriptive coding helped lead to the categorized inventory of the 21 leadership responsibilities identified within the interviewed DLE school leaders. The interview transcripts were reviewed and read multiple times and marked with multiple color highlighters to further support the identification of common themes presented. While making the necessary marks on the relevant documents and transcripts, themes emerged and began developing categories and sub-themes to better understand and organize the collected data. The researcher then reviewed the interview transcripts a final time using the master key as related to the *21 Responsibilities of a School Leader* – specifically focusing on the 7 second order change responsibilities.

This qualitative section of chapter four is a record of the themes emerged from the participant interviews and conversations conducted. The purpose of this section is to label the emergence of the most identified leadership responsibilities established by Marzano et al. (2005), observe similarities and differences within the interviews, and establish themes based on the experiences of being a DLE principal. As a reminder, the purpose of this study was to identify

specific leadership characteristics of effective elementary school leaders in a DLE school setting that may differ from leadership characteristics required to be considered an effective leader in a monolinguistic school setting.

Open Coding for Dual Language Education Principal Interviews

A total of fourteen questions were asked of both DLE building principals. This section contains fourteen tables representing each question asked and their coded responses. The coded responses also identifies which of the *21 Responsibilities of a School Leader* most closely relates to the answers provided by the participants. The researcher used the definitions provided by Marzano et al. (2005) to best determine which responsibility fit with their coded responses. Following each table is a synopsis of the participant's responses in paragraph form.

Table 32: Open Coding Chart for Principal Interview: Question 1

Question 1: How would you describe your leadership style as a building principal?	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Number one focus is kids • Provide teachers with a lot of support • Build strong relationships with teachers • Establish firm boundaries on what it will take for students to be successful	• Transparent and open with teachers • Strive to become better • Strong communicator • Organizer of gratitude, love, and positivity • Promoter-in-chief in maintaining a positive atmosphere • Find ways to change the school • Make the school a fantastic place to be
21 Responsibilities of a School Leader Responsibilities Analyzed	
Resources	Communication
Communication	*Optimizer*
Relationships	*Change Agent*
Order	Relationships

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Mrs. Apricot and Mrs. Brown both indicated the importance of building strong and sustaining relationships with their teachers. Mrs. Brown focused more on the overall environment of the school building and making sure it is a great place to walk into each morning. Mrs. Apricot focused more on the need to support the teachers in their endeavors to sustain excellence in their classroom because the return of that investment will benefit kids – which was reiterated multiple times as her main focus as a building principal. Both principals had similar verbiage that focused on the responsibilities of communication and relationships.

Table 33: Open Coding Chart for Principal Interview: Question 2

Question 2: Would you consider your leadership style to be different if you were a principal at a monolingual school?	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• No.	• Maybe a little bit different • Mostly be the same • Leadership style is basically whatever the kids need. • "I would be the same principal."
21 Responsibilities of a School Leader **Responsibilities Analyzed**	
	Focus

Mrs. Apricot did not hesitate in her response. She stated that she may have to do day-to-day things differently if placed in a monolingual school building, but overall, her leadership style would not alter. Mrs. Brown was similar, but it took her a few moments to process if it would be different or not. She has been a principal of a DLE school for nine years and this may have caused her to reflect on what it may actually be like to be a principal of a full monolingual school building. However, she derived at the end by stating, "I would be the same principal." Their answers were simplistic in nature and neither elaborated much on the question.

Table 34: Open Coding Chart for Principal Interview: Question 3

Question 3: How would you describe instructional leadership?	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Trusting teachers • Trust that teachers are digging into the research • Help kids grow • Grow and learn alongside each other • "I believe that every teacher has the capacity to grow and learn if they take advantage of it."	• In the classrooms daily • Accept responsibility for what is happening in classrooms • Know curriculum and instruction well enough to challenge what needs to be changed • Promote what needs to be promoted
21 Responsibilities of a School Leader Responsibilities Analyzed	
Intellectual Stimulation *Culture*	Involvement in Curriculum, Instruction, and Assessment *Knowledge of Curriculum, Instruction, and Assessment* Affirmation *Intellectual Stimulation*

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Question 3 appeared to have Mrs. Apricot and Mrs. Brown alternate their responses from Question 1 based on their school leadership style. Within this question, Mrs. Apricot focused on the need to trust that teachers are doing the correct and necessary things to promote learning in the classroom and putting students first. She has a deep-rooted belief that all teachers are (or should be) learners and have the capacity to make change in the lives of others. Regarding Mrs. Brown, instructional leadership took the approach from what her response is to ensure effective instruction is occurring in the classrooms daily. She discussed the importance of being in the classrooms each day. If she observes something that is great, she makes sure to praise and recognize that teacher. If she observes an area of concern, she believes she must first take responsibility for what is being observed and then develop a plan to help that specific teacher(s).

Both principals acknowledge the importance of intellectual stimulation within their school buildings as a means of providing instructional leadership.

Table 35: Open Coding Chart for Principal Interview: Question 4

Question 4: Do you view yourself as the instructional leader of the school? Explain.	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Yes • Previously an instructional coach before a principal • Side by side principal • Make decisions with others • Make decisions based on observations and conversations • Open and honest with teachers • "When I observe instruction that are not aligning to our beliefs in the classrooms, I always talk to them about best practice."	• Yes. • "I'm the keeper of the vision of what I want to see and what I want learning to look like." • "It's my responsibility to seek the target that I want my people to be striving for and help show them how to get there."
21 Responsibilities of a School Leader Responsibilities Analyzed	
Input Visibility *Situational Awareness* *Ideals/Beliefs* *Change Agent*	*Ideals/Beliefs* Focus

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Mrs. Apricot and Mrs. Brown were both emphatic that they are the instructional leaders of their school building. However, it is important to note that both principals stated that they cannot, nor should they, do everything instructionally within the school. They believe much of that burden should be placed on the shoulders of the entire school, including the teachers, but the final level of accountability in the process rests on their shoulders. Mrs. Apricot discussed at

length the importance of gaining input and buy-in from others within the building when making decisions. She stated that she is not a "closed door leader" – which referred to making decisions on behalf of the school in her office, by herself, with the door closed to everyone. Mrs. Brown was passionate when she spoke about leading the vision of the school. She stated that she is the "keeper of the vision of what I want to see and what I want to learning to look like." The responsibility of Ideals/Beliefs was highly evident in Mrs. Apricot and Mrs. Brown's responses.

Table 36: Open Coding Chart for Principal Interview: Question 5

Question 5: Do you believe as a building principal you are responsible for student achievement? Explain.	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• "I am responsible but not solely responsible." • Shared experience • "So yes, I think I am responsible in making sure that we are headed toward working toward higher achievement for our kids."	• "I'm not solely responsible because it has to be a collective effort." • "At the end of the day I'm responsible for every single thing that happens in the building."
21 Responsibilities of a School Leader Responsibilities Analyzed	
Input Situational Awareness Focus	Input Focus Situational Awareness

Similar to answers discussed in question four, the principals' answers for question five were a bit more reserved from the standpoint that each believe it is necessary to involve multiple stakeholders in the decision-making process to improve student achievement. Both acknowledge that they are ultimately responsible for everything that happens within the school building, but it is important to share the task of improving student achievement amongst then entire school building. Although the responsibilities identified from their responses were each first order

change responsibilities (Input, Focus, and Situational Awareness), the two principals were almost identical in their beliefs and responses regarding who is responsible for student achievement in their school buildings.

Table 37: Open Coding Chart for Principal Interview: Question 6

Question 6: What are some different ways you provide instructional leadership for your school?	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Classroom observations and evaluations • Observing if students are learning • Conducting learning walks • Conversations with leadership team around possible professional development • We look at the needs of students… teachers… then set a PD plan • Sometimes PD is just for the focused area teachers	• Encourage experimentation • Identify teachers who have interests or challenges or predispositions • Empower teachers to experiment with what's best in their classroom • Building future leaders • Increasing teaching capacities • "I am responsible for designing professional development." • "My job is to oversee that teachers get professional learning and development."
21 Responsibilities of a School Leader Responsibilities Analyzed	
Monitoring/Evaluating Involvement in Curriculum, Instruction, and Assessment *Knowledge of Curriculum, Instruction, and Assessment* *Intellectual Stimulation* Input Visibility	*Intellectual Stimulation* Culture Affirmation *Change Agent*

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Mrs. Apricot and Mrs. Brown both noted some similarities on how they provide different levels or types of instructional leadership for their school. Mrs. Apricot focused much more on

being in the classrooms and observing learning, while Mrs. Brown focused more on building teacher capacity and encouraging them to take risks for the betterment of the students in the classroom. Mrs. Apricot appeared to have a process and plan she follows when observing teachers instructing and students learning in the classroom. She is intentional about providing the necessary professional development for the teachers who are lagging. Mrs. Brown felt it was her role to further provide meaningful and necessary professional development for her teachers, but her approach also seemed to include the process of empowering the teacher to become the best they can become. It appeared that part of her role is providing the resources and necessary supports, and then "stepping out of the way" to allow the teachers to appropriately perform. Mrs. Apricot established three responsibility characteristics from her responses (Monitoring/Evaluating, Knowledge of Curriculum, Instruction, and Assessment, and Intellectual Stimulation). Both provide common answers related to Intellectual Stimulation of their staff.

Table 38: Open Coding Chart for Principal Interview: Question 7

Question 7: From the 21 leadership characteristics, what are the seven most important characteristics a DLE principal should exhibit to improve student achievement?	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Optimizer • Relationships • Situational Awareness • Outreach • Resources • Ideals/Beliefs • Change Agent • Ideals and beliefs are critical when starting up a dual language program • The entire school building must be sold on dual language in the school	• Affirmation • Relationships • Situational Awareness • Culture • Flexibility • Focus • Change Agent
21 Responsibilities of a School Leader Responsibilities Analyzed	
Optimizer	Affirmation
Relationships	Relationships
Situational Awareness	Situational Awareness
Outreach	Culture
Resources	*Flexibility*
Ideals/Beliefs	Focus
Change Agent	*Change Agent*

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Of the seven responsibilities identified by the principals to improve student achievement, Mrs. Apricot identified three second order change responsibilities and Mrs. Brown identified two second order change responsibilities. The first two immediate responses from Mrs. Brown were Affirmation and Change Agent. She stated, “The first clear one to me is Affirmation, and definitely Change Agent. The first responsibility stated by Mrs. Apricot was Optimizer. When she stated Resources, she paused then said, “Resources is huge for our dual language program –

it's very challenging." The principals identified three overlapping leadership responsibilities: Relationships, Situational Awareness, and Change Agent.

Table 39: Open Coding Chart for Principal Interview: Question 8

Question 8: Of the seven characteristics, what are the top three characteristics you believe principals must exhibit to increase student achievement? Explain.	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Change Agent • Relationships • Outreach • "They all kind of intertwine."	• Change Agent • Culture • Situational Awareness
21 Responsibilities of a School Leader Responsibilities Analyzed	
Change Agent Relationships Outreach	*Change Agent* Culture Situational Awareness

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Mrs. Apricot and Mrs. Brown both stated Change Agent as their first responses of the three most important responsibilities of the original seven they stated. Mrs. Apricot stated, "That's a tough one sir. They all kind of intertwine, but I think Change Agent has to stay up there." Mrs. Brown did not hesitate in her answer and immediate stated Change Agent, first. The responsibility Change Agent is a critical responsibility when implementing second order change initiatives within a school building. Both principals placed a premium on the importance of being agents of change within their school building.

Table 40: Open Coding Chart for Principal Interview: Question 9

Question 9: What are the different kinds of barriers that get in the way of you providing instructional leadership for your school?	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Not being bilingual • Not having a bilingual instructional coach • Not having a bilingual assistant principal • Lack of bilingual leadership • Lack of resources	• Student discipline • Lack of budget • Too many meetings outside the school building • Implicit or explicit biasness towards Hispanic and minority students
21 Responsibilities of a School Leader Responsibilities Analyzed	
Resources *Flexibility* *Intellectual Stimulation* Involvement in Curriculum, Instruction, and Assessment Culture	Discipline Resources Focus Outreach Situational Awareness Culture

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Mrs. Apricot discussed many barriers that prevent them from maximizing their time as instructional leaders in their school building. A few of the responses are certainly unique to DLE school buildings. For example, Mrs. Apricot discussed the difficulties of trying to lead a bilingual building, yet she is not bilingual, nor is her assistant principal and instructional coach bilingual. Similar to Mrs. Brown, she placed a strong emphasis on the lack of resources given to further advance the success of their dual language programs. Both principals mentioned that they often feel their dual language programs are an "after-thought" when the district budgets the needs for all the programs and schools. Mrs. Brown listed several other issues that represent barriers in the classrooms: student discipline, time out of the school building, and lack of sufficient budget. However, Mrs. Brown placed the biggest emphasis on the implicit or explicit

biasness from people regarding her Hispanic students in school. She was very passionate about standing up for all her students, especially the Hispanic students, and emphasizing that all students are indeed more than capable of learning and becoming successful in their life journey. The main commonality between the two principals was the need for more resources within their school building.

Table 41: Open Coding Chart for Principal Interview: Question 10

Question 10: What would you say the number one barrier is in making gains in student achievement? Explain.	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Lack of resources • Improving… but limited resources from district office • Hiring great teachers • Difficult to hire great because they are typically from out of the country… first year teachers… non certified teachers • Takes long time for teachers to become acclimated • Dual language teachers are a highly transient population	• Racism towards minorities • Biased towards Hispanics ability to learn
21 Responsibilities of a School Leader Responsibilities Analyzed	
Resources *Optimizer*	Culture *Ideals/Beliefs*

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Mrs. Apricot continued her discussion how a lack of appropriate resources are the number one barrier that prevents her from achievement and maximizing student achievement. Furthermore, Mrs. Apricot introduced a new barrier – hiring bilingual teachers. This was not mentioned in question nine, but was certainly seen as a barrier from her past experiences. She discussed the difficulty of finding and retaining highly qualified dual language teachers. She

also mentioned that the majority of her teachers come from another country or a state far away (i.e. Texas). Mrs. Brown continued to discuss her concern about the level of biasness that sometimes occurs towards her students. Her ideals and beliefs were apparent through the passion she displayed for her students.

Table 42: Open Coding Chart for Principal Interview: Question 11

Question 11: How do you overcome these barriers to make sure you are providing instructional leadership and making gains in student achievement?	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Advocate for every part of my school • Continually seek out support • Mindful of every need for my dual immersion teachers • Listen deeply • Discern what is whining or a need. • Fight to find the resources	• Develop professional development around implicit and explicit biasness • "Encourage people to embrace" diversity of students • If biasness exists, "then I need to help them find some place to work where their values better match the values they believe in."
21 Responsibilities of a School Leader Responsibilities Analyzed	
Situational Awareness Outreach Communication Resources *Ideals/Beliefs*	*Intellectual Stimulation* Culture Affirmation *Ideals/Beliefs*

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Both principals had the mindset and willingness to do whatever it takes to support and further positively advance their school building. Mrs. Apricot discussed the importance of being an advocate on behalf of her students, teachers, and school building. She discussed that one way to be an effective advocate is to listen to her teachers, discern what is necessary, and actively search for the appropriate things needed for her school building. Mrs. Brown discussed the need

for identifying teachers who may need additional professional development on implicit biasness and that it is her responsibility to create and organize such professional development. Both principals' ideals and beliefs were apparent within the manner they spoke about their stated topics.

Table 43: Open Coding Chart for Principal Interview: Question 12

Question 12: What level of expectations do you place on your staff members? Do these expectations differ from non-DLE staff members, if applicable?	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Never get stuck as a teacher • Power through difficult times • Be constant learners • Always put kids first • Come together during challenging times	• Always have high expectations • "I'm not likely to work at a different kind of school. But I don't think my expectations would change if I did work at that type of school or lead that type of staff."
21 Responsibilities of a School Leader Responsibilities Analyzed	
Ideals/Beliefs *Intellectual Stimulation* Relationships Visibility *Optimizer*	*Intellectual Stimulation*

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Mrs. Apricot used several different phrasings to encapsulate the level of expectations she places on her teachers. She mentioned several times that she is always telling her teachers that they "cannot get stuck." She emphasized that if a teacher allows themselves to get stuck, then that takes time away from her duties to try and get that teacher unstuck. She stressed that it is hard to get stuck if the teacher is a continual learner, reflective of their practices, and is always in a position of putting students first. Mrs. Brown did not have an in-depth answer to the first

question, but simply stated that she has and keeps high expectations for her students. She went on to elaborate further how she believes her expectations would be the same if she worked in a monolingual school setting. Both principals represented the responsibility of Intellectual Stimulation in their responses.

Table 44: Open Coding Chart for Principal Interview: Question 13

Question 13: What type of support do you provide for your staff?	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Anything and everything • Release them early to observe other dual language teachers • Bring in dual language professional development for staff	• Always come from a place of "yes" with resource allocation for staff • Creative ways to fund teachers ideas • Create systems that will work for everyone • Teachers have a voice and choice in moving the school forward • Meet all the needs of all the students • Okay with teachers failing • Embrace failure • Try to support everything the teachers want to do – if benefits kids
21 Responsibilities of a School Leader Responsibilities Analyzed	
Resources Involvement in Curriculum, Instruction, and Assessment *Knowledge of Curriculum, Instruction, and Assessment* *Intellectual Stimulation* *Optimizer*	Culture Input Order *Optimizer*

Similar to their responses in question 11, both principals had the mindset and willingness to do whatever it took to support and further advance their school building. Mrs. Apricot used creative thinking and ideas to have her dual language teachers receive high quality professional

development that would benefit them and serve a specific purpose. Mrs. Brown discussed the process of always finding creative ways to fund or make a teachers' dream become a reality. She stressed the notion of giving her teachers a voice and choice in the building decision-making process. Both principals represented the responsibility of being an Optimizer in their responses. Both principals displayed high level of passion to provide their teachers with the appropriate and adequate resources to do their jobs effectively.

Table 45: Open Coding Chart for Principal Interview: Question 14

Question 14: How do you implement change amongst your staff members to improve the culture within your school building?	
Principal #1 Mrs. Apricot	Principal #2 Mrs. Brown
• Open, honest, and transparent • "I think I am the type of leader that if the elephant is the size of a mouse we're going to have a conversation because I don't want to deal with the bigger elephant." • "So when I started the program my number one goal was not to ever become a building within a building that we are one. And I have fought that for the last six years and my staff knows that we are together." • Lead with students first in mind.	• Create a clear picture of the needed change • Paint the picture daily for the teachers • Always communicate • Know the why • Know where you're going
21 Responsibilities of a School Leader Responsibilities Analyzed	
Input *Flexibility* *Ideals/Beliefs* Culture Relationships Situational Awareness *Change Agent* Communication	*Change Agent* Communication Situational Awareness

Notes: The italicized responsibility characteristics traits are part of the seven second order change characteristics identified by Marzano et al. (2005).

Mrs. Apricot and Mrs. Brown each had a similar, yet different way of implementing change amongst the staff members. Both represented a deep desire to protect the integrity of their school building. Mrs. Apricot seemed to not let small issues become large issues within her school building. She would have open and honest conversations with staff. For example, when they were considering moving to a dual language school, she provided the staff with the research, reasons why and why not to have a DLE program, and even told the staff that some of them might have to lose their job to another building in the future. She takes an upfront and honest approach with the staff. Mrs. Brown stressed the importance of "painting the picture of the vision: and where they are headed. She discussed the importance of continually communicating with her teachers and each time they get together as a staff, she makes it a point to reiterate what they are doing and why they are doing it. Both principals strongly represented the responsibility of Change Agent in their responses.

Emerging Themes

After reviewing and analyzing the transcripts three times and listening to the audio recordings two times, emerging themes and commonalities emerged, as well as differences between the two principals. There were multiple consistent themes between the two principals; however, there was also a degree of lack of commonality between the principals' responses. Apricot and Brown both see themselves as Change Agents within the school building and believe they have an intimate role in developing Intellectual Stimulation (professional development) for each of the teachers. They both lead with a set of convictions (Ideals/Beliefs), but their reasoning behind their convictions are dissimilar. Apricot is more willing to collaborate with teachers to set the vision of the school. Brown is more likely to set the vision for the school and then help lead the teachers to achieve the desired vision. Apricot is focused on doing whatever it

takes for the success of students; she continually recited answers that constituted doing "what is best for kids." Brown wants to do what is best for kids, as well, but her avenue to do so is to empower the teachers so they can empower the students. Apricot's largest concerns focused on the lack of resources coming to her dual language program on behalf of the school district and the difficulty to hire and retain highly qualified and effective dual language teachers. Two leadership responsibilities that Apricot scored high on and Brown did not were Resources and Relationships (Table 51). These two responsibilities are evident in Apricot's concerns about the lack of resources coming into her school and her need to retain her teachers through building strong and positive relationships. However, Brown's largest concern and barrier within her school is the perception many people in the school and community may have towards minority students. She was adamant about creating a school environment that does not discriminate and provides her students with the greatest change of success. Brown scored considerably higher on Culture than Apricot (Table 51). This aligns well with Brown's mission to develop a school building that has a concrete culture that accepts all students, regardless of their ethnicity.

Table 46: Leadership Responsibility Breakdown by Principal

Leadership Responsibility	Mrs. Apricot		Mrs. Brown	
	n	Percent	n	Percent
Affirmation	0	0.00%	4	8.70%
Change Agent	5	8.47%	4	8.70%
Communication	3	5.08%	2	4.35%
Contingent Rewards	0	0.00%	0	0.00%
Culture	3	5.08%	7	15.22%
Discipline	0	0.00%	1	2.17%
Flexibility	2	3.39%	1	2.17%
Focus	1	1.69%	5	10.87%
Ideals/Beliefs	5	8.47%	3	6.52%
Input	4	6.78%	2	4.35%
Intellectual Stimulation	5	8.47%	4	8.70%
Involvement in CIA	3	5.08%	1	2.17%
Knowledge of CIA	2	3.39%	1	2.17%
Monitoring/Evaluating	1	1.69%	0	0.00%
Optimizer	4	6.78%	2	4.35%
Order	1	1.69%	1	2.17%
Outreach	3	5.08%	1	2.17%
Relationships	5	8.47%	1	2.17%
Resources	6	10.17%	1	2.17%
Situational Awareness	5	8.47%	5	10.87%
Visibility	3	5.08%	0	0.00%

When analyzing and coding the interviews, an area closely studied was the amount of time each principal discussed topics and themes related to Marzano et al. (2005) *21 Responsibilities of a School Leader*. The first theme studied was the top seven responsibilities

that were most discussed by each principal (Table 52 outlines the seven most discussed responsibilities from each principal). Apricot's top seven attributes represented four second order change responsibilities: Change Agent, Intellectual Stimulation, Optimizer, and Ideals/Beliefs. Brown's top seven attributes represented three second order change responsibilities: Change Agent, Intellectual Stimulation, and Ideals/Beliefs. With the removal of Optimizer, both principals had the same second order change responsibilities. However, there are stark differences in their top seven. Brown ranked Culture, Focus and Affirmation as three of her top four discussed responsibilities. In reviewing Brown's discussion, 15% of her answers centered on Culture, almost 11% on Focus, and 9% on Affirmation. Culture, Focus and Affirmation were minimal in the discussion topics for Apricot. She discussed Culture approximately 5% of the time, Focus 1%, and 0% for Affirmation. Culture, Focus, Affirmation were a priority for Brown and immaterial for Apricot. In contrast, Resources and Relationships scored strong for Apricot and insignificant for Brown. Resources was the most-discussed responsibility for Apricot (10.17%) and the second-least discussed responsibility from Brown (2.17%). Apricot discussed the importance of Relationships at length in her discussion (8.5%) where Brown outwardly discussed relationships at a much lower rate of 2.17%. Thus, the seven most-discussed responsibilities by Apricot comprised of 57.6% of her conversations, and the seven most-discussed responsibilities by Brown comprised of 69.5% of her conversations (11.9% difference).

Table 47: Most Common Change Order Responsibilities Discussed

Mrs. Apricot		Mrs. Brown	
Leadership Responsibility	**n**	**Leadership Responsibility**	**n**
Resources	6	Culture	7
Situational Awareness	5	Focus	5
Relationships	5	Situational Awareness	5
Change Agent	5	Affirmation	4
Intellectual Stimulation	5	*Change Agent*	4
Optimizer	4	*Intellectual Stimulation*	4
Ideals/Beliefs	4	*Ideals/Beliefs*	3
Total	34 57.62%	Total	32 69.56%

Notes: Italics represents second order change responsibilities.

The interviewed principals clearly understood the culture and climate of their school buildings. Each led their building in such a way that maximized their personal and professional strengths. After reviewing the themes established throughout the interviews, there were four common leadership responsibility themes established: Change Agents, Intellectual Stimulation, Situational Awareness, and Ideals/Beliefs. Of the four commonalities, three of them (Change Agents, Intellectual Stimulation, and Ideals/Beliefs) are second order change responsibilities. Of the second order change responsibilities, Table 53 outlines the rate of discussion for each principal when discussing second order change responsibilities in their respected school buildings.

Table 48: Frequency of the Seven Second Order Chance Responsibilities Discussed

Mrs. Apricot		Mrs. Brown	
Leadership Responsibility	**n**	**Leadership Responsibility**	**n**
Change Agent	5	Change Agent	4
Flexibility	2	Flexibility	1
Ideals/Beliefs	5	Ideals/Beliefs	3
Intellectual Stimulation	5	Intellectual Stimulation	4
Knowledge of CIA	2	Knowledge of CIA	1
Monitoring Evaluating	1	Monitoring Evaluating	0
Optimizer	4	Optimizer	2
Total	40.68%	Total	32.61%

An intriguing commonality found between Apricot and Brown were the seven responsibilities they each identified as most important towards to lead their school building. Three of the seven responsibilities Apricot chose were second order change responsibilities and two of the seven responsibilities Brown chose were second order change responsibilities (Table 54). It is noteworthy to observe Apricot identified 3/7 (42.8%) second order change responsibilities. It is considered noteworthy because neither Apricot nor Brown were aware nor did the researcher explain which of the 7/21 responsibilities were classified as second order change. Although Brown chose one second order change responsibility less than Apricot at 2/7 (28.5%), it is still significant to observe that she chose two second order change responsibilities.

Of the four first order change responsibilities chosen by Apricot – Outreach, Relationships, Resources, and Situational Awareness – three of those responsibilities spoke directly to how she leads her dual language school building. Apricot stressed relationships as an avenue she travels through to hire high quality bilingual teachers and then retain them at her

school for future years. A dual language school is often a part of the Spanish-speaking community. Having a plan to conduct outreach into the community and establish relationships with key stakeholders would be critical to furthering the program. Apricot also discussed in detail about her need for more resources to further meet the needs of her students and teachers.

Brown's first order change responsibilities had a greater focus on maintaining and managing her school building (exactly what Marzano et al. (2005) classified first order change responsibilities are intended to do). The first order change outlier that focused on the advancement of her dual language program was Culture. Brown passionately stressed the need for a school culture that supports all students, regardless of language spoken, race, or ethnicity.

Table 49: Most Important Change Order Responsibilities Stated

Mrs. Apricot **Leadership Responsibility**	Mrs. Brown **Leadership Responsibility**
Change Agent	Affirmation
Ideals/Beliefs	*Change Agent*
Optimizer	Culture
Outreach	*Flexibility*
Relationships	Focus
Resources	Relationships
Situational Awareness	Situational Awareness

Notes: Italics represents second order change responsibilities.

Finally, a fifth commonality was established through the interviews, but will not be discussed in detail within this or forthcoming chapters. The only leadership responsibility not identified for either principal was Contingent Rewards. Contingent Rewards allows the school building leader to recognize and reward the accomplishments of individuals within the school

building. A central focus of the recognition is the work ethic the individuals within the school building present for the betterment of students and the school building. Although neither principal highlighted or discussed this responsibility in their responses does not indicate that it does not occur in their school buildings. However, it is intriguing that it was never mentioned or discussed by either principal. Marzano et al. (2005) ranks Contingent Rewards at 16/21 in regards to importance towards implementing first order change efforts in a school and is not even considered a responsibility for second order change efforts. Further, the teachers ranked Contingent Rewards at 21/21 in the rank order survey. From the observations of the data and interview transcripts, neither the principals nor teachers placed a high value on the responsibility of Contingent Rewards. Therefore, Contingent Rewards not being implemented or viewed as necessary is seen as a commonality within this research.

Four Commonalities of the 21 Responsibilities among the Principals

Change Agents

Change Agents challenge the status quo of the school building. They epitomize the concept of a transformational leader throughout the school building. They are willing to temporarily upset the schools equilibrium to better achieve student academic success. Both principals were represented well in their answers regarding the process of acting as Change Agents within their school building. This was evident in their need to continually evolve as leaders of dual language school buildings. When they identified their top seven leadership responsibilities, both chose Change Agent. When asked to pick their top three of the seven responsibilities previously chosen, both chose Change Agent – the only commonality between the two principals. Both principals went about the process of being Change Agents in their school as a way to continually push and redefine what success looks like for them as principals

and for their teachers and students. They both represented a confident disregard for the status quo that can often permeate within school buildings.

Two examples protruded during the interview highlighting Mrs. Apricot's ability to be a Change Agent in her school building. First, during a question focused on her expectations for teachers in the building, she stated the following:

> "This is gonna sound really weird but I would say the biggest expectation I have for my all my teachers is we never get stuck. This job requires us to power through and be learners and put kids first at all times and when it gets challenging we can come along and work together to fix things. But if you get stuck then it's a whole new ballgame. Then I have to help you get unstuck. This is especially a problem if you are not putting kids first. Then we're gonna have a different conversation. It's not a very exciting answer…"

Mrs. Apricot was correct in her assessment that the answer she gave may not have been a "very exciting answer" but it was exactly what Change Agents do in a school building. They recognize that if a teacher gets stuck and is unable to move forward, that the equilibrium of the school building will be offset. She recognizes the deep need for her entire school building to row the boat together, to each pull their own weight, and that collectively the building will succeed. The second example of Mrs. Apricot leading through a Change Agent lens is that she responded in the following way when asked if she believes she is the instructional leader of her school building:

> "…I'm a side by side principal. I don't make decisions in my office. I make decisions based on observations and conversations and I am very open with my staff and when I observe instruction that are not aligning to our beliefs in the

> classrooms, I always talk to them about it. We have conversations and we try to fix it…"

Mrs. Apricot understands the importance of working with teachers instead of telling them what to do. She is not waiting for issues/problems to come to her desk to be solved, she is out in the classrooms analyzing what is happening and developing plans to further support the continual improvement of teachers in the classrooms so the students may succeed. Change Agents do not wait for things to come to them; they seek out the areas that need changed and act accordingly.

Mrs. Brown exhibited similar Change Agent behaviors within her school building, but the way she acts as a Change Agent is slightly different than Mrs. Apricot. It should be noted, however, that there is not simply one way to be a Change Agent. As we review Change Agents, they challenge the status quo of the school building, epitomize the concept of a transformational leader, and are willing to temporarily upset the schools equilibrium to better achieve student academic success. Mrs. Brown responded to a question about how she provides instructional leadership for her school in the following way:

> "I encourage experimentation. I try to identify teachers who have interests or challenges or predispositions and I then try to empower them to experiment with what's best in their classroom… some of that is about building future leadership and increasing teaching capacities… I am responsible for designing professional development in the building… it is my job to oversee that teachers get professional learning and development from me and that I set up a structure that is good for them."

This example is an excellent picture of Mrs. Brown finding the issues within the school, but meeting them with an empowering perspective. She acts as a Change Agent by seeking to provide the teachers with the necessary skills to be successful, but she is only able to effectively do this if she is out in the building and seeking areas of growth for teachers and herself.

Both principals exhibit the leadership responsibility of Change Agent because leading dual language schools require such a mindset compared to the traditional, monolingual school buildings. Marzano et al. (2005) states that "… the responsibility of Change Agent is important to second order change but is rated last in relative importance to first order change. That makes intuitive sense. Behaviors such as challenging the status quo seem far more appropriate to second order change than to first order change" (p. 73).

Intellectual Stimulation

Marzano et al. (2005) defines Intellectual Stimulation as:

> … the extent to which the school leader ensures that faculty and staff are aware of the most current theories and practices regarding effective schooling and makes discussions of those theories and practices a regular aspect of the schools culture… extent to which the leader engages staff in meaningful dialogue regarding research and theory" (p. 52).

Both school leaders discussed in detail the importance of providing their staff with relevant and meaningful professional development. An area Mrs. Apricot discussed as a barrier to her instructional leadership was the lack of bilingual leaders in the school building. She stated "… one barrier is not having a bilingual instructional coach or a bilingual assistant principal or being a bilingual principal." She understands and recognizes the need to provide her staff with bilingual professional development and intellectual stimulation to move them forward as

teachers. When discussing the various forms of support she is able to offer her teachers, Mrs. Apricot stated the following:

> "I don't have a Spanish immersion coach or dual language coach, so I will release them [to attend another school to observe other dual language teachers]. I will pay for a sub or set money aside and pay for a sub so they can go observe other dual language teachers and I will find somebody that speaks Spanish that can go with them so they can hear the academic language and talk about it."

Mrs. Apricot is able to take a barrier that may not be readily changed in her school building and implement a plan to provide her staff with relevant and meaningful professional development opportunities. She recognizes that she may not be able to fulfill every aspect of Intellectual Stimulation that the teachers may need but she is willing to be at transformational leader and lean on others to help accomplish the goals of meeting the teachers' education attainment needs within the classroom.

Mrs. Brown tackled a similar situation of providing intellectual stimulation in the realm of bilingualism and dual language education. Brown discussed the need for deeper Intellectual Stimulation around how people – teachers, community, etc. – view minority students in the classrooms. Brown replied with the following statement when asked about different barriers she faces in her school building:

> "I think it's the biasness that people have towards certain students. There is a level of racism that has to be addressed. I think it's about building your leadership and the leadership capacity of the people who are going to help lead the work. And you have to engage in some conversation with folks when necessary in terms of how to confront their biases. For me… I need to develop professional

> development and… encourage people to embrace it [diversity]. If they don't [embrace diversity], then I need to help them find some place to work where their values better match the values they believe in."

Brown discussed the importance of embracing all students, regardless of ethnic or racial background, but more importantly, the way she views her teachers is similar to how she views her students. She believes in her teachers and wants to provide them with a level of Intellectual Stimulation that allows them the opportunity to change their mindset and value the role of diversity in her school and the abilities of her students. However, if she does not feel the teachers have a mindset that desires to change, then she is still willing to help them find another teaching position that may better fit their overall values and beliefs system.

Discussed earlier in this chapter, a building leader who epitomizes the responsibly of Intellectual Stimulation will provide multiple opportunities for staff members to become aware of best practice research and how to effectively implement these best practices into the classrooms. Further, the school building leader will allow opportunities for the staff to reflect and discuss with their colleagues on how to best implement best practice research into their classrooms (Marzano et al., 2005). Both leaders, Apricot and Brown, fulfilled the responsibility of Intellectual Stimulation in their conversations about how they actively lead their school buildings.

Situational Awareness

Marzano et al. (2005) most accurately described the importance of Situational Awareness by stating that leaders have an acute "awareness of the details and the undercurrents regarding the functioning of the school and their use of this information to address current and potential problems" (p. 60). The authors continue to describe Situational Awareness as a process where

"… deep change requires knowing what is happening, distancing the ego from daily events, and honestly appraising the state of the organization" (p. 60). Situational Awareness is not one of the seven second order change responsibilities, nor is it ranked high on the scale of first order change responsibilities (17/21), but it is a critical responsibility when leading dual language immersion programs.

Apricot and Brown both exhibited a strong appreciation for the responsibility Situational Awareness and how it plays an important role in the formation of the leadership making decisions in the school building. Both displayed confidence in the manner of knowing what is occurring in their school buildings. Each had a process of ensuring the responsibility of Situational Awareness was occurring within their building, and it was obvious that both were professionally and emotionally connected to their school building. Both discussed the importance of being in the classroom observing teachers, having regular conversations with teachers, and developing professional development plans for the teachers based on their specific individual needs or building-wide needs. Below are highlighted examples of how they promoted the responsibility of Situational Awareness, although done in different ways. Situational Awareness often depends on the situation placed in front of them, but does not have a limit of how to perform Situation Awareness in their respected dual language school buildings.

Having an acute understanding of the intricacies and details that make the school function at a high level each day is important. An area where Mrs. Apricot displayed the responsibility Situational Awareness was through her voice and actions to fight for the necessary resources for her teachers to perform effectively in the classroom. She is completely aware of her surroundings and what she is able to accomplish on her own and what she needs from others. During a discussion about the hiring process and barriers, she stated the following:

> "I think I have to advocate for everything that I need and I have to seek out support and I have to be mindful of every need for my dual immersion teachers… when I have a barrier [regarding a bilingual barrier] it's not like it's something that I can just go in and help fix. I have to seek out support from district office, from other dual language teachers, like if you have a new teacher… You just have to be extremely mindful of the needs and really listen deeply… then you go find the resources."

Mrs. Apricot is aware of her surroundings. An effective school building leader is aware of the undercurrents happening within the school building. Mrs. Apricot is in tune with the functioning pulse of the staff and what she needs to do as a leader to effectively hire the best-fit teachers and provide them with the best resources possible. Mrs. Apricot is not disenfranchised within her school building; she is emotionally connected to the events occurring in the building.

Similar to the way Mrs. Apricot displayed Situational Awareness, Mrs. Brown displayed it in a manner of developing relationships with her staff to stay informed of the pulse of the building and what she should be doing to better support the teachers. Mrs. Brown discussed the importance of being transparent and open with her teachers to develop a level of trust and respect amongst them. She works hard at developing a positive atmosphere within the school building. She discussed how she is the "Promoter-in-Chief" of the school. She takes many steps to develop goodwill amongst all staff members. To expound further on these sentiments, Mrs. Brown stated:

> "I think my leadership style is to be really transparent and really open. I always strive to become better and be a stronger communicator and I feel like I must be the organizer of all of the gratitude and love and positivity within the school. And

> I'm also the Promoter-in-Chief in maintaining a positive atmosphere within the school… it's my job to come up with new and research base activities… continually find ways to change the school… make it a fantastic place to be."

Mrs. Brown openly provides a platform to serve her teachers through the responsibility of Situational Awareness to generate a greater understanding of what is actually happening in the school building, the pulse of the culture and climate, and how to provide better professional development opportunities to move her teachers to a higher level of effectiveness in the classroom.

Ideals/Beliefs

Ideals/Beliefs are at the core of the most effective school leaders (or leaders in any domain). Each day they show up for work and stand for something greater than themselves. They lead through their convictions and not the changing winds. They take a stand for the right thing, even when the right thing is not popular. They believe in being a statesman or stateswoman instead of an ever-changing politician. They know who they are as a person, what got them to their place of leadership, and how to instill their leadership philosophy as a transformational leader with an embedded growth mindset. De Pree (1989) explains this concept of Ideals/Beliefs stating:

> "Beliefs are connected to intimacy. Beliefs come from policies or standards or practices. Practice without belief is a forlorn existence. Managers who have no beliefs but only understand methodology and quantification are modern-day eunuchs. They can never engender competence or confidence" (p. 55).

Ideals/Beliefs was a responsibility that strongly connected Mrs. Apricot and Mrs. Brown. Both lead through their convictions and are willing to appropriately stand up and fight for what they believe is right on behalf of their school building and students.

The excerpt below is an example of Mrs. Apricot leading with the responsibility of Ideals/Beliefs as a key decision-maker as she leads her school building. In response to a question surrounding how she handles conflict within her school building, she stated the following:

> "I think I am the type of leader that if the elephant is the size of a mouse, then we're going to have a conversation because I don't want to deal with it when it becomes a bigger elephant. So when I started the program (dual language immersion program) my number one goal was not to ever become a building within a building and that we are one. And I have fought that for the last six years and my staff knows that we are together."

Mrs. Apricot intentionally confronts possible conflict, frustrations, dissentions, and drama in her school building by doing what she believes is right for kids and treating all the teachers with honesty and respect. Her staff members know where she stands on important issues including dual language programming. They know that she will not allow them to derail the process because she believes that dual language programming is great for students.

Mrs. Brown took a similar stance to ensure academic excellence occurred within her school building. She recognized that the ultimate responsibility and success of the school building falls on her shoulders – and she openly accepts this responsibility. There were multiple areas and topics she discussed during our interview that were rich with the responsibility of

Ideals/Beliefs, but one aspect that made an impact on the researcher was her view of the responsibility towards moving the school building forward. Mrs. Brown stated:

> "I am the keeper of the vision of what I want to see and what I want learning to look like. And as such, it's my responsibility to seek the target that I want my teachers to be striving for and help show them how to get there."

Mrs. Brown is unashamed of doing whatever it takes to get her school building and students to achieve success. She recognizes and believes that it is her responsibility to lead the school that she has an obligation to set the vision while making sure the vision is being attained and teachers are also striving to attain it.

CHAPTER 5. SUMMARY AND CONCLUSIONS

Overview

The school building leader is considered the gatekeeper of the educational institution – especially for a new educational program or initiative (Fullan, 2007). If a DLE program is being led by a leader who does not possess the essential skills and characteristics to be successful, then they are more likely to fail than succeed within the school building (Marzano et al., 2005). DLE school buildings must have an effective school leader who can implement and sustain a galvanized vision for the school community. Researching the necessary leadership characteristics essential to effectively lead a DLE school building may prove advantageous in hiring the individual with the required attributes to effectively meet the diverse needs of DLE students, teachers and community stakeholders. Without the correct leader offering a strong vision, setting goals, and establishing values, then it is inevitable that fad cycle tendencies will dominate the educational landscape of the school and ultimately result in a failed shift in the paradigm and programming (Hellawell, 2011). Without the necessary leadership traits and vision from a DLE school building leader, the DLE program is at a higher risk of not achieving student success.

This research study aimed to discover necessary leadership characteristics of DLE leaders. This research analyzed the perceptions of current DLE building leaders and teachers and examined what they believe are necessary leadership traits a building leader must possess to effectively lead a DLE program. This research then formulated a composite of leadership characteristics that are necessary towards leading a DLE program.

The purpose of this mixed-methods study was to explore leadership characteristics DLE school leaders possess to effectively lead a dual language immersion program. The research sought to identify specific leadership characteristics and qualities necessary to lead a DLE program that may be different from characteristics required to be a traditional school leader. Through this mixed-methods approach, the research achieved the following:

1. Determined a specific leadership skill set, based on the *21 Responsibilities of a School Leader* framework by Marzano (2005), considered necessary to effectively lead a DLE program.
2. Established a list of behavioral and leadership characteristics that promote and enhance a DLE school setting.
3. Enhanced understanding of differences and similarities between identified leadership characteristics of DLE and monolingual school leaders

Review of the Literature

Relevant literature identifies two common instructional programs of Dual Language Education (DLE) that are utilized in American public schools: *one-way immersion* and *two-way immersion programs*. One-way immersion programs are typically offered to English speaking students who desire to become proficient and literate in a second language, to be exposed to high academic standards, and to enhance their cultural awareness of different ethnicities and races within their society and the world (Alanis & Rodriguez, 2008; de Jong & Howard, 2009; Monroy, 2012; Nascimento, 2017; Potowski, 2007; Schwabsky, 2013). Two-Way Immersion (TWI) programs enroll approximately half of the students who are native speakers of the partner language (i.e. Spanish or Mandarin) and the other half of students are native English speakers (Christian, 1996). Both sets of language speaking students are partnered together to best promote

bilingualism, biliteracy, cultural responsiveness, and increased academic achievement (Christian, 1996; Lindholm-Leary, 2005; Marian et al., 2013). TWI classrooms range from 50-90% of their instructional day spoken in the partner language (Lindholm-Leary, 2005).

Many studies have investigated the effect school leadership has on the success of a school building. However, limited studies have been conducted on the traits of principals in DLE schools. Principals in DLE schools may have the added responsibility of overseeing both DLE and monolinguistic classroom settings in a hybrid school building (Rocque et al., 2016). DLE school leaders are continually evolving their leadership practices and efforts within their school building to attend to the changing demographics enrolled into the school, the continual restructuring of standardized assessments, and the heightened expectations to evaluate, document, and assess teacher effectiveness and pedagogy in the classroom (Ramirez et al., 2009). An effective school leader has the ability to better the climate and working condition of the school while increasing the motivation and capacity of their teachers through practicing transformational leadership and influence (Hallinger & Heck, 1998).

This research was guided through the framework and examination conducted by Marzano et al. (2005) and their book *School Leadership that Works: From Research to Results*. Marzano et al. (2005) identified, through a meta-analyses of over 5,000 studies, a set of leadership skills and traits that prove to have a strong impact on student performance in school. The "basic claim is that the research over the last 35 years provides strong guidance on specific leadership behaviors for school administrators and that those behaviors have well-documented effects on student achievement" (Marzano et al., 2005, p. 7).

Through their comprehensive meta-analysis, Marzano et al. (2005) identified 21 responsibilities that are associated with measurable increases in student learning through

synthesizing multiple studies examined from 1970 to 2005. The 21 identified responsibilities are: culture; order; discipline; resources; involvement in curriculum, instruction, and assessment; focus; knowledge of curriculum, instruction, and assessment; visibility; contingent rewards; communication; outreach; input; affirmation; relationships; Change Agent; optimize; ideals/beliefs; monitor/evaluate; flexibility; situational awareness; and intellectual stimulation. Each responsibility was identified as having an effect size greater than 0.15 on student achievement (see Figure 7). This was considered a fairly strong variable between the principal's responsibilities and the success of the students.

As the necessity for DLE programs propagates across the United States, so will the need for highly effective DLE school leaders to emerge within the DLE school buildings. The role of the building leader plays an instrumental part in the academic success of the students (Waters, Marzano, & McNulty, 2003). Therefore, researching the necessary leadership characteristics essential to effectively lead a DLE school building – or a monolinguistic school building – may prove advantageous in hiring the individual with the required attributes to effectively meet the diverse needs of DLE students, teachers and community stakeholders. Several studies have investigated the effect school leadership has on the overall success of monolinguistic school buildings (Leithwood & Jantzi, 2005; Marzano et al., 2005; McKinney et al., 2015; Wahlstrom et al., 2010; Waters et al., 2003). However, limited studies have been conducted on the traits of school leaders in DLE programs (Hellawell, 2011; Monroy, 2012). Principals who serve in a hybrid school of both DLE and monolinguistic classrooms have the added responsibility of overseeing and leading both versions of the classroom and school setting (Rocque et al., 2016).

Methodology

Qualitative

The qualitative approach towards the mixed-methods research implemented a collective case study design to accumulate and analyze data regarding the leadership characteristics of two (2) DLE school principals, via semi-structured interviews (for DLE Principal Interview Questions, please see Appendix B). The rationale for two participants in the collective case study is based on Creswell's [2007] assertion that a researcher should not choose more than four or five cases in a collective case study. Creswell (2005) defined a collective case study as the researcher selecting multiple cases, at multiple sites, to illustrate the presented issue. This research is categorized as a collective case study because it will include two elementary school sites and two DLE school leaders that will intertwine the leadership characteristics and practices of current DLE school leaders. Furthering the purpose behind the intended research design, Creswell (2007b) states, "a collective case study, otherwise known as a multiple case study, involves one issue selected, but the inquirer selects multiple case studies to illustrate the issue" (p. 74).

Quantitative

The quantitative approach towards this mixed-methods research implemented a descriptive research design. This quantitative approach allows for a collection of data, via survey instrument, from teachers and principals, based on their perceptions of leadership characteristics of DLE principals. The quantitative approach will allow the researcher to identify which of the *21 Responsibilities of a School Leader* are considered important for a DLE principal to possess through a DLE teacher participated survey. The correlation analysis examines the

level of difference of a specific characteristics or variable towards one or more characteristics or variables (Leedy, 1997). Thus, this research design determines the relationships between two or more variables: DLE teacher perception, DLE principal perception, and monolingual teacher perception of the *21 Responsibilities of a School Leader*. Finally, the results of the DLE teacher survey were compared with the results of a similar research design conducted by Bedessem-Chandler (2014) based on monolingual classroom teachers in Wisconsin (monolingual teachers).

The researcher chose a non-experimental design approach because the design does not rely on a manipulation of the variables and it allows the researcher the ability to describe the current perceptions of the principals and teachers. Non-experimental research makes observations about how the variables in the research are related to each other and describes the findings (Bonds-Raacke, 2012). The data compiled from the teacher surveys and principal interviews represents the dependent variable and the *21 Responsibilities of a School Leader* represent the independent variable. This design requires an explanation be given through the quantitative design regarding the effect one variable has on the other. Through explanation of the relationship between the variables, the researcher is able to determine if the influence of a specific variable has an impact on another variable (Creswell, 2014). Descriptive research focuses on the current or past status of a specific phenomenon, the attitudes and behaviors, and characteristics of the subject group within the study, and does not involve manipulation of the independent variable – *21 Responsibilities of School Leadership* (Milgram, 1974).

Setting and Participants

Two elementary schools in southern Washington were chosen for the research study. The purpose behind the selected participants within this study is to better understand the central phenomenon of DLE leadership characteristics – purposeful sampling. Using purposeful

sampling, the researcher "intentionally select(ed) individuals and sites to learn or understand the central phenomenon" (Creswell, 2005, p. 206). A homogeneous sampling strategy was used to identify and select two DLE school principals and the group of teachers within each identified building for the research study. The two DLE school principals and multiple classroom teachers chosen derive from DLE school buildings that possess similar demographic characteristics in elementary schools serving a minimum of three grade levels (i.e. kindergarten through second grade) for their DLE program. A specific participant characteristic that was sought is DLE buildings with current implementation practices of a TWI program within the DLE methodology and utilize the 90:10 or 80:20 language pathway model.

Each school building principal was chosen as a qualitative case and represented a current student body being educated in a DLE program. The DLE teachers within the DLE setting of the interviewed DLE school principal were chosen to participate in the quantitative survey design section of the research study. The DLE principals chosen to participate derived from sample populations that have a direct role and/or responsibility in the administration and implementation of the DLE program on a daily basis. The DLE teacher participants chosen have a direct role in delivering dual language instruction to students, in a classroom, where a minimum of fifty-percent of the student school day is instructed in the partner language (i.e. Spanish). The researcher rationalized the purpose behind the sampling and selection of the cases within the study as the participants were chosen (Creswell, 2007b).

Discussion of the Findings

Dual Language and Monolingual Teachers

The rank order ratings of this research and Bedessem-Chandler's (2014) research produced similarities and differences between Dual Language and Monolingual teachers. When

ranking the *21 Responsibilities of a School Leader*, teachers in this research study and the research study conducted by Bedessem-Chandler in 2014 ranked the following eight (38%) Marzano et. al (2005) leadership responsibilities identically:

1. Communication – 1/21
2. Culture – 2/21
3. Flexibility – 4/21
4. Change Agent 11/21
5. Knowledge of Curriculum, Instruction, and Assessment – 13/21
6. Situational Awareness – 15/21
7. Optimizer – 19/21
8. Contingent Rewards – 21/21

Regarding the responsibility of Input, the two groups of teachers were one rank order apart. The Monolingual teachers ranked Input at 6/21 and Dual Language teachers ranked it at 7/21. Adding Input to the eight responsibilities mentioned above would mean approximately 43% of the 21 leadership responsibilities were ranked the same. On the contrary, there were significant differences in the rank order ratings of both groups of teachers. When outlining the rank order ratings of Dual Language and Monolingual teachers in Figure 10, the researcher was able to use this data to determine which leadership responsibilities were similar and/or dissimilar in numerical ranking. For example, Relationships (+5), Resources (+7), and Involvement in Curriculum, Instruction, and Assessment (+8) were all rated higher for Dual Language teachers compared to Monolingual teachers, and Order (-8) and Discipline (-5) were rated lower for Dual Language teachers compared to Monolingual teachers.

It was not surprising that both groups of teachers rated Communication and Culture first and second, respectively (Figure 10). Marzano et al. (2005), along with many other researchers, identified the importance of the school principal to develop and sustain strong communication with his/her teachers in order to help cultivate a strong culture within the school building (Bedessem-Chandler, 2014; Fullan, 2001; Hunt, 2009; Schwabsky, 2013). What was interesting in the teacher ratings was the mean scores of the two responsibilities between this research and Bedessem-Chandler (2014). Dual Language teachers' mean score of Communication was 4.35 compared to the Monolingual teacher mean score of 2.85 (+/- 1.5). Communication was an overwhelming first place rank order for the Monolingual teachers in Bedessem-Chandler's (2014) study compared to the second place rank order of Culture at 5.93 (3.08 mean score difference). This presents a noticeable difference compared to the Dual Language mean score of first and second rank order displaying a 0.47 difference between Communication and Culture (Figure 18). Both groups of teachers recognized the importance of Communication and Culture as an important responsibility of their principal, but it can be noted that Dual Language teachers placed a greater emphasis on both responsibilities compared to Monolingual teachers who placed a greater emphasis overall on effective communication of the principal compared to the culture established by the principal.

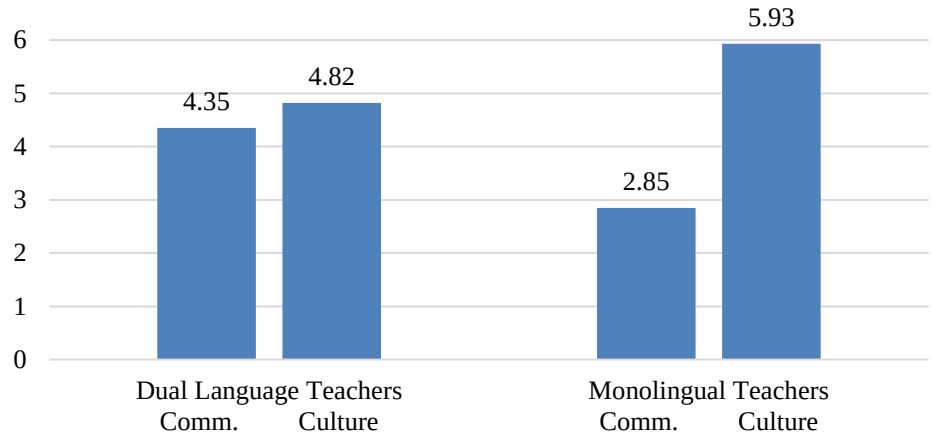

Figure 18: Comparing Communication and Culture Mean Scores

An intriguing discovery found between the two groups of teacher data was cross-referencing the ranking of the following three responsibilities: Involvement in Curriculum, Instruction, and Assessment (Involvement in CIA), Knowledge of Curriculum, Instruction, and Assessment (Knowledge of CIA), and Monitoring/Evaluating. Both groups of teachers rated Knowledge of CIA as an equally important responsibility (13/21) of their building principal, but neither group was similar in how they rated the principal's actions within the school building with their current Knowledge of CIA. When it came to being actively involved in their classrooms with CIA, Dual Language teachers rated Involvement in CIA 10th (10.24) and Monolingual teachers in Bedessem-Chandler's (2014) study rated it 18th (14.26). Involvement in CIA is the largest gap (+/- 8) of the rank order comparison between the two teacher groups (Figure 19). It can be inferred that Dual Language teachers prefer having their building principal in the classroom supporting the work they are developing and implementing on behalf of their students more so than Monolingual teachers. However, a slight degree of contradiction is discovered when observing the results of teacher perception of the building principal monitoring and evaluating their practices in the classrooms. Dual Language teachers ranked the

responsibility of Monitoring/Evaluating second to last (20/21) and Monolingual teachers in Bedessem-Chandler's (2014) study ranked it in bottom quartile (16/21). Therefore, both groups of teachers believe it is equally important that the building principal have a strong capacity of Knowledge of CIA, but Monolingual teachers did not place it as high on their list of priority responsibilities compared to Dual Language teachers. In regards to school buildings developing or implementing a DLE program, the lack of teacher acceptance of the responsibility Monitoring/Evaluating must be taken into consideration when leading the building because Marzano ranks it as the highest rank order responsibility of first order change and the fifth-highest rank order responsibility of second order change.

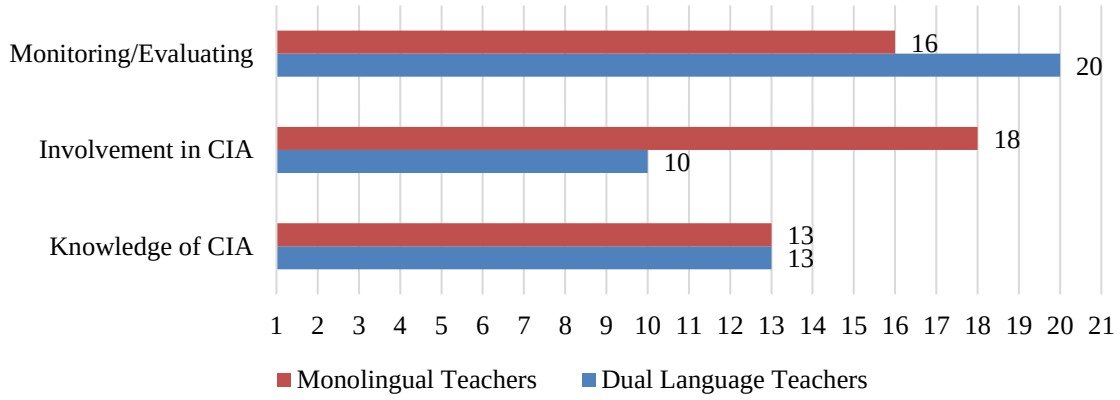

Figure 19: Rank Order of Knowledge of CIA, Involvement in CIA, and Monitoring/Evaluating

The leadership responsibilities that were found to be similar in both rank order and overall mean scores were Flexibility (4/21), Change Agent (11/11), and Situational Awareness (15/15). Flexibility had a mean score difference of +/- 0.60. Flexibility, as well as Communication and Culture, can be viewed as essential leadership responsibilities, because all three responsibilities are ranked in the top four for both teachers groups – Dual Language and Monolingual (Bedessem-Chandler, 2014). It can be inferred that regardless of being a Dual

Language or Monolingual teacher, these three responsibilities are highly sought after from all teacher groups. Communication and Culture are both in Marzano's et al. (2005) top ten first order change responsibilities and while Flexibility is identified as a second order change responsibility (Figure 20).

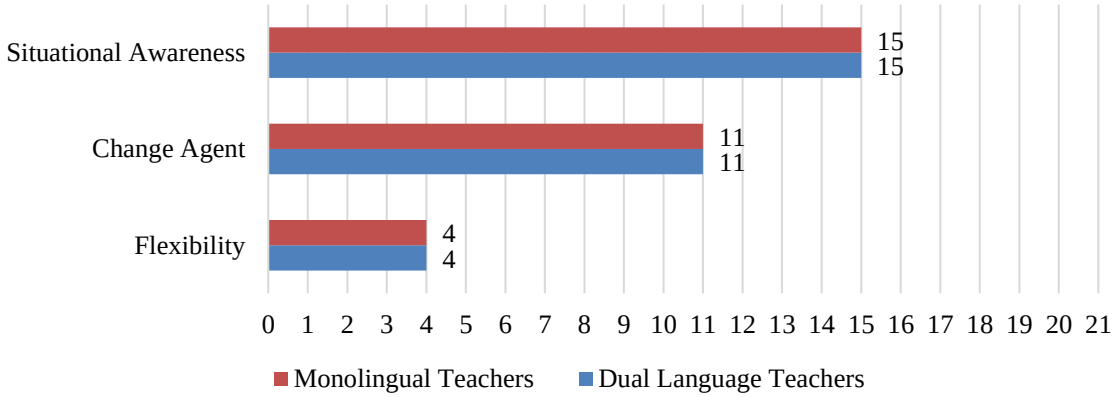

Figure 20: Rank Order Flexibility, Change Agent, and Situational Awareness

It was interesting to observe that Change Agent ranked the same for both teacher groups at 11/21 and offered a minimal difference in the mean score of 0.20. During the qualitative interviews, both DLE principals spoke in-depth about the necessity of being a Change Agent in their school building. Marzano et al. (2005) placed a premium on the ability of a school leader to act as a Change Agent when desiring a different outcome or leading a set of circumstances different from the established norm. Change Agents epitomize the concept of a transformational leader throughout the school building. They are willing to temporarily upset the school's equilibrium to better achieve student academic success. Change Agents look out for the creative and risk-taking teachers within the school building. Marzano's research has found that past successful schools will often lead in the realm of first order change because they do not see or recognize the need for change to occur within their school building. Hence, that is why Change

Agent is ranked last among the importance of first order change responsibilities. It is seen almost as unnecessary in the grand overview of leading the school building. However, it is intriguing to observe that both groups of teachers recognize this responsibility equally. Although they ranked it in the middle of the *21 Responsibilities of a School Leader*, it is still significant to see zero variance between Dual Language and the Monolingual teachers in Bedessem-Chandler's (2014) research study. A more in-depth study in the role the principal plays as a Change Agent in various schools (A-F on high stakes testing, Socio-economic Status, ELL, Rural school setting, Urban school setting, Dual Language, etc.) may provide greater insights to how teachers genuinely feel about the principal displaying the responsibility of Change Agent.

Three leadership responsibilities were identified as having a significant difference in their rank order and mean scores: Order, Resources, and Discipline. Monolingual teachers in Bedessem-Chandler's (2014) study ranked the process of Order at 9/21 with a mean score of 10.64 compared to Dual Language teachers ranking it 17/21 with a mean score of 13.24. Multiple variables can be factored into establishing why there is a difference in perception of Order. Within the responsibility of Order, the building principal will effectively establish and maintain boundaries and rules to follow for all staff and students. These boundaries and rules can look very different and blurred for a DLE teacher if they are in a school building that educates both dual language and monolingual classrooms compared to a full DLE school building or full monolingual school building. Further, many DLE teachers are international teachers from South America, the Caribbean, and Spain. Principal involvement in establishing routines and expectations in the classrooms is far less expected and observed compared to educational trends and norms across the United States (Education, 2015). Therefore,

international teachers may not see it necessary for a principal to establish order for them in their classrooms compared to a teacher born and raised in the American education system.

When reviewing the difference in rank order and mean scores of Resources (Figure 21), it can be assumed that DLE teachers place a great premium on the responsibility of resources because of the limited supply of dual language resources and/or their limited financial resources to acquire them independently. Furthermore, the need of appropriate professional development for dual language teachers is often scarce. A school building principal who is able to provide teachers with necessary educational materials and relevant professional development opportunities will be able to give them the greatest chance of achieving success on behalf of the students in the classroom. Many DLE teachers did not receive formal education on how to adequately educate their students through a dual language framework. Based on the information stated during the interviews with Mrs. Apricot and Mrs. Brown, Dual Language teachers are often chosen for their position because they have an education degree and are bilingual. It is imperative that the building principal locate and allocate necessary resources for the current and future success of the Dual Language teacher. It can be inferred that the importance of resources for Dual Language teachers is much more vital than Monolingual teachers. The quantity of professional development opportunities, textbook resources, webpages, premade worksheets, internet academic games, etc. is vast compared to similar available resources for Dual Language teachers.

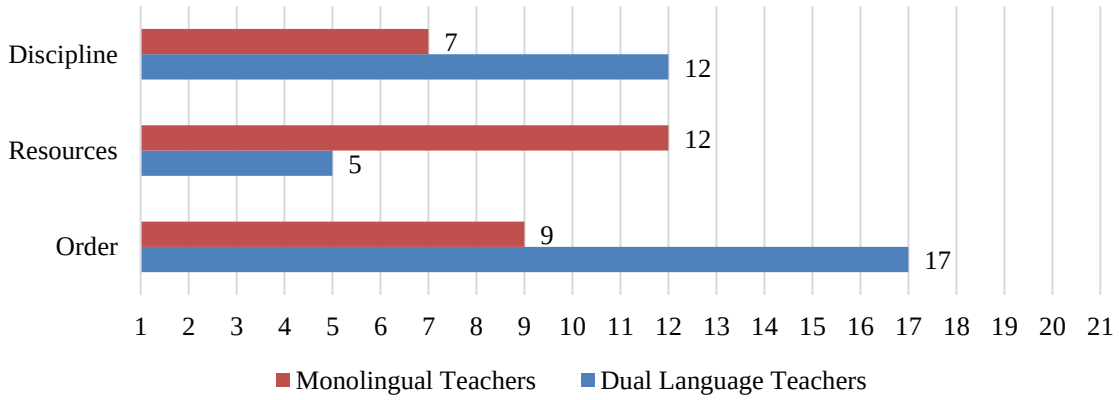

Figure 21: Rank Order of Order, Resources, and Discipline

Analyzing the Research Questions

Research Question 1: Which of the 21 Responsibilities of a School Leader (Marzano et al., 2005), do DLE principals attribute to effectively leading a DLE school setting?

The most commonly stated and discussed responsibilities of a school leader were: Change Agent, Situational Awareness, Relationships, Intellectual Stimulation, and Ideals/Beliefs. Three of the stated common responsibilities are second order change responsibilities: Change Agent, Intellectual Stimulation, and Ideals/Beliefs. This list of five responsibilities was from what the principals stated were their top seven and then their top three leadership responsibilities, as well as the most-discussed responsibilities in terms of importance to the work they are doing in their school building through coded responses of their interview transcripts.

This list of top five leadership responsibilities identified by principals appears to align well with the beliefs by Marzano et al. (2005) and the importance of second order change responsibilities. Per cited research in Chapter 2, Review of the Literature, and the interview transcripts of the Dual Language principals, being a DLE leader is difficult and requires greater

emphasis on second order change responsibilities compared to being a monolingual school leader. The two responsibilities listed in the principals top five that are not second order change responsibilities are Situational Awareness and Relationships. Both responsibilities have some overlap and similarities in how the order change responsibility is implemented into the school building. However, a principal viewing the importance of building strong and lasting relationships with his/her teachers is viewed as a positive expectation towards building and sustaining a positive school culture. Similarly, an effective school building leader is aware of the undercurrents happening within the school building based on the relationships built with the teachers. They are in tune with the functioning pulse of the staff and school building. An effective leader will model Situational Awareness by staying emotionally connected to the events occurring in the building. Both of these responsibilities are critical towards recruiting, maintaining, and growing dual language teachers. It is not surprising that Relationships and Situational Awareness, accompanied by Change Agent, Intellectual Stimulation and Ideals/Beliefs, were in their top five.

Research Question 2: Which of the 21 Responsibilities of a School Leader (Marzano et al., 2005), do DLE teachers attribute to effectively leading a DLE school setting?

According to the results of the rank order survey completed by the DLE teachers, the top five attributes, per mean score, that attributed to principals effectively leading a DLE school building were: Communication, Culture, Relationships, Flexibility, and Resources. The only commonality between teachers and principals was the responsibility of Relationships. The only second order change responsibility in the top five of dual language teachers was Flexibility. According to Marzano et al. (2005), Culture is the second most important first order change

responsibility. Communication (10th), Relationships (12th), Flexibility (14th), and Resources (15th) fall in the middle to latter range of the 21 responsibilities.

From a dual language teacher perspective, each responsibility rated in their top five can be rationalized as necessary. Many teachers choose this profession to build relationships and make an impact on the lives of their students. It can be argued that elementary school teachers fill this perception greater than secondary teachers. It must be noted that responsibilities found to be essential towards effectively leading first order change – Monitoring/Evaluating (1/21) and Knowledge of Curriculum, Instruction, and Assessment (4/21) – were not found to be critically important for Dual Language teachers. They ranked Monitoring/Evaluating at 20/21 and Knowledge of Curriculum, Instruction, and Assessment at 13/21. Further, both of these important first order change responsibilities are also in the top five of the second order change responsibilities based on the 2005 research from Marzano et al.

Research Question 3: Which of the 21 Responsibilities of a School Leader (Marzano et al., 2005) identified by DLE teachers in rank order, differ from the rank order perceptions of monolinguistic teachers?

Dual Language and Monolingual teachers both agreed on the top two rank order responsibility – Communication and Culture. Both responsibilities were rated significantly higher than the other 19 leadership responsibilities. In addition to the top five of both teacher groups was the responsibility of Flexibility. Both groups rated Flexibility as the 4th most significant leadership responsibility when leading a school building – dual language or monolingual. Communication and Culture are both strong first order change responsibilities that focus on sustaining commitment to the current status quo of the school building. Both groups

having Communication and Culture as their top two responsibilities is not surprising. However, what was a bit astounding was how monolingual teachers did not place Relationships in their top five – they ranked relationships as the 8th most significant leadership trait. It can be assumed that with strong communication and culture, a school building will derive strong and lasting relationships, making it understandable why Dual Language teachers rated relationships third on their list of important leadership skills to possess from their principal.

Dual Language teachers ranked Relationships 3rd and Resources 5th. Based on the average mean scores of Monolingual teachers, Relationships did not show up on the rank order list until 8th and Resources until 12th. The higher ranking of Resources for Dual Language teachers (5th) compared to Monolingual teachers (12th) is understandable because the later entity has established practices going back over a century and Dual Language practice is a new commodity developing synergy across the United States. Furthermore, many Dual Language teachers come to the United States from abroad and often come into the school buildings with limited or no school supplies to appropriately outfit their classrooms. Dual Language teachers who come from abroad often do not get a paycheck until their fourth week teaching. This places a great financial strain on their livelihood early in the employment process.

Research Question 4: Do second order change responsibilities of DLE principals have a greater emphasis on teacher perceptions of effective principal leadership in a DLE school?

The most commonly discussed and stated second order change responsibilities by DLE principals did not have a greater emphasis on teacher perceptions of effective principal leadership in a DLE school. The most discussed and commonly stated second order change responsibilities ranked very low on the list of DLE teachers. The principals discussed the

responsibilities of Change Agent and Intellectual Stimulation the most; each comprised of 10.11% of their discussion of the 21 responsibilities of a school leader. Dual Language teachers rated Change Agent 11th on their rank order of responsibilities. The 11th ranking was identical to the ranking of the monolingual teachers. The disparity of importance between principals and teachers is not alarming as it can be assumed that although teachers understand the importance of not being stagnant in the classroom and refining their educational practices, it can be daunting and intimidating to leave their comfort zone and enter the realm of change. Regarding Intellectual Stimulation, Dual Language teachers ranked it in the bottom third of importance at 14th (Monolingual teachers were similar in ranking it 17th). Similar to being a Change Agent, Intellectual Stimulation requires principals to be placed outside of their comfort zone in order to reflect on current practices and be willing and open to learn new best practices to enhance student learning. Growing as professionals in the field of education is not only critical to student success, but also critical to increasing the legitimization process that education is a noble and scholarly career field. In this research study, building principals recognized the need for constant intellectual stimulation of their staff. However, the data from the teachers shows that they would prefer other leadership responsibilities before being stimulated intellectually (this data is supported even further through the monolingual teacher survey).

Ideals/Beliefs was the third most commonly discussed second order change principle by the building principals (9.0% of discussion). Dual Language teachers ranked the responsibility of Ideals/Beliefs 8th (monolingual teachers ranked it 10th). Ideals/Beliefs was the second-highest rated second order change responsibility on the list (Flexibility was the highest ranked second order change responsibility at 4th). Ideals/Beliefs appears to be the most aligned second order change responsibility between teachers and principals. They both believe it carried weight in the

process of a principal leading the school building. Ideals/Beliefs are believed to be at the core of the most effective school leaders and teachers. It is assumed that each day they show up for work and take a moral and ethical stand for the school and become a part of something greater than themselves.

The principals spoke about being an Optimizer during their conversation of the 21 responsibilities of a school leader during 6.7% of the conversation – the 4th most commonly discussed second order change responsibility by the principals. The Dual Language teachers rated the responsibility at 19/21 (Monolingual teachers also rated Optimizer at 19/21). The difference of importance of this responsibility was perplexing. An effective school leader who displays the responsibility of being an Optimizer are energetic and sanguine about the future and the direction of the school. They inspire others when promoting change in or through a difficult environment or transition. It would seem that teachers would desire a school leader who epitomizes the role of an Optimizer. However, teachers ranked it extremely low on the list of 21 responsibilities. The only responsibilities ranked lower than being an Optimizer was Monitoring/Evaluating and Contingent Rewards.

Importance of Dual Language Programming

DLE educational programs have become increasingly popular in urban areas across the United States (Hunt, 2011). Combining two different languages in the classroom supports and enhances the various ethnic and cultural backgrounds presented in the classroom and further develops the multicultural understanding amongst the students by creating collaborative opportunities to appreciate the cultural diversity within the classroom (Freeman et al., 2005; Hernández, 2011). The overall goals of Spanish DLE programs are threefold: (a) provide native Spanish speaking students a unique opportunity to be successful in school while learning the

English language through the language and academic development in their native language; (b) help native English speaking students become proficient in the partner language and academic performance; and (c) promote linguistic and cultural responsiveness and equity among the students, school, and community.

DLE education programs have shown multiple benefits towards student's ability to develop a skill set that is needed for an evolving global career field (Slavin et al., 2011). DLE education programs have helped lower the achievement gap between native-English speaking and ELLs who are enrolled in a bilingual immersion program (Lindholm-Leary, 2005). Students enrolled in DLE programs have a greater opportunity to obtain knowledge of other cultures and develop a positive mindset towards other cultures (de Jong & Howard, 2009). DLE is a best practice, research based teaching model that educates students in a cultural, ethnic, and linguistic diverse classroom setting. It provides an equitable opportunity for non-English speaking students and provides a win-win situation for native-English and non-English speakers alike (Lindholm-Leary, 2005).

Research is clear that providing DLE programming for students, especially ELL students, will provide them with a well-rounded and efficacious education. However, the programming is a theoretical framework, and this theory must effectively be put into practice. If the principal leading the dual language school building does not have a foundational understanding of how to effectively and appropriately lead his/her DLE staff, then the academic promise of dual language programming may be lost. Assuming research based practices on effectively leading a monolingual/traditional school building are the same to leading a dual language school building is unwise. This research highlights that there are several leadership responsibilities that present similar perceptions of importance between Dual Language and Monolingual teachers of their

building principal: Communication, Culture, Flexibility, Input, Change Agent, Knowledge of CIA, Situational Awareness, Optimizer, and Contingent Rewards. Alternatively, there are multiple leadership responsibilities where the two teacher groups were not aligned in the most perceived leadership responsibilities of effective school principals: Relationships, Resources, Involvement in CIA, Discipline, Outreach, Order, Affirmation, Outreach, and Monitoring/Evaluating.

The educational environment is incessantly changing from instructional concepts to classroom management techniques. An evolving and quickly growing concept is Dual Language Education. As school district leaders (i.e. Superintendents) seek to implement new innovations like DLE programming within their school district, the type of change order must be consistent with the magnitude of change that is required within a dual language school building. If the principal hired by the superintendent is lacking the appropriate skill sets to implement the required order of change from monolingual to bilingual school building, then it is inevitable that the desired innovation will eventually fail (Marzano et al., 2005). Therefore, it is important the school building and district leaders recognize the sound difference in programming, resources, relationships, situational awareness, outreach, knowledge of curriculum, instruction, and assessment, etc. It would be wise for any current or future DLE principal to be assessed on the *21 Responsibilities of a School Leader* (Marzano et al., 2005) and how each responsibility may require a different level of importance within a DLE school building compared to a monolingual school building.

Finally, it was observed that both DLE principals interviewed during the qualitative case study recognized that the leadership responsibilities they implement might be different, at times, than leadership responsibilities routinely implemented if they were leading in a monolingual

school setting. The DLE principals chose second order change responsibilities, Change Agent, Ideals/Beliefs, Optimizer, and Intellectual Stimulation, as change order responsibilities most important in their leadership journey. Furthermore, they often spoke about Resources, Relationships, and Outreach as critical leadership responsibilities to effectively leading a dual language school building – which had a differing outcome in the monolingual survey conducted.

DLE Leadership Characteristics Composite for DLE Leaders

As the mean score rating of the teachers were analyzed, as well as the semi-structured interviews conducted with the principals, the researcher was able to determine seven common themes of Marzano's et al. (2005) leadership responsibilities that are believed to be necessary leadership traits a DLE building principal must possess to be considered effective in his/her leadership environment. This research produced a composite of leadership characteristics that could be considered necessary towards leadings a DLE school building. The seven leadership responsibilities are (in alphabetical order):

1. *Change Agent*
2. Communication
3. Culture
4. *Ideals/Beliefs*
5. *Intellectual Stimulation*
6. *Flexibility*
7. Resources

Note: Italicized Responsibilities denotes Second Order change.

These seven leadership responsibilities do not insinuate that the other 14 leadership responsibilities are irrelevant or should not be considered when leading a DLE school building,

but merely these seven leadership responsibilities were shown to be the most-discussed and highest-rated amongst the teachers and principals on how to best lead a DLE school building. Four of the seven leadership responsibilities stated above, in italics, are second order change responsibilities. It was hypothesized that a greater priority of second order change responsibilities would have been emphasized through the leadership responsibility composite stated above. Hellawell (2011) stated that school building leaders overseeing DLE programs were more successful when they recognized Marzano's second order change that required greater effort and skill sets compared to a monolingual/traditional school principal. Her research discovered that the school building leaders who observed DLE programs as first order change and did not change their leadership philosophy or approach were shown unsuccessful towards generating a school environment conducive to increasing student learning and engagement (Hellawell, 2011). Further, these school leaders were shown to be unsuccessful towards generating a school environment conducive to student learning and engagement within the DLE program.

Recommendations for Future Study

Recommendations for future studies revolving around dual language education and leadership practices:

1. Further examine the rank order responsibilities of DLE principals. This research study did not require DLE principals to rank the responsibilities from 1-21. A study examining the rank order of the responsibilities may prove beneficial when compared to the rank order of first and second order change responsibilities identified by Marzano et al. (2005).

2. Consider conducting a quantitative research study of the rank order of responsibilities through a comparative approach of DLE teachers and DLE principals. This research study would require a higher number of principal participation and more than likely span across multiple states and/or school districts.
3. Examining the principal's rank order of effective leadership in a DLE building may be better understood if the research study took place in a unified, large school district. A school district that is comprised of multiple DLE and monolingual school buildings and is under the same Superintendent leadership, may provide a better contrast or comparison between the perceived differences or similarities of DLE teachers and leaders compared to monolingual teacher and leaders.

Limitations and Threats to Validity

The researcher identified four limitations and/or threats to validity based on the results of the research study.

1. Due to the limitation of DLE teachers (less than 2,000 DLE school buildings compared to 100,000 traditional school buildings in the United States) available for this research study, 17 participants were able to participate in the research survey.
2. Both principals interviewed were White, English speaking principals. No Hispanic (or minority) principal, who is bilingual or multilingual, was interviewed. The results of the qualitative analysis may have been different if two Hispanic, bilingual principals were interviewed instead.
3. The survey was given in one language – English. All of the participants in the survey identified themselves as bilingual in English and Spanish. However, Spanish was many of the participants' first language and English their second language. An

identical survey should have been created, in Spanish, to allow the participants the choice to take the survey in whichever language they are most comfortable reading and comprehending the best. Not having a second survey in Spanish may have prevented the participation of more Spanish speaking teachers.

4. The researcher did not provide the participants any method of possible incentives for completing the survey. This may have prevented a higher number of teachers from participating in the research study.

Conclusion

The findings within this research appropriately answered the four research questions that guided this study:

1. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005), do DLE principals attribute to effectively leading a DLE school setting?
2. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005), do DLE teachers attribute to effectively leading a DLE school setting?
3. Which of the *21 Responsibilities of a School Leader* (Marzano et al., 2005) identified by DLE teachers in rank order, differ from the rank order perceptions of monolinguistic teachers?
4. Do second order change responsibilities of DLE principals have a greater emphasis on teacher perceptions of effective principal leadership in a DLE school?

The researcher hypothesized that a moderate difference would exist in how DLE elementary school teachers perceive the *21 Responsibilities of a School Leader* in a DLE setting compared to how traditional elementary school teachers perceive the *21 Responsibilities of a School Leader* in a monolinguistic setting. It can be inferred that a moderate difference was

observed in the quantitative data as there were multiple discrepancies within the rank order data between the two demographic groups. It can be considered significant that three of the responsibilities were both in their top five: Culture, Communication, and Flexibility. Further, due to the difficulties and paucity of DLE schools across America, the researcher also hypothesized that there would be a significant difference between the perceptions of the school principal and which of the rank ordered *21 Responsibilities of a School Leader* are most important compared to both DLE and monolinguistic school setting teachers. The findings within the research support a significant difference in the perceptions of which 21 leadership responsibilities are most critical to implement between the DLE teachers and DLE principals.

This research study aimed to discover necessary leadership characteristics of DLE leaders. It analyzed the perceptions of current DLE building leaders and teachers and examined what they believe are necessary leadership traits a building leader must possess to effectively lead a DLE program. Other school districts that have representation of DLE school buildings may want to replicate this research study to further cultivate the necessary leadership responsibilities most suited towards effectively leading a DLE school building. If this study can be replicated and enhanced in like school districts, superintendents may be more prone to use these frameworks to hire effective DLE teachers and DLE principals may use it to better evolve into the required leadership responsibilities to be an effective principal in his/her DLE school building.

REFERENCES

Abrams, L. S., & Gibbs, J. T. (2002). Disrupting the logic of home-school relations: Parent involvement strategies and practices of inclusion and exclusion. *Urban Education, 37*(3), 384-407. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2002-02912-004&site=ehost-liveRetrieved from labrams@che.umn.edu. doi:10.1177/00485902037003005

Alanis, I., & Rodriguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education, 7*(4), 305-319. doi:10.1080/15348430802143378

Appiarius, M. (2011). The influence of foreign language instruction at the elementary level on student achievement in English language arts and mathematics. In A. Inserra (Ed.): ProQuest Dissertations Publishing.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York : London: New York : Free Press ; London : Collier Macmillan.

Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership : theory, research, and managerial applications* (3rd ed.. ed.). New York : London: New York : Free Press ; London : Collier Macmillan.

Batalova, J., & Fix, M. (2011). *Up for grabs: The gains and prospects of first-and second generation young adults*. Retrieved from Washington, DC

Bedessem-Chandler, T. (2014). Teachers' perceptions of principal leadership based on the 21 responsibilities of a school leader as defined by marzano, waters, and mcnulty (2005). In S. V. Salerno, T. Evert, B. Lang, P. Nash, & M. Simms (Eds.): ProQuest Dissertations Publishing.

Blase, J. (2009). *Bringing out the best in teachers : what effective principals do* (3rd ed.. ed.). Thousand Oaks, CA: Thousand Oaks, CA : Corwin Press.

Blase, J., & Blase, J. (1999). Principals' instructional leadership and teacher development: Teachers' perspectives. *Educational Administration Quarterly, 35*(3), 349-378. doi:10.1177/0013161X99353003

Bonds-Raacke, J. R., John. (2012). *Research Methods: Are You Equipped?* Upper Saddle River, New Jersey: Pearson.

Burns, J. M. (1978). *Leadership* (1st ed.. ed.). New York: New York : Harper & Row.

Capps, R. (2015). *Trends in immigration and migration of English and dual language learners*. Retrieved from Washington, DC:

Castillio, P. L. (2003). *Implementation of change: The case of dual language programs in a South Texas school district.* Texas A &M University-Kingsville, Ann Arbor, MI.

Cazabon, M., Lambert, W., & Heise-Baigorria, C. (2002). *Field-initiated bilingual education research project*. Retrieved from Washington, D.C.:

Christian, D. (1996). Two-way immersion education: Students learning through two languages. *Modern Language Journal, 80*(1), 66-76.

Collier, V. P., & Thomas, W. P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice, 2*(1), 1-20.

Crawford, J. (2004). *Educating English learners. Language diversity in the classroom* (5th ed.). Los Angeles, CA: Bilingual Educational Services, Inc.

Creswell, J. (2005). *Educational research*. Upper Saddle River, NJ: Pearson Education.

Creswell, J. (2007a). *Designing and conducting mixed methods research*. Thousand Oaks, Calif.: Thousand Oaks, Calif. : SAGE Publications.

Creswell, J. (2007b). *Qualitative inquiry and research design: choosing among five approaches* (2nd ed.. ed.). Thousand Oaks: Thousand Oaks : Sage Publications.

Creswell, J. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed.. ed.). Thousand Oaks, California: Thousand Oaks, California : SAGE Publications.

Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*: Place of publication not identified Multilingual Matters.

de Carvalho, M. E. P. (2001). *Rethinking family-school relations: A critique of parental involvement in schooling*. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

de Jong, E., & Howard, E. (2009). Integration in two-way immersion education: Equalising linguistic benefits for all students. *International Journal of Bilingual Education and Bilingualism, 12*(1), 81-99. doi:10.1080/13670050802149531

DeJong, E. J., & Bearse, C. I. (2011). The same outcomes for all? High school students reflect on their two-way immersion program experiences. In *Immersion education: Practices, policies, possibilities* (pp. 104-122). Avon, United Kingdom: Multilingual Matters.

Delvin, A. (2017). *The research experience: Planning, conducting, and reporting research*. Thousand Oaks, CA: SAGE Publications Ltd.

DeMatthews, D. (2015). Making sense of social justice leadership: A case study of a principal's experiences to create a more inclusive school. *Leadership and Policy in Schools, 14*(2), 139-167.

DeMatthews, D., & Izquierdo, E. (2016). School leadership for dual language education: A social justice approach. *Educational Forum, 80*(3), 278-293. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=116265115&site=ehost-live. doi:10.1080/00131725.2016.1173152

Durdella, N. (2018). *Qualitative dissertation methodology: A guide for research design and methods*. Thousand Oaks, CA: SAGE Publications.

Dweck, C. (2007). *Mindset: the new psychology of success*. New York: Ballantine Books.

Eccles, J. S., & Harold, R. D. (1993). Parent-school involvement during the early adolescent years. *Teachers College Record, 94*(3), 568-587. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=1993-35291-001&site=ehost-live.

Education, U. S. D. o. (2015). *Dual Language Education Programs:*

Current State Policies and Practices. Retrieved from Washington, DC:

Elmore, R. F. (2000). *Building a new structure for school leadership* Retrieved from 555 New Jersey Avenue NW, Washington, DC 20001:

Epstein, J. (2010). *School, family, and community partnerships preparing educators and improving schools* (2nd ed.. ed.). New York: New York : Westview Press.

Epstein, J. L. (1995). School/family/community partnerships: caring for the children we share. *Phi Delta Kappan, 76*, 701-712. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=503295290&site=ehost-live.

Feinberg, R. C. (1999). Administration of two-way bilingual elementary schools: Building on strength. *Bilingual Research Journal, 23*(1), 47-68.

Freeman, Y., Freeman, D., & Mercuri, S. (2005). *Dual language essentials: For teachers and administrators*. Portsmouth, NH: Heinemann.

Fullan, M. (1993). Change forces: Probing the depths of educational reform. *The International Journal of Educational Management, 7*(3), 39.

Fullan, M. (2001). *Leading in a culture of change* (1st ed.. ed.). San Francisco: San Francisco : Jossey-Bass.

Fullan, M. (2007). *The new meaning of educational change* (4th ed.. ed.). New York: New York : Teachers College Press.

Genesee, F. (2006). *Educating English language learners : a synthesis of research evidence*. New York: New York : Cambridge University Press.

Genesee, F. (2008). What do we know about bilingual education for majority-language students? In *Handbook of Bilingualism and Multiculturalism* (pp. 547-576). Malden, MA: Blackwell.

Glesne, C. (2015). *Becoming qualitative researchers: an introduction* (5th ed. ed.). Boston: Allyn & Bacon, Inc.

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement, 9*(2), 157-191. doi:10.1080/0924345980090203

Hattie, J. (1992). Measuring the Effects of Schooling. *Australian Journal of Education, 36*(1), 5-13. doi:10.1177/000494419203600102

Hellawell, M. (2011). *An analysis of school principal's perceptions of change and the implications for dual language program success.* (Doctor of Philosophy), The University of Texas at Arlington, ProQuest LLC. (The University of Texas at Arlington)

Henderson, A. T. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. annual synthesis.

Hernández, A. M. (2011). *Successes and challenges of instructional strategies in two-way bilingual immersion.* (Doctor of Education), University of California, Electronic Theses and Dissertations.

Heymann, S. J., & Earle, A. (2000). Low-income parents: How do working conditions affect their opportunity to help school-age children at risk? *American Educational Research Journal, 37*(4), 833-848. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2002-18034-001&site=ehost-live. doi:10.2307/1163494

Higham, J. (2002). *Strangers in the land patterns of American nativism, 1860-1925* (2nd ed.. ed.). New Brunswick, NJ: New Brunswick, NJ : Rutgers University Press.

Hoff, E. (2013). Interpreting the early language trajectories of children from low-SES and language minority homes: Implications for closing achievement gaps. *Developmental Psychology, 49*(1), 4-15. doi:10.1037/a0027238

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding principles for dual language education* (2nd ed.). Washington, DC: Center for Applied Linguistics.

Hunt, V. (2009). Transformative leadership: A comparative case study in three established dual language programs. In M. Torres-Guzman (Ed.): ProQuest Dissertations Publishing.

Hunt, V. (2011). Learning from success stories: Leadership structures that support dual language programs over time in New York City. *International Journal of Bilingual Education and Bilingualism, 14*(2), 187-206. Retrieved from http://dx.doi.org/10.1080/13670050.2010.539673. doi:10.1080/13670050.2010.539673

Jones-Correa, M. (2008). Race to the top? The politics of immigrant education in suburbia. In *New faces in new places: The changing geography of American immigration* (pp. 308-340). New York: Russell Sage Foundation.

Kleyn, T. (2007). Multicultural education and bilingual teachers: An examination of convergence and divergence across ethnolinguistic groups. In M. E. Torres-Guzman (Ed.): ProQuest Dissertations Publishing.

Kloss, H. (1998). *The American bilingual tradition* (2nd ed.). Washington, DC and McHenry, IL: The Center for Applied Linguistics and Delta Systems.

Landale, N. S., Thomas, K. J. A., & Van Hook, J. (2011). The living arrangements of children of immigrants. *Future of Children, 21*(1), 43-70.

Leedy, P. D. (1997). *Practical research : planning and design* (6th ed. / with contributions by Timothy J. Newby and Peggy A. Ertmer.. ed.). Upper Saddle River, N.J.: Upper Saddle River, N.J. : Merrill.

Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly, 30*(4), 498-518.

Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research: 1996–2005. *Leadership & Policy in Schools, 4*(3), 177-199. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=18685037&site=ehost-live. doi:10.1080/15700760500244769

Leithwood, K. A. (1999). *Changing leadership for changing times*. Buckingham: Buckingham : Philadelphia : Open University Press.

Leithwood, K. A. (2010). *Leading school turnaround how successful leaders transform low-performing schools* (1st ed.. ed.). San Francisco: San Francisco : Jossey-Bass.

Leithwood, K. A., & Riehl, C. (2003). *What we know about successful school leadership*. Philadelphia, PA: Laboratory for Student Success, Temple University.

Lindholm-Leary, K. (2001). *Bilingual education and bilingualism*. Clevedon, GBR: Clevedon, GBR Multilingual Matters Limited.

Lindholm-Leary, K. (2005). The rich promise of two-way immersion. In *Educational Leadership* (Vol. 62, pp. 56-59).

Lindholm-Leary, K. (2012). Success and challenges in dual language education. *Theory Into Practice, 51*(4), 256-262. doi:10.1080/00405841.2012.726053

Lindholm-Leary, K., & Block, N. (2010). Achievement in Predominantly Low SES/Hispanic Dual Language Schools. *International Journal of Bilingual Education and Bilingualism, 13*(1), 43-60. doi:10.1080/13670050902777546

Lindholm-Leary, K. J. (2001). *Bilingual Education and Bilingualism*. Clevedon, GBR: Clevedon, GBR Multilingual Matters Limited.

Lindholm-Leary, K. J. (2005). The rich promise of two-way immersion. *Educational Leadership, 62*(4), 56-59.

Lindholm-Leary, K. J., & Borsato, G. (2001). Impact of two-way bilingual elementary programs on students' attitudes toward school and college.

Logan, J. L. (1967). Coral Way: A Bilingual School. *TESOL Quarterly, 1*(2), 50-54. doi:10.2307/3585754

Marian, V., Shook, A., & Schroeder, S. R. (2013). Bilingual two-way immersion programs benefit academic achievement. *Bilingual Research Journal, 36*(2), 167-186. doi:10.1080/15235882.2013.818075

Martin, P., & Midgley, E. (2006). Immigration: shaping and reshaping America.(immigrant population trends). *Population Bulletin, 61*(4), 3.

Marzano, R. J. (2003). *What works in schools : translating research into action*. Alexandria, Va.: Alexandria, Va. : Association for Supervision and Curriculum Development.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*.

McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., . . . Hinz, S. (2017). *The condition of education 2017*. Retrieved from U.S. Department of Education, Washington, DC: https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144

McKinney, C. L., Labat Jr, M. B., & Labat, C. A. (2015). Traits possessed by principals who transform school culture in national blue ribbon schools. *Academy of Educational Leadership Journal, 19*(1), 152-166. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=108525858&site=ehost-live.

McNeal, R. R. M. u. e. (2015). Parent involvement and student performance: the influence of school context. *Educational Research for Policy & Practice, 14*(2), 153-167. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=108483634&site=ehost-live. doi:10.1007/s10671-014-9167-7

Milgram, S. (1974). *Obedience to authority : an experimental view* (1st ed.. ed.). New York: New York : Harper & Row.

Monroy, J. (2012). *Leadership practice in elementary school dual language programs: A collective case study.* (Doctor of Education in Educational Leadership), University of Nevada, Las Vegas, UNLV.

Moraes, M. (1994). Bilingual education: A dialogue with the Bakhtin circle. In P. McLaren (Ed.): ProQuest Dissertations Publishing.

Mosqueda, E. (2010). Compounding inequalities: English proficiency and tracking and their relation to mathematics performance among Latina/o secondary school youth. *Journal of Urban Mathematics Education, 3*(1), 57-81.

Nascimento, F. C. (2017). Benefits of dual language immersion on the academic achievement of English language learners. *International Journal of Literacies, 24*(1), 1-15. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=122362691&site=ehost-live.

National Academies of Sciences, E., and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Retrieved from Washington, DC:

Noguera, P. (2003). *City schools and the American dream : reclaiming the promise of public education*. New York: New York : Teachers College Press.

O'Connor, S. (2001). Voices of parents and teachers in a poor white urban school. *Journal of Education for Students Placed at Risk, 6*(3), 175-198. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2001-01437-001&site=ehost-liveRetrieved from oconnors@pdx.edu. doi:10.1207/S15327671ESPR0603_2

Opler, M. E. (1945). Themes as dynamic forces in culture. *American Journal of Sociology, 51*(3), 198-206. doi:10.1086/219787

Orchowski, M. S. (2015). *The law that changed the face of America : the Immigration and Nationality Act of 1965*: Lanham, Maryland : Rowman & Littlefield.

Ovando, C. J. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal, 27*(1), 1-24. doi:10.1080/15235882.2003.10162589

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3 ed.. ed.). Thousand Oaks, Calif.: Thousand Oaks, Calif. : Sage Publications.

Pérez-Stable, M. (1999). *The Cuban revolution : origins, course, and legacy* (Second edition.. ed.). New York: New York : Oxford University Press.

Potowski, K. (2007). *Language and identity in a dual immersion school*. Clevedon: Clevedon : Multilingual Matters.

Ramirez, M., Perez, M., Valdez, G., & Hall, B. (2009). Assessing the long-term effects of an experimental bilingual-multicultural programme: Implications for drop-out prevention, multicultural development and immigration policy. *International Journal of Bilingual Education and Bilingualism, 12*(1), 47-59. doi:10.1080/13670050802149523

Rocque, R., Ferrin, S., Hite, J. M., & Randall, V. (2016). The unique skills and traits of principals in one way and two way dual immersion schools. *Foreign Language Annals, 49*(4), 801-818. doi:10.1111/flan.12238

Rodriguez, M. (2003). Perceptions of principals and teachers in New Mexico: A comparison between staff in schools with two -way dual language immersion programs and those with other bilingual programs. In M. L. Gonzalez (Ed.): ProQuest Dissertations Publishing.

Rubin, H. J. (2012). *Qualitative interviewing : the art of hearing data* (3rd ed.. ed.). Thousand Oaks, Calif.: Thousand Oaks, Calif. : SAGE.

Ruiz Soto, A. G., Hooker, S., & Batalova, J. (2015). Top languages spoken by English language learners nationally and by state. In.

Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods, 15*(1), 85-109. doi:10.1177/1525822X02239569

Saldaña, J. (2009). *The coding manual for qualitative researchers*. London ; Thousand Oaks, Calif.: London ; Thousand Oaks, Calif. : Sage.

Schwabsky, N. (2013). Exploring principals nonroutine problems in bilingual immersion schools: Lessons learned for multicultural leadership. *Journal of School Leadership, 23*(5), 789-822.

Schwandt, T. (2003). Constructivist, interpretivist approaches to human inquiry. In *The landscape of qualitative research: Theories and issues* (2nd ed.. ed.). Thousand Oaks, Calif.: Thousand Oaks, Calif. : Sage Publications.

Sergiovanni, T. J. (1979). *Supervision : human perspectives* (2d ed.. ed.). New York: New York : McGraw-Hill.

Singer, A. (2015). *Metropolitan immigrant gateways revisited, 2014*. Retrieved from Washington, DC:

Slavin, R. E., Madden, N., Calderon, M., Chamberlain, A., & Hennessy, M. (2011). Reading and language outcomes of a multiyear randomized evaluation of transitional bilingual education. *Educational Evaluation and Policy Analysis, 33*(1), 47-58. doi:10.3102/0162373711398127

Smith, J. G. (2006). Parental Involvement in Education Among Low-Income Families: A Case Study. *The School Community Journal, 16*(1), 43-56. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2006-08952-003&site=ehost-liveRetrieved from jsmith@cu-portland.edu.

Stake, R. E. (1995). *The art of case study research*: Thousand Oaks : Sage Publications.

Stake, R. E. (2006). *Multiple case study analysis*. New York: New York : The Guilford Press.

Starratt, R. J. (2004). *Ethical leadership* (1st ed.. ed.). San Francisco: San Francisco : Jossey-Bass.

Starratt, R. J. (2005). Responsible Leadership. *The Educational Forum, 69*(2), 124-133. doi:10.1080/00131720508984676

Telford, H. (2002). *Transforming schools*. S.l.: S.l. : Routledge.

Theoharis, G. (2011). Leading inclusive ELL: social justice leadership for English language learners. *Educational Administration Quarterly, 47*(4), 646-689.

Thomas, W., & Collier, V. (2002). A national study of school effectiveness for language minority students long-term academic achievement.

Thomas, W., & Collier, V. (2003). The multiple benefits of dual language. *Educational Leadership, 61*(2), 61-64.

Thomas, W. P., & Collier, V. (1997). *School effectiveness for language minority students*. Washington, DC: NCBE.

Turney, K., & Kao, G. (2009). Barriers to School Involvement: Are Immigrant Parents Disadvantaged? *Journal of Educational Research, 102*(4), 257-271. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ827692&site=ehost-liveRetrieved from http://heldref.metapress.com/openurl.asp?genre=article&id=doi:10.3200/JOER.102.4.257-271.

U.S. Department of Education, N. C. f. E. S. (Producer). (2016). Digest of Education Statistics. *NCES 2016-014*. Retrieved from https://nces.ed.gov/fastfacts/display.asp?id=84

Uludag, A. (2008). Elementary Preservice Teachers' Opinions about Parental Involvement in Elementary Children's Education. *Teaching and Teacher Education: An International Journal of Research and Studies, 24*(3), 807-817. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ786700&site=ehost-liveRetrieved from http://dx.doi.org/10.1016/j.tate.2006.11.009.

Valdes, G. (1997). Dual-language immersion programs: A cautionary note concerning the education of language-minority students. *Harvard Educational Review, 67*(3), 391-429. doi:10.17763/haer.67.3.n5q175qp86120948

Valdés, G., Kibler, A., & Walqui, A. (2014). *Changes in the expertise of ESL professionals: Knowledge and action in an era of new standards*. Retrieved from Alexandria, VA

Wahlstrom, K. L., Louis, K. S., Leithwood, K., & Anderson, S. E. (2010). Learning from leadership: Investigating the Links to improved student learning. In *The Informed Educator Series*.

Waters, J. T., Marzano, R. J., & McNulty, B. (2004). Leadership that sparks learning. *Educational Leadership, 61*(7), 48.

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Retrieved from http://www.peecworks.org/peec/peec_research/I01795EFA.0/Marzano%20BalancedLeadership.pdf

Whitaker, B. (1997). Instructional Leadership and Principal Visibility. *The Clearing House, 70*(3), 155-156. doi:10.1080/00098655.1997.10543916

Winsler, A., Burchinal, M. R., Tien, H.-C., Peisner-Feinberg, E., Espinosa, L., Castro, D. C., . . . De Feyter, J. (2014). Early development among dual language learners: The roles of language use at home, maternal immigration, country of origin, and socio-demographic variables. *Early Childhood Research Quarterly, 29*(4), 750-764. doi:10.1016/j.ecresq.2014.02.008

Yin, R. K. (2014). *Case study research : design and methods* (Fifth edition.. ed.): Los Angeles : SAGE.

APPENDIX A. 21 RESPONSIBILITIES AND THEIR CORRELATIONS (R) WITH STUDENT ACADEMIC ACHIEVEMENT

The 21 Responsibilities and Their Correlations (r) with Student Academic Achievement

Responsibility	The Extent to Which the Principal…	Avg. r	95% CI	No. of Studies	No. of Schools
Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	.19	.08 to .29	6	332
Change Agent	Is willing to challenge and actively challenges the status quo	.25	.16 to .34	6	446
Contingent Rewards	Recognizes and rewards individual accomplishments	.24	.15 to .32	9	465
Communication	Establishes strong lines of communication with and among teachers and students	.23	.12 to .33	11	299
Culture	Fosters shared beliefs and a sense of community and cooperation	.25	.18 to .31	15	819
Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.27	.18 to .35	12	437
Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	.28	.16 to .39	6	277
Focus	Establishes clear goals and keeps those goals in the forefront of the school's attention	.24	.19 to .29	44	1,619
Ideas/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	.22	.14 to .30	7	513

Input	Involves teachers in the design and implementation of important decisions and policies	.25	.18 to .32	16	669
Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	.24	.13 to .34	4	302
Involvement in Curriculum, Instruction, and Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	.20	.14 to .27	23	826
Knowledge of Curriculum, Instruction, and Assessment	Is knowledgeable about current curriculum, instruction, and assessment practices	.25	.15 to .34	10	368
Monitoring/ Evaluating	Monitors the effectiveness of school practices and their impact on student learning	.27	.22 to .32	31	1,129
Optimizer	Inspires and leads new and challenging innovations	.20	.13 to .27	17	724
Order	Establishes a set of standard operating procedures and routines	.25	.16 to .33	17	456
Outreach	Is an advocate and spokesperson for the school to all stakeholders	.27	.18 to .35	14	478
Relationships	Demonstrates an awareness of the personal aspects of teachers and staff	.18	.09 to .26	11	505
Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.25	.17 to .32	17	571

Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.33	.11 to .51	5	91
Visibility	Has quality contact and interactions with teachers and students	.20	.11 to .28	13	477

Note: 95% CI stands for the interval of correlations within which one can be 95% sure the true correlation falls. No. of Studies stands for the number of studies that addressed a responsibility. No. of schools stands for the number of schools involved in computing the average correlation.
Note: Figure is Adapted from: Marzano et al. (2005, pp. 42-43), *School leadership that works: From research to results.*

APPENDIX B: INTERVIEW QUESTIONNAIRE

Questions for Interview

Date:

Location:

Interviewer:

Interviewee:

I. **Which of Marzano, Waters, and McNulty's (2005) 21 leadership responsibilities do DLE principals identify is necessary towards increasing student achievement in DLE schools?**

1. How would you describe your leadership style as a building principal?
2. Would you consider your leadership style to be different if you were a principal at a monolinguistic school?
3. How would you describe instructional leadership?
4. Do you view yourself as the instructional leader of your school? Explain.
5. Do you believe as building principal, you are responsible for student achievement? Explain?

II. **How do the DLE principals implement their most identified 21 responsibilities of a school leader?**

6. What are some different ways you provide instructional leadership for your school?
7. From the twenty-one leadership characteristics, what are the seven most important characteristics a DLE principal should exhibit to improve student achievement?
8. Of the seven characteristics you just talked about, what are the top three characteristics you believe principals must exhibit to increase student achievement? Explain.

III. What barriers do DLE principals encounter in implementing the most frequent responsibilities? How did they overcome these barriers?

9. What are the different kinds of barriers that get in the way of you providing instructional leadership for your school?

10. What would you say the number one barrier is in making gains in student achievement? Explain.

11. How do you overcome these barriers to make sure you are providing instructional leadership and making gains in student achievement?

IV. How do DLE principals support, inspire, and prepare his/her teachers to be highly effective teachers in the classroom?

12. What level of expectations do you place on your staff members? Do these expectations differ from non-DLE staff members, if applicable?

13. What type of support do you provide for your staff?

14. How do you implement change amongst your staff members to improve the culture within your school building?

APPENDIX C: PARTICIPANT SURVEY

Survey Instrument

I. Welcome and Instructions

II. Demographics

A. Please select your age group.

- ○ 20-25
- ○ 26-30
- ○ 31-35
- ○ 36-40
- ○ 41-45
- ○ 46-50
- ○ 51-55
- ○ 56-60
- ○ 61 and above

B. Please select your gender.

- ○ Female
- ○ Male

C. Please select your primary racial/ethnic background.

- ○ American Indian or Alaskan Native
- ○ Asian
- ○ Biracial
- ○ Black or African American
- ○ Hispanic
- ○ Native Hawaiian or Pacific Islander
- ○ White or Caucasian

D. How long have you been teaching in a Dual Language Immersion program?

- ○ 1st year
- ○ 2-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ 21-30 years
- ○ 31 years or more

E. How many years have you been teaching in total?

- ○ 1st year
- ○ 2-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ 21-30 years
- ○ 31 years or more

III. RANK ORDER OF THE 21 PRINCIPAL BEHAVIORS

Please rank order the behaviors from 1 - 21.

A rank score of 1 is associated with the MOST IMPORTANT principal behaviors.

A rank score of 21 reflects the teacher's LEAST IMPORTANT principal behavior.

Note: Survey design adapted from Bedessem-Chandler (2014) research study.

PRINCIPAL BEHAVIOR	DEFINITION
AFFIRMATION	recognizes and celebrates accomplishments and acknowledges failures
CHANGE AGENT	is willing to challenge and actively challenges the status quo
CONTINGENT REWARDS	recognizes and rewards individual accomplishments
COMMUNICATION	establishes strong lines of communication with and among teachers and students
CULTURE	fosters shared beliefs and a sense of community and cooperation
DISCIPLINE	protects teachers from issues and influences that would detract from their teaching time or focus
FLEXIBILITY	adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent
FOCUS	establishes clear goals and keeps those goals in the forefront of the school's attention
IDEALS/BELIEFS	communicates and operates from strong ideals and beliefs about schooling

INPUT	involves teachers in the design and implementation of important decisions and practices
INTELLECTUAL STIMULATION	ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture
INVOLVEMENT in CURRICULUM, INSTRUCTION, AND ASSESSMENT	is directly "involved" in the design and implementation of curriculum, instruction and assessment practices
KNOWLEDGE of CURRICULUM, INSTRUCTION, AND ASSESSMENT	is "knowledgeable" about current curriculum, instruction and assessment practices
MONITORING/EVALUATING	monitors the effectiveness of school practices and their impact on student learning
OPTIMIZER	inspires and leads new and challenging innovation
ORDER	establishes a set of standard operating procedures and routines
OUTREACH	is an advocate and spokesperson for the school to all stakeholders
RELATIONSHIPS	demonstrates an awareness of the personal aspects of teachers and staff
RESOURCES	provides teachers with materials and professional development necessary for the successful execution of their jobs
SITUATIONAL AWARENESS	is aware of the details and undercurrents in the running of the school and uses this

	information to address current and potential problems
VISIBILITY	has quality contact and interactions with teachers and students

Note: Definitions are from Marzano et al., (2005, pp. 42-43), *School leadership that works: From research to results*. Survey design is adapted from Bedessem-Chandler (2014).

APPENDIX D: DEMOGRAPHIC MEAN SCORE ANALYSIS

Demographic Mean Score Analysis		Mean
AFFIRMATION: recognizes and celebrates accomplishments and acknowledges failures.	Dual Language	13.56
	Monolingual	12.39
	Hispanic	12.13
	White	15.0
CHANGE AGENT: is willing to challenge and actively challenges the status quo.	Dual Language	12.56
	Monolingual	12.14
	Hispanic	14.13
	White	11.0
CONTINGENT REWARDS: recognizes and rewards individual accomplishments.	Dual Language	17.44
	Monolingual	16.3
	Hispanic	14.88
	White	20.0
COMMUNICATION: establishes strong lines of communication with and among teachers and students.	Dual Language	4.38
	Monolingual	2.85
	Hispanic	3.88
	White	4.88
CULTURE: fosters shared beliefs and a sense of community and cooperation.	Dual Language	4.81
	Monolingual	5.93
	Hispanic	5.75
	White	3.88
DISCIPLINE: protects teachers from issues and influences that would detract from their teaching time or focus.	Dual Language	12.56
	Monolingual	8.76
	Hispanic	12.13
	White	13.0
FLEXIBILITY: adapts their leadership behavior to the needs of the current situation and is comfortable with dissent.	Dual Language	8.81
	Monolingual	8.11
	Hispanic	10.0
	White	7.63
FOCUS: establishes clear goals and keeps those goals in the forefront of the school's attention.	Dual Language	8.94
	Monolingual	7.64
	Hispanic	9.63
	White	8.25
IDEALS/BELIEFS: communicates and operates from strong ideals and beliefs about schooling.	Dual Language	9.56
	Monolingual	11.19
	Hispanic	11.88
	White	7.25
	Dual Language	9.06
	Monolingual	8.43

INPUT: involves teachers in the design and implementation of important decisions and practices.	Hispanic White	10.75 7.38
INTELLECTUAL STIMULATION: ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.	Dual Language Monolingual Hispanic White	12.75 13.59 13.63 11.88
INVOLVEMENT in CURRICULUM, INSTRUCTION, AND ASSESSMENT: is directly involved in the design and implementation of curriculum, instruction and assessment practices.	Dual Language Monolingual Hispanic White	10.13 14.26 8.25 12.0
KNOWLEDGE of CURRICULUM, INSTRUCTION, AND ASSESSMENT: is knowledgeable about current curriculum, instruction and assessment practices.	Dual Language Monolingual Hispanic White	12.56 12.18 11.38 13.75
MONITORING/EVALUATING: monitors the effectiveness of school practices and their impact on student learning.	Dual Language Monolingual Hispanic White	14.0 13.04 14.0 14.0
OPTIMIZER: inspires and leads new and challenging innovation.	Dual Language Monolingual Hispanic White	13.81 14.45 13.25 14.38
ORDER: establishes a set of standard operating procedures and routines.	Dual Language Monolingual Hispanic White	13.06 10.64 12.63 13.5
OUTREACH: is an advocate and spokesperson for the school to all stakeholders.	Dual Language Monolingual Hispanic White	12.94 15.71 12.0 13.88
RELATIONSHIPS: demonstrates an awareness of the personal aspects of teachers and staff.	Dual Language Monolingual Hispanic White	8.38 9.89 10.13 6.63
RESOURCES: provides teachers with materials and professional development necessary for the successful execution of their jobs.	Dual Language Monolingual Hispanic White	8.81 12.14 8.0 9.63

SITUATIONAL AWARENESS: is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.	Dual Language Monolingual Hispanic White	12.81 13.01 12.88 12.75
VISIBILITY: has quality contact and interactions with teachers and students.	Dual Language Monolingual Hispanic White	10.06 8.38 9.75 10.38

APPENDIX E: PERMISSION TO USE BEDESSEM-CHANDLER (2014) RESEARCH SURVEY

Michael A. Parsons
Doctoral Candidate
Purdue University
4935 Woodcrest Dr.
Columbus, IN 47203
July 28, 2018

RE: Permission to use Survey Research Material

It is my understanding that Michael A. Parsons requests permission to use the research of my work titled, Teachers' Perceptions of Principal Leadership based on the 21 Responsibilities of a School Leader as defined by Marzano, Waters, and McNulty (2005). Granted permission provides the doctoral candidate with the opportunity to compare the results of my (2013) study with the findings of the candidate's current research. It is understood that an adaptation of the teacher survey used in my study will be used for the current research. Permission granted allows the researcher to compare better the results between his current research and the research I conducted and determine if any similarities or differences are present.

With this letter, I grant Michael A. Parsons permission to use my survey in his upcoming research study. The research study focuses on the leadership characteristics of Two-Way Immersion (TWI) school principals (bilingual schools), also using Marzano's 21 Responsibilities of a School Leader as his framework. As stated in a request for permission, citations of my (2013) research crediting me as the source will be evident.

My best in your research endeavors,

Tammy J. Chandler Ed.D.

Tammy J. Chandler Ed.D.

APPENDIX F: PARTICIPANT LETTER

Re: Research student conducted by Michael Parsons entitled, "Effective School Leadership Characteristics of Dual Language Education Principals"

Dear Participant:

My name is Michael Parsons and I am a PhD candidate at Purdue University in the Educational Leadership and Policy Studies department. I am examining which effective leadership characteristics of Dual Language Immersion principals are most important to teachers. To increase the awareness and literature on effective Dual Language Immersion environments, I am inviting you to participate in this research study by completing the anonymous survey linked below. The survey focuses on identifying effective characteristics of Dual Language Immersion principals from the perspective of the teachers. The following questionnaire survey will require approximately ten (10) minutes to complete.

You will have from November 15, 2018 to December 1, 2018 to complete the survey (URL link below). Qualtrics Software Company is administering the survey and your information will be anonymous.

By agreeing to participate in the study, you will be giving your consent for the researcher or principal investigator to include your anonymous responses in the data analysis. Your participation in this research study is strictly voluntary, and you may choose not to participate without fear of penalty or any negative consequences. Qualtrics Software Company is administering the survey and there will be no individually identifiable information or other identification of you as an individual participant. All results will be presented as aggregate, summary data. The data collected will provide useful information regarding the necessary characteristics required of a Dual Language Immersion principal.

If you would like any additional information regarding this survey, please contact me or committee co-chair members, Dr. Marilyn Hirth (mahirth@purdue.edu) and/or Dr. Alice Johnson (alicejohnson@purdue.edu).

Thank you for considering this dual language research opportunity!

Anonymous participation link: **https://purdue.ca1.qualtrics.com/jfe/form/SV_1A28HM1OZPE0nFb**

Michael Parsons
PhD Candidate
Department of Educational Studies
Purdue University
Email: parson11@purdue.edu

VITA

MICHAEL PARSONS

812-350-4192 | michael.alan.parsons@gmail.com

EDUCATION

Purdue University, West Lafayette, IN
Ph.D. in Educational Leadership and Policy Studies 2019
Dissertation: Effective School Leadership Characteristics of Dual Language Principals

Ball State University, Muncie, IN
M.A.E. in Educational Leadership and Supervision 2014
Final Thesis: Extending the School Day and/or Year: High Stakes Achievement Tests

Ball State University, Muncie, IN
M.A. in Mild Interventions 2007
Minor: Emotional Disabilities

Taylor University
B.A. in Secondary Social Studies Education 2005
Senior Thesis: Geographical Impact of the Mayan Trade Route

PUBLICATIONS & PRESENTATIONS

"Special Education: The Legal Perspective," August 11, 2011: Delivered to higher education leaders and CASB school board members, South Bend, IN. August 11, 2011

"Response to Instruction and the Impact on Education." Delivered to the faculty of CASB, South Bend, IN. August 12, 2011

"How Can a School Support Social Progress?" Delivered to South Bend community, Mayoral office, and Better Business Bureau (BBB), South Bend, IN. January 20, 2014

"Project Based Learning in the 21st Century." Keynote speaker at the South Bend Chamber of Commerce, South Bend, IN. April 16, 2013

"Title 1 – 1003(g) School Improvement Grant." Submitted a 109 page grant (data analysis, LEA analysis, and justification interventions based on school infrastructure, school leadership, and instructional programs) to the IDOE. April 1, 2014

"The Beauty of Failure" Presented at the Indiana Association of School Principal's State-Wide Conference. November 19, 2018

ACADEMIC WORK EXPERIENCE

Clifty Creek Elementary School, Columbus, IN
Principal 2017-present

Riverview Middle School, Huntington, IN
Assistant Principal/Athletic Director 2014-2017

South Bend Career Academy, South Bend, IN
Director of Special Education Services/Assistant Principal 2011-2014

Huntington North High School, Huntington, IN
Emotional Disabilities Teacher/Coordinator 2010-2011

Riverview Middle School, Huntington, IN
8th Grade U.S. History Teacher/7th Grade Geography Teacher 2006-2010

TEACHING SPECIALIZATIONS

World History, World Geography, US History, and Ancient History
Sociology
Special Education
Educational Leadership

PROFESSIONAL EXPERIENCE

Indiana University Purdue University Columbus
Principals Advisory Board 2019-present

Huntington County Safe School Commission, Huntington, IN
Commissioner 2014-2017

1003g Title 1 Grant Recipient
Co-Author with Ronda Ross 2014

Teacher Evaluation Committee, South Bend, IN
Chairman 2012-2013

Indiana University South Bend Athletic Department, South Bend, IN
Board Member 2012-2013
Crisis Prevention Institute (CPI), Indianapolis, IN
CPI Certified Trainer 2012

Grace Hispanic Basketball Camp, Dalton, GA
Camp Director 2008

Special Olympics, Huntington, IN
Basketball Coach 2005-2011

AWARDS

Indiana School Safety Specialists	April, 2015
Indiana 4 Star School Recipient (Riverview Middle School)	2014-2015
People Helping People, PhP	May, 2009
Graduate Assistant, Ball State University	2005-2006
Champion of Character, NAIA	March 2005

CERTIFICATIONS

Indiana School Safety Specialist	2014
Crisis Prevention Institute (CPI)	2012
Project Based Learning (PBL) – Buck Institute for Education	2011
Response to Intervention (RTI)	2011

MEMBERSHIPS

Indiana Association of School Principals
Indiana School Safety Specialist Academy
Indiana Interscholastic Athletic Administrators Association
Crisis Prevention Institute – National
Indiana Council of Administrators of Special Education
Indiana Council of Administrators of Special Education – Indiana Chapter
Council for Exceptional Children